Grade 1 Approaches to Learning

	Category	NOVICE	APPROACHING	PROFICIENT	ADVANCED
		Needs individualized	Needs redirection or reminders		Shows initiative and provides a
Respectful		redirection or reminders on a	on a regular basis in order to	demonstrates nonverbal	model for taking turns
		regular basis, and is still	take turns speaking,	listening skills, and frequently	speaking, asking questions to
		developing the ability to take	demonstrate nonverbal	controls impulses to blurt.	meet their needs,
	Listens	turns speaking, demonstrate	listening skills, and control		demonstrating nonverbal
		nonverbal listening skills, and	impulses to blurt.		listening skills, and controlling
		control impulses to blurt.			impulses to blurt.
			As needed, the student is		
		As needed, the student is	successful with a behavior		
		somewhat successful with a	intervention plan.		
		behavior intervention plan. Needs individualized	Frequently misuses or	Takes care of personal	Shows initiative and provides a
Respectful	Respects Resources	redirection or reminders on a	inadvertently damages	propserty and is respectful of	model for taking care of
		regular basis, and is still	personal resources or	school resources.	personal property and is
		developing the ability to take	resources that belong to others		respectful of personal
	eso	care of personal and school	or the school.		resources and resources that
	CS R	resources.			belong to others or to the
Re	pect		As needed, the student is		school.
	ses	As needed, the student is	successful with a behavior		
	ш	somewhat successful with a	intervention plan.		
		behavior intervention plan.			
		Needs individualized	Needs redirection or reminders	Engages in respectful	Shows initiative and provides a
	Collaborative	redirection or reminders on a	on a regular basis in order to	discussions and decision-	model for engaging in
		regular basis, and is developing	engage in respectful	making, understands that	respectful discussions and
		the ability to engage in	discussions and decision-	people have different	decision-
		respectful discussions and	making, understand that	feelings, and fulfills an assigned	making, understanding that
Ē		decision- making, understand	people have different	role.	people have different
ect		that people have different	feelings, and fulfill an assigned		feelings, and fulfilling an
Respectful		feelings, & fulfill an assigned	role.		assigned role.
R¢		role.			
			As needed, the student is		
		As needed, the student is	successful with a behavior		
		somewhat successful with a behavior intervention plan.	intervention plan.		
		Needs individualized	Needs redirection or reminders	Follows the acceptable use	NA
	a)	redirection or reminders on a	on a regular basis in order to	policy, protects personal	
	Use	regular basis, and is still	follow the acceptable use	information, and uses	
	ical	developing the ability to follow	policy, protect personal	technology to enhance	
e	Eth	the acceptable use	information, and use	learning.	
sibl	p &	policy, protect personal	technology to enhance		
bou	ihsi	information, and use	learning.		
Responsible	Digital Citizenship & Ethical U	technology to enhance			
		learning.			
		As pooled, the student is	As needed, the student is successful with a behavior		
	Diß	As needed, the student is somewhat successful with a	intervention plan.		
		behavior intervention plan.	intervention plan.		
\vdash		Needs individualized	Needs redirection or reminders	Follows directions, uses the	Shows initiative and provides a
	icienct	redirection or reminders on a	on a regular basis in order to	time allotted for tasks,	model for following directions,
		regular basis, and is still	-	identifies distractions,	using the time allotted for
		developing the ability to follow	allotted for tasks, identify	and completes assigned tasks	tasks, identifiying distractions,
Responsible		directions, use the time	distractions, and complete	as expected.	and completing assigned tasks
		allotted for tasks, identify	assigned tasks as expected.		as expected.
		distractions, and complete			
esp	Effi	assigned tasks as expected.	As needed, the student is		
8			successful with a behavior		
		As needed, the student is	intervention plan		
		somewhat successful with a			
		behavior intervention plan.			

Grade 1 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 expected in the classroom (e.g., binder, file system, folders, mailbox) and follow classroom procedures and daily routines. 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 expected in the classroom (e.g., binder, file system, folders, mailbox) and follow classroom procedures and daily routines. As needed, the student is successful with a behavior intervention plan.	Uses the organizational system expected in the classroom (e.g., binder, file system, folders, mailbox) and follows classroom procedures and daily routines.	Shows initiative and provides a model for using the organizational system expected in the classroom (e.g., binder, file system, folders, mailbox) and follows classroom procedures and daily routines.
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	Sovies 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 and pick a reasonable solution. 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 and pick a reasonable solution. As needed, the student is successful with a behavior intervention plan.	Uses age appropriate words to identify a personal problem and can pick a reasonable solution.	Shows initiative and provides a model for using age appropriate words to identify a personal problem and selecting a reasonable solution.
Safe	Shows Self-Control	Needs individualized redirection or reminders on a regular basis, and is developing the ability to identify physical cues to name own feelings (anger, worry, excitement, etc.) & situations that cause these feelings. 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 to name own feelings (anger, worry, excitement, etc.) & situations that cause these feelings. As needed, the student is successful with a behavior intervention plan.	Identifies physical cues to name their own feelings (anger, worry, excitement, etc.) and situations that cause these feelings.	Shows initiative and empathy by being a model for identifying physical cues to name their own feelings (anger, worry, excitement, etc.) and situations that cause these feelings.