

Elementary Executive Skills Rubric

Name _____

Date _____

Area	4 Exceeds criteria	3 Meets criter	2 Nearly Meets Criteria	1 Does not meet criteria
Organization (Materials & Thinking)	Materials are complete, neatly organized and well maintained. Independently approaches tasks with organized thoughts/ approach with all of the necessary information.	Materials are complete, neatly organized and well maintained. Organizes thoughts/approach to tasks and recalls information with minimal prompting.	Materials are complete, but not neatly organized or well maintained. Thoughts can be disorganized. Difficulty approaching tasks independently and recalling information.	Materials are incomplete or disorganized. Cannot approach tasks independently or recall relevant information.
Work Completion	Assigned work is consistently completed and handed in on time. Independently advocates for teacher support when needed.	Assigned work is usually completed and handed in on time. Occasionally advocates for teacher support when needed.	Assigned work is sometimes completed. Rarely advocates for teacher for support when needed.	Assigned work is inconsistently completed and handed in. Does not advocate teacher for support.
Flexibility	Multitasks or transitions between activities without anxiety, always able to adjust to changes in plan or schedule.	Able to shift from one activity to another without anxiety. Usually able to adjust to changes in plan or schedule.	Often experiences anxiety during transitions between activities. May have difficulty adjusting to changes in plan or schedule.	Experiences anxiety during all transitions or sudden changes. Unable to adjust to changes in plan or schedule.
Work Habits	On task entire class period, contributes to class discussions and asks questions.	Often on task and frequently works entire period, occasionally contributes to class discussions and asks questions.	Mostly on task with some off task behavior. Seldom contributes to discussions or asks questions.	Frequently off task, does not add to discussions or asks questions.
Self - Control	Consistently raises hand, does not call out, interrupt or make inappropriate comments.	Usually raises hand, rarely interrupts or calls out and does not make inappropriate comments.	Seldom raises hand, occasionally interrupts or calls out and sometimes makes inappropriate comments.	Disruptive to class, high rates of calling out, interrupting and making inappropriate comments.
Emotional Control	Controls emotions such as anger, frustration or anxiety in classroom and social situations. (<i>assessments, confrontations, criticism</i>)	Controls emotions, but has some difficulty in more challenging classroom and social situations. (<i>assessments, confrontations, criticism</i>)	Manages emotions under normal situations, but easily agitated by more challenging classroom and social situations. (<i>assessments, confrontations, criticism</i>)	Does not manage emotions and demonstrates a lack of self-control when angry, frustrated, or anxious.