

Assessing Organization

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.

Organization: the ability to manage and prioritize materials, information and time towards the achievement of goals.

Sample Behaviours from Growing Success (on Report Card):

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

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"> • Time Management 	sometimes uses a tool/ strategy (organizer, agenda, or calendar) to record upcoming events and due dates.	usually uses a tool/ strategy (organizer, agenda, or calendar) to record due dates, schedule work and meet agreed upon deadlines.	consistently uses tools and strategies to record due dates, schedule work and meet agreed upon deadlines.	<input type="checkbox"/> Do I use some kind of organizer to record dates?	<p>In-Class Behaviours</p> <p>Observations</p> <ul style="list-style-type: none"> • uses an agenda/ organizer • records dates • tracks stages of task completion <p>Desk/ Cubby/ Locker/ Notebook</p> <ul style="list-style-type: none"> • contents/ set up <p>Conversations</p> <p>Student Conferencing</p> <ul style="list-style-type: none"> • process conferences • work submission <p>Products</p> <p>Process Work</p> <ul style="list-style-type: none"> • chunked • complete <p>Binder/ Notes</p> <ul style="list-style-type: none"> • by unit/ theme • dated/ chronological
<ul style="list-style-type: none"> • Planning 	sometimes follows a plan for completing tasks/ parts of tasks.	usually follows a plan for completing tasks/ parts of tasks.	consistently creates and follows a plan for completing tasks/ parts of tasks.	<input type="checkbox"/> Do I plan my time by mapping <i>backwards</i> from the due date? <input type="checkbox"/> Do I break tasks into parts to make a plan for completion <input type="checkbox"/> Do I prioritize tasks to meet my goals?	
<ul style="list-style-type: none"> • Prioritizing 	sometimes considers <i>importance</i> and <i>urgency</i> to meet deadlines and goals.	usually considers <i>importance</i> and <i>urgency</i> to meet deadlines and goals.	consistently considers <i>importance</i> and <i>urgency</i> to meet deadlines and goals.	<input type="checkbox"/> Do I keep my binder/ notes in a logical order? <input type="checkbox"/> Do I have a system for keeping returned work/ feedback for later use?	
<ul style="list-style-type: none"> • Materials Management 	sometimes needs reminders to keep learning materials orderly so they can be found when needed.	usually keeps learning materials orderly so they are found when needed.	consistently keeps learning materials orderly so they are easily found when needed.	<input type="checkbox"/> Can I find things when I'm looking for them (in binder, bag, locker etc). <input type="checkbox"/> Do I store electronic files in a systematic way so I know where to find them?	
<ul style="list-style-type: none"> • Information Management 	sometimes gathers and arranges information systematically.	usually gathers and arranges information systematically.	consistently gathers and arranges information systematically.		

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.

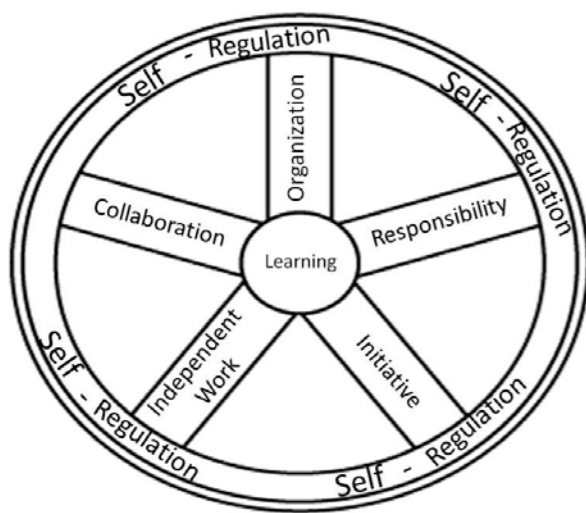
*Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books. 2008.

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