

# **Rating of Attention, Focus and Productivity**

## **The Rubric Scale**

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## **Rating of Attention, Focus and Productivity Rubric**

This is the rubric description to go with the Attention, Focus and Productivity Rating Scale. This rubric can be used to explain the rating scale scores to parents and service providers and it can be used to write goals and objectives for IEPs. The Rating scale itself is used to measure progress and performance.

- 5** Attention and focus is excellent, able to completely follow along with the teacher's lesson and directions, response time is quick and on task, able to concentrate for sustained periods of time while listening or when doing school work, easily ignores distractions, stays organized with materials and in approach to the work, is very settled and engaged, stays seated, sits still, works quietly, completes expected work with excellent effort and is proud of his accomplishments.
- 4** Attention and focus is good, able to follow along with the teacher's lesson and directions 80% of the time with occasional verbal and visual reminders and redirection. Response time is somewhat slowed, but able to stay on task 80% of the time, able to ignore distractions when reminded occasionally, able to stay organized with occasional staff support, is somewhat restless while seated, with occasional excess movement, but responds well to occasional reminders to settle his body, and puts a good effort into his work.
- 3** Attention and focus is fair, able to follow along with the teacher's lesson and directions 60% of the time with fairly frequent verbal and visual reminders and redirection. Response time is often too slow and needs fairly frequent redirection to stay on task, resulting in time on task reduced to 60% or less. Able to ignore distractions only when frequently reminded, requires moderate staff assistance to stay organized with his materials and in his work effort, often standing by the desk instead of sitting, sometimes slipping off the chair, considerable excess movement that only responds briefly to redirection. Able to complete 60% or less of the assignment while receiving considerable structure and guidance from staff, experiencing diminished tolerance and moderate levels of frustration.
- 2** Attention and focus is poor, able to follow along with the teacher's lesson and directions 25% of the time with nearly constant verbal and visual redirection. Response time is always very slow and needs nearly constant redirection to stay on task, resulting in time on task reduced to less than 25%. Unable to ignore distractions, even when very frequently reminded, requires significant staff assistance to stay organized with his materials and in his work effort, often out of his seat and frequently turned away from instruction or his work area, with considerable excess movement that is unresponsive to redirection. Able to complete less than 25% of the assignment while receiving considerable structure and constant guidance from staff, experiencing significantly diminished tolerance, high levels of frustration and needs frequent breaks.
- 1** Attention and focus is a monumental struggle. Unable to sustain attention, or follow along with the teacher's lesson and directions 10% of the time despite nearly constant verbal and visual redirection. Response time is extremely slow and considerably off task, completes very little of what is asked, and protests most staff requests. Unable to ignore distractions, even when very frequently reminded, requires constant staff assistance to stay organized, often out of his seat and frequently turned away from instruction or his work area, with considerable excess movement that is unresponsive to redirection. He is constantly struggling and unable to complete any aspect of the assignment while receiving considerable structure and constant guidance from staff, experiences very high levels of frustration and frequent breaks are not effective.