

AIM for Success - D3MyWay

Elements of Success: Active Engagement, Independent Learning, and Mindset of Growth

Student Name:

Date:

	Active Engagement				
	Emerging (1)	Developing (2)	Capable (3)	Proficient (4)	Mastery (5)
Learning Center Attendance	Misses 7 or more connection and/or target days during the quarter <input type="checkbox"/>	Misses 5-6 connection and/or target days during the quarter <input type="checkbox"/>	Misses 3-4 connection and/or target days during the quarter <input type="checkbox"/>	Misses 1-2 connection and/or target days during the quarter <input type="checkbox"/>	Attends all connection and target days <input type="checkbox"/>
Online Attendance	Misses 7 or more days during the quarter <input type="checkbox"/>	Misses 5-6 days during the quarter <input type="checkbox"/>	Misses 3-4 days during the quarter <input type="checkbox"/>	Misses 1-2 days during the quarter <input type="checkbox"/>	Perfect attendance! <input type="checkbox"/>
Interacting with Teachers	Doesn't speak with teachers at the center or through email/phone/text <input type="checkbox"/>	Responds to teachers at the center when prompted but may demonstrate some reluctance <input type="checkbox"/>	Interacts positively with teachers at the center by responding to communication <input type="checkbox"/>	Connects positively with teachers at the center by responding to and initiating communication <input type="checkbox"/>	Consistently & positively connects with teachers by responding to and initiating communication to include self-advocacy <input type="checkbox"/>
Connecting with Peers (1)	Doesn't connect to students in person or through online engagement activities <input type="checkbox"/>	Connects to one or two other students within the program <input type="checkbox"/>	Positively relates with students within the program and engages during discussion or work time at the center <input type="checkbox"/>	Shows leadership among peers in addition to "capable" criteria <input type="checkbox"/>	Relates well with students and is considered a leader among peers in addition to proficient criteria. <input type="checkbox"/>
Connecting with Peers (2)	Lacks empathy and compassion for others <input type="checkbox"/>	Shows signs of understanding empathy and compassion - needs more practice demonstrating <input type="checkbox"/>	Demonstrates empathy and compassion toward some students <input type="checkbox"/>	Contributes to the D3MyWay community by showing empathy and compassion toward others <input type="checkbox"/>	Improves the D3MyWay community by showing empathy and compassion to individuals they interact with at the learning center <input type="checkbox"/>
Professionalism	Doesn't demonstrate professionalism in person or online <input type="checkbox"/>	Shows signs of understanding how to be professional as a student but does not make it priority <input type="checkbox"/>	Occasionally interacts with respectful, thoughtful, and complete responses to emails, phone calls, texts <input type="checkbox"/>	Often interacts with respectful, thoughtful, and complete responses to emails, phone calls, texts <input type="checkbox"/>	Consistently interacts with respectful, thoughtful, and complete responses to emails, phone calls, texts <input type="checkbox"/>
Follow Through & Consistency	Struggles with completing tasks or reaching goals <input type="checkbox"/>	Inconsistently follows through with completing tasks/goals <input type="checkbox"/>	Usually follows through on completing tasks and reaching goals <input type="checkbox"/>	Often follows through on completing tasks and reaching goals <input type="checkbox"/>	Consistently follows through on completing tasks and reaching goals <input type="checkbox"/>
Problem Solving & Determination	Believes intelligence is fixed and can't change; avoids challenging tasks <input type="checkbox"/>	Doubts capacity to learn and grow through hard work; gives up easily <input type="checkbox"/>	Sometimes shows belief that he/she is capable of learning and growing; uses a couple strategies before giving up <input type="checkbox"/>	Often shows belief that he/she is capable of learning and growing; uses multiple strategies to solve a problem <input type="checkbox"/>	Consistently demonstrates belief that he/she can learn and grow; seeks new challenges and works hard until a problem is solved <input type="checkbox"/>
Seeking Support	Does not ask questions or explain ideas when prompted <input type="checkbox"/>	Hesitantly asks questions or elaborates ideas when prompted <input type="checkbox"/>	Sometimes ask questions or elaborates ideas <input type="checkbox"/>	Often ask questions and elaborates on ideas <input type="checkbox"/>	Consistently asks questions and elaborates ideas, seeking support from various resources as needed <input type="checkbox"/>
Responding to Feedback	Does not consider or use feedback to improve as a learner <input type="checkbox"/>	Occasionally considers feedback to improve as a learner <input type="checkbox"/>	Considers feedback and critique to improve as a learner <input type="checkbox"/>	Often considers feedback to improve as a learner and asks questions if needed <input type="checkbox"/>	Consistently uses feedback to improve as a learner and asks questions <input type="checkbox"/>
	Total ___/10	Total ___/20	Total ___/30	Total ___/40	Total ___/50
	1-10 Emerging	11-20 Developing	21-30 Capable	31-40 Proficient	41-50 Mastery