**Effort Rubric**

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|  | Exemplary  (All from Proficient + Exemplary) | **Proficient** | Progressing | Not yet Meeting the Standard |
| Time Management | I never need reminders to stay on task. I use different strategies to figure out things that may not be initially understood. I begin work immediately. | **I begin work without reminders and I raise my hand when questions arise. If distracted, I get back on track without reminding. I allow others to do their work by concentrating on my own work. I take my time during assessments & check it before turning it in. I hand in work on time.** | Sometimes the student is distracted but gets back on track with little reminding. The student usually completes work on time. The student sometimes needs to be reminded of the task. | The student is often distracted and distracts others. The student often needs the teacher to repeat the directions or teaching for the student to complete the task. |
| Self Review | The student rereads the text, compares the text to his/her notes and adds to notes as needed. The student prepares for exams using a variety of strategies (rereading notes, reviewing with a study partner and seeking help from others as needed). The student often reviews teacher’s feedback and their errors to increase their understanding. | **The student reviews his/her work to check for quality, thoroughness and thoughtfulness. The student prepares for exams. The student looks at the teacher’s feedback and their errors on an exam.** | The student often doesn’t review work before turning it in. The student sometimes looks at their errors on an exam. | The student seldom checks his/her work before submitting it. The student does not take the time to look at their errors on an exam. |
| Challenge | The student shows persistent effort and drive to complete the task. The student pushes him/herself on the assignment even when a problem is difficult. | **The student works on math assignments until they are complete. The student continues to try tasks that are difficult and will seek help within the classroom as needed.** | The student works on the math assignment, but tends to stop working on it when a problem is difficult.  The student needs encouragement and help so he/she doesn’t get frustrated and give up. | The student sometimes works on the math assignment, or at least part of it. The student often gets frustrated right away and gives up or doesn’t try to do the activity at all. |
| Active Engagement | The student is actively engaged and makes connections that contribute to the whole class understanding. | **The student regularly joins in during class activities and assignments and will ask questions when he/she needs to.** | The student needs encouragement to take part in class activities and assignments. | The student does not participate or ask questions during activities or assignments. |