

St. Matthew Catholic School
GRADE FIVE
Grade Level Expectations

These are the core grade level expectations based on the McRel standards and benchmarks that should be taught during fifth grade and represent what a student will learn. They are written from the student point of view. These grade level expectations are aligned with McRel standards and the standards-based progress report. The number listed is in reference to McRel 3rd edition; the number listed for Religion standard is in reference to *By Their Fruits You Shall Know Them*, Lorraine Ozar. The grade level expectations that are aligned with and developed by ITBS/ITED are noted in italics. Not all standards are addressed at every grade level which is appropriate considering a student's development.

RELIGION

1. Reads, interprets, and applies Scripture to life.
 - Participates in discussion*
 - Has knowledge of content*
 - Continues to explore how the Ten Commandments, Beatitudes, Works of Mercy and theological virtues are lived out in one's life
2. Presents a reasoned rationale, based on faith and knowledge, for being a Catholic.
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Continues to develop a deeper realization of role of Mary's Motherhood of Jesus, of the Church, our mother, and the greatest model of holiness
 - Develops an appreciation of the importance of the Holy Spirit in one's life and in the Church
 - Knows that the symbols of the Holy Spirit are wind, breath, and fire
 - Continues to articulate more about the doctrine of the Catholic faith
 - Explores the mystery of the Trinity
 - Knows the precepts of the Church
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics.
 - Knows the Seven Sacraments; recognizes that the sacraments give grace to help us grow spiritually
 - Develops and appreciates God's special gift of life (grace) to us, especially through prayer and the Sacraments
 - Develops a greater appreciation, gratitude, and joy in participating in Mass and reverence in receiving the Eucharist
 - Recognizes the relationship of the Eucharistic sacrifice to Calvary
 - Understands it is important to reflect on what it means to live a sacramental life
5. Makes moral decisions consistent with Church teachings.
 - Realizes that God's plan is that people be good in order to live with God forever in heaven
 - Realizes that God gave humans the special gift of free will

- Recognizes that God gives us rules for living a life of love
 - Understands that forming one's conscience is a lifelong responsibility
6. Illustrates a basic understanding of the history of the Church.
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
- Recognizes the many gifts, talents and abilities that God has provided each of us
 - Recognizes that one needs to develop integrity of body, mind and spirit in order to recognize objects/situations that can cause harm to a person
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
- Practices Christian action toward others*
 - Understands that the spiritual and corporal works of mercy are ways to show love for others
9. Demonstrates an appreciation for faith community as the way we come to know God.
- Continues an awareness of various roles and ministries in the Church
 - Recognizes that the Church is a visible sign of the kingdom of God
10. Uses effective community building skills in relating with others.
- Applies skills to concrete life situations - is considerate of others and their feelings*
 - Understands that God's gift of life needs to be protected and nurtured from conception to death
 - Understands that respect and care must be shown for the biological processes/changes of one's own body and that of others
 - Recognizes the importance of reflecting on what it means to live in relationship with God and to live a moral life
 - Recognizes that there are positive ways to handle negative peer pressure and stress
11. Critiques societal structures in light of Catholic social justice principles and apply to social and personal situations.
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
- Participates in parish and community service projects
 - Is made aware of various roles and ministries in the Church
 - Recognizes that the Work of the Church is to show love, peace, and justice in the world
13. Exercises responsible stewardship for the gift of creation.
- Practices Christian action toward others*
 - Responds joyfully to God's call to give of one's self in love to God and others (stewardship)
 - Continues to study the meaning of stewardship, i.e., "Receive God's gifts gratefully, cultivate them responsibly, share them lovingly in justice with others, and return them with increase to the Lord."
14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service.
- Participates in parish and community service projects

15. Demonstrates the relationship between faith and culture through arts, social sciences, sciences, technology.
16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences.
- Participates in planning liturgies and para-liturgies on student level of growth and awareness
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.
- Recognizes that Christians express their belief in the Holy Trinity in the Apostle's' Creed and the nicene Creed
 - Develops a personal relationship with Jesus that evokes a response of generous love
 - Can recite and use the designated prayers and gestures; Sign of the Cross, Our Father, Hail Mary, Grace before/after meals, Morning Prayer, Doxology (Glory Be), Act of Contrition, Rosary, Apostles' Creed, and the Acts of Faith, Hope, and Love, Hail Holy Queen, Stations of the Cross, Angelus, Memorare, and other prayers of cultural/liturgical significance as designated.*
18. Celebrates the presence of the Sacred in experiences of sacramentals, symbols, and rituals.
- Knows that the Church has designated sacred signs, such as holy water, medals, and especially blessings as sacramentals
19. Demonstrates an understanding of liturgical seasons and feasts.
- Increases knowledge of Church's liturgical seasons of Advent, Christmas, Lent and Easter
 - Participates at their own level of growth and awareness in liturgical celebrations and other forms of prayer
 - Recognizes that the Church year celebrates Jesus as Savior of the world and gives honor to Mary and all the saints, living and dead
 - Knows that two important beliefs and feasts about Mary are the Immaculate Conception and the Assumption

LANGUAGE ARTS

Writing

1. Uses general skills and strategies in the writing process
- Applies the writing process*
 - Prewriting, drafting and revising, editing and publishing, evaluating peers' and own writing
 - Identifies strengths and weaknesses in own writing
 - Organizes thoughts and expresses opinions and knowledge in a clear manner using complete sentences
 - Writes using numerous related paragraphs, each including a topic sentence, supporting details, and concluding sentence
 - Writes for a variety of audiences and purposes which include report of information, use of narratives, essays, poetry, and creative writing*
 - Handwriting - Writes legibly using proper size and spacing*

2. Uses stylistic and rhetorical techniques in written composition

- Demonstrates an understanding of the English language, i.e., usage, punctuation, capitalization, and spelling*
- Spells high frequency words correctly
- Identifies and correctly uses all parts of speech
- Identifies and uses figurative language, e.g., simile, alliteration, personification

3. Writes with a command of the grammatical and mechanical conventions of composition

Applies rules of grammar usage, punctuation, and capitalization in writing

Identifies and uses nouns, pronouns, verbs, adjectives and prepositions

Writes with a command of punctuation, e.g., periods, commas, quotation marks, etc.

4. Gathers and uses information for research purposes

- Effectively uses media resources to gather information*
- Uses the library/media center on a regular basis and properly uses a variety of resources for research topics; dictionary, glossary, encyclopedia, atlas, and internet
- Develops the use of outline format and note-taking
- Reading

5. Reading Process - Uses the general skills and strategies of the reading process*

- Increases the ability of decoding skills
- Monitors own reading strategies and makes modifications
- Previews text
- Adjusts speed of reading to suit purpose and difficulty of material
- Makes appropriate book selections to gain knowledge and for personal enjoyment
- Makes, confirms, and revises simple predictions
- Continues to develop a desire to read; engages in daily silent reading

6/7. Reading Comprehension - Uses reading skills and strategies to understand and interpret a variety of literary works and informational texts*

- Responds to literary and informational texts (oral, written, artistic)*
- Understands and comprehends stated information
- Determines the meaning of new words from their context
- Draws conclusions, makes inferences, and deduces meaning
- Interprets information in new contexts
- Interprets non literal language
- Determines the main idea of a text
- Continues to develop and use a variety of comprehension strategies, cause/effect; compare/contrast; classify/categorize, drawing conclusion, predicting outcomes, and giving details of main idea
- Identifies with increasing complexity the author's views or purposes
- Analyzes the style or structure of a text; uses text organizers
- Literary Texts:
 - Identifies theme, characters, setting, plot, sequence of events, conflicts and resolutions
 - Connects literary characters/events with people or events in own life
 - Infers traits, feelings, and motives of characters

- Makes and confirms inferences and predictions about events in a story
- Reads and identifies various genre of literature
- Informational Texts:
- Can readily use the parts of a book to locate information, i.e. index, table of contents, glossary, appendix
- Can effectively use the structures in information texts; uses text organizers to determine the main ideas or locate information
- Summarizes and paraphrases information in texts in all content areas

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively*

- Expresses ideas clearly*
- Participates effectively in group discussion*
- Participates in presentational activities

Viewing

9. Uses viewing skills and strategies to understand and interpret visual media

- Understands different messages conveyed through visual media
- Responds orally and in writing to higher order thinking questions in all content areas
- Understands basic elements of advertising in visual media

Media

10. Understands the characteristics and components of the media

- Understands that media, messages, and products are composed of a series of separate elements, e.g., sections of a newspaper, etc.
- Enhances the understanding of the similarities and differences among a variety of media, e.g., how documentaries, internet, television, and radio present a story in a different way

MATH

1. Problem solving - Uses a variety of strategies in the problem-solving process*

- Solves single-step and multiple-step math problems
- Brainstorms possible approaches before starting a problem
- Identifies extraneous or insufficient information in problems
- Chooses a method for solving a problem - some methods more helpful than others
- Checks reasonableness of results through estimation
- Constructs physical representations for complex problems

2. Concept of Numbers - Understands and applies basic and advanced properties of the concept of numbers*

- Checks reasonableness of results through estimation - estimates measurements with appropriate precision
- Uses standard rounding to estimate
- Uses order of magnitude to estimate
- Uses number sense to estimate
- Represents, compares, and orders numbers
- Describes and applies properties of numbers
- Classifies numbers by divisibility
- Demonstrates ways of performing operations

- Uses place value; writes numbers in standard, expanded, and exponential form
- Uses and interprets operational and relationship symbols
- Solves equations and inequalities
- Uses variable expressions to model situations
- Explores numerical patterns
- Understands the basic relationship of fractions to decimals and fractions to whole numbers
- Writes improper fractions as mixed numbers
- Finds the least common denominator of two or three fractions; the greatest common factor of two or three numbers
- Compares and orders decimals and fractions
- Uses number lines to model a variety of numbers
- Identifies prime and composite numbers
- Reads, writes, estimates whole numbers through nine digits and decimals to thousandths
- Communicates mathematical concepts through writing and speaking

3. Computation - Uses basic and advanced procedures while performing the process of computation*

- Adds and subtracts fractions and mixed numbers having like and unlike denominators
- Adds, subtracts, multiplies and divides money problems
- Adds, subtracts, multiples, and divides whole numbers and decimals with accuracy
- Translates between decimals and commonly encountered fractions - halves, thirds, fourths, fifths, tenths, and hundredths
- Reduces fractions to lowest terms
- Knows multiplication and division facts through 12
- Multiplies three-digit numbers
- Divides using two-digit numbers
- Understands that choices must be made when determining which operation to use.
- Counts and shows amounts of money to \$10.00

4. Measurement - Understands and applies basic and advanced properties of the concept of measurement*

- Tells time to the nearest minute
- Measures length/distance, time, temperature, weight, mass, and volume
- Identifies and uses appropriate units of measurement
- Selects and uses appropriate units of measurement according to type and size of unit (standard and metric)
- Converts units within a system, e.g. feet to inches, quarts to pints, hours to minutes
- Understands the relationship among area, volume, and weight, and between time and cost
- Understands that scale drawings can be used to represent shapes and compare locations of things very different in size
- Estimates, calculates, and compares perimeter, area, and volume

5. Geometry - Understands and applies basic and advanced properties of the concepts of geometry*

- Finds perimeter, area and volume of figures
- Recognizes and classifies angles, points, lines, rays and segments
- Identifies radius, diameter, chord, and central angle of a circle
- Identifies congruent and symmetrical figures
- Compares shapes in terms of such concepts as parallel, perpendicular, congruence, and symmetry
- Understands the basic characteristics of the concept of three dimensions
- Uses motion geometry, e.g., turns, flips, slides to investigate concepts of symmetry, similarity, and congruence
- Identifies, classifies, and compares geometric figures
- Describes geometric properties, patterns, and relationships
- Applies the concepts of perimeter, area, and volume

6. Data analysis - Understands and applies basic and advanced concepts of statistics and data analysis

- Gathers and records data to make generalizations*
- Understands that data comes in many different forms and that collecting, organizing and displaying data can be done in many ways
- Reads amounts on scales of bar and line graphs
- Reads and constructs bar, line, pie charts, and pictographs
- Given a table of data, selects the correct graphic representation for the data
- Locates amounts in specific cells of a table
- Compares quantities to determine ranks, sums, or differences and to find ratios
- Uses tables and graphs to determine rates or identify trends, understand underlying or functional relationships, and generalize or draw conclusions

7. Probability - Understands and applies basic concepts of probability

- Applies probability concepts and counting rules
- Predicts outcome of events
- Determines the probability of events
- Understands and applies measures of central tendency and variability
- Understands that summary predictions about large collections are more accurate than about just a few events

8. Functions and Algebra - Understands and applies basic concepts of functions and algebra

- Recognizes and extends basic number patterns
- Uses patterns and relationships to represent mathematical situations
- Constructs a pattern and articulates why the pattern works

SCIENCE/HEALTH - listed by strands

Earth and Space

- Knows that the surface of the earth changes, e.g., due to erosion, landslides, weathering
- Describes the different kinds of rocks and how they change
- Describes the different kinds of pollution and ways to prevent it

- Knows that the rotation of the earth causes different patterns in the sky
- Describes how distances are measured in space
- Illustrates and labels the weather cycle
- Explains how land and water affect climate differently
- Explains why the earth's surface is heated unevenly
- Records measurements with weather instruments
- Illustrates how weather systems develop and explains information weather maps
- Predicts weather patterns by interpreting weather maps

Life Science

- Compares the structure of animal and plant cells
- Explains the process of photosynthesis
- Describes the different ways that plants reproduce
- Describes the life cycle and processes
- Explains the role of the respiratory and excretory systems
- Identifies the structure and care of the skeletal and muscular systems
- Identifies characteristics of vertebrates and the eight phyla of invertebrates
- Knows that all organisms including humans cause changes in the environment where they live; some of these change are detrimental to themselves or other organisms, and others are beneficial

Physical Science

- Describes the difference between a chemical change and a physical change
- Demonstrates how energy can change forms
- Researches various energy resources and their effects on our world
- Compares and contrasts conduction, convection, and radiation
- Describes compounds and molecules

Nature of Science and Technology

- Draws conclusions, identifies patterns, generalities and trends, and makes inferences
- Uses and understands the components of the scientific method (asks questions, observes, records, and interprets results)*

Health

- Identifies and shares feelings
- Identifies practices that promote good health
- Describes how exercise and nutrition help the body stay healthy
- Sets personal health goals
- Discusses safety topics
- Progress report descriptors deal with using scientific method and demonstrating knowledge of relevant science content standards*

SOCIAL STUDIES - listed by strands

Civics

- Understands and discusses the personal and community impact of current events
- Understands the need for rules and laws
- Demonstrates the responsibilities of good citizenship

- Understands differences and similarities among people of different cultures
- Knows the basic tenets of democracy and the symbols that represent it
- Knows current issues involving the constitution
- Recognizes the roles of the different branches of federal government

Economics

- Understands the concept of supply and demand and how it determines a price
- Knows the functions of a bank
- Knows that the government pays for the goods and services it provides through taxing and borrowing
- Understands that some nations have greater productive resources
- Understands the impact of location on economic activities

Geography

- Reads and interprets maps by finding direction, figuring scale, identifying symbols, and explaining the types of maps
- Understands the spatial organization of places through such concepts as location, distance, direction, scale, movement and region
- Knows the processes people use to divide earth's surface into political and/or economic units (e.g., states in the United States and Mexico; provinces in Canada; countries in North and South American; and countries linked in cooperative relationships such as the European union)

Historical Understanding

- Identifies the basic factors and people that have influenced early exploration, the settling of America, and major historical events, i.e., American Revolution, expansion and reform, Civil War and reconstruction, Industrial Revolution, Great Depression and postwar United States
- Compares and contrasts life in various areas of the United States as it was being settled
- Shows an understanding of how the United States was founded
- Understands the people, events, and problems that were significant in creating the history of the state.
- Topics included in Iowa History are: the physical landscape, Native Americanism, European contacts, pioneer life on the prairie, proving a government, transportation, the Civil War, settlers from many lands, education, religion, agriculture and rural life in the early 20th century, urbanization, technological change in the early 20th century, business and industry in Iowa, World War I and its impact, Depression and World War II, postwar adjustments, 1955 - farm crisis of 1980s, and transition to the 21st century, farm crisis to 2002
- See Iowa History online at <http://fp.uni.edu/iowaonline/main.htm>
- Progress report descriptors deal with analyzing and applying information using concepts of history, geography, civics, and economics and demonstrating knowledge of social studies content standards*

MUSIC

1. Sings alone and with others, a varied repertoire of music*
 - Sings partner songs and rounds in small groups and able to sing own part
 - Participates and contributes in class activities
 - Sings expressively with appropriate dynamics, phrasing, and interpretation
 - Sings on pitch in rhythm with appropriate dynamics and timbre, and maintains a steady tempo
 - Matches pitch
 - Listens and follows directions
 - Responds to the cues of the conductor when singing as part of a group
2. Performs on instruments alone and together, a varied repertoire of music*
 - Finds and performs steady beat
 - Performs rhythm patterns from notation
 - Creates movement to accompany music or poems
 - Aurally identifies instruments of the orchestra and band including percussion instruments
3. Improvises melodies, variations, and accompaniments.
 - Improvises short songs and instrumental pieces.
4. Composes and arranges music within specified guidelines
 - Creates musical accompaniments*
 - Improvises short four bar rhythms and melodies
5. Reads and notates music
 - Understands musical notations*
 - Distinguishes between major and minor keys
 - Defines standard musical symbols
 - Identifies note names
 - Identifies half steps
6. Knows and applies criteria to music and musical performances
 - Appreciates music and is able to analyze in simple terms
7. Understands relationships between music and history and culture
 - Knows and demonstrates appropriate audience behavior
 - Understands the role of musicians (i.e., song leader, conductor, composer, and performer) in various musical settings and culture
 - Understands that music preferences reflect one's own personal experiences

ART

1. Understands and applies media techniques and processes related to visual arts*
 - Maintains an imaginative approach while following simple instructions
 - Use a wider variety of tools safely and economically
 - Enjoys using different art media
 - Transfers an idea from a 2-D drawing into a 3-D form
 - Expands in the use of different media and techniques
 - Understands, critiques, and uses self-evaluation tools both oral and written
2. Knows how to use structures and functions of art
 - Follows simple instructions, but maintains an imagination while creating art

- Applies the elements (line, shape, color, space, texture, form) and principles of design (proportion, rhythm, dominance, positive and negative space, balance and/or unity)
 - Expresses creativity through art projects*
3. Knows range of subject matter.
 - Understands the techniques of prominent artists and the art of still life painting
 - Creates a still-life painting
 - Develops a composition showing foreground, middle ground, background, overlapping and center of interest
 - Uses cartooning techniques and creates an original cartoon character
 - Continues to grow in art vocabulary
 4. Understands the visual arts in relation to history and cultures*
 - Identifies specific works of art as belonging to particular cultures, times, and places - art appreciation
 - Becomes knowledgeable of famous artists and their work
 - Knows how women and men, and different cultures, past and present, have shaped our world
 5. Understands the characteristics and merits of one's own artwork and the artwork of others
 - Understands that specific art works can elicit different responses

PHYSICAL EDUCATION

1. Uses a variety of basic and advanced movement forms (running, skipping, hopping, eye-hand/eye-foot coordination-dribbling while running)
 - Demonstrates knowledge of concepts*
 - Demonstrates fundamental skills*
 - Demonstrates kinesthetic awareness (balance, personal space, base of support, objects, dodges, chases) while participating in games and activities
 - Is able to adapt a skill to the demands of a dynamic, unpredictable environment, i.e., passes ball ahead of moving player
2. Uses movement concepts and principles in development of motor skills
 - Understands a variety of relationships with objects (over/under, behind, through, etc.)
 - Demonstrates throwing objects for both accuracy and force
 - Uses basic offensive and defensive strategies in unstructured game environments
3. Understands benefits and costs associated with participation in physical activity
 - Chooses physical activities based on a variety of factors, e.g., personal interests and capabilities, challenge and enjoyment
 - Knows factors that inhibit participation in physical activity, e.g., substance abuse
 - Uses external and internal information to improve performance
 - Celebrates personal successes and achievements as well as those of others
4. Understands how to monitor and maintain a healthy enhanced level of physical fitness
 - Understands wellness - demonstrate benefits of healthy life style*
 - Identifies the health benefits and participation in physical activity

- Selects and participates regularly in physical activities for the purpose of improving skill and health
 - Demonstrates proper warm up and cool down techniques
5. Understands the social and personal responsibility associated with participation in physical activity
- Demonstrates the willingness to join in an activity*
 - Demonstrates good sportsmanship*
 - Understands safety concepts*
 - Plays and cooperates with others regardless of personal differences
 - Follows appropriate rules, procedures, and behaviors with few reminders while participating in games/activities; accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
 - Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations
 - Demonstrates acceptance of the skills and abilities of others through verbal and nonverbal behavior

TECHNOLOGY - References McRel with NETS alignment

1. Knows characteristics and computer hardware and operating systems (NETS 1)
 - Knows and is able to properly use the more advanced features of the computer keyboard
 - Uses proper fingering for all keys, beginning from home row, maintaining proper posture while using the keyboard
 - Learns to use scanner
 - Learns to uses digital camera
 - Applies technology skills*
2. Knows characteristics and computer software programs (NETS 2)
 - Practices responsible use of technology systems and software
 - Uses a word processor to edit, copy, move, save and print text with some formatting, e.g., centering lines, using tabs, forming paragraphs
 - Learns basic word processing skills in order to print a document containing a paragraph
 - Knows basic and more advanced features of databases
 - Uses menu options and commands
 - Contributes to a group/teacher made presentation program
 - Defines the basic elements of a multimedia presentation
 - Places text into a simple, static screen
 - Uses grade-appropriate software
3. Understands relationships among science, technology, society, and the individual (NETS 3, 4, 5, 6)
 - Works cooperatively and collaboratively with peers, family members, and others when using technology
 - Effectively uses media resources to gather information*
 - Demonstrates positive social and ethical behaviors when using technology, e.g., illegally copying software, software piracy, copyright laws*

- Discusses basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use
 - Effectively uses media resources to gather information*
 - Knows areas in which technology has improved human lives, e.g., transportation, nutrition, health care, entertainment
 - Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide
 - Understands the history of computers and related careers
4. Understands the nature of technological design (NETS 3)
- Accesses, cuts, copies, and pastes text and clip art
 - Evaluates product and design and makes modifications
5. Understands the nature and operation of systems (NETS 1)
- Gathers information and communicates with others using telecommunications, with support from teachers, family members, or student partners.
6. Understands the nature and uses of different forms of technology (NETS 3, 6)
- Defines how technology is used today in medicine, transportation, banking, agriculture, architecture, etc.
 - Uses technology productivity tools to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (NETS 3)
 - Uses telecommunications efficiently and effectively to access remote information. (NETS 6)

GUIDANCE/HUMAN GROWTH AND DEVELOPMENT - listed by strands

Working with Other

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development

- Understands that being created by God is the basis for respect for self and others
- Recognizes that men and women are different, but complementary and equal in God's eyes
- Recognizes that everyone is responsible for protecting and nurturing God's gift of life
- Recognizes that Jesus shows us how to live in chaste relationships
- Understands tenets of a safe environment

PERSONAL DEVELOPMENT/SOCIAL RESPONSIBILITY/CITIZENSHIP

(All items are referenced on the progress report.)

- Interacts respectfully with others
- Works effectively as a team member
- Makes an effort to solve social problems
- Participates appropriately
- Follows directions
- Works independently
- Completes high quality work
- Completes homework assignments