

## Classroom Habits Rubric

<b>Criteria</b>	<b>Unacceptable</b>	<b>Not Satisfactory</b>	<b>Satisfactory</b>	<b>Commendable</b>	<b>Excellent</b>
<b>Preparedness for Learning</b>	Is not prepared for learning; late to class, device not available, incorrect or no materials, brings bag to class, out of uniform	Is often unprepared for learning; late to class, arrives without appropriate materials, needs to return to locker during class time, regularly loses resources; graffiti on module	Sporadic preparedness for class; punctual, sometimes forgets materials, requires specific instruction and direction to commence activities, disorganised with routine in class	Is prepared for class; arrives ready to learn, greets others on arrival, brings necessary materials, occasionally needs to return to locker, all materials in suitable condition	Is well prepared for class; always punctual, always has appropriate materials, is proactive if there are problems or will be absent, all materials are well maintained
<b>Engagement in Learning Activities</b>	Is not engaging in activities in order to learn; does not attend, refuses to complete learning activities, repeated refusal to follow instruction	Is often disengaged; on phone or computer, requires constant attention to stay on task, will only complete learning activities with close supervision	Minimal Engagement in class; reluctant contribution to learning, required occasional redirection, finds self-control challenging however does make an effort to improve in this regard	Engages in class activities, is a reliable contributor, can self-monitor, is able to remain focused on learning activity	Engages readily in classroom activities, is able to self-monitor and assist others in this regard, remains focused and interested in all settings (group work, excursion, independent tasks etc.)
<b>Application to Learning</b>	Easily distracted and disrupts the learning of others; continually interrupts others, does not follow classroom protocols, interferes with the learning of other students	Appears unwilling to learn; withdraws from classroom activities, passive resistance, requires constant cajoling to engage in classroom activities	Learning as a task, not a process; completes work to a minimum standard, provides single word contributions, will not elaborate or share thoughts with any depth	Interested in oneself as a learner; will seek to complete activities to a high standard, will provide thoughts and ideas when asked, takes risks with learning	Knows oneself as a learner; can give teacher and others strategies to assist own learning, open to making mistakes as an active way to learn, willing to engage respectfully and openly with others thoughts and ideas
<b>Learning Progress</b>	No progress in learning is evident; does not submit material, refuses to share thoughts or ideas in class for feedback, shows no interest in improvement	Compliant approach to learning; focus on basic accountabilities, learning activities partially completed, does not enact feedback	Completes most learning activities to the minimum standard, is reliable with submission, focuses on outcome, not open to formative assessment	Takes feedback on board in order to improve, is open to new ideas and different ways of learning, recognises strengths	Constantly seeks feedback in order to improve, experiments continually with ways of learning, recognises strengths and uses them for improvement, aware of areas that are personally challenging and seeks to improve