**Productivity Grading Chart**

**What does Productivity mean?**

Productivity means doing the work you have been asked to do within the amount of time you have been given. Productivity is one way to see if you are making the best use of your time.

Working hard (not necessarily quickly!) will help us as we learn all we need to learn in 2nd grade…and will help us accomplish our class mission statement!

If you have a question or do not understand what has been assigned, please ask one of your teachers.

**Productivity Grading**:

√+ A Check Plus means that you have done all the work you have been asked to do before time is up. We want to see how much work you have done—we are not grading for correctness.

√ A Check means that you have done almost all the work you have been asked to do—you were working hard but didn’t quite finish.

√- A Check Minus means that you have not used your time wisely and are not done with your work.

Examples of work that will receive Productivity Grading

1. Homework
2. Word Wall Work
3. Readers’ Response Journal
4. Morning Work

**Here are three of their key agreements:**  
1. Choose your attitude   
2. Make their day   
3. Be there

It was simple. Have you heard [Parkinson’s Law](http://en.wikipedia.org/wiki/Parkinson%27s_law)? “Work expands so as to fill the time available for its completion.” If you have 8 hours to complete a task, it’ll take 8 hours.  Conversely, you’ll be amazed what can happen if you only have 1 hour to do the same amount of work.

For the 2nd grade boys, I gave them limits. You have 10 minutes to get that whole page written. They, of course, thought I was insane. I knew they could do it with focus and they did. I was proud of them and they were proud of themselves.

If you’re having problems focusing on the work at hand, try implementing some deadlines. To maintain focus, you need to have achievable milestones at regular intervals.

**Guidelines for facilitating organization**

1. **Be clear about the supplies your students need and the way you want those materials organized.** “[Communicating with parents at the beginning of the year](http://www.learnnc.org/lp/editions/firstyear/255)” contains ideas about supplies and a link to a sample syllabus that describes notebook organization.
2. **Use class time to help students organize those supplies.** Allowing students twenty minutes to label dividers and organize handouts at the beginning of the year will save everyone countless hours of searching for assignments down the road.
3. **Don’t make assumptions about your students’ organizational knowledge.** If you want the homework assignments to go *behind* the *homework* divider, say so. Also, make sure that every handout is clearly labeled. Each should have a title and a clear indicator of the binder section to which it belongs.
4. **Keep a model notebook in the classroom** that students can reference when organizing their own notes.
5. **If you want handouts placed in a binder, three-hole punch them.** Your school’s photocopier may do this for you. If not, let an administrator know that you believe organization is an important study skill, and ask if there is money in the budget to purchase a hole puncher for your classroom or department.
6. **Make sure students are committed to keeping their materials organized.** You can do this in a variety of ways, including:
   1. Celebrating those who demonstrate excellent organization. Give out stickers, make a positive phone call home, award a few extra points, or have the principal shake students’ hand and compliment them on the excellent work.
   2. Grading students on their organization of class materials. (You can use this [sample rubric](http://www.learnnc.org/lp/editions/firstyear/1295) as a template.) You may have to figure out what types of grades your students care about. I found that many of my students were unmotivated by a 20-point notebook grade, until I made those 20 points part of an exam score.
   3. Emphasizing that mastering organization facilitates mastery in other areas. You are not asking them to organize their materials for the sake of “being organized.” Organization serves a much larger purpose. Point out that learning the material is easier when students know where to find the handouts on which that material is located. Remind them that demonstrating understanding is simpler when they can locate the work they need to turn in.

I have found that most students are fairly adept at maintaining a system once they have established it. I have also found that many like the sense of control they have over their materials once the system is in place. Teach them organizational skills now, and it will serve them well later — in your class and in other settings down the road.

<http://www.learnnc.org/lp/editions/firstyear/1295>

(great rubric template for notebook check)

There is a different way of viewing productivity with children, however. I see it and am trying redirect my energies to see it to fruition. I still can be super productive, but what I'm being productive with has changed. It is no longer just the immediate goal at hand. With kids, there are now two end products. The first is the project itself - sweeping the floors, cleaning the dishes, building a birdhouse, raking the leaves, designing a garden, planting a garden, weeding a garden, etc. The second end is my child's growth into an autonomous man (or woman as the case may be) - to help them learn the skills and virtues necessary to live happy and successful lives. This new perspective on productivity is more akin to being a coach or manager.

As with managers and coaches, being productive does not mean doing the technical work yourself. Being productive as a manager or coach means working as hard as you can to give others the capabilities and opportunities to excel with the task at hand. An effective manager does not do all the work himself. Instead he delegates. If an employee does not know what to do, it is the managers job to ensure the employee learns the skills necessary by either showing them himself or sending the employee to training. If an employee does not have the necessary tools to do a job, its the managers job to acquire the tools. The manager must also review the work of the employee to ensure the objectives were met with the predefined quality standards. Occasionally a manager may have to settle disputes among employees, but an effective manager does it in a way that enables the employees to settle their own disputes in the future. The goal should be [positive discipline](http://rationaljenn.blogspot.com/2009/01/positive-discipline-and-rational-self.html).

As a parent, being super productive is very similar. A parent must work hard to give their children the capabilities and opportunities to excel at the child's only job. That job is to learn and grow into a self-sufficient, rational, productive, and happy adult. Being productive for a parent means not letting the background control your life, such as letting the care of your children stop you from the care of your house. Nor letting the current skills of your children stop you from encouraging them to learn new skills. Rather, being productive means changing the background - helping your children to grow in skills, to accomplish projects, to become more autonomous, and to develop into the self-sufficient, rational, productive, happy adults that all children have the potential to be. With this new vision of productivity, it is much easier for me to be satisified with my productivity at home by focusing on coaching and managing, rather than focusing on traditional ideas of productivity that have defined my life.

(From: http://trhome.blogspot.com/2009/02/productivity-with-kids.html)