

## **Expected Schoolwide Learning Results (ESLR's)**

The ESLRs identify the requisite skills and qualities of a student prepared to meet or exceed the expectations of a curricular program aligned to the CA Content Standards. The ESLRs are categorized into the following four areas:

- Reading, writing and communication skills**
- Ethical and Honest behavior**
- Applied knowledge and reasoning skills**
- Learning skills and effective work habits**

*Approved by Shared Decision Making Council and School Site Council, September 2003*

### **Reading, writing and communication skills**

1. Students demonstrate that they possess reading and understanding skills and can effectively communicate ideas, opinions and information in writing.
2. Students demonstrate proficiency in public and interpersonal communication skills, including speaking and listening.

### **Ethical and honest behavior**

3. Students demonstrate that they act honestly, ethically and responsibly toward themselves and others.
4. Students demonstrate an understanding of the democratic process and their roles as citizens in a democratic society.
5. Students demonstrate that they have multi-cultural understanding, and can function effectively in a diverse society.

### **Applied knowledge and reasoning skills**

6. Students possess math, logic and reasoning skills and are able to apply those skills in a variety of contexts.
7. Students demonstrate the ability to engage in high-level critical thinking and reasoning, to think creatively, make decisions and solve problems.
8. Students demonstrate an understanding of the arts and humanities.

### **Learning skills and effective work habits**

9. Students demonstrate that they possess the essential knowledge and skills of self-management and effective work habits.
10. Students demonstrate that they can access, process and utilize information using computers and other technological tools.
11. Students demonstrate that they can work effectively and collaboratively with other members of a team or group.

