

## Berrien County Work Habits for Success Rubric

Name:

Graduation Year:

High School:

## School Habits

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Independence	Needs constant prodding to meet expectations, deadlines. Does not work independently.	Needs frequent reminders to meet expectations, deadlines. Needs frequent assistance, but most deadlines and expectations are met.	Needs occasional reminders about expectations, deadlines, but meets expectations on time. Asks some clarifying questions.	Takes responsibility for self to meet expectations, deadlines. Asks clarifying questions. Works independently – requests help when needed. Assists others in becoming independent
Work Completion	Turns in less than 60% of assigned work	Turns in 60 – 80% of assigned work.	Turns in 80-95% of assigned work.	Turns in 95 – 100% of assigned work on time. Encourages others to complete work on time.
Quality of work	Work is sloppy, incomplete and carelessly completed.	Some work doesn't meet the standard of neatness, and/or is incomplete or carelessly completed.	Work is usually well done and complete, demonstrating proficiency as judged by the teacher.	Work is very well done and complete, sometimes used as exemplars for other students.

## Organization

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Initiative	Does not take notes or use study guides, expects someone else to do work for him/her, weak study skills	Takes weak notes, uses study guides with prodding, asks occasional questions, has weak study skills.	Takes effective notes, uses study guides most of the time, asks questions, uses study skills.	Takes effective notes, uses study guides, studies with others, asks questions, has effective study skills.
Organizational Skills	Does not use agenda/planner. Work is not organized. Can't find notes, tests, materials.	Uses the planner sporadically, organization is weak. Frequently loses notes, books, materials.	Most work is organized, uses planner. Keeps tracks of notes, assignments, books and materials.	Uses agenda/planner, work is well organized. Strong organizational plan for keeping notes, books, materials.

Make up	Does not ask for missing work. Does not make up and turn in the work.	Rarely asks for missing work. Needs reminders to get the work finished and turned in.	Asks for missing work and makes it up in a timely manner nearly all of the time.	Asks for missing work and makes it up immediately.
Preparation	Comes without materials, does not prepare for tests or presentations.	Frequently comes without materials, sometimes prepares for tests/presentations.	Usually comes with materials, most of the time is prepared for tests/presentations.	Always comes with materials, always prepares for tests and presentations.
Decisive	Doesn't consider decisions and lets others make them OR makes poor decisions and struggles with analyses and corrections of poor decisions.	Difficulty making decisions. Considers possible alternatives, but struggles with the final decision. Lets others make the decisions.	Can make good decisions based on known facts. Acts on decisions. Can analyze and make corrections.	Decisions are regularly strong and well-considered. After decision is made, acts to implement, analyzes and make corrections.

## Work Readiness Skills

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Attendance	Attendance is less than 90%. Occasional unexcused absences.	Attendance is between 90 – 93% with a rare unexcused absence.	Attendance is between 93-96% with no unexcused absences.	Almost always in attendance, with no unexcused absences. Highly values good attendance.
Punctuality	On time less than 94% of the time.	On time between 94-96% of the time.	On time between 96-98% of the time.	On time more than 98% of the time to classes. Highly values punctuality.
Time Management	Inattentive, off-task most of the time. Rarely participates in activities or discussions. Wastes time.	Pays attention less than 50% of the time. Sometimes participates in activities or discussions.	Pays attention most of the time, participates in most activities and discussions. Somewhat efficient in use of time.	Participates in discussions and activities, pays attention nearly all of the time, efficient in use of time.
Responsibility	Cannot see that he/she holds any responsibility and consistently blames others.	Sometimes accepts responsibility, but sometimes blames others for shortcomings.	Accepts responsibility for own actions. Doesn't blame others for shortcomings.	Accepts responsibility for own actions, seeks to make improvements and overcome shortcomings.

## Interpersonal Skills/Attitude

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
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Respect	Frequently disrespectful, encourages others to be disrespectful.	Occasionally is disrespectful either directly or indirectly. Occasional office referral for disrespect.	Shows respect for authority, follows directives without complaint.	Assists others in showing respect for authority. Always genuinely respectful.
Teamwork	Does not work well with others. Team members complain about his/her membership on a team.	Some team members complain that the student is domineering or isn't pulling his/her fair share without reminders.	Works well on a team, completing work assigned in a satisfactory way without prodding. Contributes good ideas.	A leader of a team, without dominating, leads team to complete tasks within assigned time at or above expectations.
Accepts Criticism	Doesn't accept constructive criticism well. Gets argumentative or defensive at suggestions. Rarely acts on suggestions.	Struggles with accepting constructive criticism. May act on suggestions or may reject them, feeling he/she is being picked on.	Accepts constructive criticism, acts on suggestions and recommendations to improve skills and work.	Welcomes constructive criticism, in an effort to improve work and skills.
Attitude	Tends to see the negative side of most situations. Setbacks are frequent and get in the way.	Struggles with setbacks, which can cause a negative attitude. Positive when things are going well.	Consistently displays a positive attitude. Can get beyond setbacks without getting bogged down.	Always positive and stimulates a positive environment for others. Not bothered by setbacks.

Self-Advocacy

	Ineffective	Minimally Effective	Effective	Highly Effective
Self-View	Does not see self in a positive light. Gets sidetracked by shortcomings and has little belief he/she can meet goals.	Sees self both negatively and positively. May take pride in some negative characteristics that interfere with goals.	Sees self in a positive light. Can identify positive characteristics and areas that need improvement.	Strong sense of self in a realistic and positive light. Maximizes strengths and attacks areas that need improvement.
Goals	Struggles with goal setting. Will say he/she has no ideas what the future holds. Seems controlled by surroundings rather than being in control.	Has realistic and identified goals, but may be occasionally side tracked by short-term pleasures or barriers.	Has realistic, identified, long-term goals for his/her future. Makes decisions based on those goals, even if it means giving up short-term pleasures.	Shows perseverance to meet identified, realistic, long-term goals. Gets rid of barriers and keeps the path open to making the goals. Not sidetracked by temporary pleasures.