

EFFORT RUBRIC	Minimal Effort (1 point)	Moderate Effort (3 points)	High Effort (5 points)	
Organization & planning	<ul style="list-style-type: none"> • Rarely sets short-term or long-term goals or no/little effort in assessing progress 	<ul style="list-style-type: none"> • Sets short-term and long term goals but does not assess progress. 	<ul style="list-style-type: none"> • Sets short-term and long-term goals & routinely assesses progress 	
	<ul style="list-style-type: none"> • Doesn't use a planner to record course tasks. 	<ul style="list-style-type: none"> • Uses a planner to record SOME course tasks and/or does not review it often/ever. 	<ul style="list-style-type: none"> • Uses a planner to record ALL course tasks¹ and reviews it often 	
	<ul style="list-style-type: none"> • Spends little or no time on learning course tasks 	<ul style="list-style-type: none"> • Doesn't manage time effectively and/or partially completes course tasks 	<ul style="list-style-type: none"> • Manages time effectively so all course tasks get completed as required² 	
	<ul style="list-style-type: none"> • Maintains a notebook which contains little to no course materials 	<ul style="list-style-type: none"> • Maintains a notebook which contains some course materials and/or is disorganized 	<ul style="list-style-type: none"> • Maintains an organized notebook which contains ALL relevant course materials 	
Engagement /participation	<ul style="list-style-type: none"> • Is actively disengaged during class and course tasks. 	<ul style="list-style-type: none"> • Is distracted or inattentive during parts of class or course tasks. 	<ul style="list-style-type: none"> • Is attentive during class and course tasks ALL of the time. 	
	<ul style="list-style-type: none"> • Rarely participate or is disruptive during cooperative activities 	<ul style="list-style-type: none"> • Participates partially in cooperative activities and/or isn't constructive. 	<ul style="list-style-type: none"> • Contributes constructively³ to cooperative activities. 	
	<ul style="list-style-type: none"> • Rarely uses personal strategies during learning cycle 	<ul style="list-style-type: none"> • Attempts to use personal strategies during the learning cycle 	<ul style="list-style-type: none"> • Effectively uses personal learning strategies⁴ during the learning cycle⁵ 	
	<ul style="list-style-type: none"> • Rarely asks questions to monitor learning 	<ul style="list-style-type: none"> • Is inconsistent with asking questions to monitor learning 	<ul style="list-style-type: none"> • Asks questions of teachers, peers or self to monitor learning⁶ 	
	<ul style="list-style-type: none"> • Attends class LESS than 90% of the time and/or is frequently tardy 	<ul style="list-style-type: none"> • Attends class MORE than 90% of the time and/or sometimes tardy 	<ul style="list-style-type: none"> • Attends class at or near 100% of the time and is seldom tardy 	
Formative practice work	<ul style="list-style-type: none"> • Completes less than 60% of the formative work/practice and much of which isn't completed in a timely fashion 	<ul style="list-style-type: none"> • Completes more than 60%, but less than 100%, of the formative work/practice and/or is not completed in a timely fashion 	<ul style="list-style-type: none"> • Completes 100% of formative work in a timely manner 	
	<ul style="list-style-type: none"> • Rarely use formative work to identify or reinforce learning objectives 	<ul style="list-style-type: none"> • Is inconsistent with using formative work to identify and reinforce learning objectives 	<ul style="list-style-type: none"> • Uses formative work to identify and reinforce learning objectives 	
Reflection	<ul style="list-style-type: none"> • Rarely uses learning objectives to assess understanding after learning cycle(s) 	<ul style="list-style-type: none"> • Identifies learning objectives but doesn't use them to assess understanding after learning cycle(s) 	<ul style="list-style-type: none"> • Reviews learning objectives to assess understanding after learning cycle(s) 	
	<ul style="list-style-type: none"> • Has a Fixed Mindset when reflecting on formative and summative work 	<ul style="list-style-type: none"> • Has a Mixed Mindset when reflecting on formative and summative work 	<ul style="list-style-type: none"> • Has a Growth Mindset⁷ when reflecting on formative and summative work 	
	<ul style="list-style-type: none"> • Rarely reviews personal work to assess learning and understanding. 	<ul style="list-style-type: none"> • Sometimes reviews personal work and/or doesn't assess learning and understanding 	<ul style="list-style-type: none"> • Always reviews personal work (notes/ practices) to assess learning/ understanding 	
	<ul style="list-style-type: none"> • Rarely uses support systems when needed 	<ul style="list-style-type: none"> • Sometimes uses support systems when needed 	<ul style="list-style-type: none"> • Always uses support systems⁸ when needed 	
	<ul style="list-style-type: none"> • Rarely acknowledges feedback and doesn't apply strategies for making improvements 	<ul style="list-style-type: none"> • Acknowledges feedback but doesn't apply strategies for making improvements 	<ul style="list-style-type: none"> • Acknowledges feedback and applies strategies for making improvements 	
Total Score				

Conversation notes (footnotes from rubric):


1. *Course task- any assignment, assessment or class requirement that requires attentiveness by the student, either inside or outside of class. Examples are tests, quizzes, homework, formative practice, projects/labs, cooperative activities or class discussions.*
2. *Good time management means balancing coursework and extra-curricular/life events*
3. *Constructive contribution means students are positively interdependent and individually accountable. Will be discussed with students in the classroom.*
4. *Personal learning strategies --examples: summarization, outlining, reading strategies, note-taking strategies, flipped-curriculum, discussion strategies (tech-based), collaboration strategies*
5. *Learning cycle is defined as the time frame from introduction of an objective, engagement in lesson, use formative practice, to the feedback/reflection process.*
6. *"Monitor"--definition*
7. *See table on following page (effective effort rubric)*
8. *Support systems- teachers (before/after school & lunch), peers (such as study groups), tutors, ARC, answer keys, videos, study groups, LINKZONE, etc.*

According to a recent ACT report, the strongest predictor of academic success, aside from prior academic achievement, is academic discipline, which is defined as the "skill component of motivation" and is exhibited in the amount and quality of effort students devote to schoolwork and the degree to which students engage in learning new things

When students master a topic or skill, this can enhance their sense of self-efficacy. This does not mean, however, that curricula should be "dumbed down" in order to ensure mastery (research shows that students must have access to rigorous curricula if they are to be academically successful), but it does have implications for the ways in which challenging material is taught. For example, instructional activities may need to include breaking down complex problems into manageable steps; setting specific goals; and providing regular feedback.

Effective Effort Rubric

This rubric assesses the learning process—the effective effort that a learner applies.

	Fixed	Mixed	Growth
Taking on Challenges	You don't really take on challenges on your own. You feel that challenges are to be avoided.	You might take on challenges when you have some previous experience with success in a related challenge.	You look forward to the next challenge and have long range plans for new challenges.
Learning from Mistakes	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.
Accepting Feedback and criticism	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.	You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process
Practice and Applying Strategies	You do not practice and avoid practicing when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.	You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered "good at." You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already "good at."	You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.
Perseverance (focus on task)	You have little persistence on learning goals and tasks. You give up at the first sign of struggle.	You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.	You "stick to it" and have stamina for the task(s). You keep working confidently until the task is complete.
Asking Questions	You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.	You might ask questions about a portion of the task that you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions.	You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.
Taking Risks	You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not engaged in the process/task.	You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.	You begin tasks confidently, risk making errors, and openly share the work you produce.