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| --- | --- | --- | --- | --- | --- |
|  | 4 - usually | 3 - often | 2 - sometimes | 1 – rarely | Score |
| Be kind. | Student respects classmates of all backgrounds and all other community members. Student is courteous and makes classmates feel welcome. Student apologizes quickly for discourtesy without prompting. | Student respects classmates of all backgrounds. Student is usually courteous and quickly apologizes for discourtesy when prompted. Student makes an effort to make classmates feel welcome. | Student is sometimes courteous but can be thoughtless. Student needs teacher intervention to apologize. Student needs several reminders to extend courtesy to **all** members of the community. | Student is intentionally discourteous to a community member (teacher, sub, classmate, observer, custodian). One or more of student’s classmates feel unwelcome. Student needs several reminders to apologize. |  |
| Be safe. | Student uses class equipment according to directions. Student walks carefully and attentively through the space. | Student uses class equipment according to directions. Student walks carefully through the space but may hurry or need prompting to pay attention. | Student needs a few reminders to use class equipment according to directions. Student sometimes runs through the room or pays little attention to surroundings. | Student needs several reminders to use class equipment according to directions. Student’s use of equipment/space presents a hazard to classmates. |  |
| Do math. | Student is quiet during instructions and remains focused during individual work. Student starts work promptly and transitions quickly to new tasks once finished with a task. Student takes even turns in group work. | Student is often focused and on-task. Student often starts work promptly but sometimes takes extra time during transitions. Student takes turns in group work but sometimes monopolizes group time or contributes little. | Student needs a few reminders to stay on task. Student sometimes arrives late and may need prompting to start a new task. Student sometimes interrupts instructions, individual work, or group work with side conversation. | Student needs several reminders or redirection to get back on task and to start a new task. Student initiates side conversations or often participates in side conversations. In group work student works to the detriment of the group. |  |