

Chapel Hill State School
Behaviour Comment Rubric

			<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
B	IS	1	{Name} is extremely congenial and gets along very well with peers in all situations.	{Name} is congenial and gets along well with peers in most situations.	{Name} can be congenial and usually gets along well with peers.	{Name} is not consistently congenial to others.	{Name} requires support to build positive relationships with peers.
B	IS	2	{She,He} is highly resilient when faced with social challenges and employs effective conflict resolution skills.	{She,He} is resilient when faced with social challenges and employs conflict resolution skills.	{She,He} is resilient at times, when faced with social challenges and can employ conflict resolution skills.	{She,He} is developing resilience when faced with social challenges.	{She,He} is learning to be resilient with support.
B	IS	3	{Name} is an extremely collaborative and co-operative learner, who actively participates and encourages others in group tasks.	{Name} is a highly collaborative and co-operative learner, who actively participates and often encourages others in group tasks.	{Name} is a collaborative and co-operative learner who participates and sometimes encourages others in group tasks.	{Name} is learning to be a collaborative and co-operative learner, who participates with encouragement in group tasks.	{Name} requires support in group learning situations.
B	IS	4	{She,He} consistently uses manners and shows respect for others.	{She,He} frequently uses manners and shows respect for others.	{She,He} uses manners and usually shows respect for others.	{She,He} needs reminders to use manners and show respect for others.	{She,He} rarely uses manners and shows little respect for others.
B	PB	1	{Name} persistently demonstrates respect for self, others and the environment.	On a regular basis, {Name} demonstrates respect for self, others and the school environment.	{Name} usually demonstrates respect for self, others and the school environment.	{Name} sometimes demonstrates respect for self, others and the school environment.	{Name} seldom demonstrates respect for self, others and the school environment.
B	PB	2	{She,He} always follows the rules of the playground and demonstrates the expected standards of play.	{She,He} follows the rules of the playground and can demonstrate the expected standards of play.	{She,He} ordinarily follows the rules of the playground.	{She,He} is working towards following the rules of the playground.	{She,He} needs support to follow the rules of the playground.
B	PB	3	{Name} is a role model to others, assisting staff and students in a positive manner.	{Name} assists staff and students in a positive manner.	{Name} may at times, assist staff and students in a positive manner.	When requested, {Name} assists staff and students in a positive manner.	{Name} requires assistance to interact positively with staff and students.
B	PB	4	{She,He} makes excellent choices when interacting with peers in the playground.	{She,He} makes good choices when interacting with peers in the playground.	{She,He} makes sound choices when interacting with peers in the playground.	{She,He} has difficulty making appropriate choices when interacting with peers in the playground.	{She,He} needs guidance when interacting with peers in the playground.
B	CB	1	{Name} constantly follows the rules of the classroom and models expected behaviours.	{Name} regularly follows the rules of the classroom and models expected behaviours.	{Name} usually follows the rules of the classroom and models expected behaviours.	{Name} occasionally follows the rules of the classroom and models expected behaviours.	{Name} with support follows the rules of the classroom and models expected behaviours.
B	CB	2	{She,He} always works independently and shows respect for the learning of others.	{She,He} routinely works independently and shows respect for the learning of others.	{She,He} generally works independently and shows respect for the learning of others.	{She,He} is learning to be an independent and show respect for the learning of others.	With assistance, {she,he} is learning to show respect for the learning of others.
B	CB	3	In all situations, {Name} respects the abilities and differences of others.	In most situations, {Name} respects the abilities and differences of others.	In some situations, {Name} respects the abilities and differences of others.	{Name}, does not regularly show respect for the abilities and differences of others.	{Name} rarely respects the abilities and differences of others.
B	CB	4	{She,He} consistently respects their own property and that of others.	{She,He} often respects their own property and that of others.	{She,He} at times, respects their own property and that of others.	{She,He} sometimes respects their own property and that of others.	{She,He} with reminders, respects their own property and that of others.