

## DISTRICT 41 WORK HABITS RUBRIC with PERFORMANCE DESCRIPTORS

<p>By fostering strong work habits, District 41 students will be prepared to embrace change, to bring compassion and optimism to all their endeavors, and to nurture a life-long pursuit of knowledge.</p>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>ASSIGNMENTS</b></p> <p><i>Assignments are the evidence of the student's commitment to learning and excellence. They are the required practice by which a student not only deepens understanding but also indicates progression toward an objective.</i></p>	<p>Submits excellent, quality work that conveys an <i>intrinsic motivation</i>, an inquisitive enthusiasm, and an inherent respect for the learning process.</p>	<p><i>Accepts responsibility for learning, solves complex problems,</i> submits quality assignments (accurate, precise, neat, legible, attends to requirements) on time, and makes up work in a timely manner.</p>	<p>Submits assignments (accurate, precise, neat, legible, attends to requirements) on time, and completes make up work.</p>	<p>Sometimes submits assignments on time, and/or completes some assignments with inconsistencies in quality (accuracy, precision, neatness, legibility, attends to requirements).</p>	<p>Frequently does not complete quality assignments (accurate, precise, neat, legible, attends to requirements). Has missing, late, or incomplete assignments regularly.</p>
<p><b>BEHAVIOR</b></p> <p><i>Behavior is the code of conduct by which the student uses social-awareness and interpersonal skills to establish and maintain collaborative, positive relationships in order to achieve school and life success.</i></p>	<p>Respects the classroom as a place for <i>diverse points of view and experiences</i>; appreciates the value of classmates in achieving shared success; and models <i>resilient, adaptive, and cooperative</i> behaviors that enhance the learning environment.</p>	<p>Follows classroom rules, focuses on teacher and/or task, exhibits self-control, accepts responsibility for behavior, <i>respects others and the learning environment, and collaborates positively with teachers and peers</i> by listening empathetically and with understanding.</p>	<p>Follows classroom rules, is cooperative with class members, collaborates to achieve shared success, and displays appropriate behavior.</p>	<p>Sometimes follows classroom rules, but can be uncooperative with class members, disregards the needs and feelings of the group, and/or exhibits disruptive behavior.</p>	<p>Frequently ignores classroom rules, is uncooperative with class members, lacks awareness of collaborative conduct, and/or exhibits disruptive behavior.</p>

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	<p><i>A student who merits a 5 is one who exemplifies this work habit without exception.</i></p>	<p><i>A student who merits a 4 is one who self-manages and demonstrates a proficient application of this work habit by exhibiting the behaviors listed below.</i></p>	<p><i>A student who merits a 3 is one who, with guidance and support, demonstrates a satisfactory application of this work habit by exhibiting the behaviors listed below.</i></p>	<p><i>A student who merits a 2 is one who demonstrates inconsistent application of this work habit by exhibiting some of the behaviors listed below.</i></p>	<p><i>A student who merits a 1 is one who has not yet demonstrated this work habit consistently and exhibits the behaviors listed below.</i></p>
<p><b>PREPARATION and ORGANIZATION for ACADEMIC WORK</b></p> <p><i>Preparation and organization are essential traits necessary for the student's daily success.</i></p>	<p><i>Anticipates future needs and manages impending hurdles, i.e., retakes, absences, appointments, homework conflicts, etc., proactively and independently.</i></p>	<p>Considers the day and arrives to class completely prepared, locates materials readily, takes notes, utilizes an effective <i>organizational system to enhance learning</i>, draws on academic resources, uses class time effectively, and seeks extra help when needed.</p>	<p>Comes to class with materials, uses class time and available supports appropriately.</p>	<p>Sometimes comes to class with materials, occasionally uses class time and available support, and/or may be unable to locate work or resources.</p>	<p>Frequently comes to class without needed materials and is unable to locate needed work or resources. Class time and/or additional support are not utilized regularly.</p>
<p><b>ACCOUNTABILITY for LEARNING</b></p> <p><i>Accountability for learning reflects the student's decision-making skills and responsible behaviors in personal, school, and community context.</i></p>	<p><i>Utilizes connections between present and future opportunities to shape behavior, thinks critically and reflectively to guide decision-making, and advocates for oneself and others to lead responsibly and responsively.</i></p>	<p>Attends class regularly, participates in class discussions and activities, sets and monitors goals, and when necessary, seeks out teacher or other support independently.</p>	<p>Recognizes what needs to be done: how and when; attends to make-up work, participates in class discussions and activities, sets goals.</p>	<p>Sometimes attends to make-up work without frequent reminders, participates to some extent in class discussions and activities, somewhat sets and monitors goals, and/or is beginning to take an active role in his/her learning.</p>	<p>Frequently absent without attention to make-up work, must be repeatedly reminded to do assigned work, fails to participate in discussions and activities, does not monitor goals, and/or does not take an active role in his/her learning.</p>