

Grade K: Lifelong Learning Skills

Responsibility

Exhibits self-control and self-management, handling frustration appropriately

- Follows single-step directions
- Manages personal items as part of daily routines under teacher guidance
- Begins to wait for own turn
- Begins to tolerate frustration

Demonstrates good citizenship

- Participates in daily classroom routines
- Begins to identify how one's behavior affects others
- Begins to respond appropriately to redirection from adults

Reflection/Self-Awareness

Shows awareness of own thoughts, feelings, wants and needs and expresses these appropriately

- Begins to build a feeling vocabulary (mad, sad, happy, scared)

Reflects on and evaluates learning and behavior for the purpose of improvement

- Begins to use "I feel" statements ("I feel ____ when you ____.")
- Decides whether or not s/he has done best work and used appropriate behavior

Sets goals

- Answers the questions: "What could you do better next time?" and "Did you make the best choice?"

Cooperation

Listens actively to others

- Begins to learn skills of good listening (e.g., eye on person talking, no interruptions, thinking about what is being said, responding with words, keeping body still)
- Shares ideas with others when appropriate

Contributes to the group effort

- Begins to wait his/her turn (e.g., raises hand to share, waits in a line for the drinking fountain)
Begins to develop cooperative group skills (e.g., stays with the group)

Shares materials and responsibilities

- Begins to share materials with others

Helps others

- Helps others

Respect

Shows self-respect	<ul style="list-style-type: none">• Begins to develop an awareness of self including the identification of traits (e.g., can identify something s/he does well)
Demonstrated empathy and kindness toward others	<ul style="list-style-type: none">• Begins to develop an awareness of feelings• Develops awareness of others and how one's behavior affects others
Appreciates diversity	<ul style="list-style-type: none">• Develops awareness of similarities and differences
Follows classroom and school rules	<ul style="list-style-type: none">• Becomes aware of need for group guidelines
Takes care of classroom and school environment	<ul style="list-style-type: none">• Cares for own materials and property

Independent Work Habits

Plans and organizes time and materials	<ul style="list-style-type: none">• Stays with the group activity
Locates information and materials to complete tasks	<ul style="list-style-type: none">• Knows where to find learning materials, how to use them appropriately, and puts them away
Follows directions	<ul style="list-style-type: none">• Follows directions with reminders• Watches peers for clues about what to do when unsure
Finishes projects and assignments on time	<ul style="list-style-type: none">• Finishes projects and assignments on time
Persists when challenged	<ul style="list-style-type: none">• Tries new tasks• Stays on task with reminders
Asks for help when needed	<ul style="list-style-type: none">• Asks teacher for help when unsure

Problem Solving/Decision Making

Resolves problems in a way that shows consideration for various points of view	<ul style="list-style-type: none">• When presented with a variety of specific situations begins to identify that a problem exists (e.g., two students want the same toy during play)
Can disagree thoughtfully	<ul style="list-style-type: none">• With guidance, listens to others' thoughts and feelings (their side of the story) without interrupting
Generates alternatives to personal and interpersonal problems	<ul style="list-style-type: none">• When a problem occurs, thinks of alternative choices when promoted by an adult

Grade 1-2: Lifelong Learning Skills

Responsibility

Exhibits self-control and self-management, handling frustration appropriately

- Follows 2-3 step directions
- Manages personal items as part of daily routines under teacher guidance
- Waits for own turn
- Tolerates frustration, anger, and confusion and asks for help or clarification

Demonstrates good citizenship

- Participates in daily classroom Routines such as classroom jobs
- Acknowledges, with guidance, that own behavior affects others
- Apologizes when prompted Responds appropriately to redirection from adults

Reflection/Self-Awareness

Shows an awareness of own thoughts, feelings, wants, and needs and expresses these appropriately

- Continues to build a feeling vocabulary (*hurt, left-out, excited, disappointed)

Reflects on and evaluates learning and behavior for the purpose of improvement

- Gains comfort in using 1-statements to express wants and feelings
- Uses established classroom guidelines to evaluate work and behavior when asked

Sets goals

- Identifies an area for improvement in learning and/or behavior

Cooperation

Listens actively to others

- Begins to demonstrate good listening skills with teacher and with peers in structured settings (e.g., class meetings)

Contributes to the group effort

- Shares ideas with others when appropriate
- Typically, is able to wait for turn in a variety of settings
- Works with a variety of other students and stays on task

Shares materials and responsibilities

- Shows a willingness to share materials with others when prompted

Helps others

- Helps and accepts help from teachers and peers when prompted.

Respect

Shows self-respect	<ul style="list-style-type: none">• Can start to recognize the difference external and internal traits (e.g., beauty and nice clothes vs. kind hard-working)
Demonstrates empathy and kindness toward others	<ul style="list-style-type: none">• Begins to recognize feelings in others (e.g., mad, sad, happy, and scared)• Shows caring for others• Recognizes ways to treat others nicely
Appreciates diversity	<ul style="list-style-type: none">• Is aware of others' differences and begins to accept those differences
Follows classroom and school rules	<ul style="list-style-type: none">• Helps formulate group guidelines• Follows guidelines with reminders
Takes care of classroom and school environment	<ul style="list-style-type: none">• Cares for own classroom materials and property

Independent Work Habits

Plans and organizes time and materials	<ul style="list-style-type: none">• Uses time given to complete assigned tasks
Locates information and materials to complete tasks	<ul style="list-style-type: none">• Is able to locate assignments (e.g., in binder or work space)• Knows of and uses appropriate materials
Follows directions	<ul style="list-style-type: none">• Follows directions with occasional reminders• Watches peers for clues about what to do when unsure
Finishes projects and assignments on time	<ul style="list-style-type: none">• Finishes projects and assignments on time
Persists when challenged	<ul style="list-style-type: none">• Tries new tasks• Stays on task with occasional reminders
Asks for help when needed	<ul style="list-style-type: none">• Asks teacher and /or peers for help when unsure

Problem Solving/Decision Making

Resolves problems in a way that shows consideration for various points of view	<ul style="list-style-type: none">• With adult direction begins to recognize what's causing conflict• Learns some methods of dealing with conflict (e.g., peace table, class meeting, visual reminders, peer mediator, steps for problem-solving)
Can disagree thoughtfully	<ul style="list-style-type: none">• With guidance, listens to and considers the thoughts and feelings of others without interrupting
Generates alternatives to personal and interpersonal problems	<ul style="list-style-type: none">• When a problem occurs, thinks of a variety of solutions

Grade 3-4: Lifelong Learning Skills

Responsibility

Exhibits self-control and self-management, handling frustration appropriately

- Follows multiple-step directions
- Manages personal items with teacher cueing
- Waits for own turn
- Learns a variety of strategies to use when angry, frustrated, or confused (e.g., uses I-statements, moves away, apologizes, asks for help from an adult or friend)

Demonstrates good citizenship

- Participates as a contributing member of the classroom community
- Can tell how own behavior affects others when working through a problem
- Willingly apologizes when appropriate
- Responds appropriately to redirection from adults
- Encourages others to do their best

Reflection/Self-Awareness

Shows an awareness of own thoughts, feelings, wants, and needs and expresses these appropriately

- Uses a vocabulary to express comfortable and uncomfortable feelings as well as thoughts, wants, and needs in various situations (e.g., class meetings/class discussions)

Reflects on and evaluates learning and behavior for the purpose of improvement

- Uses I-statements independently
- Shares what s/he does well and what needs to work on in both academic and behavioral needs
- Accepts feedback for the purpose of self-improvement

Sets goals

- Writes personal goals (e.g., weekly) and evaluates progress

Cooperation

Listens actively to others

- Demonstrates good listening skills in structured settings and applies those skills to unstructured situations.

Contributes to the group effort

- Shares ideas with others for mutual benefit
- Appropriately waits for turn in a variety of settings
- Learns cooperative group skills (e.g., eye contact, using names, questioning for clarification, checking for agreement)

Shares materials and responsibilities

- Is able to share materials
- Develops an understanding of various roles or tasks within a group

Helps others

- Offers and asks for help when appropriate

Respect

Shows self-respect	<ul style="list-style-type: none">• Continues self-awareness by identifying and placing importance upon internal traits
Demonstrates empathy and kindness toward others	<ul style="list-style-type: none">• Shows courtesy (e.g., please, thank you)• Shows caring for others by giving/explaining compliments, helping, and apologizing
Appreciates diversity	<ul style="list-style-type: none">• Is accepting of others
Follows classroom and school rules	<ul style="list-style-type: none">• Helps formulate group guidelines and understands their importance• Follows guidelines
Takes care of classroom and school environment	<ul style="list-style-type: none">• Cares for own classroom and school materials and property

Independent Work Habits

Plans and organizes time and materials	<ul style="list-style-type: none">• Makes good use of work time by ignoring distractions and focusing on assigned work• Uses own time to complete assignments when directed
Locates information and materials to complete tasks	<ul style="list-style-type: none">• Keeps track of assigned work (e.g., use a planner, notebook, or divider sections) with direction• Is able to locate assignments (e.g., in binder or work space)• Knows of and uses appropriate materials
Follows directions	<ul style="list-style-type: none">• Follows directions with occasional reminders• Asks clarifying questions if necessary when directions are given
Finishes projects and assignments on time	<ul style="list-style-type: none">• Finishes projects and assignments on time
Persists when challenged	<ul style="list-style-type: none">• Tries task even when unsure of ability to succeed• Accepts that mistakes are a part of learning• Stays on task with occasional reminders
Asks for help when needed	<ul style="list-style-type: none">• Answers own questions whenever possible• Asks teacher an/or peers for help when unsure

Problem Solving/Decision Making

Resolves problems in a way that shows consideration for various points of view	<ul style="list-style-type: none">• With adult direction, is able to describe what's causing the conflict• With guidance, uses various methods for dealing with conflict
Can disagree thoughtfully	<ul style="list-style-type: none">• With guidance, listens to, considers, and begins to understand another person's perspective
Generates alternatives to personal and interpersonal problems	<ul style="list-style-type: none">• When a problem occurs, thinks a variety of solutions and beings to think about their consequences

Grade 5-6: Lifelong Learning Skills

Responsibility

Exhibits self-control and self-management, handling frustration appropriately

- Follows multiple-step directions
- Manages personal items independently
- Waits for own turn
- Uses a variety of strategies for handling anger, frustration, confusion

Demonstrates good citizenship

- Participates as a contributing member of school and classroom community
- Takes ownership of behavior (e.g., admits mistakes, makes apologies, and accepts consequences)
- Accepts redirection from adults
- Encourages others to do their best

Reflection/Self-Awareness

Shows an awareness of own thoughts, feelings, wants, and needs and expresses these appropriately

- Uses a broadly developed vocabulary to express feelings spontaneously in a variety of situations (e.g., discussion/classroom meetings, journal and creative writing, art, drama, and music)

Reflects on and evaluates learning and behavior for the purpose of improvement

- Uses appropriate I-statements independently
- Identifies and names personal strengths and weaknesses in both learning and behavior
- Accepts feedback for the purpose of self-improvement in a positive way

Sets goals

- Sets personal goals for self-improvement and evaluates progress

Cooperation

Listens actively to others

- Demonstrates active listening skills in structured and unstructured situations

Contributes to the group effort

- Exchanges ideas with others for mutual benefit and for the purpose of learning
- Shows patience with others
- Uses cooperative group skills (e.g., eye contact, using names, questioning for clarification, checking for agreement)

Shares materials and responsibilities

- Is able to share materials
- Carries out various assigned roles or tasks within a group

Helps others

- Offers and asks for help when appropriate

Respect

Shows self-respect	<ul style="list-style-type: none">• Shows self-direction (e.g., pursues own interests and beliefs)
Demonstrates empathy and kindness toward others	<ul style="list-style-type: none">• Shows caring and consideration for peers and adults• Assists others without being asked
Appreciates diversity	<ul style="list-style-type: none">• Shows tolerance; accepts and appreciates differences
Follows classroom and school rules	<ul style="list-style-type: none">• Helps formulate group guidelines and understands their importance• Follows guidelines and offers reminders to others to follow guidelines
Takes care of classroom and school environment	<ul style="list-style-type: none">• Cares for own classroom and school materials and property• Assists in keeping a clean classroom and school environment

Independent Work Habits

Plans and organizes time and materials	<ul style="list-style-type: none">• Makes good use of work time by ignoring distractions and focusing on assigned work• Uses own time to complete assignments if necessary• Uses strategies in order to focus attention on individual learning needs (e.g., give reminder to peers, moves to a quiet place to work)• Keep track of assigned work (e.g., uses a planner, notebook, or divider sections) with direction
Locates information and materials to complete tasks	<ul style="list-style-type: none">• Is able to locate assignments (e.g., in binder or work space)• Knows of and uses appropriate materials
Follows directions	<ul style="list-style-type: none">• Follows directions with few reminders• Asks clarifying questions if necessary when directions are given
Finishes projects and assignments on time	<ul style="list-style-type: none">• Finishes projects and assignments on time
Persists when challenged	<ul style="list-style-type: none">• Tries task even when unsure of ability to succeed• Uses mistakes for learning• Stays on task with few reminders
Asks for help when needed	<ul style="list-style-type: none">• Answers own questions whenever possible• Identifies a competent resource (not just the teacher) when unsure

Problem Solving/Decision Making

Resolves problems in a way that shows consideration for various points of view	<ul style="list-style-type: none">• Is able to describe what's causing the conflict• Independently, uses various methods for dealing with conflict
Can disagree thoughtfully	<ul style="list-style-type: none">• Listens to, considers, and empathizes with the other person's perspective
Generates alternatives to personal and interpersonal problems	<ul style="list-style-type: none">• When a problem occurs, generates a variety of solutions, thinks about their consequences, and chooses a solution that would be acceptable to everyone involved