



## Elementary Report Card Social/Emotional Development – Grades 4-6

### Social/Emotional Development (4-6)

#### 1. Collaboration

1	2	3	4
<p>The student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to a team, understanding purpose and goals, and working with others</li> <li>• Cooperate with others</li> <li>• Demonstrate integrity by “doing the right thing” even when no one is watching</li> <li>• Contributes to activities that enhance the school community</li> <li>• Obey rules when working with others</li> <li>• Enforce concepts of fair play</li> </ul>	<p>The student can sometimes, but is not consistently able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to a team, understanding purpose and goals, and working with others</li> <li>• Cooperate with others</li> <li>• Demonstrate integrity by “doing the right thing” even when no one is watching</li> <li>• Contributes to activities that enhance the school community</li> <li>• Obey rules when working with others</li> <li>• Enforce concepts of fair play</li> </ul>	<p>The student meets grade level expectations as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to a team, understanding purpose and goals, and working with others</li> <li>• Cooperate with others</li> <li>• Demonstrate integrity by “doing the right thing” even when no one is watching</li> <li>• Contributes to activities that enhance the school community</li> <li>• Obey rules when working with others</li> <li>• Enforce concepts of fair play</li> </ul>	<p>The student exceeds grade-level expectations, and is able to apply and extend understanding as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to a team, understanding purpose and goals, and working with others</li> <li>• Cooperate with others</li> <li>• Demonstrate integrity by “doing the right thing” even when no one is watching</li> <li>• Contributes to activities that enhance the school community</li> <li>• Obey rules when working with others</li> <li>• Enforce concepts of fair play</li> </ul>

## 2. Communication

1	2	3	4
<p>The student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• Express oneself clearly</li> <li>• Communicate effectively</li> <li>• Understand and interpret the thoughts, ideas, or emotions of others</li> <li>• Use verbal and non-verbal means of communication</li> </ul>	<p>The student can sometimes, but is not consistently able to:</p> <ul style="list-style-type: none"> <li>• Express oneself clearly</li> <li>• Communicate effectively</li> <li>• Understand and interpret the thoughts, ideas, or emotions of others</li> <li>• Use verbal and non-verbal means of communication</li> </ul>	<p>The student meets grade level expectations as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Express oneself clearly</li> <li>• Communicate effectively</li> <li>• Understand and interpret the thoughts, ideas, or emotions of others</li> <li>• Use verbal and non-verbal means of communication</li> </ul>	<p>The student exceeds grade-level expectations, and is able to apply and extend understanding as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Express oneself clearly</li> <li>• Communicate effectively</li> <li>• Understand and interpret the thoughts, ideas, or emotions of others</li> <li>• Use verbal and non-verbal means of communication</li> </ul>

## 3. Research

1	2	3	4
<p>The student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate responsible and ethical use of technology</li> </ul>	<p>The student can sometimes, but is not consistently able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate responsible and ethical use of technology</li> </ul>	<p>The student meets grade level expectations as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate responsible and ethical use of technology</li> </ul>	<p>The student exceeds grade-level expectations, and is able to apply and extend understanding as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate responsible and ethical use of technology</li> </ul>

#### 4. Problem Solving

1	2	3	4
<p>The student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• Use metacognition to reflect on thinking</li> <li>• Choose an approach to problem-solve a situation</li> <li>• Problem-solve with confidence and capacity</li> <li>• Reach a solution when problem-solving</li> <li>• Develop personal and problem-solving skills to overcome an obstacle</li> <li>• Identify self-control in others</li> </ul>	<p>The student can sometimes, but is not consistently able to:</p> <ul style="list-style-type: none"> <li>• Use metacognition to reflect on thinking</li> <li>• Choose an approach to problem-solve a situation</li> <li>• Problem-solve with confidence and capacity</li> <li>• Reach a solution when problem-solving</li> <li>• Develop personal and problem-solving skills to overcome an obstacle</li> <li>• Identify self-control in others</li> </ul>	<p>The student meets grade level expectations as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Use metacognition to reflect on thinking</li> <li>• Choose an approach to problem-solve a situation</li> <li>• Problem-solve with confidence and capacity</li> <li>• Reach a solution when problem-solving</li> <li>• Develop personal and problem-solving skills to overcome an obstacle</li> <li>• Identify self-control in others</li> </ul>	<p>The student exceeds grade-level expectations, and is able to apply and extend understanding as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Use metacognition to reflect on thinking</li> <li>• Choose an approach to problem-solve a situation</li> <li>• Problem-solve with confidence and capacity</li> <li>• Reach a solution when problem-solving</li> <li>• Develop personal and problem-solving skills to overcome an obstacle</li> <li>• Identify self-control in others</li> </ul>

#### 5. Self-Awareness and Direction

1	2	3	4
<p>The student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• Keep oneself organized</li> <li>• Establish healthy relationships with others</li> <li>• Take interest in the classroom or school environment</li> </ul>	<p>The student can sometimes, but is not consistently able to:</p> <ul style="list-style-type: none"> <li>• Keep oneself organized</li> <li>• Establish healthy relationships with others</li> <li>• Take interest in the classroom or school environment</li> </ul>	<p>The student meets grade level expectations as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Keep oneself organized</li> <li>• Establish healthy relationships with others</li> <li>• Take interest in the classroom or school</li> </ul>	<p>The student exceeds grade-level expectations, and is able to apply and extend understanding as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Keep oneself organized</li> <li>• Establish healthy relationships with others</li> <li>• Take interest in the</li> </ul>

<ul style="list-style-type: none"> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or school rules and expectations</li> <li>• Develop skills for personal control</li> <li>• Set goals and develop a plan to achieve the goals</li> <li>• Accept responsibility for their own actions</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrate respect for classroom and school rules</li> <li>• Demonstrate academic integrity</li> <li>• Tell the truth</li> <li>• Model appropriate behavior</li> <li>• Take care of classroom and school property</li> </ul>	<ul style="list-style-type: none"> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or school rules and expectations</li> <li>• Develop skills for personal control</li> <li>• Set goals and develop a plan to achieve the goals</li> <li>• Accept responsibility for their own actions</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrate respect for classroom and school rules</li> <li>• Demonstrate academic integrity</li> <li>• Tell the truth</li> <li>• Model appropriate behavior</li> <li>• Take care of classroom and school property</li> </ul>	<p>environment</p> <ul style="list-style-type: none"> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or school rules and expectations</li> <li>• Develop skills for personal control</li> <li>• Set goals and develop a plan to achieve the goals</li> <li>• Accept responsibility for their own actions</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrate respect for classroom and school rules</li> <li>• Demonstrate academic integrity</li> <li>• Tell the truth</li> <li>• Model appropriate behavior</li> <li>• Take care of classroom and school property</li> </ul>	<p>classroom or school environment</p> <ul style="list-style-type: none"> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or school rules and expectations</li> <li>• Develop skills for personal control</li> <li>• Set goals and develop a plan to achieve the goals</li> <li>• Accept responsibility for their own actions</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrate respect for classroom and school rules</li> <li>• Demonstrate academic integrity</li> <li>• Tell the truth</li> <li>• Model appropriate behavior</li> <li>• Take care of classroom and school property</li> </ul>
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