

3-5 Work Habits

Be Responsible SEL State Standard #1 Develop self-awareness and self-management skills to achieve school and life success.	
Score	Description
4.0 MORE COMPLEX	<p><i>In addition to a score 3.0 performance, the learner demonstrates responsible behaviors that go beyond the expectations of their grade level. For example, the learner might...</i></p> <ul style="list-style-type: none"> ○ appropriately remind a peer of classroom expectations when the teacher is talking. ○ understand that emotions and thoughts affect behavior (i.e. describing cause and effect of their emotions on their actions). ○ make efforts to restore the wrong that has occurred from mistakes.
3.0 TARGET	<p>The learner will...</p> <ul style="list-style-type: none"> ○ follow school rules and expectations across all settings (classroom, hallways, lunchroom, playground, bathroom, etc.). ○ complete assignments and tasks within the time given. ○ appropriately ask for help when needed. ○ initiate and sustain work or in-class assignments with two or less prompts per directive. ○ recognize and apologize for mistakes. ○ describe the feelings and perspectives of others. (SEL2A2b) ○ identify a range of scenarios that cause different emotions and feelings.
2.0 LESS COMPLEX	<p>The learner does not consistently meet one or more of the grade level behavior expectations.</p> <p>The learner can recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> ○ <i>emotions, feelings, likes, dislikes, mistake, recognize, help, expectations, responsibility, initiative</i> <p>The learner will perform basic processes, such as:</p> <ul style="list-style-type: none"> ○ follow most school rules and expectations in a variety of settings (classroom, hallways, lunchroom, playground, bathroom, etc.). ○ begin work or in-class assignments with more than 2 prompts per directive. ○ wait for adults to provide assistance rather than asking for assistance. ○ identify few emotions. ○ being directed that a mistake has been made rather than being able to recognize that s/he has made a mistake.
1.0 NOT INDEPENDENT	<p>With help and/or intervention, partial success at score 2.0 and 3.0 content.</p>

3-5 Work Habits

Be Respectful

SEL State Standard #2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Score	Description
<p>4.0 MORE COMPLEX</p>	<p><i>In addition to a score 3.0 performance, the learner demonstrates responsible behaviors that go beyond the expectations of their grade level. For example, the learner might...</i></p> <ul style="list-style-type: none"> ○ help peers resolve a conflict or dispute. ○ identify verbal, physical, and situational causes that indicate how others may feel. (SEL 2A2a)
<p>3.0 TARGET</p>	<p>The learner will...</p> <ul style="list-style-type: none"> ○ listen to the opinions, feelings and viewpoints of others during structured and unstructured activities. ○ resolve conflicts using appropriate problem-solving strategies. ○ demonstrate control of one's body and awareness of personal space. ○ show respect for the personal property and the property of others by handling it with care. ○ speak and respond to adults appropriately/positively. ○ initiate work and play with others independently. ○ wait his/her turn to speak. ○ identify trusted adults both in and out of school.
<p>2.0 LESS COMPLEX</p>	<p>The learner will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ○ <i>perspective, conflict resolution, problem solving, characteristics</i> <p>The learner will perform basic processes, such as:</p> <ul style="list-style-type: none"> ○ define trusted adults. ○ understand how to ask for help respectfully. ○ describe the feelings of others. ○ describe the perspective of someone else. ○ identify positive and negative personal characteristics of self. ○ work and play with others as directed by an adult. ○ describe approaches for making and keeping friends. (SEL 2C2a)
<p>1.0 NOT INDEPENDENT</p>	<p>With help and/or intervention, partial success at score 2.0 and 3.0 content.</p>

3-5 Work Habits

Be Ready	
SEL State Standard #3	
Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	
Score	Description
4.0 MORE COMPLEX	<p><i>In addition to a score 3.0 performance, the learner demonstrates responsible behaviors that go beyond the expectations of their grade level. For example, the learner might...</i></p> <ul style="list-style-type: none"> ○ help a peer or teacher gather and organize materials for class. ○ create his/her own organizational system which is successful at the 3.0 level and share the idea with peers. ○ guide peer/s through the problem-solving process for an academic or social situation.
3.0 TARGET	<p>The learner will...</p> <ul style="list-style-type: none"> ○ respectfully participate in classroom activities and discussions. ○ bring necessary materials, including assignments, to class. ○ transition between tasks and activities with 2 or less reminders. ○ accept academic challenges with confidence and positivity. ○ identify and perform roles that contribute to the school community such as keeping common areas clean, following expectations outside of the classroom. (SEL 3C2a) ○ apply problem-solving steps and alternative solutions, including consequences, when confronted with academic or social situations. (SEL 3B2b)
2.0 LESS COMPLEX	<p>The learner does not consistently meet one or more of the grade level behavior expectations.</p> <p>The learner will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ○ <i>problem, solutions, consequences, responsibility, alternatives, problem-solving, alternative, and contribution</i> <p>The learner will perform basic processes, such as:</p> <ul style="list-style-type: none"> ○ identify and perform roles that contribute to the classroom community such as keeping classroom clean through adult-directed class jobs. (SEL 3C2a) ○ identify classroom expectations. ○ bring required materials including assignments to class with more than 2 reminders. ○ transition between tasks and activities, requiring more than 2 reminders. ○ identify problem solving steps when confronted with academic and social situations. (SEL 3B2a)
1.0 NOT INDEPENDENT	<p>With help and/or intervention, partial success at score 2.0 and 3.0 content.</p>