

5. A confident individual who takes appropriate risks and learns from them

	Benchmark If we view the learning result as the 'goal,' what can a student do at the end of his or her time in this age grouping or division?	Assessment How can this be measured? <i>or</i> How is it already measured?
Early Childhood (5-year-old)	<ul style="list-style-type: none"> • Able to speak in front of others • Use familiar materials in novel ways • Recognize when actions lead to harmful outcomes • Follow classroom, playground and school safety rules • Understand 'stranger danger' 	<ul style="list-style-type: none"> • Observations • Photos and videos
Lower School G 1/2 (7-years old)	<ul style="list-style-type: none"> • Able to make presentations in front of peers • Able to respond to critical questions from teachers or peers • Recognize and avoids actions that could lead to harmful outcomes • Celebrate individual learning and successful collaboration for learning • Form questions about observed or experienced phenomena • Use classroom materials safely 	<ul style="list-style-type: none"> • Observation • Presentation rubrics • Individual goal setting • Student reflection (portfolios) • Learning celebrations
Lower School G 3-5 (10-year old)	<ul style="list-style-type: none"> • Understand that complex concepts have multiple possible explanations • Offer alternative explanations for events that have agreed explanations • Form questions that can be researched • Formulate multiple plausible explanations or responses to a question • Understand risks associated with actions • Identify and minimizes risks associated with school activities 	<ul style="list-style-type: none"> • Observation • Individual goal setting • Student reflection (portfolios) • Learning celebrations
Middle School G 6-8 (14-year-old)	<ul style="list-style-type: none"> • Understand the role of uncertainty in decision-making • Set appropriate individual physical and academic challenges • Understand the role of creativity in science, math and other academic subjects • Understand the role of creativity in practical tasks including community development • Understand the role of skill, knowledge and control in creativity • Evaluate risks associated with action 	<ul style="list-style-type: none"> • Observation • Individual goal setting • Student reflection (portfolios) • Student exhibitions
High School G 9-12 (18-year-old)	<ul style="list-style-type: none"> • Understands the importance of precaution when making decisions that affect large numbers of people • Ability to evaluate the strengths and weaknesses of ideas that emerge from creative processes in political, economic, educational and health institutions • Demonstrates creativity across a range of activities and disciplines • Recognize that there is a social dimension to creativity • Develop and follow risk assessments 	<ul style="list-style-type: none"> • Observation • CAS records • Individual goal setting • Student reflection (portfolios) • Post-secondary plans • Student exhibitions