

Academic Engagement Rubric



This tool should be used in conjunction with the Academic Engagement Rubric Scoring Summary provided by Keystone SMILES.

Dimensions:	A Motivation	B Leadership	C Attitude	D Organization /Preparedness	E Classroom Behavior	F Academic Performance
Components: When scoring consider. . .	<ul style="list-style-type: none"> - Intellectual curiosity - Initiative - Personal standards - Open to challenges - Responsive to constructive feedback 	<ul style="list-style-type: none"> - Helping and working with others - Self-confidence - Exhibits and acts on values - Public speaking 	<ul style="list-style-type: none"> - Positiveness - Resiliency - Relations with adults and teachers 	<ul style="list-style-type: none"> - Binder organization (clear subject divisions, no loose papers, orderly notes) - Records assignments - Class ready (on time, brings homework and all relevant materials to class) 	<ul style="list-style-type: none"> - Participation (raises hand, accurate response, takes risks, asks questions, whole class and group) - Focus/engagement 	<ul style="list-style-type: none"> - Target subject area performance
6	<ul style="list-style-type: none"> - Curiosity extends well beyond course material. - Exemplary initiative. - Embraces highest standards, always beyond set expectations. - Consistently embraces and seeks academic challenges. - Solicits and builds on feedback. 	<ul style="list-style-type: none"> - Always volunteers to help and work with others. - Always exhibits a firm belief in own ability. - Strong sense of values which direct actions. - Embraces and seeks public speaking. 	<ul style="list-style-type: none"> - Always and infectiously positive toward school. - Extremely adaptable and copes effectively with adversity. - Highly respects and consistently attempts to communicate constructively with adults and teachers. 	<ul style="list-style-type: none"> - Always maintains orderly binder. - Always records all assignments. - Always and thoroughly class ready. 	<ul style="list-style-type: none"> - Exemplary participation engages others. - Always and positively engaged. 	<ul style="list-style-type: none"> - 90-100% average performance in target subject area
5	<ul style="list-style-type: none"> - Keen and active curiosity in course material. - Consistently takes initiative. - Consistently high standards, generally beyond set expectations. - Occasionally seeks and consistently open to challenges. - Often seeks and incorporates feedback. 	<ul style="list-style-type: none"> - Consistently helps and works with others. - Consistently exhibits a belief in own ability. - Strong sense of values which sometimes direct actions. - Often seeks and enjoys public speaking. 	<ul style="list-style-type: none"> - Consistently positive toward school - Consistently open to change, easily adaptable. - Consistently respectful and often attempts to communicate constructively with adults and teachers. 	<ul style="list-style-type: none"> - Consistently maintains orderly binder. - Consistently records assignments. - Consistently class ready. 	<ul style="list-style-type: none"> - Consistently and productively participates. - Consistently engaged. 	<ul style="list-style-type: none"> - 80-89% average performance in target subject area

Based in part on "Summerbridge School Success Rubric" available at nationalserviceresources.org

4	<ul style="list-style-type: none"> - Curious in most course material. - Generally takes initiative. - Generally high standards. - Generally open to challenges. - Generally receptive to and often incorporates feedback. 	<ul style="list-style-type: none"> - Generally helps and works with others. - Generally exhibits a belief in own ability. - Moderately strong values which are sometimes influenced by others. - Sometimes seeks, comfortable with public speaking. 	<ul style="list-style-type: none"> - Favorable attitude toward school. - Generally open to change, moderately adaptable. - Generally respectful and attempts to communicate constructively with adults and teachers. 	<ul style="list-style-type: none"> - Generally maintains orderly binder, occasionally misplaces assignments. - Generally records assignments. - Generally class ready. 	<ul style="list-style-type: none"> - Generally participates. - Generally engaged. 	<ul style="list-style-type: none"> - 70-79% average performance in target subject area
3	<ul style="list-style-type: none"> - Selectively curious in course material. - Sometimes takes initiative. - Adequate standards. - Selectively open to challenges. - Occasionally receptive, and sometimes incorporates feedback. 	<ul style="list-style-type: none"> - Occasionally helps and works with others. - Exhibits a moderate belief in own ability. - Some set of values, which are often influenced by others. - Engages in public speaking when requested. 	<ul style="list-style-type: none"> - Tepid attitude toward school and academics. - Adequately adapts to change. - Exhibits basic respect and is open to communication with adults and teachers. 	<ul style="list-style-type: none"> - Adequately maintains orderly binder, sometimes misplaces assignments. - Adequately, but at times inconsistently, records assignments. - Adequate class readiness. 	<ul style="list-style-type: none"> - Participates adequately, usually when prompted. - Adequately engaged. 	<ul style="list-style-type: none"> - 60-69% average performance in target subject area
2	<ul style="list-style-type: none"> - Rarely curious in course material. - Rarely takes initiative. - Inadequate standards. - Intimidated by and often avoids challenges. - Rarely receptive, and rarely incorporates feedback. 	<ul style="list-style-type: none"> - Rarely helps and works with others. - Limited belief in own ability. - Limited sense of values and consistently influenced by others. - Hesitant and uncomfortable with public speaking. 	<ul style="list-style-type: none"> - Often negative about school, can adversely affect others. - Difficulty adapting to change. - Disrespectful and often not open to communication with adults and teachers. 	<ul style="list-style-type: none"> - Limited evidence of orderly binder, assignments often misplaced. - Rarely records assignments. - Rarely class ready. 	<ul style="list-style-type: none"> - Rarely participates, only when prompted. - Inconsistently engaged. 	<ul style="list-style-type: none"> - 50-59% average performance in target subject area
1	<ul style="list-style-type: none"> - No evidence of even basic curiosity. - Avoids taking initiative. - Extremely low standards. - Consistently avoids and uncomfortable with challenges (seeks easiest solution). - Avoids and does not incorporate feedback. 	<ul style="list-style-type: none"> - Avoids helping and working with others. - Lack of belief in own ability. - Minimal evidence of a developed value system. - Avoids and resistant to public speaking. 	<ul style="list-style-type: none"> - Consistently and infectiously negative toward school. - Recalcitrant and unable to cope with change and adversity. - Consistently disrespectful and unwilling to communicate constructively with adults and teachers. 	<ul style="list-style-type: none"> - Binder in disarray. - Never records assignments. - Never class ready. 	<ul style="list-style-type: none"> - Never participates, even when prompted. - Rarely engaged, detached from class interaction. 	<ul style="list-style-type: none"> - 49% and below average performance in target subject area

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