



UC Berkeley
Academic Talent
Development Program

Online Learner Readiness Rubric for SD Parents and Students

This 2-page rubric is intended to be used as a resource to help identify specific areas where students may need additional support with online learning this summer at ATDP. After completing the rubric, if there are areas in which your child may benefit from additional supports that will be unavailable to them at home, please contact the ATDP academic counselors by phone (510-642-8308) or email (atdpcounseling@berkeley.edu).

Student Readiness	Technology Skills	Work & Study Habits	Self-Direction	Technology & Connectivity
Requires Significant Support	Little to no experience using a computer or the internet	Often needs reminders to complete routine online courses and assignments; sometimes meets deadlines; is not able to spend 5-10 hours per week on online courses	Student is not a self-directed learner and often requires real-time feedback from teachers about basic directions and follow-up support	Does not have consistent access to the internet and/or a computer. When a computer is used, the location is not convenient and is not always free from distractions and disruption.
Requires Targeted Supports	Limited experience using a computer and the internet	Sometimes needs reminders and assistance in completing routine online courses and assignments; often meets deadlines; can spend 5-10 hours per week on online courses	Student is beginning to demonstrate a behavior of self-directed learning; sometimes requires real-time feedback from teachers about basic directions and follow-up support	Has limited access to a computer and/or has low-speed or unreliable internet service. Is not always able to access internet at a convenient location which may not always be free from distractions and disruption.
Requires Occasional or Minor Support	Strong computer skills and more than adequate experiencing using computer/internet applications	Rarely needs reminders or assistance in completing online courses and routine assignments; often meets deadlines; can spend over 5-10 hours per week on online courses	In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support.	Has consistent access to a computer with moderate-speed internet service at minimum. Is able to access internet at a convenient location that is largely free from distractions and disruption.
Requires Little to No Support	Excellent computer skills and significant experience using computer/internet applications and/or programming	Does not need reminders or assistance in completing routine online courses and assignments; can spend the necessary time per week on online courses	Student is a self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring real-time feedback from teachers about basic directions and follow-up support. Student deals well with ambiguity.	Has daily access to a computer with high-speed internet service at home and at a convenient location that is free from distractions and disruption.

Student Readiness	Time Management	Interest & Motivation	Reading & Writing Skills	Student Support at Home
Requires Significant Support	Student does not manage their time effectively in doing research, basic studies, and/or preparing for tests or quizzes	Student has little to no interest in the content area of the online course offering and has a negative attitude toward the course	Student is reading/writing below grade-level and has experienced difficulty with grade-level reading and writing assignments.	Nobody in the household will be able to provide the necessary online learning and technological supports to my child if they need it
Requires Targeted Supports	Student is beginning to demonstrate effective time management skills in doing research, basic studies, and/or preparing for tests or quizzes	Student has an interest in the content area of the online course offering but has expressed concerns about enrolling in the course	Student mostly meets grade-level expectation for reading and writing assignments and has demonstrated proficiency with writing assignments when supports are offered.	Occasionally, at least one person in the household will be able to provide the necessary online learning and technological supports to my child if they need it
Requires Occasional or Minor Support	Student has demonstrated effective time management skills in doing research, basic studies, and/or preparing for tests or quizzes	Student has an interest in the content area of the online course offering and has a positive attitude toward the course	Student is reading/writing at or somewhat above grade level; they have demonstrated success with a variety of grade-level writing assignments	For the most part, at least one person in the household will be able to provide the necessary online learning and technological supports to my child if they need it
Requires Little to No Support	Student has demonstrated outstanding time management skills in doing research, basic studies, and/or preparing for tests or quizzes	Student has a strong interest in the content area of the online course offering and has a positive and highly motivated attitude toward the course	Student is reading/writing well above grade level; they have demonstrated success with complex or above grade-level reading/writing assignments	At least one person in the household can regularly provide the necessary online learning and technological supports to my child if they need it