






SARATOGA SPRING CITY SCHOOL DISTRICT
ELEMENTARY ORGANIZATIONAL SKILLS CONTINUUM

The goal is to teach, model, and encourage student independence with organization. These skills require constant repetition and will be expanded upon yearly.

SKILLS	STRATEGIES						
<p>USE SCHOOL TOOLS</p> 	<ul style="list-style-type: none"> • AGENDA BOOK (2-5) Monthly calendar for long-term planning Daily calendar to organize assignments Parent-teacher communication log • CLASSROOM WORK FOLDER (K-2) • TAKE HOME FOLDER (K-5) • BINDERS/FOLDERS (3-5), BY SUBJECT • READING LOG • CONTAINER FOR SCHOOL SUPPLIES • COMPUTER RESOURCES School website Edline • MEDIA CENTER Apply research skills 						
<p>FOLLOW DIRECTIONS AND COMPLY WITH CLASSROOM EXPECTATIONS</p> 	<ul style="list-style-type: none"> • CLASSROOM RULES DEVELOPED, POSTED, AND FOLLOWED • DAILY SCHEDULE POSTED AND FOLLOWED (K-1 USE PICTURE CLUES) • ESTABLISH DAILY ROUTINES (FOR STUDENT INDEPENDENCE) • BE PREPARED FOR CLASS • FOLLOW ORAL AND WRITTEN DIRECTIONS • RECEIVE CONSISTENT AND REGULAR FEEDBACK 						
<p>USE A SYSTEM OF ORGANIZATION</p> 	<ul style="list-style-type: none"> • USE A CLASSROOM SYSTEM Mailboxes and planner pockets • STORAGE/PERSONAL SPACE ORGANIZATION Neat desk, locker, or cubby • DISTRICT HEADING (2-5) <table style="margin-left: 20px; border: none;"> <tr> <td>Name</td> <td>Date</td> </tr> <tr> <td>Subject</td> <td>Assignment</td> </tr> <tr> <td>(Additional Pages)</td> <td>Last Name/Page #</td> </tr> </table> • NOTE TAKING Expose to a variety of strategies: Sorting Classifying Lists/phrases Sequencing Graphic organizers/maps Main idea and details 5 Ws (Who, What, When, Where, Why) KWL (Know, Want to learn, Learned) chart Timelines Diagrams • USE GOOD STUDY HABITS Follow a study schedule Find a study space 	Name	Date	Subject	Assignment	(Additional Pages)	Last Name/Page #
Name	Date						
Subject	Assignment						
(Additional Pages)	Last Name/Page #						
<p>LISTEN, THINK, PLAN AND MANAGE TIME</p> 	<ul style="list-style-type: none"> • LEARN HOW TO STRUCTURE INDEPENDENT WORK TIME • USE DAILY AGENDA (K-2) • FOLLOW TIME LIMITS • LEARN HOW TO SEEK HELP WHEN NEEDED 						
<p>USE LONG-RANGE PLANNING STRATEGIES</p> 	<ul style="list-style-type: none"> • USE CHECK POINTS FOR PROJECT WORK/LONG-TERM ASSIGNMENTS • MEET DEADLINES AS ESTABLISHED 						

GRADES K-2 RUBRIC

EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
Consistently and independently brings folder to and from school daily	Usually brings folder to and from school daily	Seldom brings folder to and from school daily
Consistently and independently returns materials needed for school	Usually returns materials needed for school	Seldom returns materials needed for school
Consistently and independently follows classroom rules and routines	Usually follows classroom rules and routines	Needs adult assistance to follow classroom rules and routines
Consistently and independently follows oral directions	Usually follows oral directions	Needs adult assistance to follow oral directions
Consistently and independently keeps personal space organized	Usually keeps personal space organized	Needs adult assistance to keep personal space organized
Consistently and independently follows a classroom system of organization	Usually follows a classroom system of organization	Needs adult assistance to follow a classroom system or organization
Consistently and independently writes name and date on paper	Usually writes name and date on paper	Needs adult assistance to write name and date on paper
Consistently and independently completes work within the expected time	Usually completes work within the expected time	Needs adult assistance to complete work within the expected time

GRADES 3-5 RUBRIC

EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
Consistently and independently uses agenda, binders, and folders	Often uses agenda, binders, and folders	Needs adult assistance to use agendas, binders, and folders
Consistently and independently is able to set long-term deadlines and to meet them	Usually is able to set long-term deadlines and to meet them	Needs adult assistance to set long-term deadlines and to meet them
Consistently and independently follows classroom rules and daily routines and is prepared	Usually follows classroom rules and daily routines and is prepared	Needs adult assistance to follow classroom rules and daily routines and is seldom prepared
Consistently is able to work independently and knows when to ask for help	Usually is able to work independently and knows when to ask for help	Seldom works independently and rarely knows when to ask for help
Consistently and independently keeps personal space organized	Usually keeps personal space organized	Needs adult assistance to keep personal space organized
Consistently and independently follows a classroom system of organization	Usually follows a classroom system of organization	Needs adult assistance to follow a classroom system or organization
Consistently and independently uses appropriate heading on all school work	Often uses appropriate heading on all school work	Infrequently uses appropriate heading on all school work
Consistently and independently completes work within the expected time	Usually completes work within the expected time	Needs adult assistance to complete work within the expected time