Brickton
MONTESSORI

Cognitive Responsibility Outcomes

Executive Function	Nido	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Manage time	Beginning to unconsciously absorb the concept of time and increasing cognitive load retained in sensory, working, and long-term memory. Capable of anticipating daily routines consistently maintained by trusted adults.	Developing a more solid understanding of the extended passage of time and increasing cognitive load retained in sensory, working, and long-term memory. Capable of anticipating daily and weekly routines. Capable of independently completing a 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	Beginning to develop early literacy skills leading to an understanding of the purpose of written communication.	Possesses early literacy skills leading to an understanding of the purpose and importance of written communication.	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.

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						Self-assesses weekly and after a cycle of work.
Synthesize assignment	Cognitive capacity allows for repetition of work with adult support.	Cognitive capacity allows for repetition of work, completion of work cycle (with occasional support), and assisting others with previously mastered task when prompted by 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	Continuing to develop awareness of the passage of time, and beginning to become aware of varied difficulty level in task completion.	Differentiates between long and short work. Capable of completing increasingly complex, multiple-step activities with occasional support.	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.
File and retrieve work	Observes adults scaffolding behavior and language. Actively	Selects work and returns to the appropriate shelf when finished	Takes work out, leaves it out, and returns to it at	Uses notebook, folder, and portfolio to keep	Uses notebook, folder, portfolio, and jump drive to	Uses three ring binders with dividers to file and organize work.

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	establishing cognitive order by internally categorizing people, places, and things.	(with occasional reminder). Capable of categorizing work with adult support.	another work session. Places completed work in a designated folder to take home.	and organize work.	file and organize work.	Uses jump drive to save work. Uses email to share work.
Prepare for class	Forges strong attachments with trusted adults, and consistently practices the routine of separating from primary caregivers. Develops independence in collaboration with trusted adults.	Forges strong attachments with trusted adults, and consistently practices the routine of separating from primary caregivers with little to no anxiety by 36 months. Gathers materials from classroom to complete work.	Brings items from home to share with others. Learn a part for a public performance.	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	**Nido**	**Toddler**	**Children's House**	**Lower Elementary**	**Upper Elementary**	**Middle School**
Attend to task	Independently selects work. Engages in materials and adult-led activities for brief periods of time.	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.	Follows through on a series of directed tasks from beginning to end in one or more multiple sessions. Engages in directed large group activities	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

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				Accepts guidance/redirection to stay on task.	from beginning to end. Manages redirection independently.	activities from beginning to end.
Attend to accuracy	Attentive to detail and to the unexpected.	Highly attentive to detail and to the unexpected. Follows through on correcting errors via control of error.	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	**Nido**	**Toddler**	**Children's House**	**Lower Elementary**	**Upper Elementary**	**Middle School**
Demonstrate curiosity	Demonstrates burgeoning curiosity about the world around them. Participates in onlooker play. Observes immediate surrounding environment. Begins to ask "what's that" questions and seek shared attention, pointing to objects of interest.	Demonstrates burgeoning curiosity about the world around them. Participates in onlooker play. Attentively observes others. Ask adults for presentations of classroom materials. Asks "where" and "why" questions.	Chooses work independently. Asks to watch or work with others. Asks questions about world around them.	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.

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Solve problems	Begins to make expressive requests from adults using gesture or expressive communication. Coordinates working memory with fine and gross motor movements to solve physical problems.	Asks peer or adult for help. Coordinates working and long-term memory with fine and gross motor movements to solve increasingly varied problems.	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 a variety of strategies to answer questions.