

# General Guide to Assessment(Commitment) and Studio Habits(Attention) Scoring

## LEVELS OF ENGAGEMENT

According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.

**ENGAGEMENT** **HIGH ATTENTION - HIGH COMMITMENT**  
 The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.

**STRATEGIC COMPLIANCE** **HIGH ATTENTION - LOW COMMITMENT**  
 The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.

**RITUAL COMPLIANCE** **LOW ATTENTION - LOW COMMITMENT**  
 The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.

**RETREATISM** **NO ATTENTION - NO COMMITMENT**  
 The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.

**REBELLION** **DIVERTED ATTENTION - NO COMMITMENT**  
 The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.

The Highly Engaged Classroom      The Well Managed Classroom      The Pandemonium Classroom

**ASSESSMENT scores** ('COMMITMENT'/ 90%of quarterly grade) reflect task and work progress for each assessment.

[Tasks v. Work video \(Start at 00:55\)](#)

**Tasks** – “. . . activities that one undertakes.”

(Requires the completion of actions or steps in a process.)

**Work** – “. . . a constellation of activities aimed toward producing a product, performance, or exhibition. . . (work) calls upon students to do tasks (in order to learn).”

(Requires the demonstration of an understanding of specific content or concepts.)

**“Tasks are following the route through a maze until it becomes familiar. Work is using familiarity with a maze to discover and develop connections to related examples/contexts in order to demonstrate content/concept mastery.”**

Grade	Percent	Description
A	100	task is complete AND work is complete
B	88	task is complete AND work is incomplete
C	76	task is complete
D	64	task is incomplete
F	52	task is missing

**STUDIO HABITS scores** ('ATTENTION'/ 10% of quarterly grade) reflect the level of engagement in the classroom in terms of use of time and resources for their intended purpose.

[Levels of Engagement video \(Start at 00:45\)](#) (Studio Habits)

**Do:** daily videos, assessment support videos, listen/share, workboxes, seat location/direction, focus, prepare to meet

**Discretion:** white noise, music, stretch, ask

**Do Not:** games, videos, socialize, distract, discord, other work

Grade	Percent	Label/Description
A	100	<b>ENGAGEMENT</b> - Full engagement in tasks & work. <b>(SOLO WORK)</b>
C	77	<b>STRATEGIC COMPLIANCE</b> – Full engagement in tasks & partial engagement in work. <b>(SOLO work)</b>
F+	55	<b>RITUAL COMPLIANCE</b> – Partial engagement in tasks & partial engagement in work. <b>(solo work)</b>
F	33	<b>RETREATISM</b> – Isolated disengagement from tasks & work. <b>(solo lack of work)</b>
F-	11	<b>REBELLION</b> – Disruptive disengagement from tasks & work. <b>(social lack of work)</b>
X	EXCUSED*	<b>OUTLIER</b> – Less than full engagement in tasks & full engagement in work. <b>(WORK)</b>

\*Outliers are excused from 'Studio Habits since they have met the learning objectives.