

## General Learner Outcomes (GLO's)

Creative & Critical Thinker	I think before I act. I routinely examine problems in new ways and seek to find creative solutions. My imagination allows me to express myself and develop new ideas. I use the design process to help guide my thinking.
Collaborator	I effectively work with others to reach our goals - combining our talents, expertise, and smarts. I actively listen to others' ideas and contribute my own, which allows me to function as part of a team.
Self-Directed Learner	I manage my goals and time, am able to work independently, and take initiative to advance my skill levels. I am committed to learning as a lifelong process. I take pride in my work.
Entrepreneur	I think differently and am resilient in my quest to be innovative. I persevere through difficult tasks. I identify needs or challenges and proactively find solutions to address those needs.
Effective Communicator	I clearly convey my thoughts, questions, solutions, and ideas in multiple ways, including verbally, digitally, and in written form.

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Flexible & Adaptable	I can adapt to change. I am able to work effectively in a variety of environments. I value other people's strengths and learn from them.
Receptive & Reflective to Feedback	I value feedback to help myself improve and further develop my skills to achieve personal growth. Reflecting critically about past experiences helps me to inform my future progress. I am aware of my own strategies, feelings, actions, and their effects on others.
Leader	I do the right thing, even when no one is looking. I empower and support those around me. I am constantly finding ways to improve myself. I maintain a positive attitude and a sense of humor.
Open-Minded	I am willing to consider and listen to new ideas and understand that my first assumptions might not always be accurate. I am respectful, objective, and am able to see things from multiple perspectives.
Academic Risk Taker	I am driven, determined, and willingly accept new and difficult challenges. I am resourceful and view mistakes and failures as opportunities to learn and grow.

## My Child's K-2 Progress Guide



**Further Information:**

**[Bit.ly/CMSSBRC](https://bit.ly/CMSSBRC)**

**Additional Questions:**

**[K2Comments@cms.k12.nc.us](mailto:K2Comments@cms.k12.nc.us)**



## What is the goal of a Standard Based Report Card?

The goal of the standard based report card is to provide clear communication to all stakeholders, the current progress of a student as related to a set of grade level standards. Grades are meant to be an informative reporting tool in order to determine specific student strengths, areas of growth, give opportunities for feedback, as well as determine next steps in learning.

## What is the new Core Standards Scale?

The grading scale has shifted from a numerical scale to a letter driven scale. This shift allows students to show growth in their mastery of skills over time. Mastery is a current and consistently measured level of understanding for a specific learning outcome. Mastery is measured in multiple ways at various times in order to ensure that learning can be applied in multiple situations. Learning is a process, so mastery of a grade level standard is measured and may shift over time. For more information about the state academic standards please visit: <http://www.dpi.state.nc.us/core-explained/>



## How is mastery measured?

Mastery is measured in various ways in the classroom, including formal or informal assessments, performance tasks, or verbal responses. Mastery is reported as the **most recent** representation of multiple points of data based on **end-of-year grade level learning outcomes**. Mastery is measured on a growth scale ranging from Developing, Progressing, Mastering, to Exemplary Mastery (as noted on the continuum below). No indicator\* (N/I) indicates that evidence of mastery is still being collected, or the content has not been instructionally reached in the curriculum at this point.

## My child received a “P” in a particular area, should I be concerned?

A “P” indicates that a child is progressing, but has not yet mastered the grade level standard at this time. A child progressing in one particular standard may indicate that a child may benefit from additional opportunities or time to practice this skill in order to meet mastery by the end of the school year. However, it is important to maintain close and ongoing communication with your child’s teacher regarding his or her progress.

## What are General Learner Outcomes (GLO’s)?

The ten General Learner Outcomes (GLO’s) represent relevant real world skills that support success of 21st century learners. General Learner Outcome descriptions are noted in this brochure.

## My child isn’t performing “On My Own” in all GLO areas? What should I do?

Development of GLO skills is over a long period of time and will occur when given varied opportunities. It is important to encourage opportunities for these skills, and also acknowledge that evidences of mastery may vary with development and experience.

Developing (D)	Progressing (P)	Mastering (M)	Exemplary Mastery (E)
Student demonstrates basic level of understanding of standard with support. Intervention is in place to support the development in mastery of standard.	Student demonstrates progress toward developing mastery of standard. Student applies limited understanding in familiar situations.	Student demonstrates mastery of grade level standard multiple times and in multiple ways. Student applies understanding of standard in familiar and unfamiliar situations.	Student demonstrates advanced mastery of grade level standard. Student seeks to deepen understandings, engage in higher order thinking skills, and apply thinking to new and uncommon situations.

### No Indicator \* (N/I)

No Indicator of this standard at time of report.