

Grade 2 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 control impulses to blurt. 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 control impulses to blurt. 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 controls impulses to blurt.	Shows initiative and provides a model for taking turns speaking, asking questions to meet their needs, demonstrating nonverbal listening skills, and controlling impulses to blurt.
	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.	Frequently misuses or inadvertently damages personal resources or resources that belong to others or 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 is 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 respectful discussions and decision-making, understand that others may have different preferences, and to fulfill an assigned role. 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 respectful discussions and decision-making, understand that others may have different preferences, and to fulfill an assigned role. As needed, the student is successful with a behavior intervention plan.	Engages in respectful discussions and decision-making, understands that others may have different preferences, and fulfills an assigned role.	Shows initiative and provides a model for engaging in respectful discussions and decision-making, understanding that others may have different preferences, and fulfilling an assigned role.
	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, and use technology to enhance learning. 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, and use technology to enhance learning. As needed, the student is successful with a behavior intervention plan.	Follows the acceptable use policy, protects personal information, and uses technology to enhance learning.	NA
	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, identify distractions, 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, identify distractions, 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, identifies distractions, and completes assigned tasks as expected.	Shows initiative and provides a model for following directions, using the time allotted for tasks, identifying distractions, and completing assigned tasks as expected.

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Responsible	Organized	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to use the organizational system expected in the classroom (e.g., binder, file system, folders, mailbox) and follow classroom procedures and daily routines. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to use the organizational system expected in the classroom (e.g., binder, file system, folders, mailbox) and follow classroom procedures and daily routines. As needed, the student is successful with a behavior intervention plan.	Uses the organizational system expected in the classroom (e.g., binder, file system, folders, mailbox) and follows classroom procedures and daily routines.	Shows initiative and provides a model for using the organizational system expected in the classroom (e.g., binder, file system, folders, mailbox) and following classroom procedures and daily routines.
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 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 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 school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc.	Shows initiative and provides a model for following rules and procedures established in 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 use age appropriate words to identify a personal problem and pick a reasonable solution. As needed, the student is somewhat successful with a behavior intervention plan.	Needs individualized redirection or reminders on a regular basis in order to use age appropriate words to identify a personal problem and pick a reasonable solution. As needed, the student is successful with a behavior intervention plan.	Uses age appropriate words to identify a personal problem and can pick a reasonable solution.	Shows initiative and provides a model for using age appropriate words to identify a personal problem and selecting a reasonable solution.
Safe	Shows Self-Control	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and positive self-talk. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to identify physical cues to name their own feelings and demonstrate calming down techniques such as counting, belly breathing, and positive self-talk. As needed, the student is successful with a behavior intervention plan.	Identifies physical cues to name their own feelings and demonstrates calming down techniques such as counting, belly breathing, and positive self-talk.	Shows initiative and provides a model for identifying physical cues to name their own feelings and demonstrating calming down techniques such as counting, belly breathing, and positive self-talk.