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| **College Readiness Behaviors** | **Components** | **Grade (A-F)** |
| I go to class | I am present; I arrive on time; I am alert and engaged |  |
| I do my homework | I complete assignments on time; I attempt the work with effort and precision |  |
| I organize my time and materials | I utilize an effective method of organization; I prepare my class materials; I record and keep track of assignments in one location |  |
| I practice self-control | I behave in a way that enhances my learning and the learning of my peers; I speak at appropriate times; I use an appropriate volume; I keep my hands to myself; I am a positive member of the learning community |  |
| I actively participate in class | I focus on the task at hand; I ask relevant questions; I make relevant comments; I actively engage in my learning; I interact with others in a productive manner |  |
| I study outside of class | I take and use Cornell Notes; I prepare for assessments; I seek help; I attend tutoring if I’m struggling |  |
| I use feedback to help me improve | I communicate with my teachers about my learning; I track my grades; I set goals for myself; I assess my own achievement and make adjustments accordingly; I demonstrate growth over time |  |

**Consider each of the following on a scale of A to F, as follows:**

A (E): regular, purposeful practice of behavior

B (G): behavior is the norm, but sometimes inconsistent and/or not deliberate

C (S): behavior is inconsistent and academic performance of student/classmates is negatively impacted

F (N): behavior is contrary to college-readiness and negatively impacts student’s/classmates’ academic performance

U: UNSATISFACTORY, UNACCEPTABLE