

Grade K Approaches to Learning

	Category	NOVICE	APPROACHING	PROFICIENT	ADVANCED
Respectful	Listens	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to take turns speaking and demonstrate nonverbal listening skills. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to take turns speaking and demonstrate nonverbal listening skills. As needed, the student is successful with a behavior intervention plan.	Takes turns speaking and demonstrates nonverbal listening skills.	Shows initiative and provides a model for taking turns speaking, asking questions to meet their needs, demonstrating nonverbal listening skills, and controlling impulses to blurt.
Respectful	Respects Resources	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to take care of personal property and school resources. As needed, the student is somewhat successful with a behavior intervention plan.	Frequently misuses or inadvertently damages personal property or resources that belong to the school. As needed, the student is successful with a behavior intervention plan.	Takes care of personal property and is respectful of school resources.	Shows initiative and provides a model for taking care of personal property and is respectful of personal resources and resources that belong to the school.
Respectful	Collaborative	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to engage in respectful discussions decision-making, and helping others. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to engage in decision making, respectful discussion, and helping others. As needed, the student is successful with a behavior intervention plan.	Engages in decision making, respectful discussions, and helps others.	Shows initiative and provides a model for engaging in respectful discussions, decision-making, and helping others.
Responsible	Digital Citizenship & Ethical Use	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to follow the acceptable use policy, protect personal information, and use technology to enhance learning. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to follow the acceptable use policy, protect personal information, and use technology to enhance learning. As needed, the student is successful with a behavior intervention plan.	Follows the acceptable use policy, protects personal information, and uses technology to enhance learning.	Shows initiative and provides a model for following the acceptable use policy, protecting personal information, and using technology to enhance learning.
Responsible	Efficient	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to use the time allotted for tasks. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to use the time allotted for tasks and complete assigned tasks. As needed, the student is successful with a behavior intervention plan.	Uses the time allotted for tasks and completes most assigned tasks.	Shows initiative and provides a model for using the time allotted for tasks and completing most assigned tasks.

Grade K Approaches to Learning

Responsible	Organized	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to use the organizational system provided in the classroom (e.g., folders, boxes, cubbies, etc.) and consistently follow the daily routine. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to use the organizational system provided in the classroom (e.g., folders, boxes, cubbies, etc.) and consistently follow the daily routine. As needed, the student is successful with a behavior intervention plan.	Uses the organizational system provided in the classroom (e.g., folders, boxes, cubbies, etc.) and follows the daily routine.	Shows initiative and provides a model for using the organizational system provided in the classroom (e.g., folders, boxes, cubbies, etc.) and consistently following the daily routine.
Safe	Follows Rules	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to follow rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to follow rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc. As needed, the student is successful with a behavior intervention plan.	Follows rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc.	Shows initiative and provides a model for following rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc.
Safe	Solves Problems	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to use age appropriate words to identify a personal problem. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to use age appropriate words to identify a personal problem. As needed, the student is successful with a behavior intervention plan.	Uses age appropriate words to identify a personal problem.	Shows initiative and provides a model for using age appropriate words to identify a personal problem.
Safe	Shows Self-Control	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues of feelings (anger, worry, excitement, etc.) and identify a grown up to talk to about it. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to identify physical cues of feelings (anger, worry, excitement, etc.) and identify a grown up to talk to about it. As needed, the student is successful with a behavior intervention plan.	Identifies physical cues of feelings (anger, worry, excitement, etc.) and identifies a grown up to talk to about it.	Shows initiative and provides a model for identifying physical cues of feelings (anger, worry, excitement, etc.) and identifying a grown up to talk to about it.