

Be Respectful

"Be kind, listen to peers and adults, use appropriate language"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Inattentive, does not participate in class discussions, relies on teacher to redirect.	Sometimes does not participate. Is occasionally disrespectful or inattentive. Often forgets to show common courtesy.	Participates in critiques, share ideas, sketches, thoughtful feedback and discussion. Cleans up work space, uses tools appropriately, follows directions. Be KIND!
Success Criteria	Participates in critiques, share ideas, sketches, thoughtful feedback and discussion. Cleans up work space, uses tools appropriately, follows directions. Be KIND!		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely has materials for class. Rarely prepared, and ready to learn. Often lost or confused about class expectations	Does not consistently bring materials to class. Is often unprepared to learn. Does not check the canvas calendar frequently.	Being prepared for class, having appropriate tools and materials ready to work. Be responsible for your own learning.
Success Criteria	Utilizes spartan hour. Has pencil, pld, and sketchbook with them and ready to work! Uses class time appropriately. Uses resources. Checks the canvas calendar.		

Be Respectful

"Be kind, listen to peers and adults, use appropriate language"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Students rarely demonstrate appropriate classroom behavior.	Students demonstrate appropriate classroom behavior some of the time.	Students consistently demonstrate appropriate classroom behavior.
Success Criteria	Students use respectful language. (no profanity) Students are attentive during class lectures and discussions. Students show kindness to their classmates. Students refrain from using phones during class without permission.		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Students rarely demonstrate responsibility.	Students occasionally demonstrate responsibility	Students regularly demonstrate responsibility
Success Criteria	Students bring expected materials to class. Students communicate when they are absent regarding any missing work. Assignments are completed and turned in on time.		

Be Respectful

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Student does not: * Communicate with school appropriate language during appointments, mediation/conflict resolution, etc. * Understand how their actions/words impact others.	Student sometimes: * Communicates with school appropriate language during appointments, mediation/conflict resolution, etc. * Understands how their actions/words impact others.	Student always: * Communicates with school appropriate language during appointments, mediation/conflict resolution, etc. * Understands how their actions/words impact others.
Success Criteria	* Student uses I statements when communicating. * Student takes accountability for their behaviors and makes positive changes.		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Student rarely: * Uses appropriate email etiquette (writes, sends, reads and responds in timely fashion). * Places phone in basket while taking a break or a reset from class when asked to do so. * Visits Counseling & Career Center during Spartan Period or an open campus. * Arrives for scheduled appointments on time or communicates the need to reschedule.	Student sometimes: * Uses appropriate email etiquette (writes, sends, reads and responds in timely fashion). * Places phone in basket while taking a break or a reset from class when asked to do so. * Visits Counseling & Career Center during Spartan Period or an open campus. * Arrives for scheduled appointments on time or communicates the need to reschedule.	Student always: * Uses appropriate email etiquette (writes, sends, reads and responds in timely fashion). * Places phone in basket while taking a break or a reset from class when asked to do so. * Visits Counseling & Career Center during Spartan Period or an open campus. * Arrives for scheduled appointments on time or communicates the need to reschedule.
Success Criteria	* Communicates effectively with Counseling & Career Center. * Listens to and respects directives from Counseling & Career Center staff. * Recognizes appropriate times to be in the Counseling & Career Center.		

Be Respectful

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely demonstrates the success criteria for respect	Inconsistently demonstrates the success criteria for respect	Consistently demonstrates the success criteria for respect
Success Criteria	<ul style="list-style-type: none"> - treats people, materials, and learning space with courtesy -maintains positive language and conduct -abides by school and classroom rules (including cell policy use and academic integrity) 		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely demonstrates the success criteria for responsibility	Inconsistently demonstrates the success criteria for responsibility	Consistently demonstrates the success criteria for responsibility
Success Criteria	<ul style="list-style-type: none"> -uses class time productively -turns work in on time -makes up work when absent -has materials (books, handouts, & charged device) ready for class -uses phone and assistive technology appropriately 		

Be Respectful

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Student rarely demonstrates appropriate classroom behavior as noted in the success criteria. Student needs daily reminders and redirection.	Student inconsistently demonstrates appropriate classroom behavior as noted in the success criteria. Student needs frequent reminders and redirection.	Student consistently demonstrates appropriate classroom behavior as noted in the success criteria.
Success Criteria	Cleaning up after yourself, not writing on the tables, actively listening to teacher directions and other peers, putting phones away when the bell rings, following the classroom rules and procedures, following teacher expectations, taking care of equipment, using respectful language		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Student rarely demonstrates appropriate classroom behavior as noted in the success criteria. Student needs daily reminders and redirection.	Student inconsistently demonstrates appropriate classroom behavior as noted in the success criteria. Student needs frequent reminders and redirection.	Student consistently demonstrates appropriate classroom behavior as noted in the success criteria.
Success Criteria	Staying in your own lab, working safely, not messing around, completing tasks/jobs as assigned, following directions/recipes, taking care of equipment, cleaning up after yourself after labs.		

Be Respectful

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	I often need reminders from the teacher to meet the success criteria.	I sometimes need reminders from the teacher to meet the success criteria.	1) Follow Directions 2) Interact with peers positively 3) Treat classroom appropriately
Success Criteria	1a) I do what I'm supposed to be doing in class. 1b) I follow classroom routines, rules, and expectations. 1c) I respond positively when asked to do something. 2a) I use appropriate classroom language. 2b) Be kind. 3a) I clean up after myself.		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	I often need reminders from the teacher to meet the success criteria.	I sometimes need reminders from the teacher to meet the success criteria.	1) Self-Advocacy 2) Demonstrate Personal Responsibility 3) Remain on Task
Success Criteria	1a) I request a retake when I earn a "1" or "2" on an assessment. 1b) I ask the teacher for help during class. 1c) I utilize Spartan Period for help outside of class. 1d) I communicate to the teacher issues that might impact my learning. 2a) I arrive at class on time. 2b) I complete my practice work. 2c) I come to class with my necessary supplies. 2d) I own my own choices and actions (instead of blaming others). 3a) I use my class time appropriately. 3b) I use my PLD for class purposes.		

Responsibility Scale		
C - Consistently	I - Inconsistently	R - Rarely
I meet the success criteria to demonstrate responsibility daily.	I sometimes need reminders from the teacher to meet the success criteria.	I often need reminders from the teacher to meet the success criteria.
Success Criteria	What can I do to meet proficiency?	
Self-advocate / --	<p>I request a retake when I earn a "1" or "2" on an assessment.</p> <p>I ask the teacher for help during class.</p> <p>I utilize Spartan Period for help outside of class.</p> <p>I communicate to the teacher issues that might impact my learning.</p>	
Follow Directions / --	<p>I do what I'm supposed to be doing in class.</p> <p>I follow classroom routines, rules, and expectations.</p>	
Demonstrate Personal Responsibility / --	<p>I arrive at class on time.</p> <p>I complete my practice work.</p> <p>I come to class with my necessary supplies.</p> <p>I own my own choices and actions (instead of blaming others).</p>	
Remain on Task / --	<p>I use my class time appropriately.</p> <p>I use my PLD for class purposes.</p>	

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	I rarely positively interact with peers and staff. I rarely listen and follow the rules. I rarely use appropriate language. I rarely treat the school environment/classroom appropriately. I rarely maintain academic integrity. I rarely uphold personal space.	I need reminders to follow directions. I need reminders to demonstrate personal accountability. I need reminders to self-advocate. I need reminders to be on task.	I consistently follow directions. I consistently demonstrate personal accountability. I consistently self-advocate. I am consistently on task.
Success Criteria	I consistently positively interact with staff and peers. I consistently listen and follow rules. I consistently use appropriate language. I consistently treat the school environment/class environment appropriately. I consistently maintain academic integrity.		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	I rarely follow directions. I rarely demonstrate personal accountability. I rarely self-advocate. I rarely am on task.	I need reminders to follow directions. I need reminders to demonstrate personal accountability. I need reminders to self-advocate. I need reminders to be on task.	I consistently follow directions. I consistently demonstrate personal accountability. I consistently self-advocate. I am consistently on task.
Success Criteria	I consistently follow directions. I consistently demonstrate personal accountability. I consistently self-advocate. I am consistently on task.		

Be Respectful

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely respectful of students, staff, and classroom setting	Inconsistently respectful of students, staff, and classroom setting	Consistently respectful of students, staff, and classroom setting
Success Criteria	Has respectful conversations with students and staff. Student helps support a successful classroom environment for all.		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely uses class period effectively	Inconsistently uses class period effectively	Consistently uses class period effectively
Success Criteria	Manages time, prioritizes assignments, advocates for themselves.		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely uses positive and appropriate language with peers and teacher Rarely respects others' opportunity to learn Rarely mindful of classroom space and environment Rarely follows teacher expectations	Inconsistently uses positive and appropriate language with peers and teacher Inconsistently respects others' opportunity to learn Inconsistently mindful of classroom space and environment Inconsistently follows teacher expectations	Consistently using positive and appropriate language with peers and teacher Respecting others' opportunity to learn Be mindful of the classroom space and environment Follow teacher expectations
Success Criteria	Follow phone and headphone policies, be kind to peers/staff, respect school drink policies, no profanity		

Be Responsible

"Follow directions, complete assignments, be accountable"

Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely prepared for class, ready/open to working, using time wisely, advocates for self, and on time for class; rarely is willing to learn; rarely has a growth mindset	Occasionally prepared for class, ready/open to working, using time wisely, advocates for self, and on time for class	Being prepared for class (workbook, pencil, etc.) Being ready and open to learning Advocating for self Using class time wisely Being on time for class
Success Criteria	Complete Assignments, ask for help, surround yourself with positive peers, willingly utilize Spartan Period when needed		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely engaged Rarely maintains and properly uses equipment, space and materials	Inconsistently engaged Inconsistently maintains and properly uses equipment, space and materials	- Active engagement: Listens attentively, participates in discussions, promotes an environment where everyone's contributions are valued. -Learning Environment: Does not cause disruption to classroom -Respect for equipment: Has a sense of responsibility for classroom instruments and materials.
Success Criteria	-On time -Engaged at all times -No disruptions -Care and proper use of space and materials		

Be Responsible

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	-Rarely prepared to learn and rarely takes ownership of their role in the ensemble.	-Inconsistently prepared to learn and sometimes takes ownership of their role in the ensemble.	-Students are prepared to learn and take ownership of their role in the ensemble.
Success Criteria	-Preparation and Participation: Prepared materials & prepared to learn in class. -Committed to teamwork: Fostered sense of responsibility towards ensemble work -Personal Accountability: Takes responsibility for learning, progress and goal setting		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely demonstrates the success criteria for respect	Inconsistently demonstrates the success criteria for respect	Consistently demonstrates the success criteria for respect
Success Criteria	<ul style="list-style-type: none"> - Helpful Comments - Active Listening and Feedback - Phone/Headphones protocols are followed - Great Audience member - Strong group member 		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely demonstrates the success criteria for responsibility	Inconsistently demonstrates the success criteria for responsibility	Consistently demonstrates the success criteria for responsibility
Success Criteria	<ul style="list-style-type: none"> - Makes it to class on time - Prepared for class/work is completed - Openly participates in class discussions and group activities 		

Be Respectful

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Student is inattentive, does not participate in critiques or class discussions, frequently talks over others or disrupts the classroom environment. Student does not follow classroom procedures.	Sometimes participates in class critiques and discussions, is occasionally respectful and attentive, Often forgets to show common courtesy.	Always listens and responds during class critiques and discussions, regularly provides thoughtful and constructive feedback. always follows classroom procedures and routines.
Success Criteria	Student actively listens to the teacher 100% of the time, follows directions without prompting, consistently treats peers and equipment with care, and demonstrates respect in every class session.		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely has materials for class. Rarely prepared, and ready to learn. Often lost or confused about class expectations	Sometimes is prepared for class, occasionally shows up on time, sometimes is aware of project expectations, occasionally follows classroom procedures, occasionally hands in projects on time	Student is prepared for class, shows up on time, is aware of project and classroom expectations, utilizes Spartan Period to catch up on project work time
Success Criteria	<ul style="list-style-type: none"> Student is prepared with the correct attire and equipment Student follows safety guidelines Student takes care of equipment Student participates fully in class. 		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Students who chose to be disrespectful. Ex) Makes negative comments about peers and teachers. Uses offensive language or profanity	Students occasionally slips and uses negative language towards themselves and others. Allows distractions at times and is moderately attentive.	Students chooses to use positive language towards themselves and others. Actively participates in class and avoids distractions.
Success Criteria	<ul style="list-style-type: none"> - Student consistently offers helpful comments to others in the class and comments are free of profanity - Student demonstrates active listening and feedback - Student follows classroom phone/headphones protocols 		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Student is rarely prepared for class with the proper materials and consistently not engaged in classroom activities.	Student is mostly prepared with occasional participation. Inconsistent with having proper materials and behaviors.	Student is prepared, on time and has classwork done in a timely manner. Engages in class and works well with others.
Success Criteria	<ul style="list-style-type: none"> - Student is on time to class - Student is prepared for class and work is completed - Student actively participates in class discussions and group activities 		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Behavior is rarely displayed as written .	Behavior is displayed as written on an inconsistent basis.	Speaking kindly to others. Keeping phones put away and staying attentive (avoiding distractions). Follow expectations, following the Golden Rule.
Success Criteria	Following directions the first time, staying attentive during class, phones & headphones consistently put away, treat others with respect, participate actively in activities		

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Behavior is rarely displayed as written.	Behavior is displayed as written on an inconsistent basis.	Understand expected routines with materials and tools prepared at teacher's standard
Success Criteria	Computer charged, being on time and prepared for class, completing practice, staying attentive in class, taking accountability for your own behavior, advocating for self		

SPED			
Be Respectful			
"Be kind, listen to peers and adults, use appropriate language"			
Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Swearing, arguing, back talk, leaving classroom without permission	Occasional Swearing when upset, negative self-talk or outbursts when frustrated, inappropriate body language and disrespectful toward others when frustrated, leaving classroom	Consistently Respectful tone, nonuse of swearing, positive self talk, encouraging others, school appropriate language, treating school, personal, and other's property with respect, appropriate nonverbal behavior, respecting personal space, keeping classroom volume low
Success Criteria	Consistently Respectful tone, nonuse of swearing, positive self talk, encouraging others, school appropriate language, treating school, personal, and other's property with respect, appropriate nonverbal behavior, respecting personal space, keeping classroom volume low		
Be Responsible			
"Follow directions, complete assignments, be accountable"			
Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Rarely has computer or charger, rarely on-time or in assigned class, rarely has necessary materials for class (i.e. pencils, completed homework), fails to stay on task in class, blames others or fails to take accountability for their behavior, doesn't use class time wisely, and does not use self-advocacy skills	Computer not charged, but has charger available, being tardy or truant on occasion, not being prepared for class on a regular basis, occasionally off task in class, occsaionally failing to take accountability for their own behavior, not using time appropriately, self-advocacy is sporatic	Having Computer charger, being on time and prepared for class, staying attentive in class, taking accountability for their own behavior, Using time appropriately, self-advocacy

Success Criteria	Consistently Has Computer charger, on time and prepared for class, stays attentive in class, takes accountability for their own behavior, Uses time appropriately, demonstrates self-advocacy
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Be Respectful

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Infrequently kind, appropriate, working self, helping peers, and cleaning up.	Usually kind, appropriate, working self, helping peers, and cleaning up.	Consistently kind, appropriate, working self, helping peers, and cleaning up.
Success Criteria	Observations and assignments. Tasks completed with little follow up.		

Be Responsible

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Levels	R (rarely)	I (inconsistent)	C (consistent)
Description	Infrequently: working safe, helping peers, staying on task, and following	Occasionally: working safe, helping peers, staying on task, and following	Consistently: working safe, helping peers, staying on task, and following directions.
Success Criteria	Observations and assignments. Tasks completed with little follow up.		