

## 4.0: LEARNING HABITS

CHS graduates practice learning habits that promote their learning and the learning of others.

| Standard of Performance      | Exceeds the Standard  | Achieves the Standard  | Nearly Achieves the Standard  | Working Toward the Standard   |
|------------------------------|---|--|---|---|
| <b>4.1 Persisting</b>        | Seeks challenges and strives to work within ZPD. Values the satisfaction that comes from choosing to delay gratification in order to work through difficult tasks. Reports having flow experiences. | Regularly persists in the face of challenges and willing to work within ZPD. Regularly chooses to delay gratification in order to accomplish demanding tasks. May report having flow experiences.                | Inconsistently persists in the face of some challenges, and requires regular prompting and reminding about the importance of delaying gratification in order to accomplish demanding tasks. | Is beginning to persist in the face of challenges, but regularly does not complete day-to-day assignments.                              |
| <b>4.2 Applying Feedback</b> | Seeks and values feedback, and evaluates feedback in order to apply it in ways that maximize performance.   | Accepts feedback and applies it in ways that improve performance.  | Inconsistently applies feedback and only sometime times applies feedback in ways that improve performance.  | Is beginning to use feedback to improve performance.  |
| <b>4.3 Organizing</b>        | Is able to organize others and manage resources that are needed to complete the task.   | Saves work and knows where assignments are, when they are due, and what needs to be done; successfully manages time in and outside of the classroom.   | Inconsistently knows where assignments are, when they are due, and what needs to be done; sometimes successfully manages time in and outside of the classroom.                              | Is beginning to work at organizing assignments and managing time.   |
| <b>4.4 Listening</b>         | Detects indicators of feelings and emotional states in speaker's oral and body language and uses cues to reassure the speaker that s/he is being heard.   | Engages fully in listening, putting aside own thoughts and feelings in order to understand another's thoughts and/or feelings; paraphrases and builds upon others' ideas and feelings; asks on target questions. | At times engages in listening, but often allows own thoughts and feelings to interfere; at times paraphrases and builds upon others' ideas and feelings; at times ask on target questions.  | Is beginning to put aside own thoughts and feelings in order to listen to others in order to understand their thoughts and/or feelings. |
| <b>4.5 Contributing</b>      | Positively encourages and inspires others to be their best selves. Seeks and values others' points of view and new information.   | Approaches learning with a positive attitude and a willingness to work. Maintains an open mind to others' points of view and new information.  | Inconsistently approaches learning with a positive attitude and a willingness to work.  | Is beginning to approach learning with a positive attitude and a willingness to work.   |