

*Rubric
Shudav...*

Student Name: _____ Date: _____ Class: _____

20

Criteria	Expert (4)	Advanced (3)	Developing (2)	Novice (1)	Student	Teacher
Materials	Brings all necessary materials to class on a daily basis plus additional learning aids (highlighters, etc.).	Often brings all necessary materials to class.	Materials are sometimes missing. Occasionally asks to go to locker to retrieve materials (no more than three times per term).	Materials are frequently missing. Must ask to borrow writing utensils, paper, or copies of handouts or go to locker to retrieve materials (more than three times per term).		
Organization	Materials are complete, neatly organized, well maintained, and modified to assist in learning.	Materials are complete, neatly organized, and well maintained.	Materials are complete but not neatly organized or well maintained.	Materials are incomplete or disorganized.		
Promptness	Independently arrives to class or appointments on time or early every day.	Frequently arrives to class or appointments on time. Is not tardy to class more than three times per term and has pass explaining legitimate reason.	Arrives to class or appointments on time. Is not tardy to class more than five times per term and has pass explaining reason although may not seem legitimate.	Is often tardy to class or appointments more than five times per term. Rarely has a legitimate reason.		
Assignment completion	Assignments are ready to be handed in before the due date. Often makes use of teacher or supports to edit work when needed.	Assignments are handed in on time, when requested during class. Occasionally makes use of teacher or supports to edit work when needed.	Assignments are ready to be handed in but forgotten in locker, at home, or other excuse. Rarely makes use of teacher or supports to edit work when needed.	Assignments are passed in after due date. Does not make use of teacher or supports to edit work.		
Note taking	Independently identifies important concepts and includes them into notes, which are accurate and complete. Frequently reorganizes and/or reviews notes in order to assist with learning.	Identifies some important concepts and includes them into notes, which are somewhat accurate and complete. Occasionally reorganizes and/or reviews notes.	Rarely identifies important concepts and produces notes that are incomplete or not thorough enough to aid in learning. Rarely reorganizes and/or reviews notes.	Seems unable to identify important concepts. Notes are incomplete or not taken. Does not reorganize or review notes.		
Homework completion	Independently completes all homework and often does extra work to further learning rather than for a grade.	Completes homework assignments and occasionally does extra work to further learning.	Homework is incomplete (at least three times per term) and rarely does extra work.	Homework is rarely completed or passed in (more than three times per term) and does not engage in extra work.		

Flexibility	Able to multitask or transition between many activities without anxiety. Is always able to adjust to changes in plan, schedule, or due dates without issue.	Able to shift from one activity to another without anxiety. Is mostly able to adjust to changes in plan, schedule, or due dates without issue.	Unable to transition to different activities without experiencing anxiety. May have difficulty adjusting to changes in plan, schedule, or due dates.	Experiences anxiety during any transition or sudden change. Is unable to adjust to changes in plan, schedule, or due dates without significant issue.		
Work habits	Is "on task" and works until the end of class, will remain after class to finish work, or takes work home. Makes frequent thoughtful contributions to classroom discussion. Asks clarifying questions when needed.	Is often "on task" and frequently works until the end of class. Makes occasional contributions to classroom discussion. Occasionally asks clarifying questions when needed.	Is mostly "on task" with some "off-task" behaviors. Works until 5 minutes before the end of class and then exhibits "off-task" behaviors the remaining time. Seldom asks clarifying questions.	Is frequently "off task" and works only as long as teacher is involved. Lack of engagement in classroom discussion. Does not ask clarifying questions.		
Time management	Independently starts work and paces tasks to ensure project is completed well before due date. Uses assignment book daily to record assignments/appointments. Prioritizes assignments effectively.	Starts work and paces tasks to ensure project is completed on the due date. Uses assignment book often to record assignments/appointments. Often prioritizes assignments effectively.	Procrastinates or completes assignments at the last minute. Sporadic use of assignment book to record assignments/appointments. Occasionally prioritizes assignments effectively.	Does not complete assignments. Rarely uses assignment book to record assignments/appointments. Rarely prioritizes assignments effectively.		
Self-control	Raises hand to speak in class, refrains from calling out, interrupting, or making inappropriate comments to teachers or classmates.	Occasionally forgets to raise hand before speaking; occasionally interrupts, or calls out; refrains from inappropriate comments.	Frequently forgets to raise hand before speaking; occasionally interrupts, or calls out; sometimes makes inappropriate comments to teacher or peers.	Lack of self-control is disruptive to the class—high rates of calling out, interrupting, making inappropriate comments to teachers or peers.		
Emotional control	Controls emotions, such as frustration, anger, or anxiety even in emotionally charged situations, such as high-stake tests, confrontations with peers, or criticism or complaints by teachers.	Usually able to control emotions; some difficulty in more challenging situations such as high-stake tests, confrontations with peers, or accusations of wrongdoing by teachers.	Manages emotions OK under normal circumstances; easily disturbed in more emotionally charged situations involving either teachers or peers.	Lack of emotional control is disruptive to the class; easily "set off" in situations triggering anger, anxiety, or frustration.		

FIGURE 2.2. Executive skills rubric. Adapted from a rubric developed by Rob Thompson, Cape Elizabeth High School, Cape Elizabeth, Maine. Used with permission.