

## RTHS Academic Behaviors

The following rubric represents the Academic Behaviors that RTHS values. This tool is meant to help students identify the Academic Behaviors they have as strengths and the Academic Behaviors students can improve to be more prepared for their post-secondary goals. For more information about each behaviors, visit [www.rthsd212.org](http://www.rthsd212.org), click on Students, then Academic Behaviors.

ACADEMIC BEHAVIORS	Needs Improvement (1)	Developing (2)	Proficient (3)	Well-Developed (4)
<p><b><u>Efficient Learner</u></b></p> <ul style="list-style-type: none"> <li>● Uses effective study strategies</li> <li>● Uses effective organizational strategies</li> <li>● Manages in-class &amp; personal time efficiently</li> <li>● Works well individually and in groups</li> <li>● Communicates effectively with faculty &amp; peers</li> </ul>	<p>Student rarely or never demonstrates the Efficient Learner behaviors</p>	<p>Student occasionally demonstrates the Efficient Learner behaviors</p>	<p>Student often demonstrates the Efficient Learner behaviors</p>	<p>Student consistently demonstrates all of the Efficient Learner behaviors</p>
<p><b><u>Adaptive Learner</u></b></p> <ul style="list-style-type: none"> <li>● Perseveres when facing new challenges</li> <li>● Transfers skills/knowledge between classes</li> <li>● Uses effective problem solving skills</li> <li>● Appropriately uses technology for tasks</li> <li>● Possesses &amp; utilizes growth mindset</li> </ul>	<p>Student rarely or never demonstrates the Adaptive Learner behaviors</p>	<p>Student occasionally demonstrates the Adaptive Learner behaviors</p>	<p>Student often demonstrates the Adaptive Learner behaviors</p>	<p>Student consistently demonstrates all of the Adaptive Learner behaviors</p>
<p><b><u>Self-reliant Learner</u></b></p> <ul style="list-style-type: none"> <li>● Realistically monitors &amp; reflects on performance</li> <li>● Appropriately advocates for oneself</li> <li>● Uses resources outside of class to complete tasks</li> <li>● Seeks help from teachers as necessary</li> <li>● Sets and follows through on personal goals</li> </ul>	<p>Student rarely or never demonstrates the Self-Reliant Learner behaviors</p>	<p>Student occasionally demonstrates the Self-Reliant Learner behaviors</p>	<p>Student often demonstrates the Self-Reliant Learner behaviors</p>	<p>Student consistently demonstrates all of the Self-Reliant Learner behaviors</p>



# *“Preparing students for their tomorrow.”*

## RTHS Academic Behaviors Rubric Breakdown

The following tool serves as a rubric breakdown for RTHS students, teachers, and parents to use in the process of rating student performance for each semester. Under each of the Academic Behaviors listed below are optional questions to consider when rating a student. These questions can also inform a student, teacher, or parent of what each Academic Behavior entails.

These questions are meant to help all involved when considering where a student’s Academic Behaviors may fall on the rubric. These questions are meant to be used as an additional resource when considering a rating.

### Behaviors of an Efficient Learner

<b>ACADEMIC BEHAVIORS</b>	<b>Needs Improvement (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Well-Developed (4)</b>
<b><u>Efficient Learner</u></b> <ul style="list-style-type: none"> <li>• Uses effective study strategies</li> <li>• Uses effective organizational strategies</li> <li>• Manages in-class &amp; personal time efficiently</li> <li>• Works well individually and in groups</li> <li>• Communicates effectively with faculty &amp; peers</li> </ul>	Student rarely or never demonstrates the Efficient Learner behaviors	Student occasionally demonstrates the Efficient Learner behaviors	Student often demonstrates the Efficient Learner behaviors	Student consistently demonstrates all of the Efficient Learner behaviors

### Optional Questions to Consider:

- Does the student demonstrate he/she knows how to effectively study?
- Does the student practice a variety of effective study habits?
- How often does the student come prepared to class?
- Does the student have a functional system for organizing time & papers?
- Does the student is using personal time to improve academic performance?
- How often does the student handing in assignments on time?
- How often does the student use the work time given in class?
- Does the student use out-of-class time to complete long-term tasks/studying?

- Does student appropriately allot time to complete assigned tasks?
- Can a student work on an extended timeline and still finish tasks with quality?
- Does the student appropriately prioritize when working on multiple tasks?
- Does the student consistently work well individually?
- Does the student consistently work well in groups?
- Does the student appropriately communicate with teacher and class peers?
- Does the student make meaningful contributions to class discussions?
- Can the student effectively communicate in formal & informal situations?

**Behaviors of an Adaptive Learner**

<b>ACADEMIC BEHAVIORS</b>	<b>Needs Improvement (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Well-Developed (4)</b>
<p><b><u>Adaptive Learner</u></b></p> <ul style="list-style-type: none"> <li>● Perseveres when facing new challenges</li> <li>● Transfers skills/knowledge between classes</li> <li>● Uses effective problem solving skills</li> <li>● Appropriately uses technology for tasks</li> <li>● Possesses &amp; utilizes growth mindset</li> </ul>	<p>Student rarely or never demonstrates the Adaptive Learner behaviors</p>	<p>Student occasionally demonstrates the Adaptive Learner behaviors</p>	<p>Student often demonstrates the Adaptive Learner behaviors</p>	<p>Student consistently demonstrates all of the Adaptive Learner behaviors</p>

**Optional Questions to Consider:**

- Does the student work complex and challenging tasks through to completion?
- Given a new challenge, does the student stay engaged until completion?
- Does the student work through setbacks?
- Does the student effectively use reading, writing, and research skills in class?
- Does the student effectively math practices in your class?
- Does the student choose appropriate problem solving strategies?
- Can the student break a large problem into smaller, manageable chunks?

- Does the student use multiple strategies in an attempt to complete a task?
- Does the student appropriate manage digital files and school email?
- Does the student always use technology according to teacher expectations?
- Does the student have the technology skills to complete academic tasks?
- Is the student willing to take academic risks in attempts to improve?
- Does the student understand growth can come from failure?

### Behaviors of a Self-Reliant Learner

ACADEMIC BEHAVIORS	Needs Improvement (1)	Developing (2)	Proficient (3)	Well-Developed (4)
<p><b><u>Self-reliant Learner</u></b></p> <ul style="list-style-type: none"> <li>● Realistically monitors &amp; reflects on performance</li> <li>● Appropriately advocates for one's self</li> <li>● Uses resources outside of class to complete tasks</li> <li>● Seeks help from teachers as necessary</li> <li>● Sets and follows through on personal goals</li> </ul>	<p>Student rarely or never demonstrates the Self-Reliant Learner behaviors</p>	<p>Student occasionally demonstrates the Self-Reliant Learner behaviors</p>	<p>Student often demonstrates the Self-Reliant Learner behaviors</p>	<p>Student consistently demonstrates all of the Self-Reliant Learner behaviors</p>

**Optional Questions to Consider:**

- Does the student regulate own performance?
- Does the student understand performance in relation to teacher expectations?
- Can the student identify personal strengths in class?
- Can the student identify personal areas for growth in class?
- Does the student actively seek to improve mastery of content and skills?
- Is the student able to find and utilize additional resources to complete tasks?
- Is the student able to synthesize info from multiple sources?

- Will the student use multiple approaches to complete a challenging task(s)?
- Does student seek non-class time (before/after school) to master content?
- Can the student create and act on a plan to overcome shortcomings?
- Can the student articulate personal learning needs?
- When challenged, does the student actively seek out appropriate help?
- Are student's goals specific, measurable, achievable, realistic, and time-bound?
- Does the student monitor own goals and change plan as needed?