

# Learning Skills Rubric

	CRITERIA	E = EXCELLENT	G = GOOD	S = SATISFACTORY	N = NEEDS IMPROVEMENT
RESPONSIBILITY	<b>Commitment</b>	Highly motivated in fulfilling commitments and responsibilities.	Fulfils commitments and responsibilities.	Fulfils commitments and responsibilities, but irregularly.	Rarely fulfils commitments and responsibilities.
	<b>Completes work</b>	Homework, class work, assignments are completed consistently, with thoroughness and care.	Homework, class work, assignments are completed consistently.	Homework, class work, assignments are completed frequently.	Homework, class work, assignments are frequently incomplete.
	<b>Responsible</b>	Able to manage own behaviour consistently without supervision, acts as a role model for others.	Able to manage own behaviour consistently without supervision.	Able to manage own behaviour regularly.	Unable to manage own behaviour.
ORGANIZATION	<b>Planning &amp; meeting goals</b>	Plans and meets goals completely and on time.	Plans and frequently meets goals.	Sometimes plans and meets goals.	Infrequently plans and meets goals.
	<b>Prioritize &amp; time management</b>	Consistently prioritizes tasks/goals. Effective time management skills.	Able to prioritize tasks/goals. Good time management skills.	Difficulty in prioritizing tasks/goals. Adequate time management skills.	Unable to prioritize tasks/goals. Weak time management skills.
	<b>Uses resources</b>	Gathers information to complete tasks without support. Always prepared for class and brings required equipment.	Gathers information to complete tasks with little support. Usually brings required equipment.	Gathers information to complete tasks with regular support. Sometimes brings required equipment.	Unable to gather information to complete tasks without support. Rarely brings required equipment.
INDEPENDENT WORK	<b>Independent</b>	Clarifies assignments, meets deadlines, uses resources and seeks assistance as needed.	Usually clarifies assignments, meets deadlines, uses resources and seeks assistance as needed.	Often requires direction in clarifying assignments, meeting deadlines, using resources and seeking assistance.	Needs repeated direction to clarify assignments, misses deadlines; requires suggestions for resources and invitations for assistance.
	<b>Uses class time</b>	Consistently uses class time to complete tasks.	Regularly uses class time to complete tasks.	Sometimes uses class time to complete tasks.	Rarely uses class time to complete tasks.
	<b>Supervision</b>	Follows instructions effectively and completes assigned tasks with minimal assistance or supervision.	Proceeds willingly and requires only occasional assistance and/or supervision.	Needs some help to get started and works with periodic assistance and/or supervision.	Needs significant encouragement and supervision to begin assigned tasks.

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C O L L A B O R A T I O N	<b>Flexible</b>	Comfortably accepts roles and share of work in group consistently.	Willing to accept roles and share of work in group regularly.	Willing to accept roles and share of work in group on occasion.	Unwilling to accept roles and share of work in group.
	<b>Open-minded</b>	Actively listens to others' ideas.	Listens attentively to others' ideas.	Occasionally listens to others' ideas.	Inconsistently attentive to others' ideas, except when topics are of personal interest.
	<b>Working with others</b>	Works with a variety of others through conflicts with consensus.	Able to work through conflict while working with others. Able to delegate as well as listen and apply instructions.	Usually able to work through conflict with support. Able to listen and apply instruction regularly.	Works with others reluctantly, or under teacher supervision. Has difficulty listening to and applying instructions from peers.
	<b>Problem solving</b>	Works effectively with a group to solve problems using information, resources.	Works with a group to solve problems using information, resources.	Works with a group to solve problems using information, resources with some support.	Difficulty working with a group to solve problems and use information, resources.
I N I T I A T I V E	<b>Use of new ideas</b>	Motivated to explore thinking beyond classroom ideas/procedures presented.	Extends thinking beyond classroom ideas/procedures presented.	Sometimes extends thinking beyond ideas/procedures presented.	Rarely extends thinking beyond ideas/procedures presented.
	<b>Innovation</b>	Plans new tasks or challenges independently.	Frequently attempts new activities.	Begins activities with some teacher assistance.	Infrequently tries new activities.
	<b>Curiosity</b>	Highly curious and interested in all aspects of learning.	Curious and interested in many aspects of learning.	Curious and interested in certain aspects of learning.	Unwilling to ask questions unless topics are of personal interest.
	<b>Advocacy</b>	Advocates appropriately for self and others, with great confidence.	Will speak up for the rights of self and others appropriately.	Will speak up for the rights of self and others, but sometimes inappropriately.	Speaks up for self only, and usually inappropriately.
S E L F - R E G U L A T I O N	<b>Goal setting</b>	Confidently sets own goals and able to monitor progress independently.	Able to set own goals and requires little direction.	Able to set own goals but requires some direction.	Unable to set own goals and work without direction.
	<b>Self-aware</b>	Reflects honestly on self and seeks assistance when needed, after own attempt.	Reflects honestly on self and often seeks assistance when needed.	Reflects on self when encouraged and sometimes seeks assistance when needed.	Rarely reflects on self and often needs to be encouraged to seek assistance.
	<b>Motivation</b>	Highly motivated to meet personal needs and goals for learning.	Often demonstrates adequate motivation to meet personal needs and goals for learning.	Motivation is evident to meet personal needs and goals for learning, but irregular.	Needs assistance to become involved in activities to meet personal needs and goals for learning.
	<b>Perseverance</b>	Highly confident while persevering during class activities.	Generally confident while persevering during class activities.	Will persevere during class activities with little support.	Little evidence of perseverance during class activities.