

CRSS Life Skills Descriptors: K-8 Progression

	Kindergarten	First	Second	Third	Fourth	Middle School, 5th - 8th
Displays a positive attitude	Willing to try new things even if it is out of their comfort zone; is excited about aspects of learning, engaged in classroom activities	Willing to try new things even if it is out of their comfort zone; is excited about aspects of learning, engaged in classroom activities	Is excited about aspects of learning, willingly participates in classroom activities and tries new things	Is excited about aspects of learning, willingly participates in classroom activities, accepting class decisions even when things don't go one's own way, showing enthusiasm for others	Is excited about aspects of learning, willingly participates in classroom activities, accepting class decisions even when things don't go one's own way, showing enthusiasm and support for others, uses positive language with self and others	Generally willing to try a new activity or a harder learning task, understands that not all classroom decisions will be to their liking but figures out how to make it work, uses positive language w/self & others, sees learning as a challenge to take on as opposed to a task imposed on them
Respects the rights, property, feelings and diversity of others	Cares for learning materials--puts them away after using, uses them the correct way, gaining awareness of personal space boundaries, knows that differences are okay--we all have different needs, supporting all students' positive engagement in class	Cares for learning materials in the classroom, responsible for and organizes personal materials, knows personal space boundaries especially with hands, recognizes differences through respectful questions and comments	Takes care of classroom materials, shares with others, is responsible for personal materials, knows personal space boundaries especially with hands, recognizes differences through respectful questions and comments	Takes care of indoor and outdoor classroom materials, is responsible for personal materials, recognizes and celebrates differences through respectful questions and comments, has awareness of others feelings	Takes care of indoor and outdoor classroom materials, is responsible for personal materials, recognizes differences through respectful questions and comments, has awareness of others feelings & responds with respectful understanding or compassion	Demonstrates through words and actions that all students have the right to be safe, to participate, to feel valued in the class and school; uses and respects all materials and belongings safely and appropriately; appreciates that the differences in individuals are strengths rather than areas to put down
Shows initiative	Recognizes when toys or snacks (on the floor) need to be picked up, will help a classmate when asked or without being asked, follows directions without reminders or redirection	Recognizes when learning materials or snack need to be picked up, will help a classmate when asked or without being asked, select activities at centers and follow through, is able to move to the next activity independently	Works well during independent work time, is able to move to the next activity without teacher direction	Follows routines and procedures independently, moves through transitions without teacher interaction	Follows routines and procedures independently, moves through transitions without teacher interaction, shares ideas and asks questions to further learning	Follows directions without needing reminders, redirection, or consequences; sees things that need to be done and figures out how to get the resources to do it; shares examples and ideas in class
Utilizes problem solving skills	Determines what needs to be done when small problems arise, such as a broken pencil, a missing chair, sharing struggles, budging	Can solve minor classroom problems independently, such as following directions, budging, a broken pencil	Can solve minor classroom problems independently, such as following directions, budging, finding supplies	Addresses issues or problems with others--first works to solve without teacher assistance, creates/implements action plans to solve problems	Addresses issues or problems with others--first works to solve without teacher assistance, creates/implements action plan to solve problems	Recognizes their part in a problem, has a variety of problem solving strategies to try before seeking adult intervention; increasingly able to find appropriate strategies to solve problems and practices behaviors to avoid future problems
Time management: uses time wisely, attends to tasks	Uses time wisely to try/do buttons, zips, ties for clothing and backpack; learns and follows daily routines; engages in the task at hand with little or no delay or reminders from teacher	Follows daily routines, completes tasks on time	Accomplishes independent work regularly by staying on task during independent work time, finishes all expected work, transitions efficiently	Begin and complete independent work without the need for redirection by the teacher, transitions efficiently	Begins and completes independent work without the need for redirection by the teacher, prepared when lessons start, uses individual small group and large group time appropriately and constructively	Completes homework assignments as directed, uses transitions to attend to personal needs and reorganize, prepared when lessons start, can use individual small group and large group time appropriately and constructively

Life Skills Descriptors, K-8 Progression (continued)

	Kindergarten	First	Second	Third	Fourth	Middle School, 5th - 8th
Accepts Responsibility as an individual and member of a team	Does his/her part of task during lessons, work time and at clean-up; returns items from backpack to the classroom	Takes responsibility for actions, works with a group, knows when to ask for help	Takes responsibility for actions, works with a group to promote the success of all members, friendly reminders, knowing when to ask for help	Takes responsibility for actions, works with a group to promote the success of all members, accepts friendly reminders and redirecting, listens to teacher directions and peer input respectfully	Takes responsibility for actions, works with a group to promote the success of all members, friendly reminders, listens to teacher directions and peer input respectfully	Acknowledges the role they have in a situation whether positive or negative, can make a plan to change that behavior if needed; tries new roles when working in groups as a way to build skills; works with a group effectively by talking, compromising, giving compliments, sharing successes as well as opportunities for improvement
Works to recognize and meet one's own needs	Recognizes when he/she needs to go to the bathroom; developing an awareness of one's needs and beginning to ask for help from peers or adults to meet those needs	Sets personal goals, exhibits self-control with hands, feet, and voice; knows when to ask for help; may ask for a break when needed	Works to solve problems in order to meet one's own needs, seeks help with assignments, sets and follows through on personal goals	Works to solve problems in order to meet one's own needs, seeks help with assignments, sets and follows through on personal goals (helping themselves, asking peers, then teacher)	Works to solve problems in order to meet one's own needs (on their own, with help from peers, with help from an adult), seeks help with assignments, sets and follows through on personal goals	Understands their unique physical and educational needs and can advocate for those needs being met; realizes social and emotional needs affect learning; sees how their needs might clash with the needs of others and can find a way to negotiate those discrepancies
Recognizes the needs of others and works to help meet those needs	Helps a friend clean-up, zip, tie, find a tool in the classroom; an awareness of others' feelings, may ask about those feelings or offer assistance	Can recognize the needs of others and help meet those needs, recognizes the feelings of others and knows appropriate responses	Can recognize the needs of others and work to help meet those needs, can help others understand assignments, recognizes the feelings of others and knows some appropriate responses	Can recognize the needs of others and work to help meet those needs, can help others understand assignments, recognizes the feelings of others and knows appropriate responses	Recognizes the needs of others and works to help meet those needs appropriately, helps others understand assignments, recognizes the feelings of others and knows as well as shows appropriate responses	Recognizes that others have needs and works to make sure his or her own needs are not interfering with the needs of others; can help others understand directions and concept of activities or tasks; recognizes the feelings of others and knows appropriate responses