

Rubric for Work Cycle

This rubric will be completed every other week after a work cycle that the teacher selects. After completion of Rubric, hand to teacher for check off. It needs to be filed in your Cycle Work Binder.

Levels of Rubrics

Youngling – New to the Middle School classroom and does not have a Montessori background.

Padawan – New to the Middle School Classroom from MSOW UE or have a Montessori background or students have had consistent “Over the top of the Mountain” ratings in multiple categories at the Youngling levels.

Jedi Knight – Established student that understands expectations in the Middle School classroom. Students at this level know classroom procedures and are able to self-correct on somethings. For the most part, students at this level are able to successfully work independently. Student at this level have had consistence “Over the top of the Mountain” ratings in multiple categories at the Padawan level.

Jedi Master – Elder student that knows and demonstrates expectations in the Middle School classroom. Students at this level consistent work independently, and self-correct. These are the leaders in the classroom. A student at this level have had consistent “Over the top of the Mountain” ratings in multiple categories at the Jedi Master level.

Rubric for Work Cycle – Youngling

Directions

Highlight or circle the category that your work cycle was during this session.

Item	Over the top of the mountain	Top of the mountain	Enroute to the top	At base camp
Preparing to work	Needed to make several trips to get supplies during the work cycle but was able to identify and find supplies quickly when needed.	Needed assistance gathering supplies but knew what was needed. Or Needed a general prompt by the teacher.	Needed assistance identifying and gathering supplies. Or Needed an individual prompt by the teacher to gather supplies and setup work space.	Needed teacher assistances identifying and gathering supplies.
Starting work	After setting up supplies and work space, work was started after a delay.	Needed a general prompt to start working.	Needed an individual prompt by the teacher to start work.	Needed a teacher to come and provide direct instruction.
Work time behaviors	On task the most of the work cycle. Might have distracted others a bit but was able to self-correct. Had wondering mind, body or eyes but was able to self-correct.	Need a general prompt from the teacher to work for: On task the most of the work cycle. Might have distracted others a bit. Mind, body or eyes were wondering.	Need an individual prompt from the teacher to work for: Less than on task the most of the work cycle. Had a wondering body, mind or eyes Distracted others.	Need direct teacher intervention.
Problem Solving	Used the board to move marker to indicate that the you need assistance from the teacher.	Waited by the teacher for assistance.	Went to the teacher and interrupted for assistance.	Did not seek help.
Quality of work	Effort was put into completion of the work. Assigned portion of work is completed. There is room for improvements.	Effort was put into the assignment, but more effort was needed. Assigned portion of work is mostly completed. Generally acceptable and can be read by others.	Some effort was put into the work. Large portions of assigned portion of work is not completed.	No effort. No portion of work started.

Reflection

What was a “win” or success for this work period?

What was a challenge this work period?

What is your goal for the next work period? What can you do to meet it?

Additional Comments

Rubric for Work Cycle – Padawan

Directions

Highlight or circle the category that your work cycle was during this session.

Item	Over the top of the mountain	Top of the mountain	Enroute to the top	At base camp
Preparing to work	Independently gathered supplies and organizes work space. Might have needed to go back and get two supplies that was missed while working.	Needed to make several trips to get supplies during the work cycle but was able to identify and find supplies quickly when needed.	Needed assistance gathering supplies but knew what was needed. Or Needed a general prompt by the teacher.	Needed assistance identifying and gathering supplies. Or Needed an individual prompt by the teacher to gather supplies and setup work space.
Starting work	After setting up supplies and work space, work was started.	After setting up supplies and work space, work was started after a delay.	Needed a general prompt to start working.	Needed an individual prompt by the teacher to start work.
Work time behaviors	On task the majority of the work cycle. Might have distracted others a bit was but was able to quickly self-correct. Had wondering body, mind or eyes but was able to self-correct quickly.	On task the most of the work cycle. Might have distracted others a bit was but was able to self-correct. Had wondering mind, body or eyes but was able to self-correct.	Need a general prompt from the teacher to work for: On task the most of the work cycle. Might have distracted others a bit. Mind, body or eyes were wondering.	Need an individual prompt from the teacher to work for: Less than on task the most of the work cycle. Had a wondering body, mind or eyes Distracted others.
Problem Solving	Consulted a resource before asking the teacher for assistance. Used the board to move marker to indicate that the you needed assistance from the teacher.	Used the board to move marker to indicate that the you need assistance from the teacher.	Waited by the teacher for assistance.	Went to the teacher and interrupted for assistance.
Quality of work	Great effort was exerted in completion of the work. Assigned work is completed. There is room for minor improvements.	Effort was put into completion of the work. Assigned portion of work is completed. There is room for improvements.	Effort was put into the assignment, but more effort was needed. Assigned portion of work is mostly completed. Generally acceptable and can be read by others.	Some effort was put into the work. Large portions of assigned portion of work is not completed.

Reflection

What was a “win” or success for this work period?

What was a challenge this work period?

What is your goal for the next work period? What can you do to meet it?

Additional Comments

Rubric for Work Cycle – Jedi Knight

Directions

Highlight or circle the category that your work cycle was during this session.

Item	Over the top of the mountain	Top of the mountain	Enroute to the top	At base camp
Preparing to work	Independently gathered majority supplies and organized work space. Might have needed to go back and get one supply that was missing while working.	Independently gathered supplies and organizes work space. Might have needed to go back and get two supplies that was missed while working.	Needed to make several trips to get supplies during the work cycle but was able to identify and find supplies quickly when needed.	Needed assistance gathering supplies but knew what was needed. Or Needed a general prompt by the teacher.
Starting work	After setting up supplies and work space, work was started.	After setting up supplies and work space, work was started.	After setting up supplies and work space, work was started after a delay.	Needed a general prompt to start working.
Work time behaviors	On task the majority of the work cycle. Mostly remained in workspace (not wandering around). Mostly had mind and eyes were focused on work. Did not distract others.	On task the majority of the work cycle. Might have distracted others a bit but was able to quickly self-correct. Had wondering body, mind or eyes but was able to self-correct quickly.	On task the most of the work cycle. Might have distracted others a bit but was able to self-correct. Had wondering mind, body or eyes but was able to self-correct.	Need a general prompt from the teacher to work for: On task the most of the work cycle. Might have distracted others a bit. Mind, body or eyes were wondering.
Problem Solving	Consulted three or more resources before asking the teacher for assistance. Used the board to move marker to indicate that assistances for the teacher was needed. Waited for assistance.	Consulted a resource before asking the teacher for assistance. Used the board to move marker to indicate that the you needed assistance from the teacher.	Used the board to move marker to indicate that the you need assistance from the teacher.	Waited by the teacher for assistance.
Quality of work	Great effort was exerted in completion of the work. Assigned work is neatly completed.	Great effort was exerted in completion of the work. Assigned work is completed. There is room for minor improvements.	Effort was put into completion of the work. Assigned portion of work is completed. There is room for improvements.	Effort was put into the assignment, but more effort was needed. Assigned portion of work is mostly completed. Generally acceptable and can be read by others.

Reflection

What was a “win” or success for this work period?

What was a challenge this work period?

What is your goal for the next work period? What can you do to meet it?

Additional Comments

Rubric for Work Cycle – Jedi Master

Directions

Highlight or circle the category that your work cycle was during this session.

Item	Over the top of the mountain	Top of the mountain	Enroute to the top	At base camp
Preparin g to work	Independently gathers all supplies and organizes work space. No supplies were missing during work cycle.	Independently gathered majority supplies and organized work space. Might have needed to go back and get one supply that was missing while working.	Independently gathered supplies and organizes work space. Might have needed to go back and get two supplies that was missed while working.	Needed to make several trips to get supplies during the work cycle but was able to identify and find supplies quickly when needed.
Startin g work	After setting up supplies and work space, work was immediately started.	After setting up supplies and work space, work was started.	After setting up supplies and work space, work was started.	After setting up supplies and work space, work was started after a delay.
Work time behaviors	Laser focused on work during the work cycle. Remained in workspace (not wandering around). Mind and eyes were focused on task. Did not distract others.	On task the majority of the work cycle. Mostly remained in workspace (not wandering around). Mostly had mind and eyes were focused on work. Did not distract others.	On task the majority of the work cycle. Might have distracted others a bit was but was able to quickly self-correct. Had wondering body, mind or eyes but was able to self-correct quickly.	On task the most of the work cycle. Might have distracted others a bit was but was able to self-correct. Had wondering mind, body or eyes but was able to self-correct.
Problem Solving	Consulted three or more expert resources before asking the teacher for assistance. Used the board to move marker to indicate that the you need assistance for the teacher. Waited patiently for assistance.	Consulted three or more resources before asking the teacher for assistance. Used the board to move marker to indicate that assistances for the teacher was needed. Waited for assistance.	Consulted a resource before asking the teacher for assistance. Used the board to move marker to indicate that the you needed assistance from the teacher.	Used the board to move marker to indicate that the you need assistance from the teacher.
Quality of work	Maximum effort was exerted in completion of the work. No more additional effort was possible (Like – I need a nap now). Assigned portion of work is beautifully completed. Work was mindfully completed with a focused mind.	Great effort was exerted in completion of the work. Assigned work is neatly completed.	Great effort was exerted in completion of the work. Assigned work is completed. There is room for minor improvements.	Effort was put into completion of the work. Assigned portion of work is completed. There is room for improvements.

Reflection

What was a “win” or success for this work period?

What was a challenge this work period?

What is your goal for the next work period? What can you do to meet it?

What is one way you can support your classmates?
