

LCES Learning Skills Rubric - Grades 1-8

	CRITERIA	1 - Limited Progress Towards Expectations	2 – Steady Progress Towards Expectations	3 – Meets Expectations	4 – Exceeds Expectations
RESPONSIBILITY	<i>Behaviour</i>	Rarely treats others with respect. Unable to manage own behaviour.	Sometimes treats others with respect. Able to manage own behaviour regularly.	Consistently treats others with respect. Able to manage own behaviour consistently without supervision.	Consistently treats others with respect and encourages others to do the same. Able to manage own behaviour consistently without supervision, as a role model of others.
	<i>Assigned Work</i>	Rarely attempts to complete and submit class work, homework, and assignments according to agreed-upon timelines.	Sometimes completes and submit class work, homework, and assignments according to agreed-upon timelines.	Usually completes and submits class work, homework, and assignments according to agreed-upon timelines.	Consistently completes and submits class work, homework, and assignments according to agreed-upon timelines.
	<i>Prepared for Class</i>	Rarely prepared for class.	Sometimes prepared for class.	Usually comes prepared for class and is ready when class begins.	Consistently prepared for class before class begins.
INDEPENDENT WORK	<i>Follows Instructions</i>	Monitors, assesses, and revises plans to complete tasks and meet goals with intensive teacher assistance.	Monitors, assesses, and revises plans to complete tasks and meet goals with some teacher assistance.	Monitors, assesses, and revises plans to complete tasks and meet goals with little teacher assistance.	Independently monitors, assesses, and revises plans to complete tasks and meet goals on a regular basis.
	<i>Focused and on task</i>	Rarely uses class time appropriately to complete tasks. Needs regular supervision to follow instructions.	Sometimes uses class time appropriately to complete tasks. Needs greater supervision to follow instructions.	Often uses class time appropriately to complete tasks. Follows instructions with some supervision.	Routinely uses class time appropriately to complete tasks. Follows instructions with minimal supervision.
	<i>Penmanship & Neatness</i>	Daily work is rarely neat and difficult to read.	Daily work is sometimes neat but more care is needed.	Daily work is neat and completed with care.	Daily work is very neat and consistently completed with great care.
INITIATIVE	<i>Positively Approaches New Tasks</i>	Sporadically approaches new tasks with a positive attitude.	Occasionally approaches new tasks with a positive attitude.	Frequently approaches new tasks with a positive attitude.	Consistently approaches new tasks with a positive attitude.
	<i>Willing to take risks when learning</i>	Routinely requires prompting. Looks for and acts on new ideas and opportunities for learning. Infrequently tries new activities.	Sometimes looks for and acts on new ideas and opportunities for learning. Begins activities with some teacher assistance.	Often looks for and acts on new ideas and opportunities for learning. Frequently attempts new activities.	Routinely looks for and acts on new ideas and opportunities for learning. Plans new tasks or challenges independently.
	<i>Demonstrates pride in their work</i>	Rarely takes pride in work.	Occasionally takes pride in work.	Frequently takes pride in work.	Consistently takes pride in work.

	CRITERIA	1 - Limited Progress Towards Expectations	2 – Steady Progress Towards Expectations	3 – Meets Expectations	4 – Exceeds Expectations
ORGANIZATION	<i>Organizes notes and materials</i>	Rarely devises and follows a plan and process for completing notes and tasks.	Devises and follows a plan and process for completing notes and tasks some of the time.	Devises and follows a plan and process for completing notes and tasks most of the time.	Routinely devises and follows a plan and process for completing notes and tasks.
	<i>Manages Time</i>	Often has trouble establishing priorities and managing time to complete tasks and achieve goals. Weak time management skills.	Establishes priorities and manages time to complete tasks and achieve goals with some effectiveness. Adequate time management skills.	Establishes priorities and manages time to complete tasks and effectively achieve goals with considerable effectiveness. Good time management skills.	Independently establishes priorities and manages time to complete tasks and achieve goals. Effective time management skills.
	<i>Locates Information and Resources</i>	Regularly has trouble identifying, gathering, evaluating, and using information, technology, and resources to complete tasks.	Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks some of the time.	Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks most of the time.	Consistently identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
COLLABORATION	<i>Respects and Cooperates with Others</i>	Works with others reluctantly, or under teacher supervision. Has difficulty listening to and applying instructions from peers.	Usually able to work through conflict with support. Able to listen and apply instruction regularly.	Able to work through conflict while working with others. Able to delegate as well as listen and apply instructions.	Works with a variety of others through conflicts with consensus.
	<i>Completes a fair share of work in a group</i>	Rarely accepts an equitable share of work in a group.	Sometimes accepts an equitable share of work in a group.	Usually accepts an equitable share of work in a group.	Regularly accepts an equitable share of work in a group.
	<i>Responds Positively to the ideas of others</i>	Has difficulty responding positively to the ideas, opinions, and values of others.	Responds positively to the ideas, opinions, and values of others.	Responds positively to the ideas, opinions, and values of others, with considerable authenticity.	Responds positively to the ideas, opinions, and values of others, with a high degree of authenticity.
SELF-REGULATION	<i>Seeks Clarification When Needed</i>	Often needs to be encouraged to seek assistance.	Sometimes seeks assistance when needed.	Often seeks assistance when needed.	Seeks assistance when needed, after own attempt.
	<i>Respects Property of Self and Others</i>	Rarely respectful of property of self and others.	Sometimes respectful of property of self and others.	Consistently respectful of property of self and others.	Consistently respectful of property of self and others and encourages others to do the same.
	<i>Perseveres When Confronted with Challenges</i>	Minimal evidence of perseverance during class activities.	Will persevere during class activities with little support.	Generally confident while persevering during class activities.	Very confident while persevering during class activities.

student name: _____ grade: _____ date: _____ teacher: _____