

Cognitive Responsibility Outcomes

Executive Function	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Manage time	Manages independent work cycle.	Manages multiple work cycles over multiple days.	Manages planning weekly work into days.	Manages assignments due throughout week and weekend.	Manages a six week cycle of work.
Record assignment	Repeats work activity.	Recognizes sequence of work. Records work on paper as appropriate.	Completes follow work to presentation Record work on paper.	Completes follow work for in class presentations and homework. Checks each other's work for accuracy. Meets with teacher weekly to update master records.	Completes daily class and homework assignments and projects. Uses course syllabus to check off work completed. Cross checks personal records with master records. Self-assesses weekly and after a cycle of work.
Synthesize assignment	Helps another student with a work mastered prompted by an adult.	Helps another student with a work mastered spontaneously and independently.	Demonstrates mastery of material through formal oral and written assessments.	Demonstrates mastery through regular quizzes and tests. Demonstrates mastery through presenting to peers.	Demonstrates mastery through regular quizzes and comprehensive tests on a unit of study. Demonstrates mastery in presentations of project work. Demonstrates mastery in discussion of material.
Plan long and short term work	Demonstrates awareness between a long and short work.	Demonstrates awareness of how much time different works take.	Schedules long and short works with consideration of time available.	Schedules and manage short term daily work, long term weekly work, and extended projects.	Schedules and manages daily class work and homework, short term research, project research, and extended research.



Cognitive Responsibility Outcomes

	Toddler	Children’s House	Lower Elementary	Upper Elementary	Middle School
File and retrieve work	Takes work out and returns to appropriate shelf.	Takes work out, leaves it out, and returns to it at another work session. Places completed work in a designated folder to take home.	Uses notebook, folder, and portfolio to keep and organize work.	Uses notebook, folder, portfolio, and jump drive to file and organize work.	Uses three ring binders with dividers to file and organize work. Uses jump drive to save work. Uses email to share work.
Prepare for class	Gathers materials from classroom to complete work.	Brings items from home to share with others. Wears appropriate dress for activities. Learns a part for a public performance. Completes home assignments.	Uses homework planner and folder. Completes assignments outside of school. Brings in materials for classroom projects.	Manages personal supplies to complete assignments. Spends time outside of class studying and following up on projects. Understands that class time is for academic work and learning.	Manages personal supplies as needed for a variety of activities. Completes work to participate in daily classes. Plans long term time outside of school to study for tests and complete projects.
Focus and Concentration	Toddler	Children’s House	Lower Elementary	Upper Elementary	Middle School
Attend to task	Follows through on an independently chosen activity from beginning to end. Engages in group activities from beginning to end.	Follows through on an independently chosen task from beginning to end in one or multiple sessions. Engages in small and large group activities from beginning to end.	Follows through on a directed task from beginning to end in one or multiple sessions. Engages in directed small group activities from beginning to end. Accepts guidance/redirection to stay on task.	Follows through on a series of directed tasks from beginning to end in one or more multiple sessions. Engages in directed large group activities from beginning to end. Manages redirection independently.	Follows through on a series of direct tasks from beginning to end over a multiple week course syllabus. Engages in self-directed small and large group activities from beginning to end.

Cognitive Responsibility Outcomes

	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Attend to accuracy	Follows through on correcting errors through self-correcting design of material.	Follows through on checking work with an adult after completion of a task.	Follows through on checking work independently for selected activities using control charts before turning it in.	Follows through on cross-checking most work using control charts independently or with a peer before turning it in.	Follows through independently on multiple strategies to ensure mastery of material.
Initiative	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Demonstrate curiosity	Observes others working. Asks an adult for a presentation of a work.	Chooses work independently. Asks to watch or work with others.	Asks questions during conversations and presentations. Chooses works independently beyond required tasks.	Asks questions regarding the sequence of learning. Chooses extensions of research independently to increase knowledge.	Asks meaningful questions to foster learning about the world and universe.
Solve problems	Asks peer or adult for help.	Explores teacher suggested strategies independently to solve problems.	Follows through on presented strategies to solve problems with adult guidance.	Follows through on strategies to solve problems independently.	Analyzes observations, information, and experience. Applies variety of strategies to answer questions.