

Woodland Park School District Elementary Personal & Social Responsibility Standards

Practices Organizational Skills

<i>Unsatisfactory (1)</i>	<i>Limited (2)</i>	<i>Satisfactory (3)</i>	<i>Exceptional (4)</i>
I rarely have appropriate supplies which make it difficult to learn.	I sometimes need reminding to have appropriate supplies.	If I don't have appropriate supplies, I find a solution so learning is not affected.	I consistently have all supplies.
I rarely take notes or folders home or return them back to school.	I sometimes need help or reminders to take notes or folders home and return them back to school.	I usually take notes or folders home and return them	I consistently take home notes or folders and return them to school.
I rarely have the appropriate books or materials out which affect mine and the class' learning.	I sometimes need help or reminders to have appropriate books and materials out.	I usually have appropriate books and materials out without help or reminders.	I consistently have appropriate books and materials out.
I rarely clean up my work area or put things away before starting a new task.	I sometimes clean up my work area and put things away before starting a new task.	I usually clean up my work area and put things away before starting a new task.	I consistently clean up my work area and put things away before starting a new task.
I rarely complete my work and turn it in on time.	I sometimes remember to hand in my completed work, but I need a lot of reminding.	I usually remember to hand in my completed work with few reminders.	I consistently complete my work and remember to hand it in with no reminders.

Supports and Interacts Positively with Others

<i>Unsatisfactory (1)</i>	<i>Limited (2)</i>	<i>Satisfactory (3)</i>	<i>Exceptional (4)</i>
I treat my teachers and classmates in a way that puts them down with the tone of my voice, the words I use and the actions I do.	I need to be reminded occasionally to be respectful to my teachers and classmates. I try to think about how the tone of my voice affects others.	I almost always treat teachers and classmates in a respectful and caring way. I am aware that the tone of my voice affects others, and I usually think before I speak.	I consistently treat my teachers and classmates in a caring and respectful way. I make sure that the tone of my voice does not make others feel put down or hurt.
When corrected or redirected, I become angry or resistant (pouting, shouting, or shutting down) and refuse to listen to other ways of behaving so I repeat this pattern over and over again.	I am beginning to use conflict resolution strategies that help me treat others with respect.	When I do need reminding, I think of my own strategies, listen to suggestions and try different ways of behaving. I use conflict resolution strategies often.	I also encourage and help others to be successful. I know and use several conflict resolution strategies without being reminded.
I use words that make my classmates feel badly by criticizing, bragging or excluding them.	I am sometimes aware that the words I use with my classmates make them feel bad but I usually don't know what to do to change my actions.	I am aware when my words hurt others and I know what to do to change my actions.	I am very careful never to allow my words to hurt others. I also help people that I feel are being put down by others.

Listens Attentively, Follows Directions, Stays on Task

<i>Unsatisfactory (1)</i>	<i>Limited (2)</i>	<i>Satisfactory (3)</i>	<i>Exceptional (4)</i>
I seldom know what to do after directions have been given so I can't begin working.	I sometimes don't know what to do after directions have been given. I might need to be reminded to get to work.	I usually understand the directions and am able to begin work.	I consistently use different strategies to figure out things I don't understand and am able to begin work immediately.
I often interrupt when others are speaking.	I sometimes interrupt when others are speaking.	I seldom interrupt when others are speaking. When I do interrupt, I can stop myself.	I rarely interrupt when others are speaking. I also help by reminding others when they are interrupting.
I am usually distracted and I distract others which prevents learning.	Sometimes I am distracted and distract others which prevents learning.	If I allow myself to be distracted, I get myself back on track with little reminding. I seldom distract others.	I don't need reminders to stay on task. I allow others to do their work by concentrating on completing mine.

Evaluates Own Learning

Unsatisfactory (1)

I don't always understand how I completed a task.

It is hard for me to remember to check my work.

I cannot tell others what I have learned and I'm not sure what I've learned.

I'm not sure how to make my work better.

Limited (2)

Sometimes I can give a reason for the choices I make.

Sometimes I review my work for quality, thoroughness and effective thinking.

When asked, I might be able to think about what I've learned and be able to tell others what I've learned.

Sometimes I can see a way to improve my work, but I still need my teacher to tell me what and how to improve what I have done.

Satisfactory (3)

I can give a reason for the choices I've made.

I usually review my work for quality, thoroughness and effective thinking.

I talk about what I've learned. I can identify what I've learned.

I usually can describe how to improve my work and proceed to improve it.

Exceptional (4)

I can give multiple reasons for the choices I make.

I constantly review my work for quality, thoroughness, and effective thinking.

I can describe, in multiple ways, how I can improve my work. I can describe what I learned from my friends.

I credit my friends for the ideas I like. I can identify gaps in my knowledge about something.

Takes Risks and Accepts Challenges

Unsatisfactory (1)

I often feel uncomfortable when we learn something new or different, so I ask the teacher for help at each step.

I often get frustrated right away and give up. I don't try to do the activity at all. I often daydream, or just don't do the work I am supposed to do.

Limited (2)

I am occasionally uncomfortable about trying something new.

I try not to give up, but many times I do. I need lots of encouragement and help.

Satisfactory (3)

I don't mind trying something new and difficult. If I need to, I ask my friends or teacher for help. I don't give up.

I occasionally become frustrated when attempting a task, but I still try to do the task.

Exceptional (4)

I am excited to try things that are new and different or that look challenging.

I accept challenges and don't become frustrated. I keep trying until I succeed.

Accepts Responsibility for Behavior

Unsatisfactory (1)

Lots of times I'm not sure whether I have a problem or conflict.

I am surprised when a teacher or classmate tells me I have a problem.

I blame others for my behavior. I don't want to talk about it. It's never my fault. I think things are okay and they're not.

Limited (2)

I am beginning to know when I have a problem or conflict, but it's hard for me to figure out how it started.

I might know when I have a problem, but I don't have strategies to solve the problem.

Sometimes I can think of solutions, but I often need an adult to provide suggestions.

Satisfactory (3)

I sometimes need help in recognizing my part in a problem or conflict, but when it's pointed out to me, I recognize it.

I think about how a problem started and who was involved. I consider many different ways to solve the problem, but I may need more than one chance.

I sometimes use my problems or conflicts to figure out how to behave in the future and may need more than one chance to change my behavior.

Exceptional (4)

I know when I am involved in a problem or conflict without an adult or classmate telling me.

I can figure out how a problem started and can listen to or think of possible solutions. I can choose a solution and follow through on my own.

I am good at solving problems and can use these conflicts to figure out how to behave in the future. I get past my mistakes quickly. I can talk about my behavior without making excuses.

Is Enthusiastic About Learning

Unsatisfactory (1)

I rarely participate to ask questions during activities or assignments. I rarely complete tasks or assignments.

I just do a little work because I'm worried I can't do a good job.

Limited (2)

I need to participate in class activities and assignments, to complete tasks and assignments and ask questions.

I seldom do extra work for a project or read more about a topic on my own.

Satisfactory (3)

I usually participate during class activities and assignments and will ask questions with few or no reminders. I usually complete tasks and assignments.

Sometimes I get excited about something we are learning and I try to do extra work to make a project better or I read more about it on my own.

Exceptional (4)

I consistently participate during class activities or assignments and I ask questions when I need to. I consistently complete tasks and assignments.

I do extra work on projects or activities because I like to learn and make my work the best possible quality. I ask myself questions about things we are working on and try to find the answers on my own. I suggest ways our class could make an activity more interesting or challenging or have better quality projects. I read extra outside books because I get excited about something I learned in class.