

MEMO

To: Staff/Coaches/Administrators

Re: Use of the Academic Eligibility Rubric

The Board of Education's Academic Eligibility Policy #5283 outlines the process for determining the academic eligibility of interscholastic athletes. Included in this policy is an Academic Eligibility Rubric which is suggested for your use as you meet with students to discuss their academic progress throughout the school year. The rubric is designed to assist you as you work with students to plan for improvement in the areas listed on the document.

When a student is failing at any of the five week reporting points, the conversation regarding the rubric should first be used by the classroom teacher and the student. This conversation should help the student identify areas of weakness and help the student formulate a plan with his/her teacher that will bring greater success in the classroom. At yet another level, the coach, the athletic director, and the student may also use the rubric to work towards an additional plan that will bring the student academic success.

While the rubric was initially designed to be used with athletes, the document may be a useful tool to support any student who is struggling to succeed in an academic class.

Academic Eligibility Rubric
For Students Failing at Any Five-Week Interval (interim or marking period)

Student Name: _____ Class: _____ Teacher: _____

Report for 05 Week 10 Week 15 Week 20 Week 25 Week 30 Week

	1	2	3	4
Participation	Does not volunteer to participate nor does so when called upon. Does not participate in group activities.	Does not volunteer but will respond when called upon. Participates in group activities but needs prompting to do so.	Participates periodically when called upon. Does not consistently offer participation unless called upon. Works well in groups and is an equal participation.	Participates regularly by volunteering or when called upon. Works well in groups and is an equal participator.
Homework	Homework is ◆ No Homework completed	Homework is ◆ Not on time ◆ Partly completed # of Assignments missing = _____	Homework is ◆ On time ◆ Mostly completed or justification as to why incomplete (e.g., confusion)	Homework is ◆ On time ◆ All parts completed
Assignments and Projects (not homework)	Assignments or projects not completed	Assignments or projects not turned in on time or incomplete.	Assignments or projects turned in with passing quality.	Assignments or projects turned in with high quality.
Extra Help	Student does not request and/or does not attend extra help sessions when offered.	Student infrequently attends extra help sessions when offered.	Students has requested and attended extra help time (before, during, or after school) regularly.	Students requests and attends extra help time (before, during, or after school) regularly.
Behavior	Student's behavior is contrary to code of conduct causing removal from class and/or discipline referral.	Student's behavior has been disruptive and—while not removed from class—required direct instructions and/or after class follow-up.	Student's behavior is good and without disruption. Has needed prompts to attend to lesson.	Student's behavior is excellent and serves as a model for classmates.
Attendance	Has unexcused absences and or unexcused lateness (truant, cuts).	Attendance is impacting performance. Missed work is slow in coming in.	Attendance does not significantly impact performance. Missed work is slow in coming in.	Attends daily or absences/lateness are excused (legitimate). Work is made up as agreed.
Total For Column				

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Johnson City Central School District, Johnson City, New York