Grade 2 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, ask questions to meet their needs, demonstrate nonverbal listening skills, and control impulses to blurt. As needed, the student is somewhat successful with a	Needs redirection or reminders on a regular basis in order to take turns speaking, ask questions to meet their needs, demonstrate nonverbal listening skills, and control impulses to blurt. As needed, the student is successful with a behavior intervention plan.	Takes turns speaking, asks questions to meet their needs, demonstrates nonverbal listening skills, and controls impulses to blurt.	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	hehavior intervention plan Needs individualized redirection or reminders on a regular basis, and is still developing the ability to take care of personal property and be respectful of resources that belong to others or to the school. As needed, the student is somewhat successful with a hehavior intervention plan	Frequently misuses or inadvertently damages personal resources or resources that belong to others or the school. As needed, the student is successful with a behavior intervention plan.	Takes care of personal property and is respectful of personal resources and resources that belong to others or to the school.	Shows initiative and provides a model for taking care of personal property and is respectful of personal resources and resources that belong to others or to the school.
Respectful		Needs individualized redirection or reminders on a regular basis, and is still developing the ability to engage in respectful discussions and decision-making, understand that others may have different preferences, and to fulfill an assigned role. As needed, the student is somewhat successful with a	Needs redirection or reminders on a regular basis in order to engage in respectful discussions and decisionmaking, understand that others may have different preferences, and to fulfill an assigned role. As needed, the student is successful with a behavior	Engages in respectful discussions and decision-making, understands that others may have different preferences, and fulfills an assigned role.	Shows initiative and provides a model for engaging in respectful discussions and decision-making, understanding that others may have different preferences, and fulfilling an assigned role.
Responsible	Citizenship & Ethical	hehavior intervention plan 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 hehavior intervention plan	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.	NA
Responsible	Efficienct	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to follows directions, use the time allotted for tasks, identify distractions, and complete assigned tasks as exptected. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to follows directions, use the time allotted for tasks, identify distractions, and complete assigned tasks as exptected. As needed, the student is successful with a behavior intervention plan.	Follows directions, uses the time allotted for tasks, identifies distractions, and completes assigned tasks as expected.	Shows initiative and provides a model for following directions, using the time allotted for tasks, identifying distractions, and completing assigned tasks as exptected.

Grade 2 Approaches to Learning

		Nonda individualizad vadinastias	Nanda vadivastina av vasciadava	Uses the organizational system	Charre initiative and avaidable
		Needs individualized redirection or reminders on a regular basis,	Needs redirection or reminders on a regular basis in order to use	expected in the classroom (e.g.,	Shows initiative and provides a model for using the
		_	_		_
		and is still developing the ability	the organizational system	binder, file system, folders,	organizational system expected
		to use the organizational system	expected in the classroom (e.g.,	mailbox) and follows classroom	in the classroom (e.g., binder, file
Responsible	Organized	expected in the classroom (e.g.,	binder, file system, folders,	procedures and daily routines.	system, folders, mailbox) and
		binder, file system, folders,	mailbox) and follow classroom		following classroom procedures
Ë	ani	mailbox) and follow classroom	procedures and daily routines.		and daily routines.
l g)rg	procedures and daily routines.	,		, ,
2		procedures and daily routines.			
		As needed, the student is	As needed, the student is		
		somewhat successful with a	successful with a behavior		
		behavior intervention plan.	intervention plan.		
		Needs individualized redirection	Needs redirection or reminders	Follows rules and procedures	Shows initiative and provides a
		or reminders on a regular basis,	on a regular basis in order to	established in school	model for following rules and
		and is still developing the ability	follow rules and procedures	environments including	procedures established in school
		to follow rules and procedures	established in school	classrooms, hallways, cafeteria,	environments including
	es	established in school	environments including	bathrooms, playground, etc.	classrooms, hallways, cafeteria,
س ا	Ru	environments including	classrooms, hallways, cafeteria,	batinoonis, playgrouna, etc.	bathrooms, playground, etc.
Safe	WS	_	· ·		batilioonis, playground, etc.
"	Follows Rules	classrooms, hallways, cafeteria,	bathrooms, playground, etc.		
	F 3	bathrooms, playground, etc.			
		As needed, the student is	As needed, the student is		
		somewhat successful with a	successful with a behavior		
		behavior intervention plan	intervention plan		
		Needs individualized redirection	Needs individualized redirection	Uses age appropriate words to	Shows initiative and provides a
		or reminders on a regular basis,	or reminders on a regular basis in	identify a personal problem and	model for using age appropriate
		and is still developing the ability	order to use age appropriate	can pick a reasonable solution.	words to identify a personal
	ms	to use age appropriate words to	words to identify a personal		problem and selecting a
	ple	identify a personal problem and	problem and pick a reasonable		reasonable solution.
Safe	Pro	pick a reasonable solution.	solution.		
S	es				
	Sovles Problems	As needed, the student is			
		As necaca, the staucht is			
	"	somewhat successful with a	As needed, the student is		
		somewhat successful with a	As needed, the student is successful with a behavior		
			•		
	•	somewhat successful with a	successful with a behavior	Identifies physical cues to name	Shows initiative and provides a
	,	somewhat successful with a behavior intervention plan.	successful with a behavior intervention plan.	Identifies physical cues to name their own feelings and	Shows initiative and provides a model for identifying physical
	·	somewhat successful with a behavior intervention plan. Needs individualized redirection	successful with a behavior intervention plan. Needs redirection or reminders		·
		somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis,	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to	their own feelings and	model for identifying physical
		somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and	their own feelings and demonstrates calming	model for identifying physical cues to name their own feelings
		somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming	their own feelings and demonstrates calming down techniques such as counting, belly breathing, and	model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as
afe	Control	somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and demonstrate calming	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming down techniques such as	their own feelings and demonstrates calming down techniques such as	model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as counting, belly breathing, and
Safe	Control	somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and demonstrate calming down techniques such as	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and	their own feelings and demonstrates calming down techniques such as counting, belly breathing, and	model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as
Safe	Control	somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming down techniques such as	their own feelings and demonstrates calming down techniques such as counting, belly breathing, and	model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as counting, belly breathing, and
Safe		somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and demonstrate calming down techniques such as	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and	their own feelings and demonstrates calming down techniques such as counting, belly breathing, and	model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as counting, belly breathing, and
Safe	Control	somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and	their own feelings and demonstrates calming down techniques such as counting, belly breathing, and	model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as counting, belly breathing, and
Safe	Control	somewhat successful with a behavior intervention plan. Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and positive self-talk.	successful with a behavior intervention plan. Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and positive self-talk.	their own feelings and demonstrates calming down techniques such as counting, belly breathing, and	model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as counting, belly breathing, and