





Great Student Rubric — Elementary










| | Novice | Apprentice | Practitioner | Expert |
|----------------------------------|---|--|--|---|
| Individual Responsibility | <ul style="list-style-type: none"> • brings all needed <i>materials</i> to class, with reminders from family or teacher • with help, starts tasks | <ul style="list-style-type: none"> • brings all needed <i>materials</i> to class, using a checklist • starts tasks without help from teacher • uses the “help board” to request help with tasks • completes group work | <ul style="list-style-type: none"> • brings all needed <i>materials</i> to class • finishes work on  and turns in all time • completes all group  <i>duties</i> and work • checks  the rubric to understand expectations • chooses learning options from the activity list • uses directions and/or <i>language support</i> to answer questions before asking for help | <p>all of <i>Practitioner</i> plus:</p> <ul style="list-style-type: none"> • marks off rubric and  activity lists to track progress and set goals • helps classmates in using the rubric to guide learning |

Word Bank:

materials — items needed for learning (e.g., books, pencils, paper, etc.)

duties — jobs or tasks you are responsible for doing

language support — tools or resources such as Google Translate or language dictionaries







| | Novice | Apprentice | Practitioner | Expert |
|---------------------|---|---|---|--|
| Organization | <ul style="list-style-type: none"> • sets daily academic goals  with support from teacher • finds a place to work with support from teacher  • brings completed homework | <ul style="list-style-type: none"> • sets daily academic goals  • creates daily schedule for learning activities  • finds a place to work  • organizes work by “work in progress” and “work completed” | <ul style="list-style-type: none"> • sets daily academic goals and at least 1 work habits goal   • creates daily schedule, including times for lunch, specials, and brain breaks, with start/end times for all activities • selects <i>appropriate</i> place to work based on the activity  • keeps <i>unit materials</i> organized and easy to find  | <p>all of <i>Practitioner</i> plus:</p> <ul style="list-style-type: none"> • includes a “<i>reach</i>” goal for academics • explains to others how to select an appropriate place to work based on an activity |

Word Bank:

appropriate — right for the situation

unit materials — schedule, activity list, direction sheets, current unfinished work, and completed work

“reach” goal — a goal that is difficult to achieve and requires extra work to accomplish

| | Novice | Apprentice | Practitioner | Expert |
|---------------------------------------|--|---|---|--|
| Reflection and Self-Assessment | <ul style="list-style-type: none"> • checks that all work is complete  • <i>self-assesses</i> daily  <i>progress</i> in meeting goals with teacher support | <ul style="list-style-type: none"> • checks that all work is complete and <i>accurate</i>; <i>revises</i> work as necessary  • <i>self-assesses</i> daily  <i>progress</i> in meeting goals | <ul style="list-style-type: none"> • checks and revises all work to be complete and <i>accurate</i>; goes above and beyond <i>expectations</i>  • <i>self-assesses</i> daily <i>progress</i> in meeting <i>academic</i>, language, and work habit goals  • sets new goals based on assessment • finds at least 1 way to be creative each day | <p>all of <i>Practitioner</i> plus:</p> <p>tracks academic, language, and work habits goals with a spreadsheet (learning dashboard)</p> |

Word Bank:

revises — changes or improves something after looking at it again








accurate — correct; with no mistakes or errors

expectations — standards or rules about how things should be done

self-assess — to look at your work and think about how well you did and what you can improve

progress — steps you take as you work to achieve something

academic — anything related to learning or school (subjects, skills, etc.)

| | Novice | Apprentice | Practitioner | Expert |
|-------------------|--|---|---|--|
| Engagement | <ul style="list-style-type: none"> • goes to <i>required</i> sessions with  teacher(s) and/or <i>peers</i> with reminders • stays focused and on task throughout an activity with prompting  | <ul style="list-style-type: none"> • goes to <i>required</i> sessions with  teacher(s) and/or <i>peers</i> • stays focused and on task throughout an activity  • transitions <i>seamlessly</i> between activities with a prompt from the teacher • avoids distracting others during learning | <ul style="list-style-type: none"> • goes to <i>required</i> sessions with  teacher(s) and/or <i>peers</i> on time with <i>required</i> materials • stays focused and on task throughout an activity  • transitions <i>seamlessly</i> between activities • self-advocates by communicating needs and progress with teacher(s)  • avoids distracting others during learning, including noticing and <i>resisting</i> off-topic conversation | <p>all of <i>Practitioner</i> plus:</p> <p>where necessary, takes steps to reduce distractions rather than blaming others</p> |

Word Bank:

peers — friends or classmates

required — something that is necessary or must be done; something you are expected to complete or follow





transitions — moves from one place to another

seamlessly — smoothly; without problems or interruptions

self-advocates — speaks up for oneself and expresses needs or wishes

distracting — taking someone's attention away from what they are focusing on

resisting — avoiding

| | Novice | Apprentice | Practitioner | Expert |
|----------------------|---|---|--|--|
| Collaboration | listens to others without interrupting  | <ul style="list-style-type: none"> • actively listens to others and follows up with comments  • identifies personal tasks that need to be completed for the group |  <ul style="list-style-type: none"> • works with classmates to reach goals and complete work • actively listens to others and follows up with comments that connect to peers' points  • <i>identifies and fulfills</i> personal responsibilities for <i>collaborative</i> work completion • <i>contributes</i> ideas to group discussions in English | all of <i>Practitioner</i> plus: promotes <i>consensus</i> when making group decisions |

Word Bank:




identifies — knows and understands what something is

fulfills — completes a requirement or responsibility

collaborative — working together to achieve a common goal; based on teamwork, cooperation

contributes — gives or adds something to a group or activity

consensus — a general agreement

| | Novice | Apprentice | Practitioner | Expert |
|---------------------|--|---|---|--|
| Perseverance | <ul style="list-style-type: none"> • identifies learning from mistakes • identifies skills and topics that are a struggle, and believes growth is possible | <ul style="list-style-type: none"> • <i>demonstrates growth mindset</i> through words and actions  • identifies learning from mistakes • tries new strategies to answer questions and address challenges | <ul style="list-style-type: none"> • when help is needed to complete task, moves on to other activities until support is available • <i>demonstrates growth mindset</i> through words and actions  • generates multiple ways to tackle challenges • if conflicts arise, considers  <i>perspective</i> of other(s) in the situation • communicates ideas in English, even when unsure of language | <p>all of <i>Practitioner</i> plus:</p> <p>shares encouraging words with others to help them stay positive through challenges</p> |

Word Bank:

demonstrates — shows something through actions or words

growth mindset — seeing challenges as opportunities to grow and improve

generates — creates or produces something

considers — thinks about something carefully before making a decision

perspective — point of view; the way someone sees or thinks about something