Great Student Rubric — Elementary

	Novice	Apprentice	Practitioner	Expert
Individual Responsibility	• comes to class with materials needed, with reminders from family or teacher • with prompting, starts tasks	• comes to class with materials needed, using a checklist • starts tasks without prompting from teacher • uses the "Help Board" to request assistance with tasks • completes activities for group work	• comes to class with materials needed • completes all work to be handed in on time • follows through on all group responsibilities • uses the rubric first to determine expectations and then the activity list to choose learning opportunities • uses directions to help answer questions before asking others	all of *Practitioner* plus: • marks off rubric and activity lists to track progress and set goals • assists classmates in using the rubric to guide learning
Organization	• sets daily academic goals with support from teacher • finds a place to work with support from teacher • brings completed homework	• sets daily academic goals • creates daily schedule for learning activities • finds a place to work • work is organized by "work in progress" and "work completed"	• sets daily academic goals and at least one work habits goal • creates daily schedule, including times for lunch, specials, and brain breaks, with start/end times for all activities • selects appropriate place to work based on the activity • stores current schedule and activity list, direction sheets, current unfinished work, and completed work for the unit in ways that allow easy access	all of *Practitioner* plus: • includes a "reach" goal for academics • explains to others how to select an appropriate place to work based on an activity

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Reflection and Self-Assessment	• checks that all work is complete • self-assesses daily progress in meeting goals with teacher support	• checks that all work is complete and accurate; revises work as necessary • self-assesses daily progress in meeting goals	• checks and revises all work to be complete and accurate; goes above and beyond expectations • self-assesses daily progress in meeting academic goals and work habits goals and sets new goals based on that assessment • finds at least one way to be creative each day	all of *Practitioner* plus: tracks academic and work habits goals with a spreadsheet (Learning Dashboard)
Engagement	• attends required sessions with teacher(s) and/or peers with reminders • stays on task through an activity or learning experience with prompting	• attends required sessions with teacher(s) and/or peers • stays on task throughout an activity or learning experience • transitions seamlessly between activities with a prompt from the teacher • minimizes distractions to others during learning experiences	• attends required sessions with teacher(s) and/or peers on time with required materials • stays focused and on task throughout an activity or learning experience • transitions seamlessly between activities • self-advocates by communicating needs and progress with teacher(s) • avoids distracting others during learning experiences, including noting and resisting off-topic conversation	all of *Practitioner* plus: where necessary, takes steps to reduce distractions rather than blaming others
Collaboration	• listens to others without interrupting	• actively listens to others and follows up with comments • identifies personal tasks that need to be completed for the group	• connects with fellow students to collaborate and achieve academic goals • actively listens to others and follows up with comments that connect to peers' points	all of *Practitioner* plus: promotes consensus when making group decisions

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			• identifies and fulfills personal responsibilities for collaborative work completion	
Perseverance	• identifies learning from mistakes • identifies skills and topics that are a struggle, and believes growth is possible	• demonstrates growth mindset through words and actions • identifies learning from mistakes • tries new strategies to answer questions and address challenges	• when help is needed to complete task, moves on to other activities until support is available • demonstrates growth mindset through words and actions • generates multiple ways to tackle challenges • if conflicts arise, considers perspective of other(s) in the situation	all of *Practitioner* plus: shares encouraging words with others to help them stay positive through challenges

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