Learning Skills/Behavior Rubric

Overview

A rubric is a performance-based assessment that seeks to measure or rate the quality of a students' work or behavior using a scoring guide. This five-point rubric, ranging from "no concept" to "distinguished," was designed to focus on work or behavior typically addressed in gifted education. It is meant to provide an assessment that may be used as benchmark or formative data to describe present levels of academic achievement and functional performance in developing annual goals for an Individualized Education Program (IEP). It is based on Costa and Kallick's 16 Habits of Mind, but also includes elements from Bloom's Revised Taxonomy and Marzano's Dimensions of Learning and 21st Century Learning Skills.

There are many custom made analytic rubrics available to assess components of a finished product, such as research project rubrics and writing rubrics. This rubric is intended as a holistic approach, assessing the student's whole behavior, but a teacher may use it to identify certain behavior(s) to address in the IEP. It may be presented as a pre-post test or as a recurring progress monitoring tool. It may also be presented to the student as a self-assessment.

The following chart provides a range of scores corresponding to each of the five levels of this rubric. Using the rubric holistically, the student's **total** score is used to find the performance level.

	No Concept	Limited/Incomplete	Developing	Proficient	Distinguished
Score ranges	0-14	15-30	31-49	50-65	66-80

Instructions

The Learning Skills/Behavior Rubric contains 20 elements. Scoring requires the assignment of **one** of the numbers **0, 1, 2, 3, or 4** for each element in the spaces provided to the right of the descriptions. The overall score across all elements is determined by adding the scores from each of the elements.

Using the Learning Skills/Behavior Rubric as a pre/post model, the same teacher should pre- and post- assess the student to be consistent in scoring. The score should reflect the student's success and also encourage him/her to continue to develop greater independence in monitoring and evaluating own skills and behavior.

Credits
* Intel Teach Thinking with Technology Course "Higher Order Thinking Skills" (Online) 2006.
http://download.intel.com/education/EvidenceOfImpact/HigherOrderSkills.pdf

* Heidi Goodrich Andrade. "Understanding Rubrics." (Online) 22 October 2001.
http://www.middleweb.com/rubricsHG.html

Learning Skills/Behavior Rubric

Date: County:

Student Name (Last – First):   Grade:

Student Number: Class:

Description		Score
1. Persisting – When dealing with a new problem, the student		
• gives up on a problem-solving task.	*No Concept – 0*	___
• stays on task with prompting.	*Limited/Incomplete – 1*	___
• sporadically stays on task without prompting.	*Developing – 2*	___
• sustains problem solving process over time.	*Proficient - 3*	___
• is devoted to problem-solving tasks.	*Distinguished - 4*	___
2. Managing Impulsivity – When attempting a task, the student		
• is unable to control actions; is impulsive; does not consider a plan of action.	*No Concept – 0*	___
• manages negative emotions with assistance; is unable to maintain focus over time.	*Limited/Incomplete – 1*	___
• preempts negative emotions before they escalate; engages in goal setting and planning with guidance; maintains focus with prompting.	*Developing – 2*	___
• thinks before acting and maintains focus; sets goals and strategically plans to reach those goals; exercises self-restraint without assistance.	*Proficient - 3*	___
• intentionally forms a plan before beginning a task; remains composed and focused even under stress.	*Distinguished - 4*	___
3. Listening to others with understanding and empathy - When given written and/or spoken texts, the student		
• fails to listen to others.	*No Concept – 0*	___
• selectively listens to others.	*Limited/Incomplete – 1*	___
• always listens to others.	*Developing – 2*	___
• listens and demonstrates understanding of another person's point of view.	*Proficient - 3*	___
• listens empathetically and demonstrates understanding of another person's point of view that differs from own.	*Distinguished - 4*	___
4. Thinking flexibly - When new data is provided, the student		
• does not consider new information; makes spur-of-the-moment decisions; rigidly follows plan when developed by the teacher or others.	*No Concept – 0*	___
• accepts the information as given; restates facts; does not apply facts to actions and continues to follow plan as developed by self or others.	*Limited/Incomplete – 1*	___
• considers new information and demonstrates ability to change direction or use different strategies with guidance.	*Developing – 2*	___
• considers new information and adjusts effort and strategies when needed.	*Proficient - 3*	___
• considers new information, adjusts performance and extends learning to new situations.	*Distinguished - 4*	___
5. Thinking about our thinking (metacognition) - When in a learning situation, the student		
• is unaware of individual learning processes	*No Concept – 0*	___
• has a limited awareness of certain basic learning processes.	*Limited/Incomplete – 1*	___
• is aware of individual learning processes with guidance from the teacher or using visual models.	*Developing – Enter 2*	___
• is aware of and applies individual learning processes and can explain strategies in own decision-making.	*Proficient - 3*	___
• can consciously reflect on what learning process works and what doesn't; adjusts accordingly; can explain process to others.	*Distinguished - 4*	___

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Description		Score
6. Striving for accuracy and precision - In any presentation of work, the student		
• turns in sloppy, incomplete or uncorrected work; is disorganized (possibly due to many ideas); is impatient with details or restrictions; does not value accuracy and precision in work.	*No Concept – 0*	___
• corrects work only when reminded; accepts direction in correcting work.	*Limited/Incomplete – 1*	___
• is able to confirm that his/her finished product matches a criteria.	*Developing – 2*	___
• proofreads and checks the quality of personal work; values accuracy and precision.	*Proficient - 3*	___
• evaluates work and produces exceptional results; understands the importance of and values accuracy and precision; focuses energy on accomplishing tasks with perfection.	*Distinguished - 4*	___
7. Questioning and posing problems - The student		
• is not able to generate appropriate questions about a problem.	*No Concept – 0*	___
• is able to generate closed-ended questions but is afraid to probe deeper into an issue or problem.	*Limited/Incomplete – 1*	___
• is not afraid to probe deeper into an issue or problem but needs prompting from teacher to generate appropriate questions.	*Developing – 2*	___
• is able to generate appropriate questions to see alternative points of view.	*Proficient - 3*	___
• is able to pose hypothetical problems; makes connections and relationships.	*Distinguished - 4*	___
8. Applying past knowledge to new situations - The student		
• considers each event to be separate with no connections to what came before or comes afterward.	*No Concept – 0*	___
• is able to apply some events to other contexts.	*Limited/Incomplete – 1*	___
• uses experience from the past when confronted with a new problem when reminded by others how it relates.	*Developing – 2*	___
• uses previous, knowledge, data, theories or processes to solve challenges.	*Proficient - 3*	___
• abstracts meaning from an experience, applies it to a new situation and explains how it relates to previous experiences.	*Distinguished - 4*	___
9. Thinking and communicating with clarity and precision - The student		
• uses vague and imprecise language; does not communicate clearly or effectively.	*No Concept – 0*	___
• with considerable assistance, articulates thoughts and ideas, representative of real or imaginary experiences, through oral, written or multimedia communication.	*Limited/Incomplete – 1*	___
• with some assistance, articulates thoughts and ideas through oral, written or multimedia communication.	*Developing – 2*	___
• articulates accurately, clearly and effectively in oral, written or multimedia communication while avoiding over generalizations and deletions.	*Proficient - 3*	___
• articulates accurately, clearly and precisely in oral, written and multimedia communication and demonstrates complexity with supporting statements.	*Distinguished - 4*	___
10. Gathering data through all senses - The student		
• is oblivious to sensory stimuli.	*No Concept – 0*	___
• uses a narrow range of sensory problem solving strategies to learn.	*Limited/Incomplete – 1*	___
• uses all available sensory pathways to learn but needs some assistance in using the information to solve problems.	*Developing – 2*	___
• uses all available sensory pathways to learn and transfers the information to improve overall learning; can distinguish fact from fiction.	*Proficient - 3*	___
• observes the environment, using all senses to gather and evaluate the information, skillfully using it to solve problems.	*Distinguished - 4*	___

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Description		Score
11. Creating, imagining and innovating - The student		
• appears happy with status quo; cannot generate any new ideas.	*No Concept – 0*	___
• tries to solve problems by examining alternative possibilities	*Limited/Incomplete – 1*	___
• generates more than one original idea, ingenious product and solution to problems.	*Developing – 2*	___
• strives for greater fluency of ideas, flexibility, originality and elaboration.	*Proficient - 3*	___
• evaluates to refine work; engages discovery, exploration, and experimentation to reach unexpected answers.	*Distinguished - 4*	___
12. Responding with wonderment and awe - The student		
• does not appear to enjoy learning.	*No Concept – 0*	___
• appears curious at times.	*Limited/Incomplete – 1*	___
• is curious most of the time.	*Developing – 2*	___
• is curious, sees and responds to the beauty of the world and enjoys learning.	*Proficient - 3*	___
• is enthusiastic and passionate about learning.	*Distinguished - 4*	___
13. Taking responsible risks - The student		
• misses opportunities to learn	*No Concept – 0*	___
• is aware of opportunities to learn but unwilling to risk failure.	*Limited/Incomplete – 1*	___
• realizes failure is a part of the learning process and shows a willingness to take a chance with support.	*Developing – 2*	___
• accepts educated risks as a challenging part of the learning process.	*Proficient - 3*	___
• is a responsible risk-taker and views setbacks not as failure but challenges with opportunities to grow.	*Distinguished - 4*	___
14. Finding humor - The student		
• finds humor in inappropriate situations.	*No Concept – 0*	___
• finds humor in appropriate situations, yet unable to laugh at self.	*Limited/Incomplete – 1*	___
• finds humor in situations from an original vantage point.	*Developing – 2*	___
• initiates humor more often than classmates; finds humor in the "right places;" is able to laugh at self.	*Proficient - 3*	___
• values having a sense of humor and understands humor of others.	*Distinguished - 4*	___
15. Thinking interdependently - When given group work, the student		
• prefers to work alone; is intolerant of others or tries to dominate others; interrupts, "shows off" or ignores group activities to pursue individual interests.	*No Concept – 0*	___
• is able to partially accomplish tasks; works ineffectively in groups.	*Limited/Incomplete – 1*	___
• works cooperatively and is able to accomplish tasks in certain small groups.	*Developing – 2*	___
• is open and receptive to feedback from others; draws positive energy from group members while accomplishing tasks in a variety of roles and responsibilities.	*Proficient - 3*	___
• engages in collaborative work and assumes different roles and responsibilities to accomplish tasks effectively using group dynamic skills; helps others stay focused and successfully moves the group toward the goal.	*Distinguished - 4*	___
16. Learning continuously - The student		
• is self-confident in knowledge already attained; closed to uncertainty/new experiences.	*No Concept – 0*	___
• confronts learning opportunities with fear rather than with wonder.	*Limited/Incomplete – 1*	___
• is open to new learning experiences as long as little effort is required.	*Developing – 2*	___
• is eager to learn and invites the unknown, the creative, the inspirational, even if extra effort is required. Learning appears to be very important.	*Proficient - 3*	___
• seizes every opportunity as a valuable learning experience; searches for new and better ways of learning, striving for improvement.	*Distinguished - 4*	___

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Description		Score
17. Reasoning - The student		
• does not understand systems.	*No Concept – 0*	___
• inaccurately identifies parts of a system; cannot explain how those parts interact with one another.	*Limited/Incomplete – 1*	___
• somewhat accurately identifies parts of a system with assistance and attempts to explain how those parts interact with one another.	*Developing – 2*	___
• accurately identifies parts of a system and explains how those parts interact with one another.	*Proficient - 3*	___
• accurately identifies parts of a system and explains how those parts interact with one another and analyzes and interprets relationships between systems.	*Distinguished - 4*	___
18. Work Ethic - The student		
• does not use classroom project time well OR typically is disruptive to the work of others.	*No Concept – 0*	___
• sometimes uses classroom project time well but is often off-task and disruptive to the work of others.	*Limited/Incomplete – 1*	___
• usually uses classroom project time well, but occasionally distracts others from their work, although not in a hostile manner.	*Developing – 2*	___
• always uses classroom project time well. Most conversations are focused on the project and are held in a manner that typically does not disrupt others; is aware of one's actions and the effects of those actions on others.	*Proficient - 3*	___
• always uses classroom project time well. Conversations are primarily focused on the project and are held in a manner that does not disrupt others; can explain cause and effect of actions.	*Distinguished - 4*	___
19. Ethical Behavior - The student		
• does not show an understanding of right and wrong.	*No Concept – 0*	___
• shows a basic sense of right and wrong but does not apply in all situations; obtains information from limited or inappropriate sources.	*Limited/Incomplete – 1*	___
• shows a basic sense of right and wrong; borrowed materials are documented with considerable intervention.	*Developing – 2*	___
• demonstrates an understanding of ethical behavior; borrowed materials are properly documented.	*Proficient - 3*	___
• shows a well-developed sense of right and wrong. Fair use guidelines are followed with clear, easy-to-locate and accurate citations for all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	*Distinguished - 4*	___
20. Civic Responsibility - The student		
• shows little regard for peers and adults by keeping work, play and public areas clean and organized.	*No Concept – 0*	___
• shows some regard for peers and adults by keeping work, play and public areas clean and organized with teacher intervention.	*Limited/Incomplete – 1*	___
• shows regard for peers and adults by keeping work, play and public areas clean and organized with minimal assistance.	*Developing – 2*	___
• shows considerable regard for peers and adults and is involved in home, school and/or community service.	*Proficient - 3*	___
• shows considerable regard for peers and adults and initiates service projects to help others in the home, school and/or community.	*Distinguished - 4*	___
0-14 (No Concept) **15-30 (Limited/Incomplete)** **31-49 (Developing)** **50-65 (Proficient)** **66-80 (Distinguished)**	**Overall Score:**	___