

Grade 4 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 communicate with compassion and respect for everyone. 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 communicate with compassion and respect for everyone. 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 communicates with compassion and respect for everyone.	Shows initiative and provides a model for taking turns speaking, asking questions to meet their needs, demonstrating nonverbal listening skills, and communicates with compassion and respect for everyone.
	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. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to take care of personal property and be respectful of resources that belong to others or to 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 being respectful of personal resources and resources that belong to others or to the school.
	Collaborative	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to engage in compassionate respectful discussions and decision- making, fulfill an assigned role, and demonstrate understanding of the perceptions and feedback of 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 compassionate respectful discussions and decision- making, fulfill an assigned role, and demonstrate understanding of the perceptions and feedback of others. As needed, the student is successful with a behavior intervention plan.	Engages in compassionate respectful discussions and decision- making, fulfilling an assigned role, demonstrating understanding of the perceptions and feedback of others.	Shows initiative and provides a model for engaging in compassionate respectful discussions and decision- making, fulfilling an assigned role, demonstrating understanding of the perceptions and feedback of others.
	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. 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. 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.	Shows initiative and provides a model for following the acceptable use policy, protecting personal information, using appropriate resources to meet personal learning goals, and respecting the privacy of others while using technology.

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Responsible	Efficient	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to follow directions, use the time allotted for tasks, engage in positive self-talk to complete challenging tasks, and complete assigned tasks as expected. 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, engage in positive self-talk to complete challenging tasks, and complete assigned tasks as expected. As needed, the student is successful with a behavior intervention plan.	Follows directions, uses the time allotted for tasks, engages in positive self-talk to complete challenging tasks, and completes assigned tasks as expected.	Shows initiative and provides a model for following directions, using the time allotted for tasks, engaging in positive self-talk to complete challenging tasks, and completing assigned tasks as expected.
Responsible	Organized	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to use an organizational system (e.g., binder, file system, folders, mailbox) follow classroom procedures. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to use an organizational system (e.g., binder, file system, folders, mailbox) follow classroom procedures, and has begun demonstrating the ability to break longer assignments into manageable tasks. As needed, the student is successful with a behavior intervention plan.	Uses an organizational system (e.g., binder, file system, folders, mailbox) follows classroom procedures, and begins demonstrating the ability to break longer assignments into manageable tasks.	Shows initiative and provides a model for using an organizational system (e.g., binder, file system, folders, mailbox) following classroom procedures, and demonstrates the ability to break longer assignments into manageable tasks.
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 solve age appropriate personal and interpersonal problems, identify multiple solutions and their consequences, accepting responsibility for their actions and making amends as necessary. 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 and interpersonal problems, identify multiple solutions and their consequences, accepting responsibility for their actions and making amends as necessary. As needed, the student is successful with a behavior intervention plan.	Solves age appropriate personal and interpersonal problems, identifies multiple solutions and their consequences, accepting responsibility for their actions and making amends as necessary.	Shows initiative and provides a model for solving age appropriate personal and interpersonal problems, identifying multiple solutions and their consequences, accepting responsibility for their actions and making amends.
Safe	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, etc. 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, etc. 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, etc.