

D-9 Secondary Rubric for Behaviors that Promote and Support Career Readiness

Behavior Reporting Categories	E Excellent <i>Consistently Exceeds Expectations</i>	S Satisfactory <i>Consistently Meets Expectations</i>	N Needs Improvement <i>Inconsistently meets expectations or does not meet expectations. Behavior impacts proficiency toward learning</i>
Assignments <i>(Completeness, effort, timeliness of submission)</i>	Assignments turned in are: <ul style="list-style-type: none"> • Complete with detail • Done consistently to show effort which went beyond expectations • Consistently on time, or early with no or few exceptions 	Assignments turned in are: <ul style="list-style-type: none"> • Consistently complete • Done consistently to show effort which meets expectations • On time much more often than not 	Assignments turned in are: <ul style="list-style-type: none"> • Often incomplete or missing • Often shows effort which does not meet expectations • Inconsistently on time or missing
Personal Management <i>(Time on task, classroom choices, attention in class, participation, functions independently)</i>	Classroom behavior demonstrates: <ul style="list-style-type: none"> • Active participation and engagement in learning - individual, group and whole class. Often a leader for others • Self-monitoring and adjustment of learning behaviors • Ownership of steps to reach proficiency 	Classroom behavior demonstrates: <ul style="list-style-type: none"> • Active participation and engagement in learning - individual, group and whole class • Self-monitoring and adjustment of learning behaviors, with some reminders • Some ownership of steps to reach proficiency with some support 	Classroom behavior demonstrates: <ul style="list-style-type: none"> • Passively or actively disengagement from learning • Minimal self-monitoring and adjustment of learning behaviors • Needs many redirects • Minimal or no ownership of steps to reach proficiency • May be on Behavior Plan
Preparedness <i>(Appropriate materials, organization)</i>	Comes prepared to learn by always: <ul style="list-style-type: none"> • Bringing needed materials to class • Being on time (0-1 tardies) and in appropriate seat • Maintaining organized materials and workspace 	Comes prepared to learn by almost always: <ul style="list-style-type: none"> • Bringing needed materials to class • Being on time (few tardies) and in appropriate seat • Maintaining organized materials and workspace 	Comes often unprepared to learn by: <ul style="list-style-type: none"> • Bringing few or no materials to class on a regular basis • Being often tardy and needing redirection to be ready to learn • not maintaining organized materials and workplace
Citizenship <i>(Safe, Responsible, and Respectful)</i>	Always follows the Student Code of Conduct in the classroom by: <ul style="list-style-type: none"> • No evidence of SWIS Reports or office referrals 	Almost always follows the Student Code of Conduct in the classroom by: <ul style="list-style-type: none"> • Minimal evidence of SWIS Reports (1-2) and no office referrals 	Sometimes or rarely follows the Student Code of Conduct in the classroom by: <ul style="list-style-type: none"> • Demonstrating Minor behaviors which earn classroom SWIS Reports and/or • Demonstrating Major behaviors which earn office referrals
Absences and Tardies			

<i>Filled from Synergy</i>			
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Every student receives excellent instruction every day in every class.