

CDOS

Criteria	Exceeds the Standard 4	Meets the Standard 3	Progressing Toward the Standard 2	Below the Standard 1
Personal Responsibility	Rarely absent or tardy. Consistently meets academic deadlines. Always prepared with homework and appropriate classroom materials.	Few absences or tardies that do not interfere with academic performance. Most academic deadlines are met. Frequently prepared with homework and appropriate classroom materials.	Student absences or tardies interfere with academic performance. Some academic deadlines are met. Sometimes prepared with homework and appropriate classroom materials	Student absences or tardies prohibit academic performance. Few if any academic deadlines are met. Seldom prepared with homework and appropriate classroom materials
Initiative and Self-Regulation	Always uses various resources and strategies to successfully find a solution. Seeks teacher help when necessary. Continuously and independently reworks assignments for perfection.	Consistently uses various resources and some strategies to successfully find solutions. Usually seeks teacher help when a solution cannot be found. Consistently checks for accuracy and reworks assignments to meet course expectations.	Explores minimal resources and strategies to find solutions to problems. Occasionally seeks teacher help when a solution cannot be found. Settles for minimal accuracy.	Unable to locate resources and does not use strategies to find solutions to problems. Rarely seeks extra help when solutions cannot be found. More interested in expediency than accuracy.
Ethical and Responsible Behavior	Always displays appropriate learning behavior. Is always focused and never engages in distracting behavior. Always shows strong self-control and respect for others.	Consistently displays appropriate learning behavior in class. Consistently focused and rarely engages in distracting behavior. Consistently shows self control and respect for others.	Inconsistent focus in class, and occasionally engages in distracting behavior. Has occasional loss of self control and respect for others.	Rarely focused in class. Frequently engages in distracting behavior. Has difficulty maintaining self-control and showing respect for others.
Goal Setting	Always sets clear personal goals. Establishes an organized multi-step plan to achieve goals. Always reflects upon and revises goals.	Sets good personal goals. Organizes a plan, and usually reflects upon and revises goals.	Occasionally sets personal goals and an organized plan is thought out. Reflects upon and revises goals with direction.	Rarely or never has an organized plan or personal goals. Rarely or never reflects upon or revises goals.
Justification for ranking and/or plan for student improvement:				