

# Assessing Responsibility

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.

**Responsibility:** the ability to make and maintain learning commitments (to oneself and others) in line with established classroom norms/ routines.

**Sample Behaviours from Growing Success (on Report Card)**

- fulfils responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

Possible criteria for sample behaviours	CONTINUUM (AFL/ AAL/ AoL)			Sample Student Self Assessment AaL	Possible Opportunities to Gather Evidence AfL/ AoL
	Satisfactory	Good	Excellent		
	<b>The Student:</b>				
<ul style="list-style-type: none"> <li>• Participation in line with classroom norms/ routines</li> <li>• Work Completion</li> <li>• Use of Class Time</li> <li>• Ownership of Personal Behaviour</li> <li>• Punctuality/ Attendance</li> <li>• Make up of Missed Work</li> <li>• Care/Use of materials</li> </ul>	<p>sometimes participates in learning tasks following classroom norms/ routines.</p> <p>occasionally completes work in the agreed-upon timeframe.</p> <p>sometimes uses class time effectively.</p> <p>understands that actions and words can have positive and/or negative consequences and sometimes makes effective choices;</p> <p>sometimes accepts responsibility for own behaviour.</p> <p>is sometimes on time/ present;</p> <p>sometimes informs teacher in advance of a planned absence.</p> <p>sometimes makes up missed work .</p> <p>sometimes follows directions regarding the use of school materials;</p> <p>sometimes brings necessary learning materials and resources to class.</p>	<p>usually participates in learning tasks following classroom norms/ routines.</p> <p>usually completes work in the agreed-upon timeframe.</p> <p>usually uses class time effectively.</p> <p>understands that actions and words can have positive and/or negative consequences and usually makes effective choices;</p> <p>usually accepts responsibility for own behaviour.</p> <p>is usually on time / present;</p> <p>usually informs teacher in advance of a planned absence.</p> <p>usually makes up missed work.</p> <p>usually takes care of personal and school materials;</p> <p>usually brings necessary learning materials and resources to class.</p>	<p>consistently participates in learning tasks following classroom norms/ routines.</p> <p>consistently completes work in the agreed-upon timeframe.</p> <p>consistently uses class time effectively.</p> <p>understands that actions (academic and social) and words can have positive and/or negative consequences and consistently makes effective choices;</p> <p>consistently accepts responsibility for behaviour rather than shifting responsibility to peers, parents, technology or teacher.</p> <p>is consistently on time/ present;</p> <p>consistently informs teacher in advance of a planned absence.</p> <p>consistently makes up missed work .</p> <p>consistently takes care of personal and school materials and uses them appropriately;</p> <p>consistently brings necessary learning materials and resources to class.</p>	<p><input type="checkbox"/> Do I follow classroom norms/ routines when engaged in classroom tasks and activities?</p> <p><input type="checkbox"/> Do I complete work on time?</p> <p><input type="checkbox"/> Do I use my class time effectively?</p> <p><input type="checkbox"/> Do I act appropriately in class?</p> <p><input type="checkbox"/> Do I accept responsibility for my behaviour?</p> <p><input type="checkbox"/> Do I follow the guidelines for academic honesty?</p> <p><input type="checkbox"/> Do I follow classroom routines?</p> <p><input type="checkbox"/> Do I attend class regularly?</p> <p><input type="checkbox"/> Do I get to class on time?</p> <p><input type="checkbox"/> Do I care for and handle classroom materials appropriately?</p> <p><input type="checkbox"/> Do I consistently bring necessary learning materials and resources to class?</p> <p><input type="checkbox"/> When I am away, do I find out and complete what I missed?</p>	<p><b>Observations</b></p> <p><b>In-Class Behaviours</b></p> <ul style="list-style-type: none"> <li>• on-task</li> <li>• participation</li> <li>• work completion</li> </ul> <p><b>Preparedness for class</b></p> <ul style="list-style-type: none"> <li>• supplies</li> <li>• homework</li> </ul> <p><b>Use of Equipment</b></p> <ul style="list-style-type: none"> <li>• technology</li> <li>• supplies</li> <li>• furniture</li> <li>• books</li> <li>• safety</li> </ul> <p><b>Conversations</b></p> <p><b>Student Conferencing</b></p> <ul style="list-style-type: none"> <li>• due dates</li> <li>• work completion</li> <li>• behaviour</li> <li>• academic honesty</li> </ul> <p><b>Products</b></p> <p><b>Class/ Daily Work</b></p> <ul style="list-style-type: none"> <li>• complete</li> <li>• on-time</li> </ul> <p><b>Daily Attendance Log</b></p> <ul style="list-style-type: none"> <li>• punctuality</li> <li>• attendance</li> </ul>

## 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

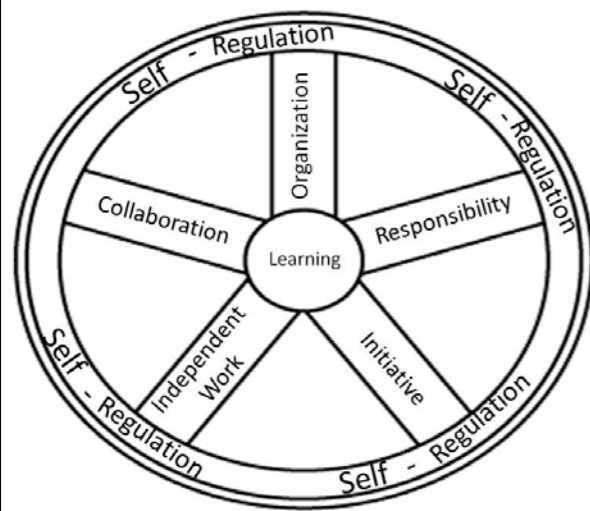
*“The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.*

*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 be responsible?
- ✓ 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 responsibility?
- ✓ embedded this LSWH in curriculum learning tasks and classroom culture?
- ✓ engaged students in self-assessment of responsibility?
- ✓ considered the individual learner profile when assessing the development of this LSWH?
- ✓ assisted students in setting personal goals in relation to responsibility?
- ✓ provided students with multiple opportunities to develop and demonstrate this LSWH over time?