Academic Engagement at CLC

	Emerging	Developing	Proficient	Extending
Attendance	rarely attends rarely connects with teacher about missed work ___%	sporadically attends ___%	attends often; student attends most scheduled classes ___%	attends daily (100%)
On task	when in attendance has little ability to focus (distracted) (distracting to others); when in attendance does not use class time well; students require frequent check ins to focus on tasks	at times does not use class time well	students will complete work at least 50% of the time; stays focused in class. Doesn't get distracted or distracts; students will not distract others; student maintains focus during independent work	students are self-starters requires no prompting to begin work; always focused - always working - always participating
Completes tasks ("work")	rarely completes work (either in class or at home)	gets minimal work done; slow pacing. Does not complete course in an appropriate time frame	continuously completes work; completes assignments on time; student completes homework; works at their potential	exceeds time frames and completes work efficiently - extra; challenges themselves and creates their own assignments
Course completion	Does not complete the course during the school year		completes course in a good time frame - good pacing; students are able to organize their time to finish courses in a timely manner	completes courses at an exceptional rate
Class Discussion	rarely participates in class discussions	Participates when called upon	engages in most activities (class discussion); student usually participates in discussions	engages in all activities (class discussion); student always participates in discussions
Self Advocates	rarely self advocates or asks teacher(s) for help; does not respond to teacher's initiative to offer help	seeks help in class sporadically; usually responds to teacher's initiative to offer help	students will not refuse help or check-ins from teachers; students will often approach teachers to problem solve or discuss difficulties when they are stuck.; asks for help when needs it; self advocates; student asks questions/self advocates for assistance	students will always approach teachers to problem solve or discuss difficulties when they are stuck; in constant collaboration with teachers
Sets goals	1) Set Goal	2) Set Goal - Criteria to meet goal	3) Set Goal- criteria to meet goal - reflect monitor progress;; students do not require daily goal setting (prompted by teacher) to complete tasks	All above reporting back process - Identify PSW; goal set- meet and exceed goals