

DISTRICT 41 WORK HABITS RUBRIC with PERFORMANCE DESCRIPTORS

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.	5 Exceptional	4 Proficient	3 Satisfactory	2 Developing	1 Unsatisfactory
	<i>A student who merits a 5 is one who exemplifies this work habit without exception.</i>	<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>	<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>	<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>	<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>
ASSIGNMENTS <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>	Submits excellent, quality work that conveys an <i>intrinsic motivation</i> , an inquisitive enthusiasm, and an inherent respect for the learning process.	<i>Accepts responsibility for learning; solves complex problems</i> ; submits quality assignments that are accurate, precise, neat, and legible; attends to requirements; meets deadlines; and makes up work in a timely manner.	Submits assignments that are accurate, precise, neat, legible; attends to requirements; meets deadlines; and completes make up work.	Sometimes submits assignments on time, and/or completes some assignments with inconsistencies in attention to requirements or quality (accurate, precise, neat, legible).	Frequently does not complete quality assignments (accurate, precise, neat, legible). Has missing, late, or incomplete assignments regularly.
BEHAVIOR <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>	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.	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.	Follows classroom rules, cooperates with class members, collaborates to achieve shared success, and displays appropriate behavior.	Sometimes follows classroom rules, but can be uncooperative with class members, may disregard the needs and feelings of the group, and/or exhibits disruptive behavior.	Frequently ignores classroom rules, is uncooperative with class members, lacks awareness of collaborative conduct, and/or exhibits disruptive behavior.

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PREPARATION and ORGANIZATION for ACADEMIC WORK <i>Preparation and organization are essential traits necessary for the student's daily success.</i>	<i>Anticipates future needs and manages impending hurdles, i.e., retakes, absences, appointments, homework conflicts, etc., proactively and independently.</i>	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.	Comes to class with necessary materials; uses class time and available supports appropriately.	Sometimes comes to class with materials, occasionally uses class time and available support productively, and/or may be unable to locate work or resources.	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.
ACCOUNTABILITY for LEARNING <i>Accountability for learning reflects the student's decision-making skills and responsible behaviors in personal, school, and community context.</i>	<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>	Attends class regularly, participates in class discussions and activities, sets and monitors goals, and when necessary, seeks out teacher or other support independently.	Recognizes what needs to be done: how and when; attends to make-up work, participates in class discussions and activities, sets goals.	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.	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.