LEARNING STRATEGIES RUBRIC

The Learning Strategies Centre provides the opportunity to develop a variety of academic skills/strategies, particularly in reading, writing, and mathematics. Study skills and organizational skills are developed though instruction in each student's academic content areas as an integral part of the program. Students will be encouraged to identify their own learning needs to strengthen and develop independence as successful learners.

Big Idea	Emerging	Developing	Proficient	Extending
Goal setting • Monitor progress • Reflection • Log sheets • Agenda	▫ rarely uses agenda and log sheets to set goals	▫ often uses agenda and log sheets to set goals ▫ goals are vague	▫ always uses agenda and log sheets to set clear goals at start of class ▫ reflects on goals and gets folder signed at end of class	▫ self-evaluates whether enough time was spent learning a concept and adapt goals
Participation • Self-regulation • Time management	▫ rarely begins work or stays on task ▫ requires support to determine if learning is complete	▫ often uses class time to complete work ▫ semi-independently finds an activity when work is complete and checked	▫ always uses class time to complete work ▫ independently finds an activity when work is complete and checked	▫ extends learning when primary work is complete ▫ collaborates with staff and peers
Organization	▫ requires support to determine assignments ▫ rarely brings learning materials	▫ knows what work is assigned and begins to work semi-independently ▫ often brings learning materials	▫ is aware of and meets deadlines independently ▫ regularly prepares for quizzes and tests ▫ always brings learning materials	▫ comes prepared with work to do when current work is completed ▫ takes initiative to look ahead and preview upcoming learning goals
Accountability • Classroom expectations (see course outline)	▫ rarely demonstrates and requires support following classroom expectations	▫ often demonstrates classroom expectations	▫ always demonstrates classroom expectations	▫ models and encourages positive classroom expectations
Self-advocacy • Communication • Self-evaluation	▫ rarely self-advocates for support ▫ rarely accepts support when offered	▫ often self-advocates for support ▫ often accepts support when offered	▫ always self-advocates for support ▫ always accepts support when offered	▫ self-advocates for specific supports based on strengths and stretches ▫ accesses support from a variety of teachers, peer tutors, and peers