

Excerpted From the REALMS Faculty Grading Guide (2016)

Habits of Work (HOW's)

We recognize that quality habits of work are essential for students' future success in school and work. Students receive three distinct HOW scores in each subject. Our Habits of Work scores assess responsibility, determination and participation (see rubrics and definitions).

REALMS staff agree to the following common subject/room practices:

- Posted HOW target(s) for a set time period (lesson/week/unit)
- Teaching the HOW target(s) in context. This means that the HOW target is taught, modeled, explained, or reviewed, illustrated etc., in that particular context, BEFORE it is assessed.
- An opportunity for students to reflect on their progress towards the target
- Feedback from the teacher to the student about their progress
- Consistency in method and frequency for collecting/recording HOW progress data

Teacher Expectations:

- Report scores on all 3 HOW's at midterm and semester end
- Explicitly teach and assess HOW's consistently throughout semester (using both HOW targets on assignments/assessments and performance in the classroom/field)
- Employ some type of ongoing score entry on HOW's in grade book (not making up scores at end of grading period)
- Each teacher crafts and publishes one LTLT for each HOW to be included in semester end report card that is contextualized for their specific subject and falls within the overall REALMS definition of each HOW (see below).

For example: if a teacher wants to use responsibility to primarily teach and assess timeliness, then their LTLT might be something like *HOW: Responsibility - I consistently complete and turn in my work on time.*

- Teachers will use and share with students a rubric(s) for each HOW so that students know how achieve proficiency.
- Missed assignments that have HOW targets attached may be scored at a 1 or left blank depending on the assignment and class.

The list below describes all of the Habits of Work traits REALMS supports, teaches and holds students accountable for acquiring. Teachers may provide additional criteria to define what a particular HOW trait looks like in their course or discipline.

HABITS OF WORK RUBRIC

Learning Targets	N/A		Developing	Proficiency	Mastery	
	1	2	3	4	5	6
PARTICIPATION: I am an active, positive participant in learning. This means: I can show good <i>attending skills, cooperation skills, and initiative</i>	I needed several reminders		I had good attending skills through most of this experience	I had good attending or & cooperative skills throughout this entire experience	+ I used peer assist strategies to help others have good attending skills; I showed initiative	
RESPONSIBILITY: I am responsible for my own learning. This means: I come prepared, I'm organized, I turn in work on time, and I advocate for what I need to learn.	I was not prepared or organized, and I did not ask for help to improve		I showed 2 of the following: preparation; organization; timeliness; and/or asking for help	I was responsible throughout: prepared; organized; timely; and advocating for what I need	+ I assisted others with their responsibility and/or advocacy. I was responsible for myself and others.	
DETERMINATION: I show determination. This means: I accomplish high quality work; I challenge myself; I continue to work on LT's until I reach proficiency or better; I embrace "adventure," adversity and uncertainty.	I took the easiest path and did not push myself.		I set goals and created action plans. I have not followed these completely.	I set goals, created action plans, and follow these to guide my continued growth, despite obstacles	+ I set a tone for others about challenging myself and help them move toward the goals with a smile	