

## Definitions of Levels in the Elementary Report Card—2007-08

### Achievement Levels—Special Education

When students are pursuing special education KLOs—from Foundational Skills, Academic Readiness Skills or Life Skills —the following achievement levels are used:

- **Independently**  
The student demonstrates achievement of the outcome without assistance.
- **Consistently**  
The student demonstrates achievement of the outcome all, or nearly all, the time.
- **Inconsistently**  
The student sometimes demonstrates achievement of the outcome.
- **With Prompting**  
The student demonstrates achievement of the outcome after a verbal, physical or visual cue or prompt.
- **With Assistance**  
The student demonstrates achievement of the outcome when provided with the assistance of a staff member.
- **Developing**  
The student demonstrates achievement of some key components of the outcome.
- **Emerging**  
The student demonstrates achievement of some beginning components of the outcome.

### Effort

An effort level is a summary statement that describes the degree to which a student appears to invest energy in his or her learning.

- **Commendable Effort**  
This level describes effort that is **exemplary**. The student enthusiastically self-initiates meaningful engagement in learning activities, is highly focused on tasks, and is very productive.
- **Sufficient Effort**  
This level describes effort that is **appropriate**. The student typically begins learning activities voluntarily, is usually focused on tasks, and is generally productive.
- **Inconsistent Effort**  
This level describes effort that is **sporadic** and **undependable**. Effort is sometimes sufficient or commendable, but is also sometimes insufficient.
- **Insufficient Effort**  
This level describes effort that is **not yet** at an acceptable level. The student is reluctant to engage in learning activities, has difficulty focusing on tasks without prompting and direction, and is sometimes unproductive.

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## Learner Attributes

Learner Attributes are those characteristics of students that are considered to be important factors in their success as learners. Learner Attributes consist of Social Attributes and Work and Study Attributes.

### *Social Attributes*

Respects the rights of others  
Accepts personal responsibility  
Respects the property of self and others  
Cooperates with others  
Follows school and classroom rules

### *Work and Study Attributes*

Listens attentively  
Participates in discussions  
Applies learning strategies  
Organizes materials and space  
Strives for quality performance  
Completes tasks

The following levels describe the degree to which students demonstrate each attribute.

- **Consistently**  
This level describes **dependable** demonstrations of the attribute; that is, nearly all the time.
- **Usually**  
This level describes **frequent** demonstrations of the attribute; that is, much of the time.
- **Inconsistently**  
This level describes **undependable** demonstrations of the attribute; that is, some of the time.
- **Infrequently**  
This level describes **limited** demonstrations of the attribute; that is, little of the time.