



Livingstone Range
SCHOOL DIVISION N^o. 68

Livingstone Range School Division

Development of Divisional Rubrics

Why?	Purpose
<ul style="list-style-type: none"> • Opportunity to streamline with new software • Parents requested • Provides consistency between schools and throughout the division • Supports the opportunity for common discussions regarding assessment and reporting 	<ul style="list-style-type: none"> • Reporting for parents and students • Divisional rubric is a generic rubric that applies to all subject areas for purposes of communication <p>NOTE: Schools/teachers can modify and adapt the generic rubric to address specifics in grade levels and subject areas for assessment</p>
Development	Background
<ul style="list-style-type: none"> • 2009-2012 – Pinnacle rubric designs for schools • Spring 2012 – decision to move to a divisional rubric • Jan 2013 – first divisional draft with Admin Council • Feb-Mar 2013 – shared with staff • April 2013 – Instructional Council discussion for direction • April 2013 – Admin Council finalized the divisional rubric 	<ul style="list-style-type: none"> • Used the elementary rubric to begin discussion on academics • “Excellent” category to be within the curriculum taught not excelling beyond • “at grade level” to be included in the criteria rather than stated separate • An “I” category to be included for incomplete • Use of the junior high attitude and behavior rubric to begin discussion
Decisions from Admin Council	
<ul style="list-style-type: none"> • One academic rubric will be used K-9 (follows report structure) • One attitude and behavior rubric could be used K-12 • Responders were used to vote on the academic rubric, the results were as follows: <ul style="list-style-type: none"> ○ Level 4 – 100% agreement ○ Level 3 – 100% agreement ○ Level 2 – 93% agreement ○ Level 1 – 81% agreement • Responsible Learner Skills will become the title in PowerSchool for “Attitude and Behavior” • All schools will use the divisional rubrics with the exception of GR Davis to accommodate their focus on becoming a Covey School. They will use their own responsible learner skills to support 7 Habits but will use the divisional academic rubric. 	



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Academic Rubric

Kindergarten to Grade 9

Indicator	Criteria
E Excellent	<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of learner outcomes• Consistently applies concepts and skills with accuracy• Consistently applies concepts and skills independently
P Proficient	<ul style="list-style-type: none">• Demonstrates a thorough understanding of learner outcomes• Usually applies concepts and skills with accuracy• Usually applies concepts and skills independently
B Basic	<ul style="list-style-type: none">• Demonstrates an understanding of learner outcomes at grade level with some support• May require some supports to apply concepts and skills with accuracy• May require some supports to apply concepts and skills independently
NY Not Yet	<ul style="list-style-type: none">• Is not demonstrating an understanding of learner outcomes at grade level
I Incomplete	<ul style="list-style-type: none">• There is not enough evidence to provide a grade on the learner outcomes



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Responsible Learner Skills Rubric

Kindergarten to Grade 12

Indicators: consistently (C), usually (U), sometimes (S), rarely (R)

Participation

- Actively engages in learning activities
- Contributes meaningfully and positively
- Works well with others

Behavior

- Follows classroom rules and procedures
- Shows respect for self, others and property
- Monitors, controls and takes ownership for own behavior
- Is punctual

Work Habits

- Takes ownership of his/her own learning
- Completes assigned tasks in a timely manner
- Work reflects effort and thoughtfulness
- Is organized
- Comes prepared for class

Group work is to be addressed within the curricular outcomes.