



Independent Learning Skills Rubric, Grades 1-4, page 1

| | DIFFICULTY Meeting Expectations (D) | PROGRESSING Toward Meeting Expectations (P) | MEETING Expectations (M) | SURPASSING Expectations (S) |
|---|---|--|---|---|
| Works and organizes carefully | <ul style="list-style-type: none"> • agenda not regularly completed • avoids homework • work often missing, incomplete or haphazard in thought/organization • disorganized notebooks, desk and locker areas cause wasted time • handwriting/printing is messy, careless or illegible | <ul style="list-style-type: none"> • completes agenda with regular guidance • takes homework when reminded • work often completed and organized • uses simple system to organize and find belongings and work • handwriting /printing shows evidence of effort and care, but may lack clarity and consistency | <ul style="list-style-type: none"> • completes agenda with reminders • checks for homework daily • work regularly completed • work consistently completed, well organized • notebooks, desk and locker areas are neatly organized, belongings and work are easily found • handwriting/printing is clear and legible | <ul style="list-style-type: none"> • completes agenda consistently including aspects of own activities • clarifies homework before leaving • work carefully completed, clearly organized, with excellent quality • consistently organized; assists peers to organize notes and belongings • handwriting/printing is adapted to different tasks |
| Works with partners/small groups during assigned tasks | <ul style="list-style-type: none"> • ignores or is unkind to group members • rarely listens to others' ideas • does not contribute to group work • does not fulfill role expectations; perhaps leading to group breakdown | <ul style="list-style-type: none"> • interacts with group members with encouragement, may occasionally be negative • sometimes listens to others' ideas • contributes sporadically to group work • fulfills role expectations and shares in work with assistance | <ul style="list-style-type: none"> • interacts positively with group members • usually listens to others' ideas • willingly performs own tasks to meet group goals • fulfills role expectations, helping group accomplish tasks | <ul style="list-style-type: none"> • interacts positively with group members, assisting others to contribute to group work • listens actively to others' ideas and gives feedback • enhances group product through sharing and helpfulness to others • exceeds role expectations, assisting others to fulfill their roles in accomplishing tasks |



Independent Learning Skills Rubric, Grades 1-4, page 2

| | DIFFICULTY Meeting Expectations (D) | PROGRESSING Toward Meeting Expectations (P) | MEETING Expectations (M) | SURPASSING Expectations (S) |
|---|--|--|---|---|
| Works independently when appropriate | <ul style="list-style-type: none"> • ignores work missed due to absence • make-up work not completed despite reminders • work done only under direct teacher supervision; frequently off-task • easily distracted from tasks by both self and others; creates distractions for others • ignores independent work or misplaces work • projects lack coherence, details and organization | <ul style="list-style-type: none"> • asks for help in understanding missed work • some delay in making up work, with reminders • stays on task with reminders, and attempts to focus on assigned tasks • easily distracted by others, but seldom creates distractions • attempts independent work, but soon runs into difficulty • projects provide basic details and illustrations, with simple organization which sometimes has gaps or tangents | <ul style="list-style-type: none"> • seeks peer and/or teacher assistance to make up missed work • make-up work is handed in with a few or a single reminder(s) • usually focused on completing assigned tasks • tries hard to ignore distractions, and seldom causes distractions for others • undertakes independent work, asking for help when necessary • projects have a central focus with a clear organization, sufficient details and illustrations | <ul style="list-style-type: none"> • consistently ensures missed work is made up and checks with peers and then teacher • hands in assignments upon return • consistently focused on completing assigned tasks • works through distractions and causes none • independent work completed on time or early with occasional requests for clarification; actively attempts projects or independent work • projects have coherence, with many evidence appropriate details and illustrations; a strong organizational pattern eases the reader's task |
| Uses time efficiently | <ul style="list-style-type: none"> • seldom uses class time to complete tasks or to clarify assignments • little attempt to complete task or assignment unless under direct teacher guidance • loses focus in transitions from one activity to another | <ul style="list-style-type: none"> • sometimes uses class time productively • attempts to complete tasks/ assignments in school time; needs reminders • manages transitions from one activity to another with guidance | <ul style="list-style-type: none"> • usually completes class assigned work during allotted time • seldom needs extra time to complete work • manages transitions effectively from one activity to another in most circumstances | <ul style="list-style-type: none"> • completes tasks/assignments on time or ahead of time • uses spare time constructively — works on own interests or projects • moves smoothly from one activity to another, keeping focus |
| Finds and uses resources and information | <ul style="list-style-type: none"> • has few ideas for finding resources • when given information, has difficulty understanding where it fits | <ul style="list-style-type: none"> • locates basic resources, like dictionaries/encyclopedias, and uses them with assistance • uses given information appropriately with assistance | <ul style="list-style-type: none"> • locates and uses basic and more complex resources, like newspapers, libraries and the Internet, to enhance school assignments • adds given information appropriately to own information | <ul style="list-style-type: none"> • locates and uses multiple resources to enhance school assignments and own interests; contributes information to school or peers • integrates given information with own information |

