



Black Butte School Habits of Work

The character traits of **respect**, **responsibility**, and **perseverance** are important for Black Butte students' success in academics and life.

Students at BBS will learn, model, and be assessed on how they exhibit these character traits.

BBS students are **respectful** members of the BBS community.

- I communicate politely and kindly with students and staff.
- I work cooperatively with others by sharing my ideas, listening to others' ideas, and compromising.
- I take care of school resources and materials.

BBS students take **responsibility** for their success as learners.

- I arrive for each class on time and prepared to learn.
- I participate fully in whole-class, group/partner, and private work time.
- I carefully and thoughtfully complete all class assignments to the best of my ability and in a timely manner.
- I advocate for what I need to learn.
- I clean up after myself.

BBS students **persevere** to produce high quality work.

- I embrace social and emotional challenges at school. I am willing to try new things.
- I embrace academic challenges I face at school and don't avoid school work just because it is difficult.
- I improve my learning by seeking help when needed and by asking questions.
- I learn from feedback and revise my work.
- I have a growth mindset about my work.

Conferences

Parent-Student-Teacher Conferences at Black Butte School take place twice a year, once in the Fall and once in the Spring; students are included at the conference. Using the rubric on the following pages, both students and teachers assess their progress on these habits of work.



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RESPECT	Developing	Approaching	Proficient	Exceptional
	1	2	3	4
<i>I communicate politely and kindly.</i>	• I speak when it is not appropriate and I share ideas that are off topic. • I am not yet using or need to be reminded to use language that is appropriate to school setting. • I am not yet actively listening or need to be reminded to listen to the ideas of others.	• I usually speak during appropriate times and I rarely speak off topic. • I usually use language that is appropriate to the school setting. • I usually listen to the ideas of others.	• I talk during appropriate times and I share ideas that are on topic. • I use language that is appropriate to the school setting. • I actively listen to the ideas of others.	• I meet expectations and I am taking a leadership role by guiding others.
<i>I work cooperatively with others.</i>	• I am not contributing to my group • I am distracting my group or another group	• I sometimes work with my peers to accomplish tasks. • I sometimes contribute ideas that benefit the group. • I sometimes listen to other's ideas.	• I work with my peers to accomplish a task. • I contribute ideas that benefit the group. • I listen to the ideas of others.	• I meet expectations and I am taking a leadership role by guiding the group to accomplish a task while making sure all voices are heard.
<i>I take care of resources and materials and have an awareness of how to be a student at school.</i>	• I do not treat materials appropriately yet. • I do not return all materials and tools to their proper places yet. • I treat the school like my own personal space and do as I please.	• I usually treat materials appropriately. • I usually return all materials and tools to their proper place. • I sometimes forget I am at school and do as I please.	• I use all materials appropriately. • I return all materials and tools to their proper places. • I often use the school spaces as a community space for all.	• I meet expectations and I seek out opportunities to raise awareness of issues that improve my school and community.



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RESPONSIBILITY	Developing	Approaching	Proficient	Exceptional
	1	2	3	4
<i>I arrive for each class on time and prepared to learn.</i>	• I am late for class on a regular basis. • I am missing some required materials for class. • I am not prepared to learn at the start of class.	• I am usually in my seat with most required materials at the start of class. • I am usually ready to learn when class starts.	• I am in my seat with all required materials at the start of class each day. • I am ready to learn and participate when class starts.	• I meet expectations and help others to be ready to learn
<i>I participate fully in whole-class, group/partner, and private work time.</i>	• I am often not listening or engaged in classroom, group, and/or pair discussions yet. • I am frequently not focused on my learning yet.	• I am usually listening and participating in discussions. • I am sometimes focused on the learning but not always.	• I actively listen and positively engage in discussion. • I am focused on the learning.	• I meet expectations and take a leadership role in showing respect in classroom discussion and learning.
<i>I carefully and thoughtfully complete all class assignments to the best of my ability and in a timely manner.</i>	• I turn in assignments late or incomplete. • I do not complete all my work with care and accuracy. • I do not make up missed work on my own.	• I complete most assignments on time. • My work is mostly complete but may be sloppy with some inaccuracy. • I make up missed work but need to be reminded.	• I complete all assignments according to the given timeline. • My work is authentic and thorough, and is completed with care and accuracy. • I independently make up missed work in a timely manner.	• I meet expectations and I challenge myself with work that is above and beyond.
<i>I advocate for what I need to learn.</i>	• I rarely advocate for myself and what I need to learn.	• I sometimes advocate for myself and what I need to learn.	• I advocate for myself to get the most out of school.	• I advocate for myself and seek to learn more about how I learn best.
<i>I clean-up after myself. I know and can follow expectations.</i>	• I frequently leave my belongings behind and often don't help clean-up. • I struggle to follow directions given to me.	• Sometimes I leave my things behind in the room. • I sometimes struggle to follow directions given to me.	• I leave the room better than I have found it. • I often follow directions given to me.	• I clean-up items that are not mine/don't need to be told to help with clean-up. • I follow directions given to me, and assist others as needed.



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PERSERVERANCE	Developing	Approaching	Proficient	Exceptional
	1	2	3	4
<i>I embrace the social and emotional challenges at school. I am willing to try new experiences.</i>	I avoid socially challenging situations. I avoid new experiences.	I am willing to try new things and experience unfamiliar social situations.	I embrace the social and emotional challenges of school. I try new things when I have the chance.	I seek out new experiences and people. I learn from social and emotional challenges.
<i>I embrace the academic challenges at school and don't avoid work just because it is difficult.</i>	I avoid academically challenging situations and school work.	I am willing to try academically challenging school work when directed.	I embrace academically challenging school work. I don't avoid challenging assignments.	I seek out academically challenging school work. I view challenging assignments as a positive.
<i>I improve my learning by seeking help when needed and by asking questions.</i>	- I do not ask questions. I tell the teacher when I am confused but don't ask specific questions. - I rarely use class time or after school time to improve my learning. - I rarely use feedback to revise my work and improve.	- I sometimes ask questions when I am confused. - I usually use class time and after school time to improve my learning. - I sometimes use feedback to improve my work.	- I ask the teachers and my peers specific questions when I am confused. - I use class time and after school time to improve my learning. - I effectively use feedback to improve my work.	I meet expectations and seek new challenges to improve my learning.
<i>I have a growth mindset about my work.</i>	I have a fixed mindset. I don't believe I have room for improvement.	I sometimes have a fixed mindset about my work, but sometimes I can find inspiration in editing my work.	I often have a growth mindset and can see effort as a path to mastery, even if it takes multiple tries.	I have a growth mindset and a desire to learn through multiple tries, seeing each as an opportunity towards mastery.