

# Assessment Rubric: Time Management & Study Habits

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## Student Information

Student's Name: \_\_\_\_\_

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## Rubric for Time Management & Study Habits

Below is the rubric used to assess various aspects of time management and study habits. For each criterion, select the level that best describes the student's current performance.

Criterion (Skill Area)	1: Emerging	2: Developing	3: Secure	4: Excelling
<b>Self-Reflection &amp; Goal Setting</b> (Wk 1)	Struggles to identify strengths or challenges. Finds it difficult to set a personal goal, even with support. <b>Next Step:</b> Start a simple 'Good & Bad' journal. Each day, write down one thing that went well and one thing that was difficult. This builds reflective habits.	Can identify a broad goal with support (e.g., 'be more organised'), but it lacks detail. Can reflect on progress when prompted by a teacher. <b>Next Step:</b> Practice making goals specific. Instead of 'be more organised,' try 'I will write my homework in my planner every day'.	Sets a clear, achievable personal goal at the start of a task or week. Can generally track their own progress towards it. <b>Next Step:</b> Challenge yourself to set a longer-term goal (e.g., for a whole half-term) and break it down into smaller weekly steps.	Independently sets specific, measurable goals. Regularly reviews and adjusts their approach. Proactively seeks feedback to improve. <b>Next Step:</b> Consider mentoring another student on how to set effective goals. Teaching is a great way to reinforce your own skills.

**Time Awareness & Planning**  
(Wk 2)

Is often unaware of deadlines. Has little sense of how long tasks take. Does not use a planner or calendar. **Next Step:** Use a simple diary or phone calendar. For one week, your only task is to write down all homework deadlines as soon as you get them.

Is aware of deadlines but struggles to plan ahead, often leaving tasks to the last minute. May use a planner inconsistently. **Next Step:** Try the 'Time Audit' activity again for one day. Notice where your time goes. This can help you find small slots for work.

Consistently uses a planner to record deadlines. Can create a basic weekly timetable to balance school work and free time. **Next Step:** At the start of each week, look at your planner and block out specific times for homework or revision. Even 30 minutes helps.

Proactively plans for the weeks ahead, allocating time for long-term projects and revision. Effectively balances multiple commitments. **Next Step:** Experiment with different planning tools (e.g., digital apps like Trello or Google Calendar) to see which works best for you.

**Task Management & Prioritising**  
(Wk 3)

Completes tasks in a random order, often doing what's easiest first, regardless of deadlines. Does not break tasks down. **Next Step:** Before you start homework, simply ask: 'Which piece is due first?'. Do that one. This is the first step in prioritising.

Can break down a large task into smaller steps with support. Understands 'urgent' but struggles to see what is 'important'. **Next Step:** Practice with the 'Urgent vs. Important' grid. Sort your tasks into the four boxes for one week to see where they fit.

Can independently break down most assignments. Uses a system (like a to-do list) to decide what to do first. **Next Step:** Try the 'Eat the Frog' technique: identify your most-dreaded task for the day and complete it first to build momentum.

Independently prioritises tasks based on both urgency and importance, making strategic decisions about where to focus their effort for the best results. **Next Step:** Plan a large, multi-week project (like GCSE coursework) by breaking it down and setting your own 'mini-deadlines' for each stage.

**Application  
of Study  
Strategies**  
(Wk 4)

Relies on passive study methods like re-reading notes with limited effectiveness. Is reluctant to try new methods.

**Next Step:** Try one new, active strategy. Making flashcards is a great place to start. Write a question on one side and the answer on the other.

Has tried a few different strategies (e.g., flashcards, mind maps) but does not always choose the best one for the task or subject. **Next Step:** Think about the *type* of information. For facts and dates, use flashcards. For understanding a whole topic, try a mind map.

Selects and uses a range of appropriate SEN-friendly strategies (e.g., Pomodoro, voice notes) to suit different subjects. **Next Step:** Try explaining a concept to a family member or friend without looking at your notes. This is a powerful way to test your true understanding.

Independently experiments with and adapts study strategies to find what works best for their personal learning style. Combines methods for maximum effect. **Next Step:** Explore more advanced techniques like 'spaced repetition' using an app like Anki to make your revision even more efficient.

**Resilience &  
Help-Seeking**  
(Wk 5)

Often gets stuck and gives up, or avoids starting a task for fear of failure. Does not ask for help.

**Next Step:** Create your 'Plan for When I Feel Overwhelmed' card. The first step can be simple, like 'take 5 deep breaths'.

Recognises when they are feeling overwhelmed but is unsure what to do. May ask for help, but often only when the situation is critical. **Next Step:** Identify one trusted adult (teacher, mentor, parent) you can go to when you first start to feel stuck, not just at the last minute.

Uses simple strategies (like taking a short break or looking at their plan) to manage feelings of being overwhelmed. Asks for help when needed. **Next Step:** Practice using 'mini-deadlines' for a project. This breaks up the pressure and gives you small wins along the way.

Proactively uses a toolkit of strategies to stay on track. Confidently asks for specific help early on, framing it as 'I've tried X, can you help me with Y?'. **Next Step:** Reflect on a past challenge. What strategies worked best to get you through it? Write them down in your 'Progress Passport'.