|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not Yet Introduced | Emerging Progress | Sufficient Progress | Achieved |
| Recording short and long term assignments in agenda book | Student is unable or refuses to use agenda book | Incomplete recording of assignments or is not independent in recording work | Independently writes all assignments with due dates | Independently writes all assignments with due dates in a version that student can communicate understanding to teacher or parent |
| Readiness to begin assignments with materials | No materials and/or agenda are available, student is unaware of work obligations | Some materials may be gathered, agenda is incomplete and uses time inefficiently to prepare | Most materials are gathered, agenda is complete but student may not anticipate work to be done | All materials are gathered and easily accessible , agenda book is complete, and student anticipate work to be done |
| Seeking help or clarification regarding an assignment | Unable to recognize need and/or resistant to accepting help | Difficulty recognizing when help is needed but accepts assistance | Recognizes need and seeks help with cueing | Recognizes need and seeks help consistently and without cueing |
| Prioritizing assignments using some criterion | Unable or unwilling to identify and prioritize assignments | Has difficultyIdentifying and/or prioritizing assignments that need staff assistance | Prioritizes assignments according to criteria with assistance | Prioritizes assignments according to criteria independently |
| Maintaining an organizational system | Unable to maintain system for organizing work | Has difficulty maintaining a system for organizing work | Maintains a system for organizing work with assistance | Independently and consistently maintains a system for organizing work |
| Advocating for self by organizing meetings with teachers | Refuses to meet with teacher | Meets with teachers with significant assistance, ie. with special educator/Para professional | Advocates for self by organizing meetings with teachers as needed when cued | Independently advocates for self by organizing meetings with teachers regularly |
|  |  |  |  |  |

**Dependability/Productivity Rubric for IEP Scoring**

**Student Name: Date:**

**Setting: Rater:**

**Writing completed:**

**Independently**

**With cueing/prompts**

**Kinds of cues/prompts**