



**End of Year Report: 2004-2005**  
**Elizabeth Cardine, Advisor**

**Sam**  
**Phase 3**

, NH 03446

	<u>Q4</u>	<u>Year</u>
Absent:	5	25
Tardy:	1	20

**Gateway Exhibition: Phase 2 to Phase 3** June 23, 2005

**Individualized Learning Plan (ILP) Goals: Quarter 4**

**Habits:** Ownership, Self-Direction, Character, Collaboration, Decision Making, Critical Thinking, Organization and Management

**Essential Knowledge:** Spanish, Algebra, English grammar

**Learning Opportunities Evidenced**

**Q1** Sam's First Class calendar included his classes (Spanish, Museum Studies and It's about Time), the YMCA Leadership course, and time dedicated to College Bound Reading. Sam's Work Area contained one Work Sample for Spanish.

**Q2** Sam missed Q2 entries for his online calendar. His Work Area contained assessments for Spanish, Leadership, and Physical Fitness.

**Q3** Sam's detailed online calendar documented his Spanish, Grass is Greener, Acting Out and Mechanics classes. His Work Area contained Assessments for all his classes and End of Days.

**Q4** Sam's Work Area included Assessments for Spanish and Mechanics, but his online calendar documented his participation in the Keene Sentinel Internship, Trek Planning Class and the Wilderness Orientation Trek as well.

**Phase/Graduation Checklist Requirements Met 4th Quarter:**

Quarter 4 Individualized Learning Plan  
Online Calendar  
"Technology" Research Project  
Internship at the Keene Sentinel  
Competent Portfolio

**Progress Comments:**

Sam's year seemed to be characterized by his dedication to the Leadership habit. He had a strong year, including participation on the Wilcox Wilderness Orientation Trek and an Internship at the Keene Sentinel. These learning opportunities directly correlated to the two passions Kyle wishes to pursue after graduation: journalism and wilderness education. Kyle spent this year focusing on developing these passions into viable learning opportunities, such as the two mentioned above, and developing his other habits through these learning opportunities.

Self-Direction, Leadership, Curiosity and Wonder, and Ownership were noteworthy habits for Kyle this year. He targeted these through a combination of classes, outside learning opportunities, and personal choices. Kyle cultivated his habits very consciously, and developed a very strong feeling of responsibility for the community.

In classes, Kyle was particular about where his energy was expended. *"He gets frustrated when others act out in class and does not always like to help others with their work. He finishes his own work quite quickly when it's assigned but has very little documented in his Work Area. Kyle is ready to do much more complex Spanish."* Kyle's Critical Thinking was another habit he improved upon this year. Kyle felt more comfortable in more complex situations and problems and developed stronger analytical skills when problem solving, in general. *"He has become strong at considering seemingly contradictory ideas, while problem solving around them. Through the quarter, Kyle worked hard to get his homework completed thoroughly, bringing up his Management assessment."*

Kyle continued to develop his consistency around his habit performance, while helping to bring others to a clear understanding of what it means to be at MC2. He had some noteworthy experiences of coaching his peers through difficult times (ones that he could identify with) and supporting them through their own decision making.

**Future Plans:**

Kyle's continuation with the Keene Sentinel will help him produce work for Phase 3 as well as for his Writing Portfolio. All his plans will be available through his online First Class calendar.





## End of Year Report: 2004-2005

Elizabeth Cardine, Advisor

Suzy Student

Phase 4

	<u>Q4</u>	<u>Year</u>
Absent:	2	3
Tardy:	4	5

**Gateway Exhibition: Phase 3 to Phase 4** June 22, 2005 Proficient

### Individualized Learning Plan (ILP) Goals: Quarter 4

**Habits:** Organization and Management

**Essential Knowledge:** Mechanics, Math, Art, Spanish

### Learning Opportunities Evidenced

**Q1** Suzy's schedule showed Spanish, Museum Studies and Advertisement as classes she took this quarter. She completed excellent Work Samples on all her classes.

**Q2** Suzys's online calendar showed she spent her days in Spanish, Censorship, and Entrepreneurship.

**Q3** Suzy's online calendar recorded her participation in Grass is Greener, Mechanics, Climbing Ivy and her Keene State Class. Suzys's Work Area had assessments for her classes as well as an Independent Block, the First Amendment Schools Community Day and End of Days.

**Q4** Suzy's online calendar recorded her Independent Work Block, Shape and Mechanics classes, as well as her Keene State class. She wrote two Work Samples this quarter (for her Physical Fitness Requirement and San Diego Trek) and collected two Assessments for her classes.

### Phase/Graduation Checklist Requirements Met Quarter 4:

Quarter 4 Individualized Learning Plan

Online Calendar

Competent End Of Days

San Diego Trek Documentation

"Alice in Wonderland" Research Project

Post Graduation Plan

Leadership Role

Graduation Research Project Proposal on *Creative Expression of Emotion*

Competent Portfolio

**Progress Comments:**

Suzy had a strong year. Her habit assessments were tightly rated, showing good consistency. Overall, Suzy was more consistent with her attendance, participation and productivity this year as well. She began an ambitious level of work, and met her goals with success that translated into credit on both her Phase and Essential Knowledge checklists.

As Suzy prepared for her Phase 3 Gateway, she reflected on her most and least positive learning opportunities. These all shared a common thread of great learning, and her reflections on them revealed a deep understanding of her own development as a learner. Suzy grew in figuring out how to use her strengths and leverage them to more productivity and learning. *"She capitalizes on her broad sense of curiosity and wonder to make connections that help her to stay interested in content that she might not otherwise enjoy. "*

Suzy also became more tight with her goal-setting and reflection loop. She recognized that the Work Samples she wrote in October could contribute to the Portfolio she wrote in May to prepare her for her Gateway in June. She set goals that are realistic, challenging, and effective, and her efforts to meet these goals were usually evident. *"Her ratings in Collaboration and Management for the final part of the class come from getting her work finished and pushing herself to collaborate with others on the group project."*

Suzy's presence at MC2 was, in the past, marked with some significant absences that strongly affected her progress. This year, however, she had markedly fewer absences from school and showed stronger communication with regards to her perspective on her progress. She is developing into an effective learner with a deep understanding of her learning.

Suzy's knowledge of the human brain has flourished and will continue to develop through her in-depth Graduation Research Project. She proved adept at understanding the abstract concepts of Newton's Three laws. Suzy never "just memorized" anything, but really inquired into the historical significance of everything from Chernobyl to Calvin Klein.

**Future Plans:**

Suzy is continuing her Keene State English class through the beginning of the summer, and will then take another Art class during the second summer session. She will be setting up her internship at the Wilcox school and preparing her research for that learning opportunity (which ties into her proposed Graduation Research Project around the need for creative expression as a form of communication). All her plans will be available through her online First Class calendar.

## MC2 Habits

[illegible]

## Habits of Being

Character	Q1	Q2	Q3	Q4
Quality Work	no evidence			
	no evidence			
	no evidence			
Collaboration				
	no evidence			
Curiosity and Wonder				

## Habits of Mind

Problem Solving	Q1	no evidence						
	Q2	no evidence						
	Q3							
	Q4							
Decision Making	Q1	no evidence						
	Q2							
	Q3							
	Q4	no evidence						
Critical Thinking	Q1							
	Q2							
	Q3							
	Q4							
Creative Thinking	Q1							
	Q2							
	Q3							
	Q4							
Communication	Q1							
	Q2							
	Q3							
	Q4							
Organization	Q1	no evidence						
	Q2	no evidence						
	Q3	no evidence						
	Q4	no evidence						
Management	Q1							
	Q2	no evidence						
	Q3							
	Q4							
Leadership	Q1							
	Q2							
	Q3	no evidence						
	Q4	no evidence						
Information	Q1							
	Q2							
	Q3							
	Q4							
Technology	Q1							
	Q2							
	Q3							
	Q4							

## Assessment of Habit Competency

ILP goals for this quarter are highlighted in **BOLD**

These assessments are based on 2 Work Samples and 2 Assessments.



## End of Year Report: 2004-2005

Elizabeth Cardine, Advisor

Sam

Phase 4

Fitzwilliam, NH 03447

	<u>Q4</u>	<u>Year</u>
Absent:	0	2
Tardy:	3	5

### Gateway Exhibition: Phase 3 to Phase 4 June 1, 2005 Proficient + Individualized Learning Plan (ILP) Goals: Quarter 4

**Habits:** Self-Direction, Character, Critical Thinking, Leadership

**Essential Knowledge:** Math Portfolios

#### Learning Opportunities Evidenced

**Q1** Sam's schedule in First Class indicated that he consistently worked on Sign Language, VHS, Use it or Lose it, Life of Birds, and participated in the YMCA Challenge Course. He documented these learning opportunities with work samples for Sign Language, Use it or Lose it, Life of Birds, and VHS. Sam also submitted work samples for his work at the Police Academy this summer.

**Q2** Sam's online calendar showed he participated in Public Achievement, Censorship, Sign Language, and Essential Questions. Sam also spent Tuesdays and Thursdays with Chief Fairbanks and Lt. Chickering at the Chesterfield Police Department.

**Q3** Sam's online calendar showed he participated in Sign Language, Grass is Greener and Mechanics. Sam's Work Area contained Assessments and Work Samples for all three of his classes. He also had assessments for End of Days and the First Amendment School Community Day.

**Q4** Sam's online calendar indicated he participated in Sign Language, Shape, Mechanics and PA. He was also in an internship with the Chesterfield Police Department. His Work Area had 3 Assessments for his classes, and no Work Samples.

#### Phase/Graduation Checklist Requirements Met Quarter 4:

Quarter 4 Individualized Learning Plan

Online Calendar

Competent End Of Days

Internship at Chesterfield Police Department

"Controversial uses of Police Equipment" Research Project

25 pages of Autobiography

Competent Portfolio

Competent Gateway Exhibition

**Progress Comments:**

Sam began this year, this phase, with a strong focus on developing his evidence of the habits - particularly the ones that don't come as easily for him. He exercised all habits through his participation in his regular classes, Governance Structure Committee, Keene State Class and Police Department Internship. Through this year, Sam evidenced improvement in his Problem Solving, Critical Thinking, Creative Thinking and Curiosity and Wonder strongly, while showing a drop in his assessments for Character.

Sam spent the year successfully implementing a structure to be Self Directed with his College Bound Reading Projects. Using this process, he was able to document and get credit for over half of the College Bound Reading requirements on the Essential Knowledge Checklist. With regards to his internship, Sam showed strong initiative and Ownership for his learning about the Police vocation and frequently went above and beyond in his participation in the activities and training offered by the Chesterfield Police Department.

When translating these skills into the direct classroom, Sam met with varied success. He was effective at garnering Essential Knowledge and Phase Checklist credit in many classes, but ineffective in others. Sam's academic progress contained some significant growth in his critical analysis of literature. He frequently designed College Bound Reading Projects that let him delve into historical causes and effect situations. He analyzed tunnels used during Vietnam warfare and investigated the meteorological events that coincide to create a "perfect storm." His mastery of the finer points of Kinetic Motion was another noteworthy gain this year. Sam quickly asked insightful questions regarding the complex nature of balanced forces and equilibrium. He brought his understanding of trajectory motion into his interest in the police field, and was generally able to create an interest in most topics through his newfound passion of law enforcement.

**Future Plans:**

Sam indicated that he plans to continue with his College Bound Reading Projects this summer with the structure he designed. He plans to use the New Hampshire Police Cadet Training Academy as another trek experience. Sam intends to set up an Internship with a Corrections Facility in Keene and use that and his prior Chesterfield Police experience to develop the research for his Graduation Research Project. He plans to write his script and start filming through the summer. All his plans will be available through his online First Class calendar.



## MC2 Habits

### Self-Direction

		Novice	Novice +	Advanced Beginner	Advanced Beginner	Competent	Competent +	Proficient	Proficient +	Expert
Q1										
Q2										
Q3										
Q4	no evidence									

### Ownership

Q1										
Q2										
Q3										
Q4										

### Community

Q1										
Q2	no evidence									
Q3										
Q4	no evidence									

## Habits of Being

### Character

Q1										
Q2										
Q3										
Q4										

### Quality Work

Q1										
Q2										
Q3										
Q4	no evidence									

### Collaboration

Q1										
Q2										
Q3										
Q4										

### Curiosity and Wonder

Q1										
Q2										
Q3										
Q4										

## Assessment of Habit Competency

ILP goals for this quarter are highlighted in **BOLD**

These assessments are based on no Work Samples and 3 Assessments.

## Habits of Mind

### Problem Solving

		Novice	Novice +	Advanced Beginner	Advanced Beginner	Competent	Competent +	Proficient	Proficient +	Expert
Q1										
Q2										
Q3										
Q4										

### Decision Making

Q1										
Q2										
Q3										
Q4	no evidence									

### Critical Thinking

Q1										
Q2										
Q3	no evidence									
Q4										

### Creative Thinking

Q1	no evidence									
Q2	no evidence									
Q3										
Q4										

### Communication

Q1										
Q2										
Q3										
Q4										

### Organization

Q1										
Q2	no evidence									
Q3										
Q4	no evidence									

### Management

Q1										
Q2										
Q3										
Q4										

### Leadership

Q1	no evidence									
Q2										
Q3										
Q4										

### Information

Q1										
Q2										
Q3										
Q4										

### Technology

Q1										
Q2	no evidence									
Q3										
Q4	no evidence									



## End of Year Report: 2004-2005

Elizabeth Cardine, Advisor

Will

Phase 2

	<u>Q4</u>	<u>Year</u>
Absent:	1	13
Tardy:	0	1

**Exhibition:** June 9, 2005 - Competent

### Individualized Learning Plan (ILP) Goals: Quarter 4

**Habits:** No goals were set.

**Essential Knowledge:** English grammar, Latin

### Learning Opportunities Evidenced

**Q1** Will's online calendar included his classes, but not his Internship. His classes this quarter were Latin, Use it or Lose it, and It's about Time. His Work Area contained assessments for his first two classes and his EODs.

**Q2** Will's online calendar contained no entries for this quarter. His Work Area contained assessments for Essential Questions and End of Days. He had no documentation in his Work Area for his work in Latin, Where Are You? and or for his Newsletter.

**Q3** Will's online calendar still had Q1 classes, in addition to his Q3 classes. Will's Work Area contained Assessments for Latin, Greenhouse FX, Electric Life, the First Amendment Schools Community Day and his End of Days. Will presented an Exhibition at a Competent + level.

**Q4** Will did not complete an online calendar for this quarter. His Work Area contained one assessment for his Electric Life class.

### Phase/Graduation Checklist Requirements Met Quarter 4:

Quarter 4 Individualized Learning Plan

Competent End Of Days

Wilderness Trek Documentation

4 Reading Logs

**Progress Comments:**

Will began this year extremely strong and ended it well. In between, he encountered many difficulties in being productive, but Will made increasing progress throughout. He had a successful internship that inspired the creation of his MC2 newsletter, "Headspace." He was elected to be a Phase 3 representative on the Governance Council, and began the development of an intricate Latin Grammar Website. I mention these because they evidence the variety of forms Will's progress took this year, and bring to light his focus on achieving academic credit.

This is not to say that Will had a smooth year. He still had what he calls "issues," but what made this year so different (and better) than last year was his willingness to find support and problem solve some solutions around those challenges. Will's trust in and commitment to the school was commendable, and he became more widely recognized as a strong community member. This strength largely came from his willingness to deal with people honestly and to do what needs to be done. *"He participated without complaint, identified what had to be done, and demonstrated leadership with his maturity."*

Will's academic focus was more complex than a simple decision to "get credit." He showed strong Self Direction around learning that he initiated. Will successfully taught Antioch Graduate Students web design, and received many positive emails as feedback. He showed better Management of his work, though sometimes that management was shown in the form of asking for help when he needed it (which was also good Decision Making). This focus didn't necessarily mean the work came more easily to Will. On the contrary, his resolve was necessary because credit is hardly "easy" when a student has limited experience documenting work. Will's approach and willingness is a good sign that he will succeed.

**Future Plans:**

Will's summer plans all hinge on his desire to Gateway to Phase 3 during the summer. These plans will help him to be ready to serve as one of the Phase 3 Governance Council Representatives. Will is completing his Phase 2 Research Project as well as some small documentation items. He will then move on to completing his Phase 2 Portfolio, followed by scheduling a Gateway. Will has expressed an interest in setting up an internship with someone at ANEI who manages the website and newsletters, and he definitely plans to continue production of "Headspace." All his plans will be available through his online First Class calendar.

## MC2 Habits

		Novice	Novice +	Advanced Beginner	Advanced Beginner	Competent	Competent +	Proficient	Proficient +	Expert
Self-Direction	Q1									
	Q2									
	Q3									
	Q4	no evidence								
Ownership	Q1									
	Q2	no evidence								
	Q3									
	Q4									
Community	Q1									
	Q2	no evidence								
	Q3									
	Q4	no evidence								

## Habits of Being

Character	Q1									
	Q2	no evidence								
	Q3									
	Q4									
Quality Work	Q1									
	Q2									
	Q3									
	Q4	no evidence								
Collaboration	Q1	no evidence								
	Q2	no evidence								
	Q3									
	Q4	no evidence								
Curiosity and Wonder	Q1	no evidence								
	Q2	no evidence								
	Q3	no evidence								
	Q4	no evidence								

## Assessment of Habit Competency

ILP goals for this quarter are highlighted in **BOLD**

These assessments are based on no Work Samples and 1 Assessment.

## Habits of Mind

Problem Solving	Q1	no evidence								
	Q2	no evidence								
	Q3									
	Q4	no evidence								
Decision Making	Q1	no evidence								
	Q2									
	Q3									
	Q4	no evidence								
Critical Thinking	Q1									
	Q2	no evidence								
	Q3	no evidence								
	Q4	no evidence								
Creative Thinking	Q1	no evidence								
	Q2	no evidence								
	Q3									
	Q4	no evidence								
Communication	Q1									
	Q2									
	Q3									
	Q4	no evidence								
Organization	Q1	no evidence								
	Q2	no evidence								
	Q3	no evidence								
	Q4	no evidence								
Management	Q1	no evidence								
	Q2	no evidence								
	Q3									
	Q4									
Leadership	Q1	no evidence								
	Q2	no evidence								
	Q3	no evidence								
	Q4	no evidence								
Information	Q1	no evidence								
	Q2									
	Q3									
	Q4	no evidence								
Technology	Q1	no evidence								
	Q2	no evidence								
	Q3									
	Q4	no evidence								



## End of Year Report: 2004-2005

Elizabeth Cardine, Advisor

Michael

Phase 3

	<u>Q4</u>	<u>Year</u>
Absent:	2	5
Tardy:	17	52

**Gateway Exhibition: Phase 2 to Phase 3** June 2, 2005 - Proficient

### Individualized Learning Plan (ILP) Goals: Quarter 4

**Habits:** Self-Direction, Quality Work, Collaboration, Problem Solving, Decision Making, and Management

**Essential Knowledge:** Writing and Reading

### Learning Opportunities Evidenced

**Q1** Mike's online calendar in First Class schedule was empty this quarter. His Work Area folders contained assessments for EODs, Spanish and Use it or Lose it.

**Q2** Online Mike mentioned Spanish, Censorship, and Entrepreneurship. His Work Area had Assessments for his classes and Work Samples for Acting Out, Kitchen Community Meeting.

**Q3** Mike's online calendar was not completed for this quarter. His Work Area had assessments for Spanish, Grass is Greener, Dreams and Boycotts, End of Days, as well as a Work Sample for Grass is Greener.

**Q4** Mike completed a Work Sample on his participation in Morning Meeting. His Work Area also contained three Assessments for his classes: Spanish, Baseball and Nothing but the Truth. His Online Calendar included his classes.

### Phase/Graduation Checklist Requirements Met Quarter 4:

Quarter 4 Individualized Learning Plan

Online Calendar

Competent Portfolio

Competent Gateway Exhibition

**Progress Comments:**

Mike ended this year with a very successful Gateway into Phase 3. He worked extremely hard to complete his Research Project and his Gateway Portfolio competently, using the guidelines and incorporating but feedback. Once in Phase 3, however, much of the drive and direction I observed in Mike soon dissipated. Also evident was a tendency for Mike to choose not to work on finalizing Essential Knowledge credit for his classes. *"He has told me that he had no intention to complete the work and does not need the EK credit at this time. Mike has participated sporadically in this class." "Once Mike completes documentation of his math work, he will have two sections of his Probability Math portfolio complete." "Mike chose to not pursue the Social Studies, Historical and Cultural Influences Essential Knowledge credit."*

Mike improved steadily in his Management. He got much better at following through with the planning steps for a process - as seen with his Portfolio. He was extremely effective at planning his Exhibition with a graphic organizer and then fleshing the plan out into notecards which were edited and used in the final Gateway. These Management skills needed to translate into Mike's class work. *"Mike has improved greatly this quarter in his self direction. He generally focuses on what needs to be done in class and tries his best"* There seemed to be a gap between what Mike set as goals in his ILPs (such as "getting EK credit") and what he actually worked to achieve.

This topic is extremely critical as Mike is now a Phase 3 student. Phase 3 is primarily about Essential Knowledge, and to merely set goals is not enough. It is also important to note that his required completion of the Phase requirement "Competent Habits of Being" was met through a single Work Sample, and not very thoroughly. The habit requirement for Phase 3 is to show Competency in all the habits, which will cause Mike to really focus on the development of himself as a learner.

**Future Plans:**

Mike has some decisions to make about how to improve the quality of his summer work so he can make good progress through Phase 3. Much of that discussion will be at home, but he currently has a light load for the summer, including reading two books. All his plans will be available through his online First Class calendar.

[illegible][illegible][illegible]

These assessments are based on 1 Work Sample and 3 Assessments.



## End of Year Report: 2004-2005

Elizabeth Cardine, Advisor

Rufus

Phase 3

	<u>Q4</u>	<u>Year</u>
Absent:	3.5	15
Tardy:	4	7

**Gateway Exhibition: Phase 2 to Phase 3** June 13, 2005 - Proficient

### Individualized Learning Plan (ILP) Goals: Quarter 4

**Habits:** Community, Quality Work, Decision Making, and Organization

**Essential Knowledge:** None identified.

### Learning Opportunities Evidenced

**Q1** Rufus's calendar in First Class listed Spanish, It's about Time, and Museum Studies as his schedule for this quarter. He completed work samples on each of these learning opportunities, as well as for his Fencing Classes at the YMCA.

**Q2** Rufus's online calendar contained only his Spanish class. His Work Area contained assessments for Leadership, and his Historical Impersonation.

**Q3** Rufus's online calendar was not complete for this quarter. Rufus's Work Area had Assessments for his Spanish and Mechanics classes, End of Days, and the FAS Community Day.

**Q4** Rufus's online calendar was incomplete for this quarter. His Work Area only contained two Assessments - for Mechanics and Spanish.

### Phase/Graduation Checklist Requirements Met:

Quarter 4 Individualized Learning Plan

Competent End Of Days

Internship with the Marlborough Police Department

"Videogame Violence" Research Project

Physical Fitness Work Sample

Competent Portfolio

Competent Gateway Exhibition



**Progress Comments:**

Rufus's year contained some amazing highs as well as some important challenges - though probably more than I can give perspective on. The most noteworthy growth I've observed was in his willingness to begin addressing the assumptions he makes when tackling a problem. *"He has grown immensely in his Critical Thinking through this class, and seems to show signs of attention to detail and information when considering problems now."* Rufus also showed very consistent growth in his Ownership, Community, Communication, and Curiosity and Wonder. Rufus didn't evidence much in the way of slipping in any habit. He just needs to consistently show competency in *all* the habits. Part of this consistency will come as he becomes more responsible for documenting the true learning that's going on. *"Rufus has not saved much evidence in his work area. He only has one day's worth of notes in his work area for Quarter 4."*

Rufus's most prevalent challenge was not in his ability to understand the concepts of any topic. He showed himself a strong thinker and generally able to comprehend even the most complex subjects. He often had to push his understanding through some rigorous questioning, but he began to communicate his questioning more respectfully so others were more receptive to it. He also grew in his ability to keep lines of communication open through difficulties.

Currently, Rufus is dealing with some important decisions regarding how he will progress through the last two phases of MC2. Each of these phases has a particular focus, and he will have to dedicate some conscious effort to testing and finding strategies that will result in adequate documentation of his progress. He still has much in the way of content to learn, but he recognizes the need for such content to reach his future goals.

**Future Plans:**

Rufus has an ambitious plan for the summer - to complete Phase 3. He intends to work with Karen to set up an Internship with the New England Aquarium and definitely plans to participate in another week at Sea World as a trek. He is turning another vacation trip into a trek, and plans to send consistent EODs through the summer. All his plans will be available through his online First Class calendar.

### MC2 Habits

		Novice	Novice +	Advanced Beginner	Advanced Beginner	Competent	Competent +	Proficient	Proficient +	Expert
Self-Direction	Q1									
	Q2									
	Q3									
	Q4									
Ownership	Q1									
	Q2									
	Q3									
	Q4									
Community	Q1	no evidence								
	Q2									
	Q3									
	Q4	no evidence								

### Habits of Being

Character	Q1									
	Q2									
	Q3	no evidence								
	Q4	no evidence								
Quality Work	Q1									
	Q2									
	Q3									
	Q4	no evidence								
Collaboration	Q1									
	Q2	no evidence								
	Q3	no evidence								
	Q4	no evidence								
Curiosity and Wonder	Q1									
	Q2	no evidence								
	Q3									
	Q4									

### Assessment of Habit Competency

ILP goals for this quarter are highlighted in **BOLD**

These assessments are based on no Work Samples and 2 Assessments.

### Habits of Mind

Problem Solving	Q1									
	Q2	no evidence								
	Q3									
	Q4									
Decision Making	Q1									
	Q2									
	Q3									
	Q4	no evidence								
Critical Thinking	Q1									
	Q2									
	Q3									
	Q4									
Creative Thinking	Q1									
	Q2									
	Q3	no evidence								
	Q4	no evidence								
Communication	Q1									
	Q2									
	Q3									
	Q4									
Organization	Q1									
	Q2	no evidence								
	Q3									
	Q4	no evidence								
Management	Q1	no evidence								
	Q2	no evidence								
	Q3									
	Q4									
Leadership	Q1									
	Q2									
	Q3									
	Q4									
Information	Q1									
	Q2									
	Q3									
	Q4									
Technology	Q1									
	Q2	no evidence								
	Q3									
	Q4	no evidence								