

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 appropriate place to work based on the activity  keeps unit materials organized and easy to find  	<p>all of <i>Practitioner</i> plus:</p> <ul style="list-style-type: none"> includes a “reach” 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  • <i>transitions</i> <i>seamlessly</i> between activities with a prompt from the teacher • avoids <i>distracting</i> 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  • <i>transitions</i> <i>seamlessly</i> between activities • <i>self-advocates</i> by communicating needs and progress with teacher(s)  • avoids <i>distracting</i> 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	<p>listens to others without interrupting</p> 	<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 	<p>all of <i>Practitioner</i> plus:</p> <p>promotes <i>consensus</i> when making group decisions</p>

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"> • demonstrates growth mindset 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 • demonstrates growth mindset through words and actions  • generates multiple ways to tackle challenges • if conflicts arise, considers perspective 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