

WORK ETHIC PERFORMANCE SCALE

Without a doubt, strong work habits will result in higher achievement for all students. Work ethic is evaluated according to numerous criteria as is demonstrated on a daily basis. Of particular importance are aspects such as quality of work, effort, attitude, co-operation, focus, attentiveness and preparedness.

Work ethic will be recorded as "G" for good, "S" for satisfactory or "N" for needs improvement.

Criteria	N Needs Improvement	S Satisfactory	G Good
Focus, Participation & Co-operation	<input type="checkbox"/> rarely listens to instructions, does not use class-time wisely and/or distracts others; is rarely ready to get to work when prompted and requires constant supervision	<input type="checkbox"/> student is sometimes reluctant to contribute and occasionally needs reminders to listen to instructions; works when prompted	<input type="checkbox"/> consistently participates actively in classroom lessons & shows initiative; contributes thoughtful ideas and questions, and works well with others
Attitude & Respectfulness	<input type="checkbox"/> shows apathy (the student appears content with not yet meeting or minimally meeting expectations & criteria); is often negative <input type="checkbox"/> is often disrespectful, either verbally or with negative body language	<input type="checkbox"/> is usually self-motivated and hard-working <input type="checkbox"/> is usually polite and kind but occasionally needs reminders	<input type="checkbox"/> consistently shows optimism, open-mindedness (is accepting of others & their ideas) and is enthusiastic <input type="checkbox"/> is genuinely polite, kind and inclusive of others without being reminded
Preparedness	<input type="checkbox"/> often forgets needed materials (i.e. agenda, writing tools, paper, books etc.)	<input type="checkbox"/> usually brings materials, but occasionally forgets necessary supplies (i.e. agenda, writing tools, paper, books etc.)	<input type="checkbox"/> consistently brings needed materials to class (i.e. agenda, writing tools, paper, books etc.)
Assignment Development & Effort	<input type="checkbox"/> rarely completes and/or hands in assignments <input type="checkbox"/> assignments are rushed, undeveloped and work is not organized or neatly presented	<input type="checkbox"/> usually completes assignments on time <input type="checkbox"/> ideas are partially developed and work is usually organized; quality of work is inconsistent	<input type="checkbox"/> consistently completes assignments on time <input type="checkbox"/> ideas are well-developed, work is unique, logically organized and neatly presented; genuine effort is apparent
Promptness	<input type="checkbox"/> often arrives late to class; is rarely ready to learn when the bell rings and is sometimes a distraction to other students upon arrival	<input type="checkbox"/> usually arrives to class on time and is usually ready to work when the bell rings	<input type="checkbox"/> consistently arrives to class on time; always prepared to work by the time the bell rings