

Effort Rubric – “Generally speaking. . .”

Each of these dimensions can give an indication of effort, or to what degree a student are taking control of their own learning.
Each level seeks to describe a child’s overall behavior rather than isolated events.

	Struggling to Meet Expectations Level 1	Working toward Expectations Level 2	Enterprise Expectations Level 3	Exceeds Expectations Level 4
<p>Participation</p> <p>How the student engages with the content during class. This includes the quality of his or her responses, questions he or she asks, and the level of support they need during class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The student remains silent when called on or provides responses that are not matched to the task, make classmates uncomfortable, or are otherwise inappropriate. <input type="checkbox"/> The student asks questions unrelated to topic or related to content already discussed. <input type="checkbox"/> The student requires individual support from teacher to follow directions and remain on-task. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student gives responses that are usually on target but occur at inappropriate times, ignoring or violating classroom rules. <input type="checkbox"/> The student asks questions that reflect the general content or task. <input type="checkbox"/> The student follows the purpose of the directions but often misses key steps. He or she needs prompts to follow directions as given. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student responds when asked and follows the classroom rules and routines. For example, he or she raises his/her hand in large group or participates in small group discussions. <input type="checkbox"/> The student asks specific questions when prompted by the teacher or independently when unsure of content or next steps. <input type="checkbox"/> The student follows directions independently as given, occasionally needing a prompt to remain on task. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student provides responses that provoke deeper thinking for him/her and the class. He or she understands sharing discussion time and lets others participate even when he or she knows the answers. <input type="checkbox"/> The student asks specific questions that show they are making connections between new and prior knowledge. <input type="checkbox"/> The student follows directly Independently follows and completes the task in a way that exceeds expectations. Helps others when they seem confused by the direction or task.
<p>Preparation</p> <p>How prepared students are to engage in instruction with the necessary supplies and homework.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The student comes to class without supplies and waits for teacher to ask why they are not working to mention they forgot their supplies. <input type="checkbox"/> The student does not complete at-home activities despite multiple prompts and reminders. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student brings supplies to class when reminded. If he or she forgets, asks for replacements in the middle of class. <input type="checkbox"/> The student struggles to complete at-home activities or completes them and does not bring them to class. He or she requires regular prompts and reminders to be prepared. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student brings supplies to class. If she forgets, she asks for replacements at the beginning of class and returns anything she borrows. <input type="checkbox"/> The student consistently completes at-home activities and brings them to class. He or she may occasionally forget a task or assignment but gets back on track with a reminder. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student can always be counted on to bring his or her supplies. Is willing to share supplies with others if necessary. <input type="checkbox"/> The student consistently completes at-home activities and generates own activities to share with teacher and classmates.

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	Struggling to Meet Expectations Level 1	Working toward Expectations Level 2	Enterprise Expectations Level 3	Exceeds Expectations Level 4
<p>Attitude, Self-Advocacy, and Self-Awareness</p> <p>How students approaches their own learning by communicating their confusions to teachers, focus during tasks, body language during instruction and work periods, their level of focus and how they deal with distractions</p>	<p><input type="checkbox"/> The student interrupts instruction to say he or she doesn’t understand the task or content.</p> <p><input type="checkbox"/> The student remains focused on different tasks than the ones the teacher asked despite multiple prompts.</p> <p><input type="checkbox"/> The student’s body language during instruction reflects a child who has shut down or is more interested in a different task or another student than the task at hand.</p> <p><input type="checkbox"/> The student’s body language during work time reflects a child who has shut down or openly refuses to do the task.</p> <p><input type="checkbox"/> The student cannot be reengaged when is distracted, even with prompts from the teacher. These interruptions interfere with his learning, causing him to fall behind.</p>	<p><input type="checkbox"/> The student seems hesitant to ask questions. May tell the teacher he or she understands but his or her work shows they don’t.</p> <p><input type="checkbox"/> The student needs multiple prompts to respond to a task. He or she often shifts between alternate and assigned tasks during work time.</p> <p><input type="checkbox"/> The student’s body language during instruction reflects a child who is listening but requires prompts to remain focused.</p> <p><input type="checkbox"/> The student’s body language varies from day to day or lesson to lesson.</p> <p><input type="checkbox"/> The student can be reengaged with multiple prompts from his or her teacher when distracted. The interruptions may interfere with their learning but he or she usually catches back up again.</p>	<p><input type="checkbox"/> The student asks specific questions when they struggle with or do not understand the content or a word.</p> <p><input type="checkbox"/> The student may need a reminder or prompt but consistently begins task when asked and spends the work time on the task.</p> <p><input type="checkbox"/> The student’s body language during instruction reflects a child who is actively listening (eyes on speaker, body still and silent).</p> <p><input type="checkbox"/> The student’s body language during work time reflects a child at work.</p> <p><input type="checkbox"/> The student returns to task with limited prompts from his or her teacher when distracted. The interruptions have no real impact on their learning.</p>	<p><input type="checkbox"/> The student asks questions even when they understand the content in order to deepen their understanding or make connections.</p> <p><input type="checkbox"/> The student begins tasks when asked and spends the work time completing the task. When completed, engages in a quiet, independent activity.</p> <p><input type="checkbox"/> The student’s body language during instruction reflects a child who is actively listening. When asked at a later time, he or she is able to share what they learned during instruction.</p> <p><input type="checkbox"/> The student’s body language during work time reflects a child at work who takes steps to create an environment that is ideal for them.</p> <p><input type="checkbox"/> The student independently returns to task when he or she is distracted.</p>

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<p>Quality of Work at school or home</p> <p>How the student presents the work he or she completes at home or at school.</p>	<p><input type="checkbox"/> The completion and quality of his or her work is inconsistent.</p> <p><input type="checkbox"/> The quality of his or her work is unclear and difficult to read.</p> <p><input type="checkbox"/> Majority of work is blank or incomplete.</p> <p><input type="checkbox"/> Student refuses to hand in work.</p>	<p><input type="checkbox"/> Completion or quality of his or her work is inconsistent.</p> <p><input type="checkbox"/> The quality of his or her work varies from task to task.</p> <p><input type="checkbox"/> His or her product contains unrelated answers, or is missing work or explanations.</p> <p><input type="checkbox"/> When he or she doesn’t understand a question or task, he or she leaves the answer blank.</p>	<p><input type="checkbox"/> Completion and quality of his or her work are consistent and meet the task’s expectations.</p> <p><input type="checkbox"/> The quality of his or her work is consistently clear and easy to read.</p> <p><input type="checkbox"/> His or her work contains reasonable answers that include work and explanations.</p> <p><input type="checkbox"/> When he or she doesn’t understand a question or task, he or she makes an attempt or asks question.</p>	<p><input type="checkbox"/> Completion and quality of his or her work are consistent and often exceeds what is asked.</p> <p><input type="checkbox"/> The quality of his or her work consistently exceeds what is expected for a child at that grade level.</p> <p><input type="checkbox"/> His or her work contains reasonable answers with explanations that are detailed and go beyond what the teacher expects.</p> <p><input type="checkbox"/> When he or she doesn’t understand a question or task, the student explains his or her attempts and explains any confusion.</p>
<p>Responsibility</p> <p>The degree or level of support that he or she needs to complete required school tasks:</p>	<p>Tasks:</p> <ul style="list-style-type: none"> • Completing homework • documenting tasks and notes for home in communicator (planner) • completing independent practice assignments as assigned by teacher 			
	<p><input type="checkbox"/> The student requires consistent prompts and comes to school without tasks more often than with them.</p>	<p><input type="checkbox"/> The student requires consistent prompts and struggles to complete tasks..</p>	<p><input type="checkbox"/> The student requires an occasional prompt to complete tasks. His or her teacher can generally count on him or her coming to school with the required tasks.</p>	<p><input type="checkbox"/> The student consistently completes the tasks without reminders.</p>

Community Rubric – “Generally speaking, the student.....”

Each of these dimensions can give an indication of community, or to what degree a student works to be an active member of the classroom community and their relationships with others. Each level seeks to describe a child’s overall behavior rather than isolated events.

	Struggling to meet Expectations Level 1	Working toward Expectations Level 2	Enterprise Expectations Level 3	Exceeds Expectations Level 4
<p>Relationship with Classmates</p> <p>How the student interacts with his or her classmates.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The student works only on his or her own terms. Any conflict interferes with his or her learning and requires adult intervention. <input type="checkbox"/> The student refuses to participate or relies on his or her own ideas when working in a group.. He or she may mock other student’s for their contributions. <input type="checkbox"/> The student avoids taking any risks in front of classmates. <input type="checkbox"/> The student makes little attempt to work with peers <input type="checkbox"/> When interacting with classmates, he or she appears angry or hostile. <input type="checkbox"/> When problem solving with classmates, he or she may use physical force to solve a problem. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student works with others when they have the same point of view. He or she seeks out adult support to resolve any conflicts. <input type="checkbox"/> The student contributes ideas to the group only when prompted by his or her teacher or classmates. <input type="checkbox"/> The student struggles with taking risks unless they are guaranteed success. <input type="checkbox"/> The student can only work with other students if he or she is the leader or in control. <input type="checkbox"/> When interacting with classmates, he or she appears withdrawn and non-communicative. <input type="checkbox"/> When problem solving with others, he or she blames others for their mistakes or takes credit for success. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student works with all students in the class. Conflict is generally avoided or he or she attempts to resolve it independently before seeking out adult support. <input type="checkbox"/> The student shares ideas and may build on classmates’ ideas when they agree with his or her own. <input type="checkbox"/> The student is willing to take risks even when unsure of the outcome. <input type="checkbox"/> The student works cooperatively in small groups. <input type="checkbox"/> When interacting with classmates, he or she communicates thoughts and ideas calmly and clearly. <input type="checkbox"/> When problem solving with others, he or she assumes responsibility for his or her own success and mistakes. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student seeks out opportunities to work with students he or she doesn’t normally work with. He or she helps other students resolve conflict before it escalates. <input type="checkbox"/> The student shares ideas and helps other students share theirs. Builds on classmates’ ideas even when they differ from his or her own. <input type="checkbox"/> The student is willing to take risks and supports classmates. <input type="checkbox"/> The student can assume different roles in different groups and situations. <input type="checkbox"/> When interacting with classmates, he or she communicates thoughts clearly and seeks out input from other students. <input type="checkbox"/> When problem solving in groups, he or she encourages others to participate and seeks out solutions that work for all involved.

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<p>Relationship with adults</p> <p>How the student interacts with the adults in the building including their body language, tone and word choice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The student ignores adults greeting or question or gives a response that is disrespectful or inappropriate. <input type="checkbox"/> When given feedback, the student immediately becomes defensive and argumentative. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student gives a minimal response to an adult’s greeting or question. <input type="checkbox"/> When given feedback, the student is non-responsive or inappropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student acknowledges an adult’s greeting with an appropriate verbal and non-verbal response. <input type="checkbox"/> When given feedback, the student engages in the conversation and expresses his or her thoughts calmly and clearly. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student acknowledges an adult’s greeting and engages the adult in a conversation. <input type="checkbox"/> When given feedback, the student engages in the conversation and seeks out opportunities for improvement.
<p>Participation in school community</p> <p>How the student engages in the school community at large.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently remains on Red despite multiple prompts and supports. <input type="checkbox"/> The student allows their space to infringe on others. He or she leaves an area messier than they found it. <input type="checkbox"/> The student refuses to participate in school day activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently remains on Yellow despite multiple prompts and supports. <input type="checkbox"/> The student maintains their own space within the community. He or she leaves an area the same as they found it, even if it was messy when they used the space or supplies. <input type="checkbox"/> The student participates in school day activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently remains on Green. <input type="checkbox"/> The student maintains shared and personal space. He or she leaves an area cleaner or neater than he or she found it, even if the area was messy when they used the space or supplies. <input type="checkbox"/> The student volunteers to participate in school day activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently remains on Blue. <input type="checkbox"/> The student maintains and improves shared and personal space. He or she leaves an area cleaner or neater than he or she found it. Helps other students clean up their space. <input type="checkbox"/> The student offers to lead or support school day activities.