

COMMITMENT TO LEARNING RUBRIC CRITERIA - STUDENT/ PARENT GUIDE

	ATTITUDE (TO LEARNING AND OTHERS)	PREPAREDNESS
<p>GOLD The student always does their best and consistently strives to reach their potential. The student is well organised, has a high level of self-discipline and sets themselves clear goals.</p>	<ul style="list-style-type: none"> • Consistently displays International Baccalaureate Learner Profile Attributes and Attitudes. • Consistently works with the teacher and others to promote a positive and respectful learning environment • Student regularly seeks to offer assistance or provide assistance when asked to assist others in class • Complete engagement in learning • Is motivated to achieve their best – steps out of comfort zone • Demonstrates a highly positive and enthusiastic approach to learning • Has clearly defined goals for the subject • Never distracts or interferes with the learning of others • Independently seeks clarification of tasks if and when required. 	<ul style="list-style-type: none"> • Always on time to class • Always has the appropriate material as directed by the teacher <ul style="list-style-type: none"> • Outstanding organisation and influences others • Utilises device fully for work in the given subject • Uses technology to enhance their own learning and that of others
<p>SILVER The student is motivated and well organised. They have positive and purposeful approach to their studies and eagerly look for ways to improve their performance.</p>	<ul style="list-style-type: none"> • Consistently displays International Baccalaureate Learner Profile Attributes and Attitudes. • Regularly works with the teacher and others to promote a positive and respectful learning environment • Offers assistance and/or provides assistance to others • Does not distract • Always engaged in learning • Often shows evidence of going beyond the stated minimum • Steps out of their comfort zone on occasion • Demonstrates a positive and enthusiastic approach to learning • Maintains goals for the subject • Catches up on missed work 	<ul style="list-style-type: none"> • Is in class on time • Arrives prepared for class • Clearly displays a high standard of organisation • Regularly uses technology to enhance their own learning • Only uses technology when directed by teacher or with approval from the teacher
<p>BRONZE The student is generally motivated and organised. They mostly have a positive approach to their study but should ensure more consistency in their performance. Usually self-disciplined.</p>	<ul style="list-style-type: none"> • Makes an effort to display International Baccalaureate Learner Profile Attributes and Attitudes. • Mostly engaged in learning • Sometimes shows evidence of going beyond the stated minimum • Mostly accepts tasks and sometimes can excel in aspects of the learning. • Sometimes steps out of their comfort zone. • Is usually positive and enthusiastic about their work • Will set subject goals if asked • Mostly works well in class and respects the learning of others • Sometimes provides assistance to others 	<ul style="list-style-type: none"> • Is on time to class • Mostly prepared for lessons with the correct gear and equipment • Is mostly organised • Usually uses technology when directed by the teacher or with the approval of the teacher
<p>RED The student is inconsistent in academic studies and needs to improve their attitude, punctuality or work output. A lack of self-discipline is spoiling their chances of reaching their potential.</p>	<ul style="list-style-type: none"> • Inconsistent approach and attitude to learning • Rarely shows evidence of going beyond the stated minimum • Often avoids tasks if not prompted by the teacher • Rarely positive and enthusiastic toward their work • Class-book notes sketchy and generally not up to standard • Can be disruptive to other students, the teacher and the lesson • Does not co-operate well with others in a peer/ group situation 	<ul style="list-style-type: none"> • Punctuality in arriving to class on time is inconsistent • Often comes to class without the correct gear and equipment • Is not organised • Rarely prepared for technology use in the classroom • Uses technology for non-school-related activity eg: games

The judgement made on this criteria is based on students demonstrating most or all of the criteria. As determined by the teacher.

**to further our collaboration between schools in our community we have used many aspects of the Diligence criteria from Macleans College.*

SELF ASSESSMENT OF TD SKILLS RUBRIC

CRITERIA - STUDENT/ PARENT GUIDE

Skill	Emerging	Developing	Achieving	Extending
<p>Communication Skills Active listening Can confidently present ideas or new learning to a small group.</p>	<p>Cannot listen attentively Struggles to get points and thoughts across in group situations</p>	<p>Can listen at times but gets distracted easily. Is gaining in confidence when presenting to others</p>	<p>Listens to others well and can communicate appropriate ideas from what they have heard. Presents ideas clearly to others confidently</p>	<p>Listening skills are well developed which allow student to respond accurately. Is confident when presenting to others and is able to captivate an audience.</p>
<p>Research Skills Interpret information. Can ask questions, access new information and draw conclusions</p>	<p>Struggles to find relevant information. Struggles to ask open questions and struggles to find relevant information.</p>	<p>Can find some useful information on a surface level. Can ask questions that are relevant to the topic but lack depth</p>	<p>Information is useful to the purpose and helps with understanding. Questions are relevant and helps the student to think deeper.</p>	<p>Students understand the information they are researching and this is evident through their knowledge of the current UoI. Students ask a range of deep open ended questions that relate to the UoI they are working on. Student can work carefully through the BBI Inquiry model and can draw conclusions and show actions from the research they have done.</p>
<p>Self Management Skills Being prepared. Can independently manage time and behaviour to meet learning expectations.</p>	<p>Needs constant supervision to stay on task. Poor quality of work No interest in reaching potential</p>	<p>Sometimes needs teacher to remind them to stay on task Their goal is to do the minimum No reflection on work They find it easy to give up They don't really know what their goals are</p>	<p>They are generally on task They check their work against Success Criteria or goals but not all work is their best. Can sometimes move from one task to another They do the work but at times socialising gets in the way. They meet deadlines.</p>	<p>Do not need teacher to remind them to stay on task They are not satisfied unless all success criteria and goals are achieved They reflect on their work to make sure that it is their best. They can move from one task to another They do not give up if at first they fail They are motivated to do and be excellent in their work</p>
<p>Social Skills Relating to others Is able to listen, form an opinion and work collaboratively in a group.</p>	<p>Finds listening and relating to others difficult. Finds group work tricky and is often unsure of their responsibility and is not able to contribute at the same rate as others. Participates in group decision making although may have gaps in listening, asking questions or working towards a consensus.</p>	<p>Sometimes listens carefully to others. Is able to identify one viewpoint. Often works well in a group and contribution to group workload varies. Participates in group decision making although may have gaps in listening, asking questions or working towards a consensus.</p>	<p>Listens carefully to others. Is able to see a range of viewpoints and can state an opinion. Works well in a group and accepts responsibility for an even share of the workload. Participates in group decision making by listening, asking questions and working towards a consensus.</p>	<p>Listens sensitively to others. Is able to identify a range of viewpoints and can confidently state an opinion. Works well in a group, often taking on a leadership role. Accepts responsibility for an even share of the workload and supports peers to ensure that they are on task. Actively participates in group decision making by listening, asking questions and working towards a consensus.</p>
<p>Thinking Skills Developing understanding Able to understand different viewpoints. Able to make reflective statements.</p>	<p>The question or problem investigated needs to be explained or made easier to understand. Cannot use any tools to help choose a solution or make a conclusion. Cannot contribute in a small group decision where the task is to make a conclusion or find a solution.</p>	<p>Support is needed to identify and understand the relevant problem or question. With guidance, can use thinking tools such as PMI and De Bonos Hats. Can gather some relevant information. Needs support in interpreting this to come up with a solution or conclusion. Attempts to contribute in a small group decision where the task is to make a conclusion or find a solution.</p>	<p>Identify and understand the relevant problem or question. With guidance, can use thinking tools such as PMI and De Bonos Hats to gather and interpret important information to determine a conclusion or solution. Participates well with others in determining their solution or conclusion.</p>	<p>Can identify and understand the relevant problem or question. They are open to seeing the benefits of several different, even opposing, views or opinions. Can independently use thinking tools such as PMI and De Bonos Hats to gather and interpret important information to make a well thought out conclusion or solution. Communicates well with others in determining the best solution. Can share their thinking of how they came up with their solution or conclusion.</p>