

**MSBSD Kindergarten-5th Grade  
Behaviors that Support Learning Teacher's Guide**

<b>Behaviors that Support Learning</b>	<b>4-Exemplary</b>	<b>3-Consistently</b>	<b>2-Occasionally</b>	<b>1-Seldom</b>
<b>Adapts to activity change</b>	<i>In addition to a 3:</i> Anticipates and prepares for next activity	Transitions between activities appropriately	Transitions between activities appropriately	Transitions between activities appropriately
<b>Attendance supports learning</b>	Perfect attendance	Comes to school Arrives on time Stays whole day	Comes to school Arrives on time Stays whole day	Comes to school Arrives on time Stays whole day
<b>Completes and returns homework</b>	<i>In addition to a 3:</i> Self-motivated to extend learning beyond assigned homework	Handed in on time	Handed in on time	Handed in on time
<b>Demonstrates personal organization skills</b>	<i>In addition to a 3:</i> Exceeds expectations for grade level and age Assists others with personal organization	Attends to personal belongings Prepared with expected materials	Attends to personal belongings Prepared with expected materials	Attends to personal belongings Prepared with expected materials
<b>Exercises self-control</b>	<i>In addition to a 3:</i> Shows leadership and self-initiative while encouraging others to do the same	Is in control of action, body, and voice in both structured and unstructured settings Is able to move safely in classroom and school Takes responsibility for behaviors/choices	Is in control of action, body, and voice in both structured and unstructured settings Is able to move safely in classroom and school Takes responsibility for behaviors/choices	Is in control of action, body, and voice in both structured and unstructured settings Is able to move safely in classroom and school Takes responsibility for behaviors/choices
<b>Follows directions</b>	<i>In addition to a 3:</i> Positively encourages others to follow directions by modeling	Follows classroom procedures and routines the first time given 3-5 only: Follows verbal or written directions	Follows classroom procedures and routines the first time given 3-5 only: Follows verbal or written directions	Follows classroom procedures and routines the first time given 3-5 only: Follows verbal or written directions
<b>Interacts cooperatively with others</b>	<i>In addition to a 3:</i> Demonstrates leadership skills (coaching, encouraging, supporting others)	Stays on task/topic Takes turns Listens respectfully and responds appropriately	Stays on task/topic Takes turns Listens respectfully and responds appropriately	Stays on task/topic Takes turns Listens respectfully and responds appropriately

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<b>Participation</b>	<i>In addition to a 3:</i> Makes meaningful connections beyond immediate content	Participates with a positive attitude  Responds appropriately	Participates with a positive attitude  Responds appropriately	Participates with a positive attitude  Responds appropriately
<b>Produces quality work</b>	<i>In addition to a 3:</i> Applies new learning to improve quality of work (self-motivated to review, edit, and revise own work)	Organized and thorough  Neat and legible	Organized and thorough  Neat and legible	Organized and thorough  Neat and legible
<b>Respects the rights and property of others</b>	<i>In addition to a 3:</i> Takes initiative to include others  Positively encourages peers to respect rights and property of others by modeling	Uses classroom and school materials responsibly and appropriately  Respects others' personal space and property  Respects others' points of view and physical/cultural differences	Uses classroom and school materials responsibly and appropriately  Respects others' personal space and property  Respects others' points of view and physical/cultural differences	Uses classroom and school materials responsibly and appropriately  Respects others' personal space and property  Respects others' points of view and physical/cultural differences
<b>Solves problems in appropriate manner</b>	<i>In addition to a 3:</i> Appropriately helps peers implement problem solving skills	Seeks help appropriately  Attempts to solve problems independently before asking for adult support	Seeks help appropriately  Attempts to solve problems independently before asking for adult support	Seeks help appropriately  Attempts to solve problems independently before asking for adult support
<b>Works independently</b>	<i>In addition to a 3:</i> Extends independent learning without direction	Stays on task  Completes task in a timely manner  Respects noise and conversation expectations	Stays on task  Completes task in a timely manner  Respects noise and conversation expectations	Stays on task  Completes task in a timely manner  Respects noise and conversation expectations