

Area of assessment: Follows classroom rules and routines

Rubric	December	March	June
O	Student is able to follow classroom rules and routines independently and consistently. Student takes initiative and assists others.	Student is able to follow classroom rules and routines independently and consistently. Student takes initiative and assists others.	Student is able to follow classroom rules and routines independently and consistently. Student takes initiative and assists others.
S	Student is able to follow classroom rules and routines with minimal prompting.	Student is able to follow classroom rules and routines with minimal prompting.	Student is able to follow classroom rules and routines with minimal prompting.
N	Student has difficulty following classroom rules and routines even with teacher prompting and support.	Student has difficulty following classroom rules and routines even with teacher prompting and support.	Student has difficulty following classroom rules and routines even with teacher prompting and support.

Area of assessment: Speaks and acts respectfully towards others

Rubric	December	March	June
O	Student consistently and independently shows respect when speaking with adults and peers. Student demonstrates respectful behaviors by using good manners. Student is a positive role model.	Student consistently and independently shows respect when speaking with adults and peers. Student demonstrates respectful behaviors by using good manners. Student is a positive role model.	Student consistently and independently shows respect when speaking with adults and peers. Student demonstrates respectful behaviors by using good manners. Student is a positive role model.
S	Student shows respect when speaking with adults and peers. Student demonstrates respectful behaviors by using good manners with minimal reminders.	Student shows respect when speaking with adults and peers. Student demonstrates respectful behaviors by using good manners with minimal reminders.	Student shows respect when speaking with adults and peers. Student demonstrates respectful behaviors by using good manners with minimal reminders.
N	With prompting and support, student shows respect when speaking with adults and peers. Student inconsistently demonstrates respectful behaviors by using good manners.	With prompting and support, student shows respect when speaking with adults and peers. Student inconsistently demonstrates respectful behaviors by using good manners.	With prompting and support, student shows respect when speaking with adults and peers. Student inconsistently demonstrates respectful behaviors by using good manners.

Area of assessment: Works cooperatively

Rubric	December	March	June
O	Student consistently and independently gets along well with peers and facilitates the task at hand. Student is both flexible and congenial. Student follows directions and helps others stay focused.	Student consistently and independently gets along well with peers and facilitates the task at hand. Student is both flexible and congenial. Student follows directions and helps others stay focused.	Student consistently and independently gets along well with peers and facilitates the task at hand. Student is both flexible and congenial. Student follows directions and helps others stay focused.
S	Student gets along well with peers. Student is flexible and does not seek out conflict. Student makes a conscious effort to avoid being disruptive while working in a group setting.	Student gets along well with peers. Student is flexible and does not seek out conflict. Student makes a conscious effort to avoid being disruptive while working in a group setting.	Student gets along well with peers. Student is flexible and does not seek out conflict. Student makes a conscious effort to avoid being disruptive while working in a group setting.
N	Student has difficulty getting along well with peers. Student tries to dominate others, interrupts, shows off or ignores group activities to pursue individual interests.	Student has difficulty getting along well with peers. Student tries to dominate others, interrupts, shows off or ignores group activities to pursue individual interests.	Student has difficulty getting along well with peers. Student tries to dominate others, interrupts, shows off or ignores group activities to pursue individual interests.

Area of assessment: Follows directions

Rubric	December	March	June
O	Student is able to follow directions consistently and independently as well as assist others when needed. Student is able to follow multi-step directions.	Student is able to follow directions consistently and independently as well as assist others when needed. Student is able to follow multi-step directions.	Student is able to follow directions consistently and independently as well as assist others when needed. Student is able to follow multi-step directions.
S	Student is able to follow directions consistently with minimal prompting.	Student is able to follow directions consistently with minimal prompting.	Student is able to follow directions consistently with minimal prompting.
N	With prompting and support (modeling and visual aides), student is able to follow directions.	With prompting and support (modeling and visual aides), student is able to follow directions.	With prompting and support (modeling and visual aides), student is able to follow directions.

Area of assessment: Participates actively

Rubric	December	March	June
O			
S			
N			

Area of assessment: Uses class time effectively

Rubric	December	March	June
O			
S			
N			

Area of assessment: Completes homework assignments on time

Rubric	December	March	June
O	Student homework is completed neatly and accurately and is turned in on time. Work reflects care and time spent. Student goes above and beyond expectations to extend their learning.	Student homework is completed neatly and accurately and is turned in on time. Work reflects care and time spent. Student goes above and beyond expectations to extend their learning.	Student homework is completed neatly and accurately and is turned in on time. Work reflects care and time spent. Student goes above and beyond expectations to extend their learning.
S	Student homework is completed neatly and accurately most of the time. Work reflects some care and time spent.	Student homework is completed neatly and accurately most of the time. Work reflects some care and time spent.	Student homework is completed neatly and accurately most of the time. Work reflects some care and time spent.
N	Student homework is completed inconsistently. Work reflects little care and time spent. Work may not be completed at all.	Student homework is completed inconsistently. Work reflects little care and time spent. Work may not be completed at all.	Student homework is completed inconsistently. Work reflects little care and time spent. Work may not be completed at all.

Area of assessment: Strives to produce quality work

Rubric	December	March	June
O	Student effort consistently produces quality work that exceeds expectations. Student independently checks over his/her work when finished. Student work becomes the exemplar for peers.	Student effort consistently produces quality work that exceeds expectations. Student independently checks over his/her work when finished. Student work becomes the exemplar for peers.	Student effort consistently produces quality work that exceeds expectations. Student independently checks over his/her work when finished. Student work becomes the exemplar for peers.
S	Student effort produces quality work with minimal teacher prompts. Work is neat and organized.	Student effort produces quality work with minimal teacher prompts. Work is neat and organized.	Student effort produces quality work with minimal teacher prompts. Work is neat and organized.
N	Student effort is lacking and requires teacher support and monitoring to produce acceptable work. Work may include numerous mistakes and is not organized.	Student effort is lacking and requires teacher support and monitoring to produce acceptable work. Work may include numerous mistakes and is not organized.	Student effort is lacking and requires teacher support and monitoring to produce acceptable work. Work may include numerous mistakes and is not organized.

Area of assessment: Perseveres through academic challenges

Rubric	December	March	June
O			
S			
N			

Area of assessment: Demonstrates sufficient stamina in academics

Rubric	December	March	June
O	Student is consistently engaged and remains on task for an extended period of time and completes assignments in the appropriate time frame.	Student is consistently engaged and remains on task for an extended period of time and completes assignments in the appropriate time frame.	Student is consistently engaged and remains on task for an extended period of time and completes assignments in the appropriate time frame.
S	Student is frequently engaged and focuses on the task and what needs to be done most of the time. Assignments are completed in the appropriate time frame.	Student is frequently engaged and focuses on the task and what needs to be done most of the time. Assignments are completed in the appropriate time frame.	Student is frequently engaged and focuses on the task and what needs to be done most of the time. Assignments are completed in the appropriate time frame.
N	Student requires teacher support to remain engaged and focused on the task and what needs to be done. Student usually needs extended time to complete the task.	Student requires teacher support to remain engaged and focused on the task and what needs to be done. Student usually needs extended time to complete the task.	Student requires teacher support to remain engaged and focused on the task and what needs to be done. Student usually needs extended time to complete the task.

Area of assessment: Organizes self and materials

Rubric	December	March	June
O	Student work is consistently organized, neat and complete. Student independently makes a work plan (time spent, materials needed, and steps to take), and revises it when needed.	Student work is consistently organized, neat and complete. Student independently makes a work plan (time spent, materials needed, and steps to take), and revises it when needed.	Student work is consistently organized, neat and complete. Student independently makes a work plan (time spent, materials needed, and steps to take), and revises it when needed.
S	Student work is usually organized and complete and makes a work plan (time spent, materials needed and steps to take) most of the time or with some assistance. Student makes changes to the work plan with little assistance.	Student work is usually organized and complete and makes a work plan (time spent, materials needed and steps to take) most of the time or with some assistance. Student makes changes to the work plan with little assistance.	Student work is usually organized and complete and makes a work plan (time spent, materials needed and steps to take) most of the time or with some assistance. Student makes changes to the work plan with little assistance.
N	Student may need teacher support and modifications in order to produce organized and complete work.	Student may need teacher support and modifications in order to produce organized and complete work.	Student may need teacher support and modifications in order to produce organized and complete work.

Area of assessment: Uses technology effectively

Rubric	December	March	June
O	Student is able to perform complex tasks independently and may take a leadership role in assisting others with technology. Student models a high level of respect for equipment.	Student is able to perform complex tasks independently and may take a leadership role in assisting others with technology. Student models a high level of respect for equipment.	Student is able to perform complex tasks independently and may take a leadership role in assisting others with technology. Student models a high level of respect for equipment.
S	Student is able to perform routine tasks independently with minimal assistance. Student shows respect for equipment.	Student is able to perform routine tasks independently with minimal assistance. Student shows respect for equipment.	Student is able to perform routine tasks independently with minimal assistance. Student shows respect for equipment.
N	Student needs teacher support to log in and out of student programs. Student performs basic operations with assistance and requires reminders to show respect for equipment.	Student needs teacher support to log in and out of student programs. Student performs basic operations with assistance and requires reminders to show respect for equipment.	Student needs teacher support to log in and out of student programs. Student performs basic operations with assistance and requires reminders to show respect for equipment.