

## C.O.R.E. RUBRIC

	Communication	Organization	Respect	Effort	Total
Monday	4	5	3	4	16
Tue	0	0	0	0	0
Wed	4	5	4	4	17
Thu	4	5	5	5	19
Fri	4	4	4	4	16
Total	16	19	16	17	68

**Failure to hand in rubric results in a 60 for weekly participation**

**Dishonesty = deduction 10 points**

**Failure to tally weekly scores = 10 point deduction**

**Absence = 0 Field Trip = 10 Public Holiday = 20**

**Daily total 20 points Weekly Total 100 points**

**One page lasts up to 2 months**

Absentees and Field Trips can make up extra credit by showing all work missed is caught up.

- Pros** students assess themselves/ students are accountable to maintain and hand in rubrics/ consequences for absence/lack of effort/etc more objectivity in assessment/depersonalizes behavior/constant reminder of expectations/shows the moral bar as a continuum of choices/ teaches characteristics of participation / reveals the interrelatedness of behavior and performance/makes behavior expectations clearer/ kids appreciate the structure as relatable and consistent / more objective than the end of the week guesstimate
- Cons:** Dishonesty/exaggerated marking/tracking rubrics/ some kids don't keep a track/ takes time and effort to teach and follow up

## **S.L.A.N.T. (HOW DO YOU PAY ATTENTION?)**

**S**it Up    **L**ean forward    **A**sk questions    **N**od    **T**rack  
**A**ctive Listening    **V**isual  
   **A**uditory  
   **K**inesthetic

**This model is especially helpful to replace or give meaning to the expression**

**"Pay Attention"**

## **C.O.R.E. – MANAGEMENT, DYNAMIC HARMONY AND DEVELOPMENT IN THE CLASSROOM**

C.O.R.E. is an acronym to help students and teachers remain focused on how to create a “developmental and dynamic harmony” in the classroom. It is a way to address behavior but more importantly it is a model for building personal characteristics that will enhance a student’s ability to learn and succeed in and out of the classroom.

C = Communication with Care

O = Organization for Optimization

R = Respect builds Relationships

E = Effort in Everything

When you define what C.O.R.E. looks like to your students you are really getting them acquainted to you and your expectations. Students have many different teachers and each one of us approaches our classes in a unique style based on life experience, gender, nationality etc. Through your own contemplation identify the areas you most struggle with or most appreciate from your students.

Identifying behavior that is antithetical to classroom harmony and development is the first critical step in the process. Communicating this to students and patiently educating them is the next stages. It will not happen over night. Consistent reminders over time with clear consequences helps them “see” that this really works.

When using the rubric the scoring system from 1 to 5 for each element of CORE was based on the student :

1 = making no attempt or outright defiance

2 = is in and out throughout the lesson

3 = had at least one request from the teacher to modify his/her behavior

4 = was on track the entire lesson

5 = went above and beyond the call of duty. Examples include: May have helped others; asked for extra work; showed exceptional persistence and effort; helped intervene in a bullying situation etc.

A 5 is not easily scored and keeps the students mindful that there is always room for improvement. This year a student must submit a short reason why she or he feels they are entitled to score a 5.