

Student: _____

Study Skill Rubric: Attention

Rating	Determining Factors					
	Necessary Involvement from the teacher	Distractibility		Attention to Task		Student's Self-Regulation (self-awareness, self-control, etc.)
External (environment and/or others)		Self	Work Time (indep. & lessons with the teacher)	Transition (efficient, calm, quiet, accurate)		
1	Never needs teacher involvement: reminders, corrections, or praise	Never distracted by normal environmental input	Never distracts self	Always/Consistently remains focused @ work time	Always/Consistently transitions in a reasonable manner	Always/Consistently demonstrates self-monitoring to focus
2	Rarely needs teacher involvement: reminders, correction, or praise (even in lg. group lessons)	Rarely distracted by normal environmental input	Rarely distracted by own irrelevant thoughts or things	Usually/Regularly remains focused at work time	Usually/Regularly transitions in a reasonable manner	Usually/Regularly demonstrates ability to self-monitor level of attention
3	Sometimes/Occasionally needs teacher involvement: only feedback (reminders & praise)	Sometimes/Occasionally distracted by environmental input	Sometimes/Occasionally distracted by own irrelevant thoughts or things	Often/Frequently remains focused at work time	Often/Frequently transitions in a reasonable manner	Often/Frequently demonstrates ability to self-monitor level of attention
4	Often/Frequently needs teacher involvement: redirection and correction	Often/Frequently distracted by environmental input	Often/Frequently distracted by own irrelevant thoughts or things	Sometimes/Occasionally remains focused at work time	Sometimes/Occasionally stays focused at transition times	Sometimes/Occasionally demonstrates ability to self-monitor
5	Usually/Regularly needs teacher involvement, including close proximity (even in 1-1 or sm. group lessons)	Usually/Regularly distracted by environmental input	Usually/Regularly distracted by own irrelevant thoughts or things	Rarely remains focused at work time	Rarely remains focused on transition tasks	Rarely demonstrates ability to self-monitor level of attention
6	Always/Consistently needs teacher involvement, including close proximity (even in sm. group lessons)	Always/Consistently distracted by environment	Always/Consistently distracted by own irrelevant thoughts	Never remains focused at work time	Never independently transitions	Never demonstrates ability to self-monitor level of attention