

Student Name: _____

Grade: _____

Teacher: _____

LEARNING SKILLS ASSESSMENT RUBRIC

| | EXCELLENT | GOOD | SATISFACTORY | NEEDS IMPROVEMENT |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RESPONSIBILITY | <ul style="list-style-type: none"> Routinely fulfills responsibilities and commitments within the learning environment. Consistently completes and submits class work, homework, and assignments according to agreed-upon timelines. Independently takes responsibility for and manages own behaviour. | <ul style="list-style-type: none"> Often fulfills responsibilities and commitments within the learning environment. Usually completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour with few reminders from teacher. | <ul style="list-style-type: none"> Sometimes fulfills responsibilities and commitments within the learning environment. Sometimes completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour with regular reminders from teacher. | <ul style="list-style-type: none"> Rarely fulfills responsibilities and commitments within the learning environment. Little attempt to complete and submit class work, homework, and assignments according to agreed-upon timelines. Takes little responsibility for managing own behaviour with regular reminders from teacher. |
| ORGANIZATION | <ul style="list-style-type: none"> Routinely devises and follows a plan and process for completing work and tasks. Independently establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. | <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks most of the time. Establishes priorities and manages time to complete tasks and achieve goals with considerable effectiveness. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks most of the time. | <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks some of the time. Establishes priorities and manages time to complete tasks and achieve goals with some effectiveness. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks some of the time. | <ul style="list-style-type: none"> Rarely devises and follows a plan and process for completing work and tasks. Often has trouble establishing priorities and managing time to complete tasks and achieve goals. Regularly has trouble identifying, gathering, evaluating, and using information, technology, and resources to complete tasks. |
| INDEPENDENT WORK | <ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals on a regular basis. Routinely uses class time appropriately to complete tasks. Follows instructions with minimal supervision. | <ul style="list-style-type: none"> Monitors, assesses, and revises plans to complete tasks and meet goals with little teacher assistance. Often uses class time appropriately to complete tasks. Follows instructions with some supervision. | <ul style="list-style-type: none"> Monitors, assesses, and revises plans to complete tasks and meet goals with some teacher assistance. Sometimes uses class time appropriately to complete tasks. Needs greater supervision to follow instructions. | <ul style="list-style-type: none"> Monitors, assesses, and revises plans to complete tasks and meet goals with intensive teacher assistance. Rarely uses class time appropriately to complete tasks. Needs regular supervision to follow instructions. |
| COLLABORATION | <ul style="list-style-type: none"> Regularly accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others, with a high degree of integrity. Routinely builds healthy peer-to-peer relationships through personal and media-assisted interactions. Effectively works with others to resolve conflicts and build consensus to achieve goals. Always shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. | <ul style="list-style-type: none"> Usually accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others, with considerable integrity. Often builds healthy peer-to-peer relationships through personal and media-assisted interactions. Effectively works with others to resolve conflicts and build consensus to achieve goals with little teacher support. Often shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. | <ul style="list-style-type: none"> Sometimes accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others, with some integrity. Attempts to build healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve goals with some teacher support. Attempts to share information, resources, and expertise, and promote critical thinking to solve problems and make decisions. | <ul style="list-style-type: none"> Rarely accepts various roles and an equitable share of work in a group. Has difficulty responding positively to the ideas, opinions, values, and traditions of others. Has difficulty building healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve goals with intensive teacher support. Rarely attempts to share information, resources, and expertise, and promote critical thinking to solve problems and make decisions. |

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|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INITIATIVE | <ul style="list-style-type: none"> • Routinely looks for and acts on new ideas and opportunities for learning. • Regularly demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude on a consistent basis. • Always recognizes and advocates appropriately for the rights of self and others. | <ul style="list-style-type: none"> • Often looks for and acts on new ideas and opportunities for learning. • Usually demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude on a frequent basis. • Usually recognizes and advocates appropriately for the rights of self and others. | <ul style="list-style-type: none"> • Sometimes looks for and acts on new ideas and opportunities for learning. • Sometimes demonstrates curiosity and interest in learning. • On occasion approaches new tasks with a positive attitude on a frequent basis. • Has made attempts to recognize and advocate appropriately for the rights of self and others. | <ul style="list-style-type: none"> • Routinely requires prompting to look for and act on new ideas and opportunities for learning. • Rarely demonstrates curiosity and interest in learning. • Sporadically approaches new tasks with a positive attitude on a frequent basis. • Has made little attempt to recognize and advocate appropriately for the rights of self and others. |
| SELF-REGULATION | <ul style="list-style-type: none"> • Independently sets own individual goals and monitors progress towards achieving them. • Regularly seeks clarification or assistance when needed. • Routinely assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, independently. • Always perseveres and makes an effort when responding to challenges. | <ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them, with little teacher support. • Often seeks clarification or assistance when needed. • Usually assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, with little assistance. • Regularly strives to persevere and makes an effort when responding to challenges. | <ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them, with some teacher support. • Sometimes seeks clarification or assistance when needed. • At times assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, with some assistance. • At times strives to persevere and makes an effort when responding to challenges. | <ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them, with intensive teacher support. • Seldom seeks clarification or assistance when needed. • Rarely assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, with regular assistance. • Show little evidence of striving to persevere and makes an effort when responding to challenges. |

Date: _____

Parent/Guardian Signature: _____

Comments: _____
