

## **8B History Studio Habits R3 Statements and Scoring**

Goal: Provide students with descriptions of classroom behavior expectations.

Goal: Provide students with information about the how their classroom behavior will be measured.

These guidelines are aligned to the ISBE Applications of Learning Standards and the Danielson Enhancing Professional Practice: A Framework for Teaching elements used by District 87 to measure the classroom performance of students.

### **Quantity of Time:**

**“I am seated and ready to work on assigned tasks from the start of the period to dismissal.”**  
(tardy, music, hall pass, materials, etc.)

“I am well organized and have necessary materials.”

“I avoid peers and activities that might distract me from learning.”

Score	.1	1	2	3	4
<b>Studio Habits Quantity</b>	Unsatisfactory	Less than basic, but not unsatisfactory	Basic	Proficient	Distinguished

### **Quality of Time:**

**“I explore, listen, record, share, etc. in order to increase my knowledge and improve my skills.”**

“I remain fully engaged in a task, even when not directly supervised, and put full effort towards quality work/ learning.”

“I listen with my chair on the floor, quiet hands, and body/eyes on the speaker.”

Score	.1	1	2	3	4
<b>Studio Habits Quality</b>	Unsatisfactory	Less than basic, but not unsatisfactory	Basic	Proficient	Distinguished

### **Presence:\***

**“My classroom conduct supports learning and leaves the room ready for the next class.”**  
(papers, chairs, headphones, computers, etc.)

“My interactions are polite and respectful and my participation supports group success.”

“I properly use resources and leave work areas neat.”

<b>Studio Habits Presence</b>	*Studio Habits Presence is not part of the class grade.
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## Studio Habits R3 Categories and Components

Element	Unsatisfactory	Basic	Proficient	Distinguished
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### Be Responsible

<b>Productivity/ Pride in work/ Respect for learning</b>	students do not work on tasks productively throughout allowed time and/or they demonstrate a negative attitude towards learning	Students remain engaged in a task, even when not directly supervised, but without full effort towards quality work/ learning	Students remain fully engaged in a task, even when not directly supervised, and put full effort towards quality work/ learning	students fully complete a task and then assist others or extend the task to a higher level
<b>Use of materials/ room maintenance</b>	students misuse items and/or leave a mess behind	Students properly use materials and make certain that personal area is neat (chairs, trash, computers, etc.)	Students properly use resources and work to keep their table area neat (chairs, trash, computers, etc.)	Students make proper use of resources and work to keep the room neat (chairs, trash, computers, etc.)

### Be Ready

<b>transitions</b>	students are slow to begin a task due to not listening, lack of materials or other issue	students follow instructions/ organize materials and get started on new tasks with minimal teacher assistance	students are well organized, have materials and follow directions to rapidly begin a new task	students are well organized, have materials and follow directions and assist others nearby, when necessary
<b>Self -control</b>	Student requires individual attention of teacher or peers to get on task	Student does not require individual reminders to be on task	Student is visibly on task and ready at all times	Student presence and actions respectfully assist peers with staying on task

### Be Respectful

<b>peer to peer interactions/ group activities</b>	interactions include conflict, sarcasm, put-downs, withdrawal or distractions from activities	students are not disrespectful to each other and they are fully engaged in activities	interactions are polite and respectful and participation supports group success with an activity	students demonstrate genuine care for one another and actions lead group towards success
<b>Discussion/ listening</b>	Chair on floor, quiet hands, body/eyes on speaker, and attention are not visible	Student maintains chair on floor, quiet hands, body/eyes on speaker, and appearance of attention	Student maintains chair on floor, quiet hands, body/eyes on speaker, and demonstrates attention	Student maintains chair on floor, quiet hands, body/eyes on speaker, and leads discussion

