DoL 1—Grading
Affects Positive Attitudes Towards Learning
Keeping Track of Effort and Achievement

It is critically important for student to understand the relationship between effort and achievement. Teaching about effort works for some students, but others need to see the connection for themselves. A powerful way to do that is to have students periodically keep track of their effort and its relationship to achievement. These rubrics can help.

**EFFORT RUBRIC**

4 = I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.

3 = I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.

2 = I put some effort into the task, but stopped when difficulties arose.

1 = I put very little effort into the task.

0 = No effort or attempt was made.

**ACHIEVEMENT RUBRIC**

4 = I exceeded the objectives of the task or lesson.

3 = I met the objectives of the task or lesson.

2 = I met a few of the objectives of the task or lesson, but did not meet others.

1 = I did not meet the objectives of the task or lesson.

0 = No objectives of the task or lesson were met.


**Marzano suggests using Effort, Behavior, and Attendance as sources of grades.**