

LEARNING AT CAISL

mission

CAISL is a student-centered educational community in which we challenge ourselves and each other to do our best and to make positive contributions to our diverse and ever-changing world.

SCHOOL YEAR 2024-25

INTRODUCTION

At CAISL we take seriously our responsibility to ensure that each student is welcomed and valued, and, at the same time, challenged with a curriculum which inspires him/her to achieve. Those who achieve in any field of endeavor are those who are striving for excellence, who are always questioning and demanding the best of themselves and of those around them. It is this atmosphere of enthusiasm for and commitment to

learning that we work to create.

CAISL's Core Value, also mentioned above, says "CAISL is a student-centered educational community in which we challenge ourselves and each other to do our best and to make positive contributions to our diverse and ever-changing world."

"Doing our best" requires effort and personal responsibility. Success in school as in life is not achieved without these. CAISL students are expected to exhibit these qualities. Young children will be learning them for the first time and, as students grow and mature, their levels of effort and personal responsibility grow along with their knowledge and skills. As a student nears High School Graduation, these qualities are expected to have become fundamental parts of their lives.

GUIDING PRINCIPLES

Assessment of student work and the assignment and reporting of grades/achievement levels must be—and be perceived to be—accurate, fair, and as objective as humanly possible. Students and their parents will be provided with information as to how student work will be assessed and how student achievement will be reported.

ASSESSMENT—SHARED BELIEFS

- Assessment is done using a variety of methods.
- Assessment enables a teacher to measure improvement in distinct areas over time.
- Assessment measures understanding and skills as well as knowledge.
- Assessment occurs frequently, not just on a few occasions.
- Assessment criteria and standards must be clear to the students in advance of the assessment.
- Assessment focuses on meaningful tasks.
- Assessment provides data and commentary that is clear and direct enough to allow a student to self-assess accurately and self-correct his/her own performance since self-assessment is a vital component of learning.
- Assessment only occurs when students have had the opportunity to be fully prepared for the assessment.
- Assessment with prompt feedback is an essential part of learning.
- Assessment allows students to demonstrate learning that may not have been anticipated by the teacher.



RE-ASSESSMENT—SHARED BELIEFS

- Re-assessment may promote student learning.
- As the child progresses through the grades, developing more maturity and responsibility, the initiative for re-assessment of learning shifts from the teacher to the student.
- In the Elementary grades, the teachers re-assess key skills on a regular basis.
- In the Middle School, teachers will remind students that they would benefit from redoing a test or assignment and suggest strategies and reach out to parents if the student is not receptive. However, the teacher will not oblige the student to redo the test or assignment.
- In High School, students are expected to take responsibility for their learning and to speak to the teacher about “redo” opportunities. While teachers are likely to suggest a “redo” or to remind students of the possibility, ultimately it is the student’s responsibility to initiate a discussion with the teacher, unless the teacher determines that it is necessary to ensure accuracy of the assessment.
- Teachers may require that a student re-assess in a manner determined by the teacher to further evaluate student areas of strength or weakness. Such teacher-initiated re-assessments are mandatory.
- The teacher has the responsibility and the authority to determine when, in his/her professional judgment, it is appropriate to gather additional information to ensure accuracy of assessment and/or to permit a student to re-submit an assessment.

HOMEWORK

GUIDING PRINCIPLES

Homework is defined as work done outside of the supervision of the teacher. As such, most homework is for extension of the work of the class, for practicing skills learned in class, for gathering data to be used in class, or for work on long-term class projects. In general, homework is designed to help students learn, not for them to demonstrate what they have learned.

Homework that serves to reinforce or introduce concepts is not counted in the student's grade. These and other "formative" assignments help give the teachers the information they need to better support student learning. While feedback will be given on assignments of this nature, it is important to recognize that they often reflect a student's effort and work habits rather than his/her academic skills and knowledge.

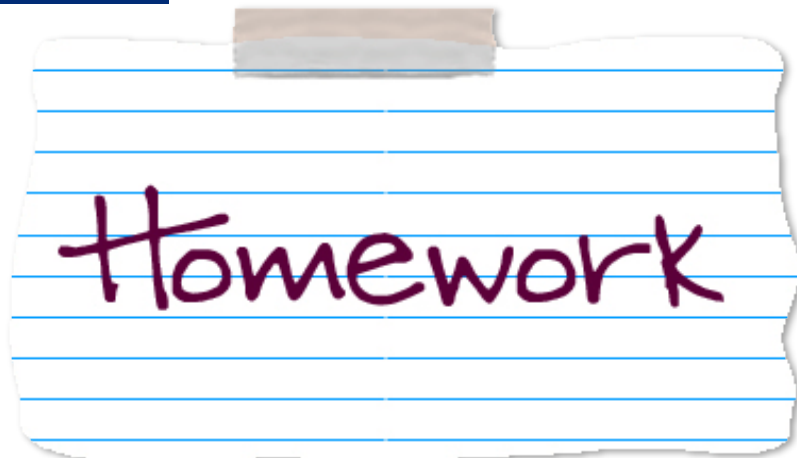
Homework assignments may not be the same for all students in the class. Teachers may vary assignments based on each student's needs.

ELEMENTARY SCHOOL—EARLY CHILDHOOD

Students in our Early Childhood classes do not have regular daily homework. However, we encourage our students to take books home from the Library each week and recommend that parents read with their children on a daily basis in their native language.

ELEMENTARY SCHOOL—GRADES 1-5

Most students in Grades 1 through 5 are expected to do a little homework each day. This can range from 10 minutes to an hour, depending on the grade level, plus extra time for reading. It is never the intention of the school that homework should be burdensome or negatively affect family time. If your child is spending too long completing homework, or having problems with the given tasks, please inform the teacher through the homework diary.



Homework that builds into a larger assessment (project, presentation, research paper) may be factored into the student's grade when the assessment gives the teacher a picture of what the student has learned after the completion of a unit of work.

SECONDARY SCHOOL—MIDDLE SCHOOL (GRADES 6-8)

Homework serves to reinforce or introduce concepts. Students should expect some homework each day, averaging sixty to eighty minutes per day in the Middle School. Most homework is "formative" and helps the teacher and student understand his/her progress.

SECONDARY SCHOOL - HIGH SCHOOL (GRADES 9-12)

In High School, the emphasis shifts from daily home assignments to long-term projects. Daily assignments focusing on review or preview of concepts continue, but the expectations in High School require students to show more organization and planning.

Students in their last two years of High School, Grades 11 and 12, must prioritize deadlines and balance commitments at a demanding level. Homework which is intended to inform the student and teacher about the student's progress does not factor into the academic grade.



CURRICULUM

INTRODUCTION

CAISL's curriculum is based on the "best practice" curriculum of the USA. For English, Math, and Science, CAISL has adapted the "Common Core" and the "Next Generation Science Standards" through 10th Grade. Portuguese (Native Language) adapts the standards of the Portuguese Ministry of Education. Other curricular areas use as their base standards published in the USA for that specific discipline. The International Baccalaureate Diploma Syllabi forms the basis of the CAISL curriculum for IB Diploma Program courses.

The full curriculum can be found on CAISL's web site. Curriculum Overviews for each grade and guides to the High School Diploma Program and the IB Diploma Program are on the web site.

CURRICULUM FORMAT

DISCIPLINE: The subject, such as English (or Math or Science or Music or Physical Education).

STRAND: The broad topic area within the discipline. *Writing* would be one of the Strands in English.

LEVEL: When students enroll in a class based on their achievement level rather than a grade/year of school, the "Level" (Beginner, Intermediate, Advanced and Transitional or 1, 2, 3, 4) to which the Performance Indicators apply precedes them.



PERFORMANCE INDICATOR: The learning objectives for a specific grade-level. A Kindergarten Performance Indicator for the Writing Strand would be “Use a combination of drawing, dictating, and writing to compose opinion pieces, in which they tell a reader the topic or the name of the book they are writing about, and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*)”

REPORTING ON ACHIEVEMENT

REPORT CARDS

These are available to parents and students via the passworded online portal on PlusPortals four times a year, usually one week after the quarter ends. Dates are shown on the school calendar in the Parent Portal on the school’s web site.

REPORTING PROCEDURES

CAISL has two methods by which student achievement is determined:

- Standards-Based Reporting is used for Early Childhood through Middle School (EC3 - Grade 8).
- Grade Averaging is used in Grades 9 through 12.

Each of these procedures is explained in more detail below.

STANDARDS-BASED REPORTING (EC3 THROUGH GRADE 8)

Standards-Based Reporting is a system in which the student is assessed on individual “Performance Indicators” or, in simpler terms, “skills” and “knowledge.” Reports of student progress are focused on a collection of similar Performance Indicators within a subject, rather than one “grade” for the entire subject. The collection of similar Performance Indicators is called a Strand. Our goal in using Standards-Based Reporting is to convey accurately—through “Achievement Levels”—what the student has truly learned and what they still need to learn.

STUDENT PROGRESS IS CONVEYED THROUGH “ACHIEVEMENT LEVELS” GIVEN BY THE TEACHER FOR EACH STRAND. THE ACHIEVEMENT LEVELS ARE:

MASTERED: The Student demonstrates comprehensive knowledge of the content and the ability to apply the processes/skills accurately in different and new situations.

PROFICIENT: The Student demonstrates a solid understanding of the content and the ability to carry out processes/skills accurately.

DEVELOPING: The Student demonstrates limited understanding of content and/or emerging ability to apply processes/skills but does not have full and independent acquisition of either.

NOT PROFICIENT: The Student demonstrates minimal knowledge or understanding of content and/or makes significant errors when applying processes/skills.



ALSO IN USE ARE THE CODES:

X NOT ASSESSED: This is used for Strands which have not yet been covered during the year.

IE INSUFFICIENT EVIDENCE: This is used when there is not enough data for the teacher to accurately determine an “Achievement Level.” Examples of when IE might be used would be for a student who enrolled in the class late or was absent due to illness for a lengthy period. It will also be used when a student has not submitted the assessments required.

The student’s progress in each Performance Indicator will be determined by teacher-generated assessments. The skills-based Performance Indicators are usually written as end-of-year expectations. During the year, these will be developed through the learning objectives taught in that quarter which are components of the Performance Indicator. The Achievement Level for a quarter will indicate the student’s achievement on the specific learning objective to date.

Four times a year, teachers will determine the Achievement Level which most accurately reflects the progress of the student for the year to date, using the Achievement Levels for all of the Performance Indicators within the Strand.

The goal is for students to be “Proficient” in all strands by the end of the academic year. Throughout the year, students will earn an Achievement Level of “Developing” if the teacher sees them progressing toward Proficiency. For the end-of-year Achievement Level, a student needs to be Proficient to be successful at the next grade. If a student has achievement levels of “Not Proficient” or “Developing” in any number of strands at the end of the academic year, it indicates that he or she is not ready for the next grade.

Parent-Teacher and Student conferences are held twice a year, once in the fall and again in the spring. At the fall conference teachers outline students' strengths and weaknesses and consider individual goals for improvement during the year. In Grades 3-5, students are invited to participate in these conferences. At the spring conference, parents and teachers will assess progress towards meeting those goals. Teachers also share information on students’ performance in MAP tests and look at samples of individual student’s work. Major assignments, projects, and tests are usually sent home to parents after teachers have shared appropriate feedback with students.

Students who enroll and attend after the 1st day of school but prior to the beginning of the 2nd quarter are expected to cover, and to be assessed on, the full curriculum. Students entering later in the year are required to demonstrate proficiency in the critical skill and content areas of core subjects.

Beginning in Middle School, students take end-of-year final exams. These provide students with an opportunity to demonstrate proficiency. As each student will have a unique set of strengths and areas for improvement at the end of the school year, the final exams for students in a standards-based system reflect this individualization. Students will answer specific questions which have been assigned to them, based on their level of performance.

CODES FOR EFFORT AND AREAS OF PERSONAL DEVELOPMENT, WORK & STUDY HABITS (THE FULL DEFINITION OF THESE CODES IS IN THE APPENDIX.)

EXC (EXCELLENT)

GOOD

NI (NEEDS IMPROVEMENT)

U (UNSATISFACTORY)

SPECIAL INFORMATION FOR EARLY CHILDHOOD

In Early Childhood classes, most performance indicators refer to very basic skills, knowledge and understanding. Although proficiency in these is the goal by the end of the year, we recognize that our youngest students are developing at their own unique pace and that they will learn new skills when they are ready. Achievement levels of “Not Proficient” or “Developing” are more usual in these early stages of learning. Each child should progress at his or her own pace and without pressure.

Student progress is defined in terms of individual growth and development. Each student’s progress is assessed primarily through observation and recording at regular times. Record-keeping strategies include portfolios with samples of children’s work and observation rubrics.

Report cards include information on the developmental and academic level of the child and comments on the student’s progress and conduct.

Samples of student work are regularly shared with parents so that they can see the progress their children are making in school.



PORTFOLIOS

Portfolios are collections of students’ work that illustrate their efforts, progress, and achievements. The collections display the individual nature and quality of the work and progress of each child. Portfolios emphasize what children are doing, rather than what they are not doing. Teachers ensure that the portfolio reflects all of the developmental domains, as well as the major curricular areas.

The purpose of a portfolio includes the following:

- To plan for instruction,
- To demonstrate growth,
- To show the process by which work is done, as well as the product,
- To document achievement,
- To communicate with parents,
- To communicate with the next classroom teacher, and
- To assist in program evaluation.
- The basic contents of a portfolio include:
 - Written observations recorded while the students are engaged in daily activities,
 - Checklists which are listings of specific skills or concepts that teachers identify as related to the curriculum,
 - Annotated work samples,
 - Parent information: the teachers and parents work together as partners with the education of the child becoming the responsibility of both the home and the school.

Portfolios reflect an approach to teaching and learning that emphasize a comprehensive view of the child, a cooperative style of teaching, and a partnership with parents. At the end of each year, parents may keep the work from their child’s portfolio and some samples will be kept by the school in digital format.

AVERAGING OF HIGH SCHOOL GRADES (9TH THROUGH 12TH)

CAISL’s High School (Grades 9 through 12) operates on a continuous year-long reporting system except for those classes which are only one-semester long. To derive the grade for the year, each semester is weighted evenly (40% each) and a final exam (20%) completes the course grade. Student behavior and work habits are assessed separately on the report card. Late work and academic malpractice will negatively impact on the academic grade. The grading scale used by the CAISL Secondary

%	100	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59 and under
Grade	A+		A				A-		B+		B		B-		C+		C		C-		D+		D				F															
GPA	4.33		4.00				3.66		3.33		3.00		2.66		2.33		2.00		1.66		1.33		1.00				0.00															

School for Grades 9-12 is shown below.

ACADEMIC INTEGRITY

Work submitted must accurately reflect student learning. Any action which leads to a misrepresentation of a student’s true skills and understanding is malpractice.

Examples of academic malpractice include, but are not limited to the following:



- No evidence of effort to cite a source,
- Collaboration on independent work,
- Plagiarism (not giving credit for another’s idea),
- Cheating on non-graded assignments,
- Plagiarism (direct “copy/paste”),
- Cheating on tests or other graded assignments.

A score of zero is entered in the teacher’s grade book until the student has demonstrated learning through an alternative assessment. This would include either a recorded oral assessment, a second version of the assessment or another method as determined by the teacher and the Secondary School Principal. The two assessments will be averaged together and recorded.

LATE WORK

Late assignments will have a deduction of one letter grade for each calendar day that the assignment is late, including weekends and holidays. Assignments more than three calendar days late will not be accepted. Students will have a supplemental assessment given at a date and time, outside of class time, at the determination of the teacher. This assessment will be scored, and three letter grades will be deducted. Teacher judgment may alter this timing if the assignment cannot be turned in electronically.

STUDENTS ENTERING AFTER THE BEGINNING OF THE YEAR (GRADES 9-12)

For students who enter at the beginning of or early in 2nd semester, the course grade for the 2nd semester will be weighted 80% and the weight of the final exam will be 20%. Students in attendance from the start of the second quarter will not be required to submit the assignments from the time they arrive but will be responsible for the core skills and content on their final exams.

GPA REPORTING, RANKING AND WEIGHTING (GRADES 9-12)

CAISL does not report class rank. Data on overall class achievement may be made available upon request. CAISL’s High School GPA operates on a “4-point scale”. “A” equates to a 4.0. Each subsequent letter drops one point (B=3, C=2, D=1, F=0). Courses are averaged to produce a Grade Point Average (GPA).



PROMOTION

GUIDING PRINCIPLES

The general policy of CAISL is to encourage and assist each student to progress along a continuous growth pattern of academic achievement, in harmony with his/her normal social and emotional development.

In arriving at a decision for the acceleration or retention of a student, the combined views of the Teachers, Principal and Counselor, are taken into consideration along with those of the student and his/her parents. The results obtained from standardized tests, class work, assignments, and accumulated credits will be important factors in the decision. The guiding philosophy for determining acceleration, promotion, or retention will be what is in the best interest of the student. The ultimate decision lies with the Division Principal.

EARLY CHILDHOOD

Performance indicators at Early Childhood focus on developmentally appropriate skills, knowledge and understanding. Students frequently achieve readiness to learn at different times, and for this reason we do not normally retain students who are showing growth and progress during the three years of early childhood classes. To be properly prepared for first grade, students should be proficient in the academic curriculum by the end of Kindergarten. When students are not proficient or still

developing skills in academic areas, then they are subject to retention in Kindergarten. Your child's teachers will contact you in a timely manner if your child is at risk of retention based on his/her academic performance.

ELEMENTARY SCHOOL

In order to proceed to the next grade in Elementary School, a child should show readiness in each of the three main areas:

- 1) Academic Performance
- 2) Behavior
- 3) Social and Emotional Maturity

Retention may be suggested as appropriate for any student at any grade, based on teacher or parental concerns in any of these three areas. To be properly prepared for the following grade, students should be proficient in the academic curriculum. When students are not proficient or still developing skills in academic areas, they are subject to retention. Your child's teachers will contact you if your child is at risk of retention based on his/her academic performance.



If, in this case, the Division Principal, after consultation with the educational team and the parents, decides that it is more appropriate, for social and emotional reasons, for the student to progress to the next grade level, then the student may be “placed in” the following grade rather than “promoted”. If similar academic concerns still prevail at the end of the following grade level it would indicate that interventions and support have not been successful, and the student will most likely be retained or not be invited to return to CAISL for the next school year.

A child may only be retained once.

Behavioral concerns about students, or concerns about social and emotional immaturity, are rarely used as the sole reason for retention in grade, although they may factor into the decisions made about retention in the current grade or placement in the next. A student with serious behavioral issues is likely to disrupt the learning of others. While we aim to work in partnership with parents to reverse or change poor behavior in students, those who cause disruption to learning may not be invited back to CAISL for the following academic year.

The change in academic expectations, culture and environment from Grade 5 to 6 is sometimes a challenge with which 5th graders struggle. To be promoted to Middle School, a student needs to have attained academic levels and behavioral levels which will allow him/her to be successful. Acceptance of a student into Elementary School does not guarantee promotion to Middle School.

SECONDARY – MIDDLE SCHOOL

Retention may be suggested as appropriate for any student at any grade, based on teacher or parental concerns. To be properly prepared for the following grade, students should be proficient in all areas of the academic curriculum. When students are not proficient or still developing skills in academic areas, then they are subject to retention. Your child’s teachers will contact you if your child is at risk of not passing his/her class or the Division Principal if retention in grade is a possibility.

If, in this case, the Division Principal, after consultation with the educational team and the parents, decides that it is more appropriate, for social and emotional reasons, for the student to progress to the next grade level, then the student may be “placed in” the following grade rather than “promoted”. If similar academic concerns still prevail at the end of the following grade level it would indicate that interventions and support have not been successful, and the student will most likely be retained or not be invited to return to CAISL for the next school year.

A child may only be retained once.

The final decision on promotion or retention rests with the Division Principal who, after consultation with the educational team and the parents, will decide the student’s most appropriate grade-placement for the next school year

On occasion, students who are not benefiting from the academic program as shown by consistently below-average achievement and poor effort grades may not be invited to return to CAISL for the next school year. In making decisions on whether or not a student will be invited to return to CAISL, the Division Principal will take into consideration the child’s history of academic progress and patterns of effort, including prior years of placement or retention in grade.

SECONDARY – HIGH SCHOOL

Promotion from grade to grade in High School is based on a combination of credits earned, the distribution of credits earned, and the overall Grade Point Average.

Students who end the course with a “D” in both English and Math or in any three or more of the core subjects (defined as those subjects which give a final exam) are subject to retention, even if they meet all of the criteria below, at the discretion of the Secondary Principal.

PROMOTION TO:	CREDITS EARNED (MINIMUM)	DISTRIBUTION OF CREDITS EARNED	GRADE POINT AVERAGE - GPA (MINIMUM) FOR THE YEAR
SOPHOMORE (Grade 10)	6	Must have earned 1 credit in English and 2 credits from among Math, Science, or Social Studies .	2.0
JUNIOR (Grade 11)	12	Must earn no more than 2 credits in any discipline	2.0
SENIOR (Grade 12)	19	Must earn no more than 1 credit in any discipline	2.0





ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

GUIDING PRINCIPLES

The primary goal of the language program at CAISL is to create an inclusive and supportive learning environment where students can develop strong communication skills and appreciate the value of multilingualism.

For students who are identified as ELLs (English Language Learners) in Grades 1-10, support is available to help them acquire the language and succeed in their classes. Students will receive this support in a variety of ways including but not limited to small group work, additional scaffolds and support materials, immersion, sheltered classes and, when appropriate, monitoring.

ELL students in Grades 1-10 will receive reports on their achievement for language progress based on their individual language goals determined by the EAL teacher in collaboration with the Language Arts teacher. When students have English proficiency that allows them to successfully meet the requirements of grade-level English Language Arts they will no longer be a part of the EAL program. This is based on evidence through language assessments, class work, and teacher observations.

As a student-centered school, we value the diversity of our students. This includes the wide range of languages and linguistic capabilities of our multi-national student body. Respect for and curiosity about other cultures and languages is encouraged as a part of lifelong learning and as a response to our “diverse and ever-changing world”.

PORTUGUESE AS ADDITIONAL LANGUAGE (PAL) AND LÍNGUA PORTUGUESA (LP)

GUIDING PRINCIPLES

Portuguese is the language of the host country and CAISL teaches Portuguese beginning with those new to the language through Mother Tongue or fluent speakers. Portuguese is required of all students through Grade 10, with the exception of students who are in the early stages of English language acquisition.

STUDENT SUPPORT SERVICES

Student Support Services comprises the Counseling, Learning Support, and Foundations of English Language Programs. The Student Support Team is a collective of school professionals committed to: identifying students experiencing academic and/or socio-emotional difficulties within the school community; creating and executing tailored strategies to assist these students; and continuous monitoring the progress of identified students to inform ongoing interventions.

LEARNING SUPPORT PROGRAM

GUIDING PRINCIPLES

The Learning Support Program (LSP) at CAISL is dedicated to fostering the academic, social and emotional development of all students by providing tailored support to those with mild to moderate needs. The goal is to ensure that every student admitted to CAISL, regardless of their individual challenges, can thrive within the regular classroom setting and achieve success in meeting academic requirements.

At CAISL, the school Learning Support teachers own specialized qualifications and expertise tailored to address diverse students' needs and to enhance student access to the standard educational curriculum.

The Learning Support Program, aims to empower students to overcome challenges, build confidence, and achieve their academic and personal goals within a caring and supportive educational environment. Student success begins in the classroom with Tier 1 instruction and support.

The Learning Support team is committed to supporting students in a tiered and collaborative approach, by:

- Providing small group instruction and personalized interventions to address specific learning needs.
- Regularly monitoring student progress to track growth and adjust support strategies accordingly.
- Implementing formal accommodation to ensure equitable access to the curriculum and learning materials.
- Developing executive functioning and literacy skills crucial for academic success.
- Collaborating closely with teachers, parents, and external specialists to create Individual Educational Plans (IEPs) tailored to each student's unique needs.
- Upholding a commitment to inclusivity by providing necessary resources and support while fostering a sense of belonging and empowerment among all learners.

At CAISL, the Counseling overarching goal is to foster the holistic development of every student through a multitiered approach to counseling. Our comprehensive focus on personal/social, academic, career, and global development ensures a well-rounded framework for their growth. A responsive service that operates proactively, addressing challenges thus fostering a nurturing and supportive atmosphere.

In collaboration with teachers, administrators, and parents/guardians, counselors tailor services to meet the unique needs of each student,



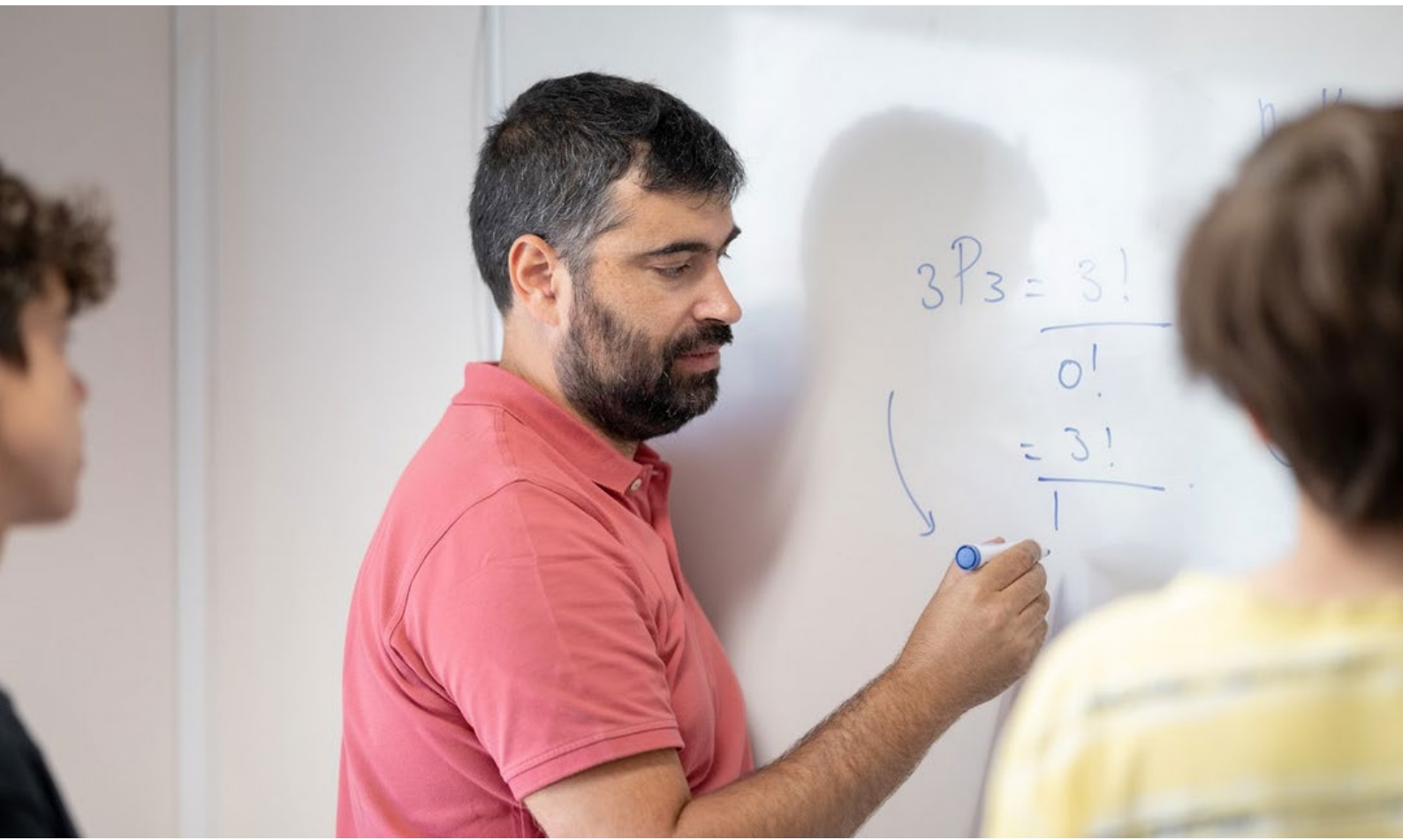


making counseling program an integral part of their educational journey. The aim is to ensure that every student benefits from an equitable, developmentally appropriate, comprehensive, preventative, and interventive school counseling program.

At CAISL, school counselors own specialized qualifications and expertise tailored to address the academic, career, and socio-emotional development needs of students from EC to Grade 12.

WORK HABIT RUBRIC

Work Habits Indicators		Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
EFFORT	PREPAREDNESS	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> • Comes to class with all materials • Uses all class resources • Homework is complete • Takes measures to make up missed work 	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>
	TIME MANAGEMENT	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> • Is in class on time • Turns work on time • Works productively during class 	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>
CONDUCT	PERSEVERANCE AND PROBLEM SOLVING	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> • Asks productive questions • Takes initiative to solve problems individually • Attends office hours when needed • Learns from self-assessment • Applies feedback for improvement 	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>
	WORK ETHIC	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> • Follows all directions • Produces quality work • Respectfully collaborates with others in class 	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>



$$3P_3 = 3!$$

$$0!$$

$$= 3!$$