

## NHMS Work Habits Rubric

<p><b><i>By fostering strong work habits, NHMS students will be prepared to meet challenges, become responsible for their learning, and be a positive contributor in their learning environment. These are lifelong skills that will help them become successful.</i></b></p>	<p style="text-align: center;"><b>3 – Meets</b></p> <p>A student who earns this score has met the work habits expectations by exhibiting the characteristics and behaviors listed below.</p>	<p style="text-align: center;"><b>2 – Partially Met</b></p> <p>A student who earns this score is progressing toward meeting the work habits expectations.</p>	<p style="text-align: center;"><b>1 – Does Not Meet</b></p> <p>A student who earns this score has not yet met work habits expectations consistently.</p>
<p><b><u>Accountability for Learning:</u></b> Accountability for learning reflects the student’s decision-making skills, responsible behaviors, preparation and organization required for daily success.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attends class regularly</li> <li><input type="checkbox"/> participates in class discussions and activities</li> <li><input type="checkbox"/> sets and monitors goals</li> <li><input type="checkbox"/> seeks out teacher or other support independently</li> <li><input type="checkbox"/> Plans for the day and arrives at class prepared</li> <li><input type="checkbox"/> locates materials readily</li> <li><input type="checkbox"/> takes notes</li> <li><input type="checkbox"/> uses class time effectively</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs occasional reminder to complete work</li> <li><input type="checkbox"/> participates to some extent in classroom discussions and activities, but is beginning to take an active role in learning</li> <li><input type="checkbox"/> Sometimes comes to class with materials</li> <li><input type="checkbox"/> inconsistently uses class time effectively</li> <li><input type="checkbox"/> Seeks out adult support when prompted</li> <li><input type="checkbox"/> Inconsistent in being able to locate work, or resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently absent without attention to make-up work</li> <li><input type="checkbox"/> must be repeatedly reminded to use work time given</li> <li><input type="checkbox"/> fails to participate in discussions and activities</li> <li><input type="checkbox"/> does not monitor goals, and/or does not take an active role in learning</li> <li><input type="checkbox"/> Frequently comes to class without needed materials or is unable to locate work</li> <li><input type="checkbox"/> Does not seek help from teachers when needed</li> </ul>
<p><b><u>Behavior:</u></b> Behavior is the code of conduct by which the student uses social awareness and interpersonal skills to establish and maintain positive relationships and create an environment that is conducive to learning.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows classroom and school code of conduct</li> <li><input type="checkbox"/> Focuses on teacher and/or task,</li> <li><input type="checkbox"/> exhibits self-control</li> <li><input type="checkbox"/> accepts responsibility for behavior</li> <li><input type="checkbox"/> respects others and the learning environment</li> <li><input type="checkbox"/> collaborates positively with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes follows classroom and school code of conduct</li> <li><input type="checkbox"/> Can be off task when should be paying attention</li> <li><input type="checkbox"/> Doesn’t always accept responsibility for behavior</li> <li><input type="checkbox"/> Sometimes disrupts learning or the learning of others</li> <li><input type="checkbox"/> Struggles to work in a group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently ignores classroom and school code of conduct</li> <li><input type="checkbox"/> Is often uncooperative with adults and peers</li> <li><input type="checkbox"/> exhibits disruptive or disrespectful behaviors that interferes with learning</li> </ul>
<p><b><u>Quality and Completion:</u></b> The ability to meet deadlines and due dates helps prepare students for later in life when working in an environment that requires work to be complete within a given timeframe. Homework and other assignments are evidence of the student’s commitment to learning and excellence.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Homework and other assignments are consistently completed on time</li> <li><input type="checkbox"/> Submitted work meets standards for quality (accurate, precise, legible, meets requirements) and completeness</li> <li><input type="checkbox"/> Missing work from an absence is completed in a timely manner with few reminders</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Homework and other assignments are not consistently turned in time</li> <li><input type="checkbox"/> Inconsistencies in quality and completeness of submitted work</li> <li><input type="checkbox"/> Missing work required some reminders from the teacher to be turned in</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Homework and other assignments are frequently late, or not turned in at all</li> <li><input type="checkbox"/> Student requires frequent reminders to complete missing work</li> <li><input type="checkbox"/> Submitted work is frequently of poor quality and/or does not meet the standards of completeness</li> </ul>