

Academic Behavior Checklist

Student: _____ **Grade:** _____ **Team/Teacher:** _____

Check the skills the student has difficulty in. Complete the rating scale for each skill checked:

<input type="checkbox"/> Homework Completion.	Poor	Fair	Good	N.O.
The student:				
• writes down homework assignments accurately and completely	1	2	3	--
• when completing homework, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor	1	2	3	--
• turns in homework on time	1	2	3	--

<input type="checkbox"/> Study Skills.	Poor	Fair	Good	N.O.
The student:				
• takes complete, organized class notes in legible form and maintains them in one accessible notebook	1	2	3	--
• When reviewing notes, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor	1	2	3	--
• follows an efficient strategy to study for tests and quizzes	1	2	3	--
• allocates enough time to study for tests and quizzes	1	2	3	--
• seeks help from the teacher to answer questions or clear up areas of confusion	1	2	3	--

<input type="checkbox"/> Organization Skills.	Poor	Fair	Good	N.O.
The student:				
• arrives to class on time.	1	2	3	--
• maintains organization of locker to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings	1	2	3	--
• brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.)	1	2	3	--
• is efficient in switching work materials when transitioning from one in-class learning activity to another	1	2	3	--

<input type="checkbox"/> Cooperative Learning Skills.	Poor	Fair	Good	N.O.
The student:				
• participates in class discussion	1	2	3	--
• gets along with others during group/pair activities	1	2	3	--
• does his or her 'fair share' of work during group/pair activities	1	2	3	--
• takes a leadership position during group/pair activities	1	2	3	--
• takes ownership for his/her choices	1	2	3	--

<input type="checkbox"/> Independent Seat Work. The student:	Poor	Fair	Good	N.O.
• has necessary work materials for the assignment	1	2	3	--
• is on-task during the assignment at a level typical for students in the class	1	2	3	--
• refrains from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.)	1	2	3	--
• recognizes when he or she needs teacher assistance and is willing to that assistance	1	2	3	--
• requests teacher assistance in an appropriate manner	1	2	3	--
• requests assistance from the teacher only when really needed	1	2	3	--
• if finished with the independent assignment before time expires, uses remaining time to check work or engage in other academic activity allowed by teacher	1	2	3	--
• takes care in completing work—as evidenced by the quality of the finished assignment	1	2	3	--
• is reliable in turning in in-class assignments	1	2	3	--

<input type="checkbox"/> Motivation. The student:	Poor	Fair	Good	N.O.
• has a positive sense of ‘self-efficacy’ about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort)	1	2	3	--
• displays some apparent <i>intrinsic</i> motivation to engage in course work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be reinforcing in its own right)	1	2	3	--
• displays apparent <i>extrinsic</i> motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes)	1	2	3	--

<input type="checkbox"/> Compliance The student:	Poor	Fair	Good	N.O.
• is compliant	1	2	3	--
• follows/understands directions the first time they are given	1	2	3	--
• responds to teacher requests and does not ignore teacher	1	2	3	--
• responds well to natural consequences	1	2	3	--