
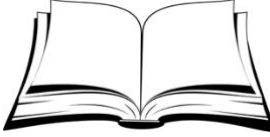









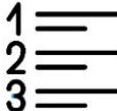


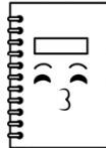





Great Hybrid-Learner Rubric - Kindergarten

	Practicing 🧐	Got It! 🧐
I am ready to learn.	<ul style="list-style-type: none"> I have the things I need to learn. <div>  <p>pencil</p>  <p>book</p>  <p>device</p>  <p>paper</p> </div>	<p>All of Practicing plus:</p> <p>I help my friends get ready to learn!</p>
	<ul style="list-style-type: none"> I have a place to learn. <div>  <p>desk</p>  <p>table</p> </div>	




I focus.	<p>I stay on task.</p> <p><input type="checkbox"/> I look with my eyes. </p> <p><input type="checkbox"/> I listen with my ears. </p> <p><input type="checkbox"/> I keep my body still. </p>	<p>All of Practicing plus:</p> <p>I ask for help when I can't focus.</p>
I work well with others.	<p><input type="checkbox"/> I share things and ideas. </p> <p><input type="checkbox"/> I use kind words. </p>	<p>All of Practicing plus:</p> <p>I help my friends when they need it.</p>
I manage my time.	<p><input type="checkbox"/> I order my activities. </p> <p><input type="checkbox"/> I plan breaks. </p>	<p>All of Practicing plus:</p> <p>I explain how I plan my day to help my friends.</p>

<p>I am responsible with my work.</p>	<div data-bbox="577 178 861 219"> <input type="checkbox"/> I finish my work. </div> <div data-bbox="913 154 1039 300">  </div> <div data-bbox="577 406 913 446"> <input type="checkbox"/> I keep my work neat. </div> <div data-bbox="934 349 1039 495">  </div>	<p>All of Practicing plus:</p> <p>When I finish early, I improve my work before turning it in.</p>
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Great Hybrid-Learner Rubric – Grades 1-2

	Learning 	Practicing 	Got It! 
I am ready to learn.	<input type="checkbox"/> I use the checklist to remind me to have my materials. <input type="checkbox"/> I need help finding a calming spot to get ready to learn.	<input type="checkbox"/> I am ready for class with the tools I need to learn: <ul style="list-style-type: none"> <input type="checkbox"/> a device <input type="checkbox"/> my work <input type="checkbox"/> books <input type="checkbox"/> pencils <input type="checkbox"/> other tools <input type="checkbox"/> I take a deep breath and sit in a calming spot to get ready to learn.	All of Practicing plus: I check the class page for information from my teacher before getting to work.
I am responsible for my work.	<input type="checkbox"/> I need reminders to finish my work on time. <input type="checkbox"/> I keep my papers in one space.	<input type="checkbox"/> I complete all of my work on time. <input type="checkbox"/> I organize my work on paper and online so my teacher and I can find what I need.	All of Practicing plus: When I finish early, I improve my work before I turn it in.
I can focus.	<input type="checkbox"/> I need reminders to help me stay focused. <input type="checkbox"/> I use one strategy or tool to help me stay on task.	<input type="checkbox"/> I stay on task. <input type="checkbox"/> If I get distracted, I get back on task quickly. <input type="checkbox"/> I keep off-task conversations for lunch or free time.	All of Practicing plus: I take responsibility to stay focused. I may move to a better space to help me focus.

Great Hybrid-Learner Rubric – Grades 1-2 (continued)

	Learning 	Practicing 	Got It! 
I work well with others.	<input type="checkbox"/> I share my ideas. <input type="checkbox"/> I need reminders to listen to others when they share their ideas.	<input type="checkbox"/> I work with my classmates to create class jobs. <input type="checkbox"/> I share my ideas and look at group members' faces when we are talking. <input type="checkbox"/> I listen to others when they share their ideas.	All of Practicing plus: I make sure that all group members have a chance to share their ideas. I ask questions to help me understand others.
I manage my time.	<input type="checkbox"/> I need help to plan my schedule. <input type="checkbox"/> I try to stick with my schedule. <input type="checkbox"/> I explain why some activities took longer or shorter.	<input type="checkbox"/> I plan my schedule all by myself. <input type="checkbox"/> I complete activities within the time limits. <input type="checkbox"/> I adjust my plan as needed while still meeting expectations. <input type="checkbox"/> I plan breaks, and I plan time for my own creativity.	All of Practicing plus: I explain how I plan my time to help others.

Great Hybrid Learner Rubric – Grades 3-5: The Basics

	Novice	Apprentice	Practitioner	Expert
Managing Technology Access	<input type="checkbox"/> makes a list of logins and passwords so they can be easily found	<input type="checkbox"/> makes a list of logins and passwords for easy access <input type="checkbox"/> tries to resolve technology issues first before asking for help	<input type="checkbox"/> makes a list of logins and passwords for easy access <input type="checkbox"/> is resourceful in finding answers to technology issues (e.g., online searches, how-to videos, expert advice, etc.) <input type="checkbox"/> persists in resolving technology issues	all of <i>Practitioner</i> , plus creates a sign-up sheet for using any technology that is being shared in the house
Establishing Structures	<input type="checkbox"/> sets a plan for the day <input type="checkbox"/> chooses a location in which to do schoolwork	<input type="checkbox"/> creates a schedule for each day <input type="checkbox"/> schedules at least one movement or brain break <input type="checkbox"/> creates a physical learning space	<input type="checkbox"/> creates a schedule for each day, including start/end times <input type="checkbox"/> schedules time for movement, lunch, mindfulness, and other brain breaks <input type="checkbox"/> creates a quiet and organized space that supports concentration	all of <i>Practitioner</i> , plus establishes a digital and physical resource area
Reflection and Self-Assessment	<input type="checkbox"/> sets work habit goals each day <input type="checkbox"/> self-assesses the ability to balance learning each day	<input type="checkbox"/> sets learning goals and work habit goals each day <input type="checkbox"/> self-assesses at the end of each activity <input type="checkbox"/> self-assesses time management each day	<input type="checkbox"/> sets learning goals and work habit goals each week <input type="checkbox"/> self-assesses daily progress in meeting goals <input type="checkbox"/> self-assesses daily success in using a schedule	all of <i>Practitioner</i> plus uses a <i>learning dashboard</i> to monitor progress
Engagement	<input type="checkbox"/> attends meetings with reminders <input type="checkbox"/> makes activity choices	<input type="checkbox"/> attends meetings <input type="checkbox"/> chooses activities with help from an adult <input type="checkbox"/> makes choices about where and when learning activities are completed with help from an adult	<input type="checkbox"/> attends meetings on time <input type="checkbox"/> makes thoughtful choices of activities and the order in which they are completed <input type="checkbox"/> makes thoughtful choices about where and when learning activities are completed <input type="checkbox"/> self-advocates by communicating needs and progress with the teacher	all of <i>Practitioner</i> , plus suggests to the teacher possible small-group lessons or areas where more support would help

Great Hybrid Learner Rubric – Grades 3-5: Your Role in the Classroom

	Novice	Apprentice	Practitioner	Expert
Collaboration and Social Awareness	<input type="checkbox"/> connects with the teacher for collaboration <input type="checkbox"/> listens to others during whole group time	<input type="checkbox"/> connects with other students to collaborate via the teacher <input type="checkbox"/> listens to others <input type="checkbox"/> finds solutions to conflicts with others with teacher support <input type="checkbox"/> shows appreciation	<input type="checkbox"/> connects with other students to collaborate as assigned by the teacher <input type="checkbox"/> actively listens to others <input type="checkbox"/> finds solutions to conflicts with others <input type="checkbox"/> shows appreciation <input type="checkbox"/> makes suggestions to group members to work more effectively	all of <i>Practitioner</i> , plus assists group members in reaching consensus and resolving conflict
Self-Regulation and Focus	<input type="checkbox"/> with prompting from teacher or peer, starts tasks <input type="checkbox"/> with prompting from teacher or peer, resumes task and refocuses	<input type="checkbox"/> recognizes loss of focus and gets back on task without teacher, caregiver or peer prompting <input type="checkbox"/> when working independently, chooses a seat to minimize distractions	<input type="checkbox"/> stays on task throughout an activity or learning experience <input type="checkbox"/> switches from one activity to the next with minimal “down time” <input type="checkbox"/> resumes focus when distractions occur <input type="checkbox"/> avoids distracting others <input type="checkbox"/> reserves off-task conversations and messaging for non-discussion times	all of <i>Practitioner</i> , plus develops strategies for effectively staying focused during school and homework
Working Through Challenges	<input type="checkbox"/> asks someone for help when questions or problems arise <input type="checkbox"/> re-reads directions when prompted	<input type="checkbox"/> seeks out resources and appropriate people when questions or problems arise <input type="checkbox"/> re-reads directions when stuck	<input type="checkbox"/> re-reads directions to double-check understanding <input type="checkbox"/> virtually reaches out to peers for help if possible <input type="checkbox"/> if unable to continue without help moves on to something else productive	all of <i>Practitioner</i> , plus connects with other students to offer help
Self-Care	<input type="checkbox"/> takes breaks throughout the day <input type="checkbox"/> learns from mistakes	<input type="checkbox"/> takes breaks or seeks support in response to struggles <input type="checkbox"/> maintains a growth mindset and learns from mistakes	<input type="checkbox"/> pauses to reflect on feelings throughout the day; takes breaks or seeks support in response <input type="checkbox"/> maintains a growth mindset and learns from mistakes	all of <i>Practitioner</i> , plus shares encouraging words with other people at home to help them stay positive

Great Hybrid Learner Rubric: Grades 6-8

	Novice	Apprentice	Practitioner	Expert
Management and Organization	<ul style="list-style-type: none"> <input type="checkbox"/> accesses login information with the teacher support <input type="checkbox"/> creates a schedule for each week <input type="checkbox"/> creates a quiet space to work 	<ul style="list-style-type: none"> <input type="checkbox"/> creates a list of login information (usernames and passwords) for necessary applications and learning platforms <input type="checkbox"/> creates a schedule for each week <input type="checkbox"/> creates a quiet space that supports concentration <input type="checkbox"/> uses a rubric to determine learning goals 	<ul style="list-style-type: none"> <input type="checkbox"/> creates a list of login information (usernames and passwords) for necessary applications and learning platforms; stores in an easily accessible place <input type="checkbox"/> creates a schedule for each week, including start/end times <input type="checkbox"/> creates a quiet and organized space that supports concentration <input type="checkbox"/> uses a rubric to determine learning goals and selects activities to support goals 	all of the <i>Practitioner</i> plus: creates a digital resource page for a parent/caregiver of all the technology platforms
Self-Regulation	<ul style="list-style-type: none"> <input type="checkbox"/> stays on task through most of an activity or learning experience <input type="checkbox"/> attends each learning experience <input type="checkbox"/> asks questions 	<ul style="list-style-type: none"> <input type="checkbox"/> stays on task throughout an activity or learning experience <input type="checkbox"/> transitions between activities seamlessly with a prompt from the teacher <input type="checkbox"/> attends each learning experience on time <input type="checkbox"/> asks questions to aid in learning 	<ul style="list-style-type: none"> <input type="checkbox"/> stays focused and on task throughout an activity or learning experience <input type="checkbox"/> transitions between activities seamlessly without a prompt from the teacher <input type="checkbox"/> attends each learning experience on time with all needed materials <input type="checkbox"/> asks questions to aid in learning and communicates needs with the teacher 	all of the <i>Practitioner</i> plus: uses focus cards to reflect on times when not on task and makes a plan to adjust
Social Awareness	<ul style="list-style-type: none"> <input type="checkbox"/> actively listens to others <input type="checkbox"/> effectively works within the group 	<ul style="list-style-type: none"> <input type="checkbox"/> actively listens to others <input type="checkbox"/> shows appreciation for others <input type="checkbox"/> makes suggestions about working effectively as a group <input type="checkbox"/> avoids distracting others much of the time during learning experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> actively listens to others and follows up with comments that connect peer's points <input type="checkbox"/> shows appreciation for others support <input type="checkbox"/> makes and listens to suggestions about working effectively as a group <input type="checkbox"/> avoids distracting others during learning experiences 	all of the <i>Practitioner</i> plus: reflects on how distractions impact the group or learning environment and share strategies of how to limit them

Great Hybrid Learner Rubric: Grades 6-8 (continued)

	Novice	Apprentice	Practitioner	Expert
Perseverance and Grit	<input type="checkbox"/> hands in quality work on time <input type="checkbox"/> re-reads directions prior to reaching out for teacher support	<input type="checkbox"/> hands in quality work on time based upon rubric expectation <input type="checkbox"/> re-reads directions and accesses resources prior to reaching out for teacher support <input type="checkbox"/> continues to try through setbacks	<input type="checkbox"/> consistently hands in quality work on time based upon rubric expectation <input type="checkbox"/> re-reads directions, review notes and accesses resources prior to reaching out for teacher support <input type="checkbox"/> continues to try through and after setbacks	all of the <i>Practitioner</i> plus: shares strategies to develop and maintain grit with peer group
Reflection	<input type="checkbox"/> maintains a growth mindset by reflecting on mistakes in learning <input type="checkbox"/> reflects on learning goals each week with teacher support	<input type="checkbox"/> maintains a growth mindset by reflecting on mistakes in learning and behavior <input type="checkbox"/> begins the day with daily positive affirmation <input type="checkbox"/> reflects on learning goals each week	<input type="checkbox"/> maintains a growth mindset by reflecting on and learning from mistakes in learning and behavior <input type="checkbox"/> begins and ends the day with daily positive affirmations <input type="checkbox"/> reflects on learning and work habit goals each week	all of the <i>Practitioner</i> plus: keeps a gratitude journal to reflect in each day

Great Hybrid Learner Rubric: Grades 9-12

	Novice	Apprentice	Practitioner	Expert
Resourcefulness	<ul style="list-style-type: none"> <input type="checkbox"/> works to stay focused during school <input type="checkbox"/> reaches out for support finding answers to technology issues <input type="checkbox"/> creates a weekly schedule including start/end times <input type="checkbox"/> creates a quiet space to focus on academic work while at home 	<ul style="list-style-type: none"> <input type="checkbox"/> develops strategies for staying focused during school <input type="checkbox"/> utilizes a collection of resources to support finding answers to technology issues <input type="checkbox"/> uses a rubric to determine learning goals <input type="checkbox"/> creates a weekly schedule including start/end times, extracurricular activities, and job responsibilities to balance responsibilities of school and home <input type="checkbox"/> creates a quiet space to focus and concentrate on academic work while at home 	<ul style="list-style-type: none"> <input type="checkbox"/> develops strategies for effectively staying focused during school <input type="checkbox"/> utilizes a collection of resources to support finding answers and resolving technology issues <input type="checkbox"/> uses a rubric to determine learning goals and thoughtfully selects activities to achieve those goals <input type="checkbox"/> creates and manages a weekly schedule including start/end times, extracurricular activities, and job responsibilities to balance responsibilities of school and home <input type="checkbox"/> creates a quiet, organized space to focus and concentrate on academic work while at home 	all of the <i>Practitioner</i> plus: creates a digital resource area for sharing strategies
Resilience	<ul style="list-style-type: none"> <input type="checkbox"/> consistently self-checks assignments prior to submitting <input type="checkbox"/> develops strategies to persist through challenges at school <input type="checkbox"/> attends scheduled meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently self-checks assignments prior to submitting on time <input type="checkbox"/> develops strategies to persist through challenges at school to achieve quality work products <input type="checkbox"/> promptly attends all scheduled meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently and accurately self-checks assignments prior to submitting on time <input type="checkbox"/> develops strategies to persist through challenges at school and home to achieve quality work products <input type="checkbox"/> promptly attends all scheduled meetings with all needed materials 	all of the <i>Practitioner</i> plus: establishes and utilizes a peer accountability partner

Great Hybrid Learner Rubric: Grades 9-12 (continued)

	Novice	Apprentice	Practitioner	Expert
Social Awareness	<input type="checkbox"/> connects with other students in school <input type="checkbox"/> actively listens to peers <input type="checkbox"/> stays focused during class <input type="checkbox"/> reserves off-task conversations and messaging for non-discussion times <input type="checkbox"/> shows respect for teachers and peers	<input type="checkbox"/> connects with other students in school to collaborate on assignments <input type="checkbox"/> actively and respectfully listens to peers <input type="checkbox"/> resolves group conflicts respectfully <input type="checkbox"/> shares strategies for effective group work <input type="checkbox"/> stays focused during class as not to distract from other's learning <input type="checkbox"/> reserves off-task conversations and messaging for class transitions so as not to disrupt the learning environment <input type="checkbox"/> leads small-group mini-lessons to support peers' learning <input type="checkbox"/> shows respect for each member of the school community	<input type="checkbox"/> connects with other students in and out of school in to collaborate on assignments <input type="checkbox"/> actively and respectfully listens and responds to peers <input type="checkbox"/> resolves group conflicts respectfully through consensus building <input type="checkbox"/> develops and shares strategies and norms for effective group work <input type="checkbox"/> stays focused and on task during class as not to distract from other's learning <input type="checkbox"/> reserves off-task conversations and messaging for class transitions so as not to disrupt the learning environment <input type="checkbox"/> leads small-group mini-lessons and designs resources to support peers' learning <input type="checkbox"/> consistently shows respect for each member of the school community	all of the <i>Practitioner</i> plus: actively ensures various voices and perspectives are heard during class and extracurricular activities
Self-Care	<input type="checkbox"/> self-advocates by communicating needs and questions <input type="checkbox"/> pauses to reflect on feelings throughout the day	<input type="checkbox"/> self-advocates by communicating needs and questions to appropriate adults within the school community <input type="checkbox"/> pauses to reflect on feelings throughout the day recognizing when feelings of stress or frustration are evident <input type="checkbox"/> takes a moment during the day to be creative	<input type="checkbox"/> self-advocates by communicating needs, strengths, concerns, and questions to appropriate adults within the school community <input type="checkbox"/> pauses to reflect on feelings throughout the day recognizing when feelings of stress or frustration are evident; takes a break or seeks needed support <input type="checkbox"/> takes moments throughout the day to be creative	all of the <i>Practitioner</i> plus: share additional tips and strategies of how to maintain self-care

Great Hybrid Learner Rubric: Grades 9-12 (continued)

	Novice	Apprentice	Practitioner	Expert
Reflection	<ul style="list-style-type: none"> <input type="checkbox"/> reflects on setbacks and develops strategies to overcome obstacles <input type="checkbox"/> begins day with positive affirmations <input type="checkbox"/> creates academic or behavioral goals before each marking period <input type="checkbox"/> maintains a growth mindset 	<ul style="list-style-type: none"> <input type="checkbox"/> reflects on setbacks and develops strategies to overcome obstacles; seeks support from trusted adults within the school community <input type="checkbox"/> begins day with positive affirmations <input type="checkbox"/> creates academic and/or behavioral goals before each marking period; reflects on progress at the end of each marking period <input type="checkbox"/> maintains a growth mindset and learns from mistakes 	<ul style="list-style-type: none"> <input type="checkbox"/> reflects on and analyzes failures and setbacks; develops strategies to overcome obstacles; seeks support from trusted adults within the school community <input type="checkbox"/> begins and ends day with positive affirmations <input type="checkbox"/> creates academic and behavioral goals before each marking period; reflects on progress at the end of each marking period; makes adjustments to goals throughout year <input type="checkbox"/> maintains a growth mindset; learns from and takes ownership of mistakes 	all of the <i>Practitioner</i> plus: keeps a daily reflection and gratitude journal