

LEARNING SKILLS ASSESSMENT RUBRIC

	EXCELLENT-4/4	GOOD-3/4	SATISFACTORY-2/4	NEEDS IMPROVEMENT-1/4
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. • Consistently 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.

<p>INITIATIVE</p>	<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.
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<p>SELF-REGULATION</p>	<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.
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