



## Elementary Report Card Social/Emotional Development – K-3

### Social/Emotional Development (K-3)

#### 1. Collaboration

1	2	3	4
<p>The student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• Show 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”</li> <li>• Contribute to activities which enhance the classroom environment</li> <li>• Obey rules</li> <li>• Accept the outcome to a situation even if it is not favorable for the student</li> </ul>	<p>The student can sometimes, but is not consistently able to:</p> <ul style="list-style-type: none"> <li>• Show 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”</li> <li>• Contribute to activities which enhance the classroom environment</li> <li>• Obey rules</li> <li>• Accept the outcome to a situation even if it is not favorable for the student</li> </ul>	<p>The student meets grade level expectations as he or she is able to:</p> <ul style="list-style-type: none"> <li>• Show 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”</li> <li>• Contribute to activities which enhance the classroom environment</li> <li>• Obey rules</li> <li>• Accept the outcome to a situation even if it is not favorable for the student</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>• Show 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”</li> <li>• Contribute to activities which enhance the classroom environment</li> <li>• Obey rules</li> <li>• Accept the outcome to a situation even if it is not favorable for the student</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>	<p>The student can sometimes, but is not consistently able to:</p>	<p>The student meets grade level expectations as he or she is able</p>	<p>The student exceeds grade-level expectations, and is able to apply</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 meet the expectations of the classroom and the school</li> <li>• Develop self-control</li> </ul>	<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 meet the expectations of the classroom and the school</li> <li>• Develop self-control</li> </ul>	<p>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 meet the expectations of the classroom and the school</li> <li>• Develop self-control</li> </ul>	<p>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 meet the expectations of the classroom and the school</li> <li>• Develop self-control</li> </ul>
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## 5. Self-Awareness and Direction

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<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> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or school rules and expectations</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> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or school rules and expectations</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 environment</li> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or school rules and</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 classroom or school environment</li> <li>• Take initiative to accomplish a goal</li> <li>• Adhere to classroom or</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate responsibility for his or her own actions</li> <li>• Explain why behavior is right or wrong based upon established rules</li> <li>• Identify how obeying rules affects others</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrates respect for classroom and school rules</li> <li>• Demonstrates 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>• Demonstrate responsibility for his or her own actions</li> <li>• Explain why behavior is right or wrong based upon established rules</li> <li>• Identify how obeying rules affects others</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrates respect for classroom and school rules</li> <li>• Demonstrates academic integrity</li> <li>• Tell the truth</li> <li>• Model appropriate behavior</li> <li>• Take care of classroom and school property</li> </ul>	<p>expectations</p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility for his or her own actions</li> <li>• Explain why behavior is right or wrong based upon established rules</li> <li>• Identify how obeying rules affects others</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrates respect for classroom and school rules</li> <li>• Demonstrates academic integrity</li> <li>• Tell the truth</li> <li>• Model appropriate behavior</li> <li>• Take care of classroom and school property</li> </ul>	<p>school rules and expectations</p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility for his or her own actions</li> <li>• Explain why behavior is right or wrong based upon established rules</li> <li>• Identify how obeying rules affects others</li> <li>• Contribute to the creation of rules</li> <li>• Demonstrates respect for classroom and school rules</li> <li>• Demonstrates 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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