



# BALTIMORE LAB SCHOOL

THE DIFFERENCE IS EXTRAORDINARY

S.O.A.R. Rubric

2025-2026

Criteria	5 Consistent	4 Usually	3 Sometimes	2 Frequent prompts	1 Individualized Support
<b>S</b> Showing Kindness	Demonstrates kindness and respect toward peers, staff, and self consistently and independently.	Usually demonstrates kindness and respect; occasionally benefits from prompts or encouragement.	Shows kindness and respect with some prompts, structure, or guidance.	Demonstrates kindness and respect with frequent prompts or support from adults or peers.	Engages in kind and respectful interactions with ongoing, individualized adult or peer support
<b>O</b> Organize	Independently demonstrates strong organization skills to maintain systems and meet deadlines. Keeps materials, assignments, and workspace prepared and ready for learning without prompts.	Usually organized and prepared; occasionally benefits from prompts, or quick check-ins to maintain systems, meet deadlines, and keep materials, assignments and workspace prepared for learning.	Demonstrates organization with some structured prompts, guidance, or visual supports to maintain systems, meet deadlines, and keep materials, assignments and workspace prepared for learning.	Maintains organization with frequent, explicit prompts or adult assistance to maintain systems, meet deadlines, and keep materials, assignments and workspace prepared for learning.	Engages in organizational routines with ongoing, individualized support to maintain systems, meet deadlines, and keep materials, assignments and workspace prepared for learning.
<b>A</b> Accepting Feedback	Accepts feedback calmly and respectfully, demonstrating awareness of appropriate time and place for discussion. Reflects on input and makes positive adjustments independently.	Usually accepts feedback appropriately and demonstrates an understanding of when and how to engage in feedback conversations. Occasionally benefits from brief guidance or prompts.	Accepts feedback with support and is developing an understanding of appropriate times and settings to respond or discuss. Benefits from structured guidance and modeling.	Demonstrates respectful responses to feedback with frequent prompts or adult presence to manage reactions and determine appropriate timing for response or reflection.	Engages in feedback conversations with ongoing, individualized support and direct adult involvement to manage reactions, recognize appropriate contexts, and practice positive responses.
<b>R</b> Ready to Learn	Arrives prepared and ready to learn independently. Has all necessary materials, follows routines, and begins tasks promptly independently.	Usually prepared and ready to learn. Occasionally benefits from brief prompts, or check-ins to build confidence or reinforce routines.	Demonstrates preparedness with some structured prompts or organizational supports to bring materials, follow routines, and begin work promptly.	Maintains readiness for learning with frequent, explicit prompts or adult assistance to manage materials, follow routines, and engage in tasks.	Engages in learning routines with ongoing, individualized support and direct adult involvement to be prepared for class and start tasks successfully.