

Bethlehem Central School District Secondary Special Education Study Skills Rubric

	1	2	3 Proficient for Middle School	4 Proficient for High School	5
Time Management	Doesn't know the test date and time; Has no plan written or stated orally	Orally can identify test date and time; Has written "study" for a plan and no other components;	Test date and time recorded in assignment notebook; have developed a written plan which includes two of the following components: date(s), location, beginning and ending time for each study date; identifies less than 3 characteristics of a good study location	Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date; Identifies 3 characteristics for a good study location dates identified do not demonstrate cramming	Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date; Identifies 4 or more characteristics for a good study location; frequency of study time matches the importance of the test; dates identified do not demonstrate cramming
Tools for Content Review	Cannot state and/or describe tools/strategies	State and describe one tool/strategy	State and describe two tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them)	State and describe three tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them)	State and describe four or more tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them)
Mental and Physical Test Preparation and Test Taking	Cannot identify strategy for relaxation;	Can identify one strategy for relaxation but cannot describe	Identify and describe one strategy for relaxation; can state the relative importance of the test	Identify and describe two strategies for relaxation; can state the relative importance of the test; can identify the importance of a good night's sleep before the test	Identify and describe three or more strategies for relaxation; can state the relative importance of the test; can identify the importance of a good night's sleep and meal before the test
Test Wiseness/analysis	Cannot identify the topic	Can identify what topic the test will cover	Can identify what topic the test will cover; can provide some detail but not sufficient for the test type and importance; ;can identify the test question format(s); identifies the strategy of reviewing answers/proofreading whenever the student has finished a test with time remaining	Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); identifies the strategy of reviewing answers/proofreading whenever the student has finished a test with time remaining; identifies at least one strategy for taking an educated guess at question with an unknown answer	Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); can predict some questions; identifies the strategy of reviewing answers/proofreading whenever the student has finished a test with time remaining; identifies more than one strategy for taking an educated guess at question with an unknown answer
Self advocacy for test taking	Can identify no test accommodations on his/her IEP/504 plan;	Can identify some test accommodations on his/her IEP/504 plan	Can identify some test accommodations on his/her IEP/504 plan	Can identify test accommodations on his/her IEP/504 plan; can identify 1 solution for dealing with test distractors in a test situation; does not refuse needed test accommodations;	Can identify test accommodations on his/her IEP/504 plan; demonstrates ability to ask for test accommodations; can identify 1 solution for dealing with distractors in a test situation; demonstrates the ability to ask for clarification when any part of the test or test directions is unclear
Test Taking Skills for Specific Types	Identifies one strategy for 1 type of question: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching;	Identifies one strategy for 3 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching	Identifies one strategy for 5 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching	Identifies at least one strategy for answering each type of question: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching	Identifies more than one strategy for at least 4 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching