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| <b>Assumption Catholic School Student Learning Expectations (SLEs)</b>             |  |  |   |  |
| <b>Student:</b> _____<br><b>Semester:</b> _____                                    |  |  |   |  |
| <b>ACTIVE, FAITH FILLED PERSON WHO:</b>  | <b>4</b><br>Exceeds expectations at grading period   | <b>3</b><br>Meets expectations at grading period                               | <b>2</b><br>Works toward grade level expectations at grading period   | <b>1</b><br>Does not meet grade level expectations at grading period     |
| <b>PRAYS FORMALLY AND SPONTANEOUSLY</b>  | Consistently exhibits full memorization of grade level prayers and other prayers not required                      | Consistently exhibits full memorization of grade level prayers                 | Exhibits some memorization of grade level prayers and/or requires moderate assistance   | Rarely exhibits full memorization of grade level prayers                 |
| <b>EXHIBITS BASIC KNOWLEDGE OF CATHOLIC CHURCH TEACHINGS</b>                       | Consistently demonstrates knowledge of Catholic Church teachings beyond grade level expectations                   | Consistently demonstrates knowledge of Catholic Church teachings               | Demonstrates some knowledge of Catholic Church teachings and/or requires moderate assistance                                    | Rarely demonstrates knowledge of Catholic Church teachings               |
| <b>PARTICIPATES REVERENTLY IN THE SACRAMENTAL LIFE OF THE CHURCH</b>               | Consistently participates with reverence above the developmental expectation in the sacramental life of the Church | Consistently participates with reverence in the sacramental life of the Church | Participates with some reverence in the sacramental life of the Catholic Church and/or requires some assistance and redirection | Rarely participates with reverence in the sacramental life of the Church |
| <b>DEMONSTRATES COMPASSION THROUGH SERVICE AND IS RESPONSIVE TO SOCIAL JUSTICE</b> | Consistently demonstrates high levels of compassion and responsiveness to social justice beyond that of peers      | Consistently demonstrates compassion and responsiveness to social justice      | Demonstrates some compassion and responsiveness to social justice and/or requires some assistance and redirection               | Rarely demonstrates compassion and responsiveness to social justice      |
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| <b>AN ENGAGED ACTIVE LIFE-LONG LEARNER WHO:</b>  | <b>4</b><br><b>Exceeds expectations at grading period</b>  | <b>3</b><br><b>Meets expectations at grading period</b>  | <b>2</b><br><b>Works toward grade level expectations at grading period</b>   | <b>1</b><br><b>Does not meet grade level expectations at grading period</b>  |
| <b>UNDERSTANDS, INTEGRATES, AND APPLIES KNOWLEDGE IN ALL BASIC ACADEMIC AREAS</b>                      | Consistently applies learning to academic subjects and life situations above and beyond grade level expectations           | Consistently applies learning to academic subjects and life situations   | Applies some learning to academic subjects and life situations and/or requires moderate assistance                                     | Does not apply learning to academic subjects and life situations and/or requires regular assistance  |
| <b>READS, RESEARCHES, PROBLEM SOLVES, AND THINKS CRITICALLY</b>  | Consistently exceeds grade level expectations when reading, researching, problem solving and thinking critically           | Consistently meets grade level expectations when reading, researching, problem solving and thinking critically | Approaches grade level expectations when reading, researching, problem solving and thinking critically and/or requires some assistance | Does not meet grade level expectations when reading, researching, problem solving and thinking critically and/or requires regular assistance |
| <b>BALANCES SPIRITUAL, INTELLECTUAL, AND PHYSICAL GROWTH AS AN INDEPENDENT, SELF-MOTIVATED LEARNER</b> | Consistently balances spiritual, intellectual, and physical growth as an exceptionally independent, self-motivated learner | Consistently balances spiritual, intellectual, and physical growth as a self-motivated learner                 | Inconsistently balances spiritual, intellectual, and physical growth as a self-motivated learner, and/or needs extra motivation        | Does not balance spiritual, intellectual, and physical growth as a self-motivated learner  |
| <b>WORKS COLLABORATIVELY</b>   | Consistently collaborates with people at an exceedingly high developmental level   | Consistently collaborates with people  | Inconsistently collaborates with people and/or requires some assistance and redirection  | Does not collaborate with people without direct assistance   |
| <b>SETS AND WORKS TOWARD PERSONAL GOALS</b>  | Consistently and independently sets and works towards personal goals   | Consistently sets and works towards personal goals   | Inconsistently sets and works towards personal goals and requires moderate assistance and modeling                                     | Does not set and work towards personal goals without assistance and redirection  |
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| <b>AN EFFECTIVE COMMUNICATOR WHO:</b>                | <b>4 Exceeds expectations at grading period</b>  | <b>3 Meets expectations at grading period</b>                  | <b>2 Works toward grade level expectations at grading period</b>  | <b>1 Does not meet grade level expectations at grading period</b>  |
| <b>EXPRESSES SELF-CONFIDENCE AND AWARENESS</b>       | Consistently expresses exceptional levels of self-confidence and awareness                     | Consistently expresses self-confidence and awareness           | Inconsistently expresses self-confidence and awareness and/or requires some modeling                          | Does not express self-confidence and awareness and/or requires regular modeling                          |
| <b>ACTIVELY LISTENS</b>                              | Consistently listens with exceptional levels of attention                                      | Consistently listens   | Inconsistently listens and/or requires some assistance and redirection  | Does not listen and/or requires regular assistance and redirection                                       |
| <b>ARTICULATES IDEAS IN WRITTEN AND ORAL FORMS</b>   | Consistently articulates ideas in written and oral forms beyond grade level expectations       | Consistently articulates ideas in written and oral forms       | Inconsistently articulates ideas in written and oral forms and/or requires some assistance and modeling       | Does not articulate ideas in written and oral forms and/or requires regular assistance and modeling      |
| <b>RESOLVES CONFLICTS THROUGH COMMUNICATION</b>      | Consistently and effectively resolves conflicts through communication                          | Consistently resolves conflicts through communication          | Inconsistently resolves conflicts through communication and/or requires some assistance and modeling          | Does not resolve conflicts through communication and/or requires regular assistance and modeling         |
| <b>EXPRESSES SELF THOUGH THE ARTS AND TECHNOLOGY</b> | Consistently expresses oneself through the arts and technology beyond grade level expectations | Consistently expresses oneself through the arts and technology | Inconsistently expresses oneself through the arts and technology and/or requires some assistance and modeling | Does not express oneself through the arts and technology and/or requires regular assistance and modeling |
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| <b>A PERSON OF INTEGRITY WHO:</b>   | <b>4 Exceeds expectations at grading period</b>  | <b>3 Meets expectations at grading period</b>  | <b>2 Works toward grade level expectations at grading period</b>  | <b>1 Does not meet grade level expectations at grading period</b>   |
| <b>ACCEPTS RESPONSIBILITY FOR PERSONAL BEAHAVIOR</b>  | Consistently and intrinsically accepts responsibility for personal behavior  | Consistently accepts responsibility for personal behavior  | Inconsistently accepts responsibility for personal behavior and/or requires some assistance and modeling                              | Does not accept responsibility for personal behavior and/or requires frequent assistance and modeling                             |
| <b>MAKES MORAL CHOICES THAT PRESERVE THE SACREDNESS OF THE HUMAN PERSON AND SUPPORTS THE COMON GOOD</b> | Consistently and intrinsically makes moral choices that preserve the sacredness of the human person and supports the common good | Consistently makes moral choices that preserve the sacredness of the human person and supports the common good | Inconsistently makes moral choices that preserve the sacredness of the human person and inconsistently supports the common good       | Does not make moral choices and that preserve the sacredness of the human person and does not support the common good             |
| <b>DEMONSTRATES A HIGH LEVEL OF SOCIAL AND ETHICAL STANDARDS</b>  | Consistently demonstrates an exceedingly high level of social and ethical standards  | Consistently demonstrates a high level of social and ethical standards   | Inconsistently demonstrates a high level of social and ethical standards, and/or requires some assistance and modeling                | Does not demonstrate a high level of social and ethical standards, and/or requires frequent assistance and modeling               |
| <b>APPROACHES CONFLICT AND CHALLENGING SITUATIONS WITH THE COURAGE TO SPEAK CONFIDENTLY</b>             | Consistently and intrinsically approaches conflicts and challenges with the courage to speak confidently                         | Consistently approaches conflicts and challenges with the courage to speak confidently                         | Inconsistently approaches conflicts and challenges with the courage to speak confidently and/or requires some assistance and modeling | Does not approach conflicts and challenges with the courage to speak confidently and/or requires frequent assistance and modeling |
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| <b>AN ACTIVE GLOBAL CITIZEN WHO:</b>  | <b>4<br/>Exceeds expectations at grading period</b>  | <b>3<br/>Meets expectations at grading period</b>                                 | <b>2<br/>Works toward grade level expectations at grading period</b>   | <b>1<br/>Does not meet grade level expectations at grading period</b>   |
| <b>PRACTICES STWEARDSHIP FOR ALL OF GOD'S CREATION</b>                      | Continually demonstrates stewardship for all of God's creation                                 | Consistently demonstrates stewardship for all of God's creation                   | Inconsistently demonstrates stewardship for all of God's creation and/or requires some assistance and modeling                   | Does not demonstrate stewardship for all of God's creation and/or requires frequent assistance and modeling                   |
| <b>RESPECTS ALL RACES, CULTURES, FAITH TRADITIONS, AND INDIVIDUALS</b>      | Consistently and intrinsically respects all races, cultures, faith traditions, and individuals | Consistently respects all races, cultures, faith traditions, and individuals      | Inconsistently respects all races, cultures, faith traditions, and individuals and/or requires some assistance and modeling      | Does not respect all races, cultures, faith traditions, and individuals and/or requires frequent assistance and modeling      |
| <b>WORKS SOCIALLY, ENVIRONMENTALLY, AND POLITICALLY FOR THE COMMON GOOD</b> | Continually works socially, environmentally, and politically for the common good               | Consistently works socially, environmentally, and politically for the common good | Inconsistently works socially, environmentally, and politically for the common good and/or requires some assistance and modeling | Does not work socially, environmentally, and politically for the common good and/or requires frequent assistance and modeling |