

Assessing Initiative

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.

Initiative: the ability to self-start, self assess, and self advocate based upon curiosity, openness to new ideas, a positive attitude toward learning and feedback in relation to goals.

Sample Behaviours from Growing Success (on Report Card):

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrates curiosity and interest in learning;
- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.

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"> • Self Motivation 	sometimes starts tasks promptly on own; sometimes seeks clarification to continue tasks on own; sometimes completes learning tasks.	usually starts tasks promptly on own; usually seeks clarification to continue tasks on own; completes learning tasks .	starts tasks promptly on own; consistently seeks clarification to continue tasks on own; seeks out enrichment opportunities or challenges related to classroom learning.	<input type="checkbox"/> Do I start my work without being asked? <input type="checkbox"/> Do I seek out and ask for assistance when needed? <input type="checkbox"/> Do I speak up for the learning needs of myself and others? <input type="checkbox"/> Do I try to make connections between what I have learned and what I am learning? <input type="checkbox"/> Do I use a variety of strategies when I am approaching a problem? <input type="checkbox"/> Do I ask questions to further my own learning and the learning of others? <input type="checkbox"/> Do I tackle problems and issues with an open mind? <input type="checkbox"/> Do I approach new tasks with enthusiasm? <input type="checkbox"/> Do I continue my learning outside of class?	Observations <ul style="list-style-type: none"> • In-Class Behaviours • Questioning • Participation • Self Advocacy • Peer Advocacy • Attitude toward Learning • Making Connections Conversations <ul style="list-style-type: none"> • Student Conferencing • Student has set goals • Student looks for learning opportunities • Student self advocates Products <ul style="list-style-type: none"> • Learning Logs/ Journals • Self-Assessments
<ul style="list-style-type: none"> • Innovation & Risk-Taking 	sometimes displays creative problem solving skills. sometimes takes risks when prompted to do so .	usually displays creative problem solving skills; usually takes smart risks during classroom learning.	consistently displays creative problem solving skills; takes smart risks by offering ideas and posing questions.		
<ul style="list-style-type: none"> • Positive Attitude Toward Learning 	sometimes demonstrates a positive attitude to learning by: ✓ asking questions related to the learning.	usually demonstrates a positive attitude to learning by: ✓ asking and responding to questions when prompted; ✓ being open minded when presented with a learning challenge.	demonstrates a positive attitude to learning by: ✓ asking questions to further the learning of self and others; ✓ taking on challenges in an open minded manner; ✓ showing an interest in making connections to prior learning; ✓ demonstrating curiosity towards learning; ✓ approaching new tasks with enthusiasm.		
<ul style="list-style-type: none"> • Advocacy 	sometimes speaks up for the rights of self on issues of fairness.	usually speaks up for the rights of self and others related to fairness, learning preferences and appropriate accommodations.	consistently speaks up for student rights in and out of the classroom.		

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.

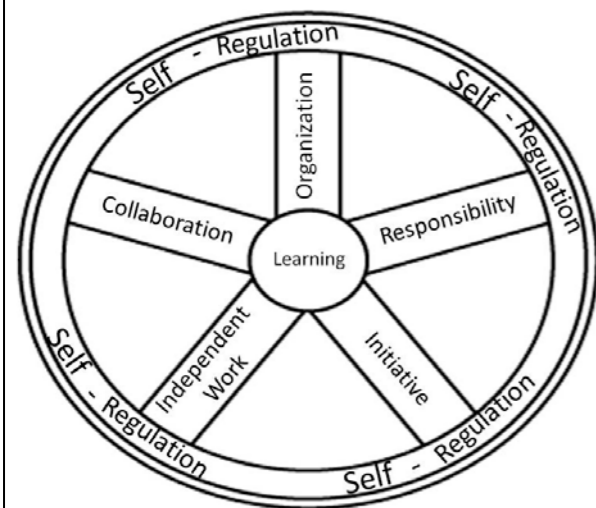
*Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books. 2008.

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 take initiative?
- ✓ 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 initiative?
- ✓ embedded this LSWH in curriculum learning tasks and classroom culture?
- ✓ engaged students in self-assessment of initiative?
- ✓ considered the individual learner profile when assessing the development of this LSWH?
- ✓ assisted students in setting personal goals in relation to initiative?
- ✓ provided students with multiple opportunities to develop and demonstrate this LSWH over time?
- ✓ used a variety of sources of evidence when evaluating initiative?