


Assessing Independent Work

This assessment tool has been created to support the instruction, assessment and evaluation of the six learning skills and work habits which enable academic achievement and social/ emotional growth. Teachers may choose to use all or some parts of this tool at different times and for different purposes (Assessment FOR Learning, Assessment AS Learning and Assessment OF Learning); in all cases, teachers are reminded to adapt it as necessary to be developmentally appropriate for the grade level.

Independent Work: the ability to follow directions, self assess and complete work (without prompting or re-direction) in relation to success criteria.

Sample Behaviours from Growing Success (on Report Card)

- independently monitors, assesses, and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

Possible criteria for sample behaviours	CONTINUUM (AFL/ AAL/ AOL)			Sample Student Self Assessment AaL	Possible Opportunities to Gather Evidence AfL/ AoL
	Satisfactory	Good	Excellent		
	The Student: 				
<ul style="list-style-type: none"> • Focus 	needs prompting to concentrate on his/ her work.	usually concentrates on his/ her work.	actively anticipates and avoids distractions, by redirecting attention back to the learning task when internal or external distractions occur.	<input type="checkbox"/> Do I stay on task during class work time? <input type="checkbox"/> Do I follow instructions given by the teacher? <input type="checkbox"/> Do I choose the appropriate work space during work time? <input type="checkbox"/> Do I make sure that I complete all parts of a task? <input type="checkbox"/> Do I make sure I'm on track with the task/ goal when I'm working alone? <input type="checkbox"/> Do I check multiple sources before saying, "I don't know what to do?"	Observations <ul style="list-style-type: none"> • time on-task • ability to break and come back • use of classroom resources to self-direct (agenda, Moodle, anchor charts, peers, teacher etc.) Conversations <ul style="list-style-type: none"> • Student Conferencing • Independent Work Progress • Learning Skills/ Goal Setting Products <ul style="list-style-type: none"> • Degree of task completion in specified time frame • Creation of work plans to independently complete tasks
<ul style="list-style-type: none"> • Task Completion 	is sometimes off task and as a result doesn't always finish work within class time.	is usually on task and gets work done within class time.	is consistently on-task and uses class time effectively.		
<ul style="list-style-type: none"> • Follows Expectations 	sometimes requires prompting to follow instructions; sometimes requires prompting to clarify the task/ goal when working independently; requires reminders to respect others' work space and work time.	usually follows instructions; makes sure he/ she is knows the task/ goal when working independently; usually respects others' work space and work time.	follows instructions independently; makes sure that he/ she is on track with the task/ goal when working independently; respects others' work space and work time.		
<ul style="list-style-type: none"> • Resourcefulness 	sometimes checks a resource before saying, "I don't know..."	checks with someone or somewhere when faced with a challenge.	checks multiple places when faced with a challenge (ask a peer, re-visit assignment/ success criteria, classroom resources etc.).		

LEARNING SKILLS AS ACADEMIC ENABLERS AND THE ROLE OF A **GROWTH MINDSET***

People who have a **Growth Mindset** believe that intelligence is a quality that can be cultivated (in other words, it is not “fixed” or static) because the brain is like a muscle that can be trained. This **Mindset**, or disposition toward learning, has strong correlations to effort, self-efficacy, motivation and engagement. When teachers model and foster the development of a growth mindset, students are more likely to set high personal goals, persevere in their pursuit of those goals, develop resiliency in the face of challenges and, ultimately, recognize that their own efforts, skills and strategies were *enablers* of their learning and achievement.

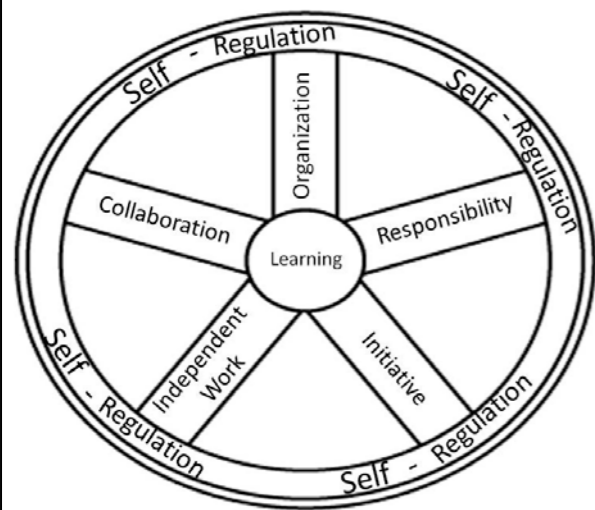
*Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books. 2008.

From Growing Success

“The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.

It is expected that teachers will work with students to help them develop the learning skills and work habits... to help students become effective learners, recognizing that it will look different at the various grade levels.

...there is broad agreement among educators... that learning skills and work habits...contribute substantially to student success. It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance.



Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated....To the extent possible...the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades.

Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement” (GS 10-14).

Possible Teacher Planning and Reflection Questions

How have I:

- ✓ explicitly taught how to work independently?
- ✓ co-constructed a clear understanding of the criteria with students?
- ✓ provided feedback in relation to the criteria?
- ✓ created a learning environment that fosters the development of Independent Work?
- ✓ embedded this LSWH in curriculum learning tasks and classroom culture?
- ✓ engaged students in self-assessment of independent work?
- ✓ considered the individual learner profile when assessing the development of this LSWH?
- ✓ assisted students in setting personal goals in relation to independent work?
- ✓ provided students with multiple opportunities to develop and demonstrate this LSWH over time?
- ✓ used a variety of sources of evidence when evaluating independent work