

# Success Behaviours of Proficient Learners

(not used to determine grades, but behaviours that affect the quality of learning evidence provided)



		CONSISTENTLY	SOMETIMES	RARELY
AGENCY	Ownership and responsibility	<input checked="" type="checkbox"/> Takes responsibility for own learning and actions	<input type="checkbox"/> Needs reminders to take responsibility for own learning and actions	<input type="checkbox"/> Needs direction to take responsibility for own learning and actions
	Goals and self-assessing	<input checked="" type="checkbox"/> Sets goals and self-assesses using criteria	<input type="checkbox"/> Needs reminders to set goals and self-assess using criteria	<input type="checkbox"/> May not be goal-setting or self-assessing
	Seeking help	<input type="checkbox"/> Seeks extra help when needed	<input checked="" type="checkbox"/> Seeks extra help occasionally or when prompted	<input type="checkbox"/> Does not seek extra help
	Accepting feedback	<input type="checkbox"/> Accepts feedback and makes revisions	<input checked="" type="checkbox"/> Tries to use feedback to improve work; may not be sure how to respond	<input type="checkbox"/> Rarely uses feedback to improve work
	Completing evidence	<input type="checkbox"/> Completes assigned learning evidence on time and to the best of ability	<input checked="" type="checkbox"/> Learning evidence is provided late or after prompting	<input type="checkbox"/> Learning evidence is inconsistent; lack of evidence is affecting academic progress
	Resilience	<input type="checkbox"/> Shows resilience and persistence in the face of challenges and setbacks	<input checked="" type="checkbox"/> Shows resilience and persistence in some situations; may struggle when facing more significant challenges or setbacks	<input type="checkbox"/> Gives up easily or becomes discouraged when confronted with challenges and setbacks
ENGAGEMENT	Contributions	<input checked="" type="checkbox"/> Actively participates in discussions and activities and contributes evidence of independent ideas	<input type="checkbox"/> Participates with encouragement and support; ideas rely on prompts or examples from others	<input type="checkbox"/> Seldom participates; rarely, if ever, contributes ideas and needs significant encouragement and support to engage
	Enthusiasm	<input checked="" type="checkbox"/> Demonstrates enthusiasm and curiosity for learning	<input type="checkbox"/> Occasionally shows observable interest in learning	<input type="checkbox"/> Shows little to no interest in learning; often appears disengaged
	Helpfulness	<input checked="" type="checkbox"/> Helpful to other learners in creating a positive and supportive learning community	<input type="checkbox"/> Occasionally offers support to peers, but may not do so consistently or may need reminders to engage	<input type="checkbox"/> Makes sparse contributions to the learning community, often preferring to work independently
	Reflection	<input type="checkbox"/> Demonstrates growth over time with regular learning reflection posts and POLs that document the process of learning	<input checked="" type="checkbox"/> Learning portfolio and/or POLs lack consistency in documenting the learning process	<input type="checkbox"/> Limited engagement in reflective practices and minimal documentation of the learning process

		CONSISTENTLY	SOMETIMES	RARELY
CONDUCT and INTEGRITY	Respect	<input checked="" type="checkbox"/> Respects the rights and opinions of others; always listens when others are speaking	<input type="checkbox"/> Usually respects others, but may occasionally interrupt; generally listens but sometimes needs reminders	<input type="checkbox"/> Disregards the rights and opinions of others; rarely listens when others are speaking, requiring constant reminders
	Citizenship	<input type="checkbox"/> Demonstrates leadership by setting a positive example for others; volunteers willing to support the community	<input checked="" type="checkbox"/> Is positive and helps others when asked but rarely initiates	<input type="checkbox"/> Struggles to set a positive example; rarely volunteers to help give back to the community
	Integrity	<input checked="" type="checkbox"/> Academic work is original; instances of academic dishonesty, breaches of codes of conduct or team norms are reported	<input type="checkbox"/> Academic work is original, proper credit for ideas that come from others not always provided; fails to report unsafe behaviour	<input type="checkbox"/> Academic dishonesty or breaches of codes of conduct or team norms often require significant intervention and support
PREPARATION	At school	<input checked="" type="checkbox"/> Comes to class with all materials, on time, and prepared to learn	<input type="checkbox"/> Comes to class, but often without needed materials, late, or is unprepared to learn	<input type="checkbox"/> Frequently comes to class without needed materials, late, and unprepared to learn
	Outside school	<input type="checkbox"/> Manages time effectively to meet deadlines and complete tasks; utilizes organizational tools	<input checked="" type="checkbox"/> Has a system to manage time and tasks, but may struggle with consistency	<input type="checkbox"/> Has difficulty managing time and tasks and does not use organizational tools; requires significant intervention and support
SELF-REGULATION	Focus	<input checked="" type="checkbox"/> Focuses on task at hand	<input type="checkbox"/> Focuses on task but may need reminders	<input type="checkbox"/> Off task; needs frequent reminders to focus
	Balance	<input checked="" type="checkbox"/> Sets healthy boundaries and seeks balance in extracurricular activities, school, and social life	<input type="checkbox"/> Struggles at times to maintain balance between activities, schoolwork, and social life	<input type="checkbox"/> Often overwhelmed by commitments and finds it difficult to manage balance between outside activities and school
	Self-care	<input checked="" type="checkbox"/> Identifies sources of stress and knows when to seek help from adults before stress or anxiety becomes overwhelming	<input type="checkbox"/> May recognize sources of stress but struggles to seek help proactively	<input type="checkbox"/> Rarely identifies sources of stress or seeks help when feeling overwhelmed
COMMUNICATION and COLLABORATION	With peers	<input checked="" type="checkbox"/> Reliable and trusted team member during group work, providing constructive feedback and accepting critique graciously	<input type="checkbox"/> Engages in group work but struggles to provide constructive feedback or accept critique gracefully	<input type="checkbox"/> Inconsistent in group work participation, often hesitant to offer feedback or accept critique
	With teachers	<input checked="" type="checkbox"/> Communicates with teachers proactively and directly (not through parents)	<input type="checkbox"/> Usually communicates with teachers in advance of absences, but needs reminders or waits for teacher follow-up after return	<input type="checkbox"/> Relies solely on parents to communicate with teachers
	With technology	<input checked="" type="checkbox"/> Utilizes digital communication tools professionally and responsibly for learning	<input type="checkbox"/> Uses digital tools for learning tasks, but inconsistently or with occasional misuse	<input type="checkbox"/> Struggles to utilize digital communication tools effectively for learning