

## Grade 3 Approaches to Learning

|                    | Category                          | NOVICE  | APPROACHING   | PROFICIENT   | ADVANCED  |
|--------------------|-----------------------------------|---|---|--|---|
| <b>Respectful</b>  | 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.<br><br>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, ask questions to meet their needs, demonstrate nonverbal listening skills, and control impulses to blurt.<br><br>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.       |
| <b>Respectful</b>  | Respects Resources                | 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.<br><br>As needed, the student is somewhat successful with a behavior intervention plan.  | Frequently misuses or inadvertently damages personal resources or resources that belong to others or the school.<br><br>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.                  |
| <b>Respectful</b>  | Collaborative                     | Needs individualized redirection or reminders on a regular basis, and is still developing the ability to engage in respectful discussions and decision-making, understands that others may have different perspectives, and fulfill an assigned role.<br><br>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 respectful discussions and decision making, understands that others may have different perspectives, and fulfill an assigned role.<br><br>As needed, the student is successful with a behavior intervention plan.   | Engages in respectful discussions and decision-making, understands that others may have different perspectives, and fulfills an assigned role.   | Shows initiative and provides a model for engaging in respectful discussions and decision-making, understands that others may have different perspectives, and fulfills an assigned role. |
| <b>Responsible</b> | 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, use appropriate resources to meet personal learning goals, and respect the privacy of others while using technology.<br><br>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, use appropriate resources to meet personal learning goals, and respect the privacy of others while using technology.<br><br>As needed, the student is successful with a behavior intervention plan. | Follows the acceptable use policy, protects personal information, uses appropriate resources to meet personal learning goals, and respects the privacy of others while using technology. | NA  |

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|--------------------|--------------------|--|--|---|--|
| <b>Responsible</b> | Efficient          | Needs individualized redirection or reminders on a regular basis, and is developing the ability to follow directions, use time allotted for tasks, identify distractions, engage in positive self-talk, and complete assigned tasks as expected.<br><br>As needed, the student is somewhat successful with a behavior intervention plan.                   | Needs redirection or reminders on a regular basis in order to follow directions, use the time allotted for tasks, identify distractions, engage in positive self-talk, and complete assigned tasks as expected.<br><br>As needed, the student is successful with a behavior intervention plan.         | Follows directions, uses the time allotted for tasks, identifies distractions, engages in positive self-talk, and completes assigned tasks as expected.     | Shows initiative and provides a model for following directions, using the time allotted for tasks, identifying distractions, engaging in positive self-talk, and completing assigned tasks as expected.  |
| <b>Responsible</b> | 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.<br><br>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.<br><br>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 following classroom procedures and daily routines. |
| <b>Safe</b>        | 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.<br><br>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.<br><br>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.                   |
| <b>Safe</b>        | Solves Problems    | Needs individualized redirection or reminders on a regular basis, and is still developing the ability to solve age appropriate personal problems and conflicts safely and respectfully, accepting responsibility for their actions.<br><br>As needed, the student is somewhat successful with a behavior intervention plan.                                | Needs redirection or reminders on a regular basis in order to solve age appropriate personal problems and conflicts safely and respectfully, accepting responsibility for their actions.<br><br>As needed, the student is successful with a behavior intervention plan.                                | Solves age appropriate personal problems and conflicts safely and respectfully, accepts responsibility for their actions.                                   | Shows initiative and provides a model for solving age appropriate personal problems and conflicts safely and respectfully, accepts responsibility for their actions and repairs any resulting harm.      |
| <b>Safe</b>        | Shows Self-Control | Needs individualized redirection or reminders on a regular basis, and is still developing the ability to demonstrate calming down techniques to age appropriate situations such as test anxiety, hurt feelings, accusations, and managing disappointment.<br><br>As needed, the student is somewhat successful with a behavior intervention plan.          | Needs redirection or reminders on a regular basis in order to demonstrate calming down techniques to age appropriate situations such as test anxiety, hurt feelings, accusations, and managing disappointment.<br><br>As needed, the student is successful with a behavior intervention plan.          | Demonstrates calming down techniques to age appropriate situations such as test anxiety, hurt feelings, accusations, and managing disappointment.           | Shows initiative and provides a model for demonstrating calming down techniques to age appropriate situations such as test anxiety, hurt feelings, accusations, and managing disappointment.             |