GLO #1: Self-Directed Learner
(The ability to be responsible for one's own learning)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
Sets priorities and establishes achievable goals and personal plans for learning	• Consistently sets challenging, achievable goals and personal plans for learning • Consistently sets priorities to achieve goals • *Develops a thorough action plan for short and long range learning goals (in pursuit of career choices) Descriptor for Grades 5 & 6.*	• Usually sets achievable goals and personal plans for learning • Usually sets priorities to achieve goals • *Develops an adequate action plan for short and long range learning goals (in pursuit of career choices) Descriptor for Grades 5 & 6.*	• Sets achievable goals and personal plans for learning with moderate assistance • Sets priorities to achieve goals with moderate assistance • *Develops an incomplete action plan for short and long range learning goals (in pursuit career choices) Descriptor for Grades 5 & 6.*	• Sets achievable goals and personal plans for learning with ongoing assistance • Sets priorities to achieve goals with ongoing assistance • *Unable to develop short and long range learning goals (in pursuit of career choices) Descriptor for Grades 5 & 6.*
Plans and manages time and resources to achieve goals	• Consistently manages time and resources in an efficient manner to achieve goals • Consistently uses a variety of credible and relevant resources	• Usually manages time and resources in an efficient manner to achieve goals • Usually uses a variety of credible and relevant resources	• Manages time and resources with moderate assistance to achieve goals • Sometimes uses a variety of credible and relevant resources	• Manages time and resources with ongoing assistance to achieve goals • Rarely uses a variety of credible and relevant resources
Monitors progress and evaluates learning experiences	• Consistently Checks on progress and learning experiences to resolve problems that may be interfering with learning	• Usually checks on progress and learning experiences to resolve problems that may be interfering with learning	• Checks on progress and learning experiences with moderate assistance to resolve problems that may be interfering with learning	• Checks on progress and learning experiences with ongoing assistance to resolve problems that may be interfering with learning

GLO #2: Community Contributor
(The understanding that it is essential for human beings to work together)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors *for Rarely Demonstrates*
Respects people's feelings, ideas, abilities and cultural diversity	• Consistently listens and considers other points of view and asks appropriate questions for clarification and understanding • Consistently uses appropriate voice level and tone appropriate to the message and audience in formal and informal settings • Consistently uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest	• Usually listens and considers other points of view and asks appropriate questions for clarification and understanding • Usually uses appropriate voice level and tone appropriate to the message and audience in formal and informal settings • Usually uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest	• Sometimes listens and considers other points of view and asks appropriate questions for clarification and understanding • Sometimes uses appropriate voice level and tone appropriate to the message and audience in formal and informal settings • Sometimes uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest	• Rarely listens or considers other points of view; makes inappropriate comments • Seldom uses appropriate voice level and tone appropriate to the message or audience in formal and informal settings • Seldom uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest
Cooperates with and helps and encourages others in group situations	• Consistently makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) • Consistently helps assess group progress toward the goal and improve efforts on an ongoing basis	• Usually makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) • Usually helps assess group progress toward the goal and improve efforts on an ongoing basis	• Makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) with moderate assistance • Sometimes helps assess group progress toward the goal	• Makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) with ongoing assistance • Rarely helps assess group progress toward the goal

GLO #2: Community Contributor (The understanding that it is essential for human beings to work together)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors *for Rarely Demonstrates*
Understands and follows rules of conduct	• Consistently follows class/school rules	• Usually follows class/school rules	• Follows class/school rules with moderate guidance	• Follows class/school rules with ongoing guidance
Analyzes conflict and applies methods of cooperative resolution	• Consistently recognizes the problem, makes appropriate input and helps group resolve conflicts and overcome difficulties	• Usually recognizes the problem, makes appropriate input and helps group resolve conflicts and overcome difficulties	• Sometimes recognizes the problem, makes appropriate input and helps group resolve conflicts and overcome difficulties	• Rarely recognizes the problem, makes appropriate input or helps group resolve conflicts and overcome difficulties
Demonstrates responsible and ethical behavior in decision making	• Consistently demonstrates self control, moral and ethical behavior and acts with integrity in decision making	• Usually demonstrates self control, moral and ethical behavior and acts with integrity in decision making	• Demonstrates self control, moral and ethical behavior and acts with integrity in decision making with moderate guidance	• Demonstrates self control, moral and ethical behavior and acts with integrity in decision making with ongoing guidance
Responsibly implements a solution	Consistently fulfills one's responsibility in implementing a solution	Usually fulfills one's responsibility in implementing a solution	Fulfills one's responsibility in implementing a solution with moderate assistance	Fulfills one's responsibility in implementing a solution with ongoing assistance

GLO 3: Complex Thinker
(The ability to demonstrate critical thinking and problem solving)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
Applies prior learning experiences to new situations	• Consistently demonstrates use of prior knowledge to acquire new knowledge or develop new skills	• Usually demonstrates use of prior knowledge to acquire new knowledge or develop new skills	• Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with moderate assistance	• Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with ongoing assistance
Considers multiple perspectives in analyzing and solving a variety of problems	• Consistently demonstrates thorough analysis and evaluation of major points of view in analyzing/solving problems	• Usually offers adequate analysis and evaluation of major points of view in analyzing/solving problems	• Offers superficial analysis of a few alternative points of view in analyzing/solving problems	• Ignores alternative points of view in analyzing/solving problems
Generates new and creative ideas and approaches to developing solutions	• Consistently applies creative thinking to generate ideas and approaches to solving problems	• Usually applies creative thinking to generate ideas and approaches to solving problems	• Applies creative thinking to generate ideas and approaches to solving problems with moderate assistance	• Applies creative thinking to generate ideas and approaches to solving problems with ongoing assistance
Evaluates the effectiveness and ethical considerations to a solution and make adjustments as needed	• Consistently applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient	• Usually applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient	• Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with moderate assistance	• Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with ongoing assistance

GLO #4: Quality Producer
(The ability to recognize and produce quality performances and quality products)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
Recognizes and understands what quality performances and products are	• Consistently identifies and describes the criteria and performance standards of products and performances • Consistently demonstrates clear understanding of the learning goals and task requirements	• Usually identifies and describes the criteria and performance standards of products and performances • Usually demonstrates understanding of the learning goals and task requirements	• Identifies and describes the criteria and performance standards of products and performances with moderate assistance • Demonstrates understanding of the learning goals and task requirements with moderate assistance	• Identifies and describes the criteria and performance standards of products and performances with ongoing assistance • Demonstrates understanding of the learning goals and task requirements with ongoing assistance
Understands and sets criteria to meet or exceed Hawaii Content and Performance Standards	• Consistently sets criteria and clear goals to meet/exceed Hawaii Content and Performance Standards	• Usually sets criteria and goals to meet/exceed Hawaii Content and Performance Standards	Sets criteria and goals to meet/exceed Hawaii Content and Performance Standards with moderate assistance	• Sets criteria and goals to meet/exceed Hawaii Content and Performance Standards with ongoing assistance
Produces evidence that meets or exceeds Hawaii Content and Performance Standards	• Consistently demonstrates in-depth understanding, knowledge and skills necessary for producing quality products and performances • Consistently monitors progress and uses feedback, criticisms and suggestions to improve work • Consistently remains on task and perseveres to the completion of quality work, performance or product•	• Usually demonstrates clear understanding, knowledge and skills necessary for producing quality products and performances • Usually monitors progress and uses feedback, criticisms and suggestions to improve work • Usually remains on task and perseveres to the completion of quality work, performance or product	• Demonstrates understanding, knowledge and skills necessary for producing quality products and performances with moderate assistance • Monitors progress and uses feedback, criticisms and suggestions to improve work with moderate assistance • Remains on task and perseveres to the completion of quality work, performance or product with moderate assistance	• Demonstrates understanding, knowledge and skills necessary for producing quality products and performances with ongoing assistance • Monitors progress and uses feedback, criticisms and suggestions to improve work with ongoing assistance • Remains on task and perseveres to the completion of quality work, performance or product with ongoing assistance

GLO #5: Effective Communicator
(The ability to communicate effectively)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
Listens to, interprets, and uses information effectively	• Consistently solicits and actively listens to the ideas and opinions of others and demonstrates thorough understanding of the communication	• Usually solicits and actively listens to the ideas and opinions of others and demonstrates adequate understanding of the communication	• Listens to the ideas and opinions of others and demonstrates understanding of the communication with moderate assistance	• Listens to the ideas and opinions of others and demonstrates understanding of the communication with ongoing assistance
Communicates effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	• Consistently determines purpose for communicating, organizes and presents information to serve the purpose, context and audience • Consistently communicates information with logic and coherence. Intended purpose is explicit and all major points are fully elaborated	• Usually determines purpose for communicating, organizes and presents information to serve the purpose, context and audience • Usually communicates information with logic and coherence. Intended purpose is usually explicit and most major points are elaborated.	• Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with moderate assistance • Communicates with logic and coherence with moderate assistance	• Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with ongoing assistance • Communicates with logic or coherence with ongoing assistance
Reads with understanding various types of written materials and literature and uses information for a variety of purposes	• Consistently seeks information through reading various types of written materials • Consistently self corrects and takes risks • Consistently makes predictions and draws accurate inferences • Consistently demonstrates thorough understanding and meaning derived from print	• Usually seeks information through reading various types of written materials • Usually self corrects and takes risks • Usually makes predictions and draws accurate inferences • Usually demonstrates understanding and meaning derived from print	• Seeks information through reading various types of written materials with moderate support • Sometimes self corrects and takes risks • Makes predictions and draws inferences with moderate assistance • Demonstrates understanding and meaning derived from print with moderate assistance	• Seeks information through reading various types of written materials with ongoing support • Rarely self corrects and rakes risks • Makes predictions and draw influences with ongoing assistance • Demonstrates understanding and meaning derived from print with ongoing assistance

GLO #5: Effective Communicator (The ability to communicate effectively)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
Communicates effectively and clearly through writing, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	• Consistently organizes sequence of ideas/events that moves reader smoothly through the writing from beginning to end • Consistently demonstrates writing that appears to say what the writer thinks and feels; conviction or caring is evident • Consistently uses words or phrases that are precise and/or imaginative • Consistently demonstrates writing that shows an excellent grasp of standard writing conventions	• Usually organizes sequence or ideas/events that moves reader smoothly through the writing from beginning to end • Usually demonstrates writing that appears to say what the writer honestly thinks and feels; conviction or caring is evident • Usually uses words or phrases that are precise and/or imaginative • Usually demonstrates writing that shows a good grasp of standard writing conventions	• Organizes sequence of ideas/events that moves reader through the writing from beginning to end with moderate assistance • Demonstrates writing that appears to say what the writer honestly thinks and feels with moderate assistance • Sometimes uses words or phrases that are precise and/or imaginative • Sometimes demonstrates writing that shows a good grasp of standard writing conventions	• Organizes sequence of ideas/events that moves reader through the writing from beginning to end with ongoing assistance • Demonstrates writing that appears to say what the writer thinks and feels with ongoing assistance • Rarely uses words or phrases that are precise and/or imaginative • Rarely demonstrates writing that shows a good grasp of standard writing conventions
Observes and makes sense of visual information	• Consistently observes and draws logical inferences and conclusions based on observations	• Usually observes and draws inferences and logical conclusions based on observations	• Observes and draws inferences and logical conclusions based on observations with moderate assistance	• Observes and draws inferences and logical conclusions based on observations with ongoing assistance

GLO #6: Effective and Ethical Users of Technology
(The ability to use a variety of technologies effectively and ethically.)

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
Uses a variety of technologies in producing an idea or product	• Consistently uses a variety of productivity tools that displays excellence in presentation and content • *Consistently uses advanced capabilities of a variety of productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work Descriptor for Grades 5 & 6*	• Usually uses a variety of productivity tools that demonstrate competency in displaying presentation and content • *Usually uses advanced capabilities of a variety of productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work Descriptor for Grades 5 & 6*	• Uses a variety of productivity tools that demonstrate competency in displaying presentation and content with moderate assistance • *Uses advanced capabilities of limited productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work with moderate assistance Descriptor for Grades 5 & 6*	• Uses a limited variety of productivity tools that demonstrate competency with ongoing assistance • *Uses advanced capabilities of limited productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work with ongoing assistance * Descriptor for Grades 5 & 6*
Uses a variety of technologies to access and manage information and to generate new information	• Consistently and accurately uses a variety of technologies to access and manage information • *Consistently demonstrates mastery of variety of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets*	• Usually uses a variety of technologies to access and manage information • *Usually demonstrates mastery of variety of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets*	• Uses a limited number of different technologies to access and manage information with moderate assistance • *Demonstrates a partial mastery of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets with moderate assistance*	• Uses a limited number of different technologies to access and manage information with ongoing assistance • *Demonstrates a partial mastery of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets with ongoing assistance*

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
	Descriptor for Grades 5 & 6	*Descriptor for Grades 5 & 6*	*Descriptor for Grades 5 & 6*	*Descriptor for Grades 5 & 6*

GLO #6: Effective and Ethical Users of Technology (The ability to use a variety of technologies effectively and ethically

Indicators	4 Descriptors for *Consistently Demonstrates*	3 Descriptors for *Usually Demonstrates*	2 Descriptors for *Sometimes Demonstrates*	1 Descriptors for *Rarely Demonstrates*
	• Consistently generates new information that demonstrates effective use of information tools based on accessed information as well as the quality of the information sources	• Usually generates new information that demonstrates effective use of information tools based on accessed information as well as the quality of the information sources	• Generates new information that demonstrates effective use of information tools based on accessed information as well as the quality of the information sources with moderate assistance	• Generates new information that demonstrates effective use of information tools based on accessed information as well as the quality of the information sources with ongoing assistance
Understands the impact of technologies on individuals, family, society and the environment Descriptor for Grades 5 & 6	• *Appreciates and can accurately explain how the use of various technologies makes a difference in the lives of individuals, the family, society and the environment* Descriptor for Grades 5 & 6 • *Is able to illustrate with real life examples* Descriptor for Grades 5 & 6	• *Understands and can explain how the use of various technologies can make a difference in the lives of individuals, the family, society and the environment* Descriptor for Grades 5 & 6	• *Has an awareness of and can explain with prompts how the use of various technologies can make a difference in the lives of individuals, the family, society and the environment* Descriptor for Grades 5 & 6	• *Is not able to explain the impact of technology on individuals, family, society and the environment* Descriptor for Grades 5 & 6
Uses appropriate technologies for communication, collaboration, research, creativity and problem solving	• Consistently chooses the most appropriate technologies to complete assignments and can explain its appropriateness. • Uses multimedia,	• Usually selects the most appropriate technologies to complete product and can explain its appropriateness	• Chooses appropriate technologies to complete product with moderate assistance	• Chooses appropriate technology tools to complete product with ongoing assistance

Indicators	**4** Descriptors for *Consistently Demonstrates*	**3** Descriptors for *Usually Demonstrates*	**2** Descriptors for *Sometimes Demonstrates*	**1** Descriptors for *Rarely Demonstrates*
	electronic devices, email, and/or Internet to expand beyond the barriers of a normal classroom			
Understand and respects legal and ethical issues	• Consistently demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) • *Consistently all sources (information and graphics) are accurately documented in the desired format* *Descriptor for Grades 5 & 6*	• Usually demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) • *Usually all sources (information and graphics) are accurately documented, in the desired format* *Descriptor for Grades 5 & 6*	• Demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) with moderate guidance • *Sources (information and graphics) are accurately documented with moderate assistance* *Descriptor for Grades 5 & 6*	• Demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) with ongoing guidance • *Sources (information and graphics) are accurately documented with ongoing assistance* *Descriptor for Grades 5 & 6*