

**Expected Behavior Survey (grades 2-4)**

**Please rate our student body as a whole in each of these areas.**

**Ranking 1=novice, 2=below mastery, 3=mastery, 4=above mastery, 5=distinguished**

<b>Self Awareness and Self Management</b>	<b>Behaviors Observed and/or Taught Student:</b>	<b>Ranking (see above)</b>
2-4.1.01 Describe a range of emotions and the situations that cause them.	Can describe emotions and link them to situations that have caused them. Expresses enthusiasm for school. Avoids arguments with peers. Avoids arguments with adults. Avoids negative conflicts with others.	
2-4.1.02 Describe and demonstrate ways to express emotions in a socially acceptable manner.	Emotions can be soothed by caregivers. Expresses emotions in a non-violent manner. Expresses sympathy towards others. Is able to accept constructive criticism from other in socially acceptable ways. Is positive in social interactions with others Displays emotions appropriate for situations.	
2-4.1.03 Describe personal skills and interests that one wants to develop.	Avoids inappropriate physical contact. Avoids situations that could result in negative outcomes/consequences. Chooses activities that express one's interest and strengths. Seeks interactions with at least one other peer. Seeks interactions with a small group of peers. Works cooperatively in group situations. Can play games with others w/o disruptions. Can work productively in group situations. Accepts ideas different from one's own. Is creative Demonstrates personal skills to start friendships Demonstrates personal skills to maintain friendships	
2-4.1.04 Describe the steps in setting and working toward goal achievement.	Establishes short-term goals. Establishes realistic and achievable goals. Expresses dreams and aspirations. Is not overwhelmed when presented with manageable tasks. Gets work done on time. Ignores distractions. Adjusts attention to environmental demands.	

	<p>Evidences self-control needed to achieve small goals. Practices basic Internet safety. Follows verbal and written directions. Can sequence steps needed to achieve a small goal or outcome.</p>	
<p>2-4.1.05 Describe and demonstrate ways that healthy habits contribute to goal achievement.</p>	<p>Tries to be successful in school. Gets to school on time. Internalizes class routines. Adjusts to changes in environment with advance preparation. Readily adjusts to changes in routines and environment. Maintains good grooming (teeth brushing, hand washing, hair combing, etc.). Maintains healthy sleeping habits. Maintains healthy eating habits. Makes relevant remarks during class discussion. Puts identifying data on papers and work. Asks permission to speak/does not interrupt. Asks for help from peers appropriately Listens when others speak</p>	

<b>Social Awareness and Interpersonal Skills</b>	<b>Behaviors Observed and/or Taught Student:</b>	<b>Instructional Strategies Used/Comments</b>	<b>Exceeds</b>
<p>2-4.2.01 Identify verbal, physical and situational cues that indicate how others may feel and describe the expressed feelings and perspectives of others.</p>	<p>Uses environmental and situational cues to recall routines and follow directions. Uses environmental cues to interact positively with others in social situations. Can recognize and respond to nonverbal cues to remember and guide appropriate behaviors. Displays appropriate emotional reactions to environmental cues. Can empathize with feelings of others.</p>		
<p>2-4.2.02 Identifies differences among and contributions of various social and cultural groups</p>	<p>Does not reject those who are different. Does not bully those who are different. Is kind in actions toward those who are different. Respects differences among various cultural and social groups. Appreciates and celebrates differences among various cultural and social groups.</p>		

	Respects contributions made by various cultural and social groups.		
2-4.2.03 Demonstrates how to work effectively with those who are different from oneself	Treats those with cultural differences with respect and courtesy. Participates productively in groups with cultural differences. Participates cooperatively in groups with cultural differences.		
2-4.2.04 Describes approaches for making and keeping friends	Respects property of others. Extends social invitations and/or inclusive behaviors toward those who are different. Initiates conversation with others. Uses nonverbal communication (e.g. smiling) to initiate social interactions with others.		
2-4.2.05 Analyzes ways to work effectively in groups	Participates politely in classroom discussions. Uses digital etiquette in personal and academic networking. Listens when another child speaks. Listens when adults speak. Helps others when asked		
2-4.2.06 Describes causes and consequences of conflicts and applies constructive approaches to resolve conflicts.	Does not use bullying behaviors to resolve conflicts. Does not cyber-bully. Applies verbal, written, and electronic communication appropriately.		

<b>Decision-making Skills and Responsible Behaviors</b>	<b>Behaviors Observed and/or Taught Student:</b>	<b>Instructional Strategies Used/Comments</b>	<b>Exceeds</b>
2-4.3.01 Demonstrates the ability to respect the rights of self and others.	Is truthful in interactions with adults Is truthful in interactions with peers. Keeps promises to gain trust from others. Keeps secrets when appropriate. Respects property of others. Uses appropriate refusal skills to resist peer pressure. Utilizes appropriate methods for gaining attention from others.		
2-4.3.02 Demonstrates knowledge of how social norms affect decision making	Says “please” and “thank you”. Knows difference between right and wrong Chooses “right” behavior despite peer pressure to choose “wrong” behavior.		

	<p>Accepts natural consequences for behaviors. Considers consequences before making decisions.</p>		
<p>2-4.3.03 Identifies and applies the steps of systematic decision making.</p>	<p>Asks question or gets needed facts before making decisions. Utilizes good decision-making skills to maintain the safety of self and others. Works collaboratively in structured activities. Works collaboratively in unstructured activities.</p>		
<p>2-4.3.04 Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p>	<p>Adjust volume and tone of voice to adjust to range of academic and social situations. Uses appropriate conflict resolution skills. Can generate possible actions that might be utilized to solve academic and social problems. Can change course when setbacks occur.</p>		
<p>2-4.3.05 Identify and perform roles that contribute to one's school and local community.</p>	<p>Assists in development of classroom rules/norms. Applies school rules in various settings (bus, cafeteria, restroom, etc.) Works collaboratively in structured and unstructured activities. Assumes classroom leadership roles.</p>		