

Assumption Catholic School Student Learning Expectations (SLEs) Student: _____ Semester: _____				
ACTIVE, FAITH FILLED PERSON WHO:	4 Exceeds expectations at grading period	3 Meets expectations at grading period	2 Works toward grade level expectations at grading period	1 Does not meet grade level expectations at grading period
PRAYS FORMALLY AND SPONTANEOUSLY	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
EXHIBITS BASIC KNOWLEDGE OF CATHOLIC CHURCH TEACHINGS	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
PARTICIPATES REVERENTLY IN THE SACRAMENTAL LIFE OF THE CHURCH	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
DEMONSTRATES COMPASSION THROUGH SERVICE AND IS RESPONSIVE TO SOCIAL JUSTICE	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

AN ENGAGED ACTIVE LIFE- LONG LEARNER WHO:	4 Exceeds expectations at grading period	3 Meets expectations at grading period	2 Works toward grade level expectations at grading period	1 Does not meet grade level expectations at grading period
UNDERSTANDS, INTEGRATES, AND APPLIES KNOWLEDGE IN ALL BASIC ACADEMIC AREAS	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
READS, RESEARCHES, PROBLEM SOLVES, AND THINKS CRITICALLY	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
BALANCES SPIRITUAL, INTELLECTUAL, AND PHYSICAL GROWTH AS AN INDEPENDENT, SELF-MOTIVATED LEARNER	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
WORKS COLLABORATIVELY	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
SETS AND WORKS TOWARD PERSONAL GOALS	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

AN EFFECTIVE COMMUNICATOR WHO:	4 Exceeds expectations at grading period	3 Meets expectations at grading period	2 Works toward grade level expectations at grading period	1 Does not meet grade level expectations at grading period
EXPRESSES SELF-CONFIDENCE AND AWARENESS	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
ACTIVELY LISTENS	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
ARTICULATES IDEAS IN WRITTEN AND ORAL FORMS	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
RESOLVES CONFLICTS THROUGH COMMUNICATION	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
EXPRESSES SELF THROUGH THE ARTS AND TECHNOLOGY	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

A PERSON OF INTEGRITY WHO:	4 Exceeds expectations at grading period	3 Meets expectations at grading period	2 Works toward grade level expectations at grading period	1 Does not meet grade level expectations at grading period
ACCEPTS RESPONSIBILITY FOR PERSONAL BEHAVIOR	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
MAKES MORAL CHOICES THAT PRESERVE THE SACREDNESS OF THE HUMAN PERSON AND SUPPORTS THE COMMON GOOD	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
DEMONSTRATES A HIGH LEVEL OF SOCIAL AND ETHICAL STANDARDS	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
APPROACHES CONFLICT AND CHALLENGING SITUATIONS WITH THE COURAGE TO SPEAK CONFIDENTLY	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

AN ACTIVE GLOBAL CITIZEN WHO:	4 Exceeds expectations at grading period	3 Meets expectations at grading period	2 Works toward grade level expectations at grading period	1 Does not meet grade level expectations at grading period
PRACTICES STEWARDSHIP FOR ALL OF GOD'S CREATION	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
RESPECTS ALL RACES, CULTURES, FAITH TRADITIONS, AND INDIVIDUALS	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
WORKS SOCIALLY, ENVIRONMENTALLY, AND POLITICALLY FOR THE COMMON GOOD	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