

## Responsibility Proficiency Table

### Reported Standard:

*I can exhibit responsibility for my learning, learning environment, and others*

### Supporting I Can Statement(s):

*I can identify the key tenets of responsibility*

*I can use my voice and actions to advocate for responsibility in our learning environment*

### Proficiency Indicators

#### Early Childhood to Fifth Grade

- I can accept accountability for my actions
- I can articulate, based on self reflection, how my actions impact others
- I can take care of my property and my personal work space
- I can monitor my own actions using self discipline
- I can use positive language and not place blame on others for my actions
- I can accept feedback from others and model changes in my actions based on the feedback
- I can identify and follow social norms within the school setting
- I can self reflect on my learning and take responsibility for my next steps in learning

#### Sixth to Eighth Grade

\*All indicators in previous grades as well as:

- I can be reliable to follow through on agreed upon actions and steps in learning
- I can complete the tasks that need to be done for my team or myself for learning to occur
- I can take initiative in my learning
- I can model positive decision making in my learning
- I can self reflect on my learning and take responsibility for my next steps in learning by articulating and sharing with my teachers

#### Ninth to Twelfth Grade

\*All indicators in previous grades as well as:

- I can exhibit independent actions and thoughts compared to my peers
- I can model community service actions
- I can take the initiative to include others in my actions and learning
- I can articulate and model social responsibility
- I can become a dependable member of the school society