

## Working Behaviour Marking criteria

	E - Needs Serious Improvement	D - Needs Improvement	C - Good (Meets all standards)	B - Very Good	A - Exceptional
<b>Responsibility</b>	Needs 1:1 support to complete assigned tasks and activities within the classroom.	Needs teacher prompting to complete assigned tasks and activities within the classroom. {He/She} is encouraged to work on managing {his/her} time and behaviour and assisting with special jobs within the classroom such as collecting and organising classroom materials.	Completes assigned tasks and activities within the classroom independently. {He/She} sometimes assists with special jobs in the classroom such as collecting and organising classroom materials.	Consistently completes assigned tasks and activities within the classroom independently. {He/She} eagerly assists with special jobs in the classroom such as collecting and organising classroom materials.	Always completes assigned tasks and activities within the classroom independently.
<b>Work Pace</b>	Works slowly, does not complete work in given time.	Works slowly, sometimes does not complete work in given time.	Works at a good pace, completes work in given period.	Works quickly, always completes work in given period.	Works extremely quickly, always completes work early/before time is up and manages to complete all extension work, too.
<b>Work Accuracy</b>	Work is inaccurate, done carelessly.	Work is sometimes accurate, but too many mistakes affect the quality of work.	Work is mostly accurate. Mistakes are sometimes spotted independently and generally corrected after teacher input.	Work is very accurate, only very few mistakes. Mistakes are found independently, the teacher does not often need to point them out.	Work is always accurate and {he/she} works meticulously, finding and correcting own mistakes without teacher input.
<b>Application of Strategy (can use/apply strategies)</b>	Does not apply learned strategies.	Sometimes applies learned strategies.	Applies learned strategies, mostly effectively.	Always applies learned strategies effectively.	Always uses strategies effectively and has a high degree of understanding of the best fit strategy for a given situation within the skill set.

<b>Concentration</b>	No perseverance, is not able to concentrate.	Sometimes works in a concentrated manner.	Almost always works in a concentrated manner and often extended periods of time.	Can concentrate for extended periods.	Can concentrate for extended periods regardless of task type, task difficulty, noise level in classroom.
<b>Preparedness</b>	Mostly unprepared at the start of the lesson; still hasn't finished with (morning) routines and is not ready to listen yet.	Sometimes unprepared.	Prepared and ready to start learning.	Always prepared and ready to start learning.	Always completely prepared and offers help to less prepared students.
<b>Material Organisation</b>	Student often loses materials, extremely disorganised.	Student sometimes loses materials.	Student materials are in good order and he/she has everything needed for lessons.	Materials are always well organised and tidy.	Materials are always well organised and tidy. Student often helps others to organise their materials and shares organisation strategies.
<b>Time Organisation (Works effectively/structured)</b>	Cannot manage time, complete tasks, or achieve goals. Intervention is needed to create and follow a plan for completing work independently and to use information and resources in the classroom to help {him/her}.	Needs a great deal of teacher prompting to manage time, complete tasks and achieve goals. {He/She} is encouraged to create and follow a plan for completing work independently and to use information and resources in the classroom to help {him/her}.	Manages time well, completes tasks and achieves goals in the classroom but may at times need guidance in creating a plan for completing work and using classroom resources.	Always manages time, completes tasks and achieves goals in the classroom. {He/She} is able to create and follow a plan for completing work and uses information and resources in the classroom to complete assignments.	Always manages time, completes tasks and achieves goals in the classroom. {He/She} always creates and follows a plan for completing work and uses information and resources in the classroom to complete assignments. {He/She} assists others to be successful.
<b>Initiative</b>	Demonstrates no curiosity for learning	Rarely demonstrates curiosity for learning	Demonstrates curiosity for learning	Always demonstrates curiosity for learning new	Always demonstrates curiosity for learning new

	<p>new things. {He/She} is encouraged to approach new tasks with a positive attitude and seek out opportunities for learning new and interesting things.</p>	<p>new things. {He/She} is encouraged to approach new tasks with a positive attitude and seek out opportunities for learning new and interesting things.</p>	<p>new things and generally has a positive attitude.</p>	<p>things. {He/She} is often willing to take risks and approaches new tasks with a positive attitude.</p>	<p>things. {He/She} is always willing to take risks and approaches new tasks with a positive attitude. {He/She} encourages and motivates peers to follow by example.</p>
<b>Independent Work</b>	<p>Rarely or never follows teacher instructions and doesn't use class time appropriately. {He/She} needs many reminders to listen attentively to instructions and use the given class time to complete work.</p>	<p>Has difficulty with following teacher instructions and using class time appropriately. {He/She} is encouraged to listen attentively to instructions and use the given class time to complete work.</p>	<p>Follows teacher instructions and uses class time appropriately.</p>	<p>Always follows teacher instructions and uses class time appropriately.</p>	<p>Student always follows teacher instructions and uses class time appropriately and encourages peers to follow by example.</p>
<b>Collaboration</b>	<p>Cannot work within groups and responds negatively to other's ideas.</p>	<p>Has difficulty working within groups and responding positively to other's ideas.</p>	<p>Able to work effectively within groups and responds to other's ideas.</p>	<p>Consistently works well within a group during class activities and often responds positively to other's ideas.</p>	<p>Always works well within a group during class activities and always responds positively to other's ideas. Student also encourages others to share their ideas and maintains a balance in group discussions.</p>
<b>Behaviour Calling out, etc.</b>	<p>Very disruptive, often affecting the ability of others to pay attention.</p>	<p>Can be disruptive at times.</p>	<p>Demonstrates good listening and positive participation.</p>	<p>Consistently demonstrates good listening and positive participation.</p>	<p>Always demonstrates good listening and positive participation and serves as a</p>

				He/She serves as a role model to other students and encourages others to adapt better listening and positive participation behaviour.	role model. Also knows when to also take a step back to let others share. Will remind others of expectations politely and calmly.
--	--	--	--	---	---

### Social Behaviour Marking Criteria

	E - Needs Serious Improvement	D - Needs Improvement	C - Good (Meets all standards)	B - Very Good	A - Exceptional
<b>Behaviour with Peers</b>	Always in conflict with one or more peers, difficulty interacting positively.	Sometimes has difficulty with peer conflict.	Exhibits positive interactions with peers.	Always exhibits positive interaction with peers.	Always demonstrates and models positive interactions with peers. Will intervene in unfair situations to create a balance.
<b>Civic Responsibility</b>	Needs intervention to follow classroom and school rules, doesn't respects rights and property of others, doesn't respect that our society is made up of a diverse community, and doesn't contribute to classroom community.	Rarely follows classroom and school rules, rarely respects rights and property of others, rarely respects that our society is made up of a diverse community, and rarely contributes to classroom community.	Follows classroom and school rules, respects rights and property of others, respects that our society is made up of a diverse community, and contributes to classroom community.	Consistently follows classroom and school rules, consistently respects rights and property of others, consistently respects that our society is made up of a diverse community, and consistently contributes to classroom community.	Always follows classroom and school rules, always respects rights and property of others, always respects that our society is made up of a diverse community, and always contributes to classroom community. {He/She} actively encourages positive civic behaviour within groups.
<b>Social Competency</b>	Does not mix well with others and turns down invitations to socialise.	Has trouble integrating into friend groups and needs invitations to socialise.	Integrates into friend groups, but may not always initiate on their own.	Initiates contact with friend groups and mixes well with others.	Mixes well with different friend groups, invites others into friendship groups, and makes new friends easily.
<b>Leadership</b>	Does not participate in	Participates minimally	Strong group member,	Strong group member,	Exemplary group member, looked upon

	groups and always requires direction.	in groups and often requires direction.	does not always assume leadership roles, but definitely volunteers.	often assumes leadership roles.	as a leader. Frequently assumes a leadership role and carries it out successfully.
<b>Empathy</b>	Shows little to no empathy for others.	Can be dismissive of the feelings of others, needs reminders to be empathic.	Shows empathy for others.	Empathic, always considers the feelings of those around him/her.	Highly empathic, always considers and adjusts behaviour and attitude to positively affect feelings of those around him/her.
<b>Peer Respect</b>	Shows little to no respect for peers.	Sometimes disrespectful of peers.	Demonstrates respect for peers.	Very respectful of others at all times.	High degree of respect and serves as a model of peer respect for fellow students.
<b>Respect for Authority Figures</b>	Does not demonstrate respectful or helpful behaviours.	Needs improvement in demonstrating respectful and helpful behaviours.	Demonstrates respectful and helpful behaviours.	Consistently demonstrates respectful and helpful behaviours.	Consistently models respectful and helpful behaviours.
<b>Conflict Resolution</b>	Struggles to resolve conflicts even with extensive teacher interventions. {He/She} is encouraged to work towards building healthy peer relationships through positive interactions with others.	Usually requires teacher interventions to resolve conflicts. {He/She} is encouraged to work towards building healthy peer relationships through positive interactions with others.	Can resolve conflicts effectively.	Frequently resolves conflicts effectively and has maintained positive relationships with many of {his/her} peers. Student encourages and motivates peers by assisting with conflict resolution.	Always resolves conflicts effectively and has maintained positive relationships with many of {his/her} peers. Student encourages and motivates peers by assisting with conflict resolution.
<b>Group Consensus/Majority Rule</b>	Actively stands against group decisions.	Sometimes disagrees with group decisions.	Agreeable to group consensus.	Always agreeable to group consensus and sometimes offers solutions.	Always agreeable to group consensus and often suggests compromises/decisions that benefit the group as a whole.