Wondall Heights State School – Behaviour and Effort Rubric P – 6

Consider **age / developmental appropriateness** of student behaviour and effort within the following conditions: **identified support** for learning and **self-regulation** is in place **and** task expectation is provided at an **appropriate level**. **Prep** – Use dot point phrases to develop comments written on report cards.

Years 3-6 Years 1-2	A – EXCELLENT A - VERY HIGH	B – VERY GOOD B - HIGH	C – SATISFACTORY C - SOUND	D – NEEDS ATTENTION D - DEVELOPING	E – UNACCEPTABLE E – SUPPORT REQUIRED
	Consistently exceeds described behaviours	**Exceeds described behaviours**	**Consistently demonstrates behaviours**	**Sometimes demonstrates behaviours**	**Rarely demonstrates behaviours**
Safe	• interacts appropriately with others • follows instructions and rules • uses appropriate conflict resolution skills • respects the privacy of others • expresses emotions appropriately	• interacts appropriately with others • follows instructions and rules • uses appropriate conflict resolution skills • respects the privacy of others • expresses emotions appropriately	• interacts appropriately with others • follows instructions and rules • uses appropriate conflict resolution skills • respects the privacy of others • expresses emotions appropriately	• interacts appropriately with others • follows instructions and rules • uses appropriate conflict resolution skills • respects the privacy of others • expresses emotions appropriately	• interacts appropriately with others • follows instructions and rules • uses appropriate conflict resolution skills • respects the privacy of others • expresses emotions appropriately
Respectful	• respectful of others • respectful of property • communicates respectfully • is inclusive of others • encourages others • participates cooperatively	• respectful of others • respectful of property • communicates respectfully • is inclusive of others • encourages others • participates cooperatively	• respectful of others • respectful of property • communicates respectfully • is inclusive of others • encourages others • participates cooperatively	• respectful of others • respectful of property • communicates respectfully • is inclusive of others • encourages others • participates cooperatively	• respectful of others • respectful of property • communicates respectfully • is inclusive of others • encourages others • participates cooperatively
Responsible	• responds to teacher feedback / assistance • organises belongings • cooperative with teachers and students • takes turns and shares • follows class routines / expectations • follows school routines / expectations • displays self-discipline • takes responsibility for actions • follows instructions	• responds to teacher feedback / assistance • organises belongings • cooperative with teachers and students • takes turns and shares • follows class routines / expectations • follows school routines / expectations • displays self-discipline • takes responsibility for actions • follows instructions	• responds to teacher feedback / assistance • organises belongings • cooperative with teachers and students • takes turns and shares • follows class routines / expectations • follows school routines / expectations • displays self-discipline • takes responsibility for actions • follows instructions	• responds to teacher feedback / assistance • organises belongings • cooperative with teachers and students • takes turns and shares • follows class routines / expectations • follows school routines / expectations • displays self-discipline • takes responsibility for actions • follows instructions	• responds to teacher feedback / assistance • organises belongings • cooperative with teachers and students • takes turns and shares • follows class routines / expectations • follows school routines / expectations • displays self-discipline • takes responsibility for actions • follows instructions
Effort	• attempts routine tasks • attempts new tasks • attempts challenging tasks • perseveres with tasks • contributes ideas during group learning • uses a range of strategies to participate in class activities • contributes to the class and school community	• attempts routine tasks • attempts new tasks • attempts challenging tasks • perseveres with tasks • contributes ideas during group learning • uses a range of strategies to participate in class activities • contributes to the class and school community	• attempts routine tasks • attempts new tasks • attempts challenging tasks • perseveres with tasks • contributes ideas during group learning • uses a range of strategies to participate in class activities • contributes to the class and school community	• attempts routine tasks • attempts new tasks • attempts challenging tasks • perseveres with tasks • contributes ideas during group learning • uses a range of strategies to participate in class activities • contributes to the class and school community	• attempts routine tasks • attempts new tasks • attempts challenging tasks • perseveres with tasks • contributes ideas during group learning • uses a range of strategies to participate in class activities • contributes to the class and school community