

Essential Academic & Social Behaviors Rubric

Standard	Learning Target	EXCEEDS "I've got this and I'm pushing myself to do more."	MASTERY "I did what I was supposed to do."	NEAR MASTERY "I did enough to get by."	NOT YET "This is difficult for me and I haven't developed this skill yet."
<p><i>Independently Stays on A Required Task</i></p> <p>Self-Management</p> <p>Standard: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and achieve goals and aspirations.</p>	<p>Learning Target 1:</p> <p>I successfully manage myself in class and display appropriate behaviors.</p>	<ul style="list-style-type: none"> • I am prepared for class and fully engage in class activities and I am a leader in the classroom. • I ask for help when needed and offer assistance to others in the classroom when they need it. • I engage others in academic discussion by asking them questions to further the learning of myself and my classmates. 	<ul style="list-style-type: none"> • I actively engage in class activities throughout the entire class period appropriately. • I ask for help when I need it. • I come prepared to class and complete quality work on time. 	<ul style="list-style-type: none"> • Sometimes I need reminders from my teacher to participate and engage in class activities appropriately. • I sometimes ask for help when I need it. • I sometimes come to class without the work or materials that I need. 	<ul style="list-style-type: none"> • I often do not engage in class activities. • I do not ask for help when I need it. • I often come to class without the materials or work that I need.

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<p><i>Self-Monitoring</i></p> <p>Self-Management</p> <p>Standard: The abilities to manage one's emotions, thoughts and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<p>Learning Target 2:</p> <p>I can meet behavior expectations and manage time to maximize my learning.</p>	<ul style="list-style-type: none"> • I transition quickly and assist others in transition when they need help. • I respect the space of others and am a positive leader. • I am early and prepared to begin before the expected time. 	<ul style="list-style-type: none"> • I meet the expectations of transitioning (between instructional activities, in the halls, etc). • I respect the personal space of others. • I am where I am supposed to be on time. 	<ul style="list-style-type: none"> • I sometimes need reminders to manage behaviors in the hallways, restrooms, or during unstructured times. • At times I struggle to respect the personal space of others. • At times I may need reminders to go where I need to be or to be on time. 	<ul style="list-style-type: none"> • I often need reminders to manage behaviors in the hallways, restrooms, or during unstructured times. • I struggle to respect the personal space of others. • I need reminders to go where I need to be or to be on time.
<p><i>Respect for property & materials</i></p> <p>Responsible Decision-Making</p> <p>Standard: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p>	<p>Learning Target 3:</p> <p>I can use resources and materials responsibly.</p>	<ul style="list-style-type: none"> • I leave the classroom/work space looking better than I found it. • I help others clean up and put things away. • I care for my belongings as well as others' belongings. 	<ul style="list-style-type: none"> • I keep my work and work space organized. • I clean up and put things away when I am finished. • I show respect for other people's property. 	<ul style="list-style-type: none"> • My workspace is sometimes a mess. • I sometimes clean up and put things away when I am done. • At times I do not show respect for the property of others or classroom materials. 	<ul style="list-style-type: none"> • My workspace is messy. • I do not clean up after myself. • I have damaged materials in the classroom/school.

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<p><i>Responsible Decision Making</i></p> <p>Relationship Skills & Social Awareness</p> <p>Standards:</p> <p>(Relationship Skills) The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p> <p>(Social Awareness) The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p>	<p>Learning Target 4:</p> <p>I demonstrate appropriate verbal and physical interactions with peers and adults.</p>	<ul style="list-style-type: none"> • I make sure everyone is included and am willing to work with anyone. • I am an active listener when others are talking. • I am always kind and help others who are struggling. • I am a leader in actions, thoughts, and words. 	<ul style="list-style-type: none"> • I respect others and their learning. • I do not blurt out or talk when others are talking. • I engage in effective group work. 	<ul style="list-style-type: none"> • I sometimes blurt out in class or have off task side conversations that impact others around me. • I sometimes need reminders from the teacher to be respectful in my words and actions with others. • I sometimes need reminders from my teacher to engage appropriately with my peers during group work. 	<ul style="list-style-type: none"> • I often talk or blurt out in class which disrupt others. • I often need reminders from the teacher to be respectful in my words and actions with others. • I often do not engage appropriately in group work and need many reminders to do so.
<p><i>Belief in myself & my abilities</i></p> <p>Self-Awareness</p> <p>Standard: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p>	<p>Learning Target 5:</p> <p>I value the abilities and diverse nature of myself and others.</p>	<ul style="list-style-type: none"> • I have a growth mindset and encourage my peers to as well. • I encourage others to respect the actions, thoughts, and words of each other. • I celebrate the growth of myself and others. 	<ul style="list-style-type: none"> • I have a positive attitude and a growth mindset. • I respect the emotions, thoughts and values of my peers. • I am a positive leader in the classroom. 	<ul style="list-style-type: none"> • Sometimes I have a negative attitude about learning. • I sometimes need reminders to put more effort into my work. • I sometimes need reminders from my teacher to respect the emotions, thoughts, and values of my peers. 	<ul style="list-style-type: none"> • I often have a fixed mindset. • I often do not put my best effort forward. • I often do not respect the emotions, thoughts and values of my peers.

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<p><i>Volition & Grit</i></p> <p>Self - Awareness</p> <p>Standard: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts</p>	<p>Learning Target 6:</p> <p>I persevere through challenges.</p>	<ul style="list-style-type: none"> • I demonstrate problem solving skills to work through challenges until I complete a task successfully and help/encourage my peers to do so. • I produce independent work that shows deep levels of understanding beyond what is expected by my teacher. • I use my resources to find new strategies to demonstrate my learning when I am stuck. 	<ul style="list-style-type: none"> • I try, even when the work is challenging. • I reflect on my mistakes and try again. • I use multiple strategies to try to master learning targets. 	<ul style="list-style-type: none"> • At times, I need reminders to keep trying when something is challenging me. • Sometimes I don't reflect on my mistakes to further my learning. • I sometimes need reminders to try a different strategy when I am not understanding something. 	<ul style="list-style-type: none"> • I give up easily or often don't even try. • When I make mistakes I do not make an effort to fix them to show further learning. • When I don't understand something I am not willing to try other strategies to understand the concept further.