

UMS BUILDING A BETTER U

	Interaction with adults	Interaction with peers	Work habits	Personal responsibility for learning
3	Acts in a way that recognizes the needs and feelings of adults in a variety of settings and situations	Acts in a way that recognizes the needs and feelings of peers in a variety of settings and situations	Uses time appropriately and effectively	Positively contributes to the classroom and building atmosphere
	Listens to and follows directions the first time	Respectfully considers and responds to multiple opinions and points of view	Arrives on time, prepared for class every day	Seeks and utilizes feedback for personal reflection and academic growth toward goals
	Resolves conflict with adults appropriately	Resolves conflict appropriately	Completes work in a timely manner	Embraces additional opportunities to improve learning
	Proactively communicates with adults to advocate for oneself	Collaboratively works with others in a variety of settings.	Uses and cares for materials appropriately, including technology	Perseveres when presented with a challenge
2	Acts in a way that recognizes the needs and feelings of selected adults in preferred settings and situations	Acts in a way that recognizes the needs and feelings of selected peers in preferred settings and situations	Needs frequent reminders to use time effectively	Responds to coaching and support to positively contribute to the classroom and building atmosphere
	Listens to and follows directions with reminders and/or support	Respectfully considers and responds to opinions and points of view of selected peers	Takes extra time to transition between classes and needs extra support to stay organized	Selectively seeks and utilizes feedback for personal reflection and academic growth toward goals.
	Responds to coaching and support in order to resolve conflict with adults appropriately	Responds to coaching and support in order to resolve conflict appropriately	Work quality and completion requires additional reminders and time provided outside the initial work time	With coaching and support, takes advantage of additional opportunities to improve learning
	With coaching and support, communicates with adults to advocate for oneself	Collaboratively works with certain peers in preferred settings	Requires reminders and modeling to use materials and technology appropriately and safely	Needs coaching and encouragement to persevere when presented with a challenge
1	Does not act in a way that recognizes the needs and feelings of adults yet	Does not act in a way that recognizes the needs and feelings of peers yet	Does not use time effectively yet	Does not positively contribute to the classroom and building atmosphere yet
	Does not listen to or follow directions yet	Does not respectfully consider and respond to opinions and points of view of others yet	Rarely arrives on time, prepared for class	Does not utilize feedback for personal reflection and academic growth toward goals yet
	Does not resolve conflict with adults appropriately yet	Does not resolve conflict appropriately yet	Does not complete work with reminders, supports, and extended time yet	Does not take advantage of additional opportunities to improve learning yet
	Does not advocate for oneself yet	Does not collaboratively work with peers yet	Does not use materials and technology appropriately and safely yet	Does not follow through when presented with a challenge yet