Life Ready Disposition Behavior Rubrics

PK-5 Behavior Rubric

Life Ready Dispositions	1-Beginning	2-Approaching	3-Meeting	4-Exceeding
Perseverance	**Descriptor:** Perseverance is rarely evident in the school setting. **Look Fors:** • Avoids challenging tasks • Often refuses feedback or revisions • Expresses fixed-mindset language (“I can’t do this”)	**Descriptor:** Perseverance is inconsistently evident through the student’s conditional approach to challenges. **Look Fors:** • Needs prompting during challenging tasks • Accepts feedback but may not always apply it • Initiates tasks but loses stamina without encouragement	**Descriptor:** Perseverance is consistently evident through the student’s general approach to challenges. **Look Fors:** • Tries multiple strategies when work is challenging • Accepts and applies feedback • Expresses growth mindset language (“I can’t do this YET” or “I can do this.”)	**Descriptor:** Perseverance is especially evident through the student’s unwavering approach to challenges. **Look Fors:** • Uses appropriate strategies for the task • Reflects on performance and sets improvement goals. • Promotes a growth mindset in others
Collaboration	**Descriptor:** Collaboration is rarely evident in the school setting. **Look Fors:** • Often refuses to cooperate with others • Shows little respect for others • Disrupts collaboration	**Descriptor:** Collaboration is inconsistently evident through the student’s conditional interaction with others. **Look Fors:** • Occasionally cooperates with others • With guidance and support, interacts respectfully with others • Requires frequent redirection to complete group tasks	**Descriptor:** Collaboration is consistently evident through the student’s willingness to work with others. **Look Fors:** • Cooperates appropriately with others • Listens and responds respectfully • Contributes to group tasks with minimal redirection	**Descriptor:** Collaboration is especially evident through the student’s proactive engagement with others. **Look Fors:** • Leads productive group conversations • Welcomes multiple perspectives • Encourages shared accountability
Responsibility	**Descriptor:** Responsibility is rarely evident in the school setting. **Look Fors:** • Does not demonstrate learner readiness • Rarely uses materials appropriately • Struggles to engage and participate • Engages in academic dishonesty • Rarely completes tasks in a timely manner • Disregards teacher prompts to meet needs	**Descriptor:** Responsibility is inconsistently evident through the student’s conditional engagement within the school setting. **Look Fors:** • Demonstrates readiness to learn with adult support • Occasionally uses materials appropriately • Participates intermittently • Relies on others to complete work • Occasionally completes tasks in a timely manner • Relies on individual adult prompts to meet needs	**Descriptor:** Responsibility is consistently evident through the student’s general engagement within the school setting. **Look Fors:** • Demonstrates readiness to learn • Uses materials appropriately • Participates actively and stays on task • Completes work using own ideas and effort • Completes tasks in a timely manner • Asks for help when needed	**Descriptor:** Responsibility is especially evident through the student’s active engagement within the school setting. **Look Fors:** • Manages multiple tasks efficiently • Encourages engagement from others • Completes tasks with high quality • Advocates for others
Self-Management	**Descriptor:** Self-Management is rarely evident in the school setting. **Look Fors:** • Does not utilize effective coping strategies even with support • Has difficulty maintaining focus or meeting expectations even with support • Struggles to transition even with support • Does not repair conflicts with others even with support	**Descriptor:** Self-management is inconsistently evident through the student’s conditional ability to regulate behavior. **Look Fors:** • Uses appropriate coping strategies when prompted • Requires frequent reminders to focus and meet expectations • Transitions efficiently with support • Repairs conflicts with others with substantial support	**Descriptor:** Self-Management is consistently evident through the student’s general ability to regulate behavior. **Look Fors:** • Regulates emotions independently by using appropriate coping strategies • Maintains focus and meets expectations with minimal reminders • Transitions efficiently • Repairs conflicts with others with minimal support	**Descriptor:** Self-Management is especially evident through the student’s reliable regulation of behavior. **Look Fors:** • Models appropriate emotional regulation for others • Promotes productive classroom behaviors • Anticipates transitions • Maintains positive relationships with others

Life Ready Disposition Behavior Rubrics

Grades 6-12 Behavior Rubric

Life Ready Dispositions	1-Beginning	2-Approaching	3-Meeting	4-Exceeding
Perseverance	**Descriptor:** Perseverance is rarely evident in the classroom setting. **Look Fors:** • Stops working when tasks become difficult • Refuses feedback or revisions • Expresses fixed-mindset language (“I can’t do this”)	**Descriptor:** Perseverance is inconsistently evident through the student’s conditional approach to challenges. **Look Fors:** • Gives up at times when work feels difficult • Avoids challenging tasks • Initiates tasks but loses stamina without encouragement	**Descriptor:** Perseverance is consistently evident through the student’s general approach to challenges. **Look Fors:** • Tries multiple strategies when work is challenging • Uses feedback as an opportunity to learn • Expresses growth mindset language (“I can’t do this YET” or “I can do this.”)	**Descriptor:** Perseverance is especially evident through the student’s unwavering approach to challenges. **Look Fors:** • Uses appropriate strategies for the task • Promotes a growth mindset in others • Reflects on performance and sets improvement goals
Collaboration	**Descriptor:** Collaboration is rarely evident in the classroom setting. **Look Fors:** • Refuses to participate in group work • Shows little respect for others • Disrupts collaboration	**Descriptor:** Collaboration is inconsistently evident through the student’s conditional interaction with others. **Look Fors:** • Contributes to group work occasionally • Struggles to resolve conflict with others • Needs frequent redirection to complete group tasks	**Descriptor:** Collaboration is consistently evident through the student’s willingness to work with others. **Look Fors:** • Cooperates and contributes appropriately during group tasks • Listens and responds respectfully • Completes group tasks with minimal redirection	**Descriptor:** Collaboration is especially evident through the student’s proactive engagement with others. **Look Fors:** • Facilitates productive collaboration • Invites multiple perspectives • Encourages shared accountability
Responsibility	**Descriptor:** Responsibility is rarely evident in the classroom setting. **Look Fors:** • Arrives late and unprepared • Refuses to engage, participate, or complete work • Engages in academic dishonesty/plagiarism • Ignores teacher prompts to meet needs	**Descriptor:** Responsibility is inconsistently evident through the student’s conditional engagement in learning. **Look Fors:** • Arrives late or unprepared • Participates infrequently and/or strays from task • Relies on others or technology to complete work • Completes tasks inconsistently • Depends on individual teacher prompts to meet needs	**Descriptor:** Responsibility is consistently evident through the student’s general engagement in learning. **Look Fors:** • Arrives on time with required materials • Participates actively and stays on task • Produces original, independent work • Completes tasks in a timely manner • Uses effective self-advocacy skills	**Descriptor:** Responsibility is especially evident through the student’s active engagement. **Look Fors:** • Uses class time strategically • Encourages engagement from others • Completes tasks with high quality • Plans ahead for long-term assignments • Advocates for others
Self-Management	**Descriptor:** Self-Management is rarely evident in the classroom setting. **Look Fors:** • Does not utilize effective coping strategies even when support is provided • Has difficulty calming or refocusing even with support • Disrupts transitions even with support • Initiates conflicts with others	**Descriptor:** Self-management is inconsistently evident through the student’s conditional ability to regulate behavior. **Look Fors:** • Uses appropriate coping strategies when prompted • Needs frequent support to refocus • Transitions between tasks with support • Engages in conflict with others	**Descriptor:** Self-Management is consistently evident through the student’s general ability to regulate behavior. **Look Fors:** • Regulates emotions independently by using appropriate coping strategies • Maintains focus and meets classroom expectations without reminders • Transitions efficiently between tasks • Repairs conflicts with others	**Descriptor:** Self-Management is especially evident through the student’s reliable regulation of behavior. **Look Fors:** • Models appropriate emotional regulation for others • Promotes productive classroom behaviors • Transitions seamlessly between tasks • Maintains positive relationships with others