

# Assessing Self-Regulation

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.

**Self Regulation:** the ability to set, monitor, and revise plans, attitudes, and behaviours to take strategic action toward the achievement of goals (cognitive, social and emotional).

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

- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs and interests;
- identifies learning opportunities, choices and strategies to meet personal needs and achieve goals;
- identifies and manages emotion and behaviour;
- perseveres and makes an effort when responding to challenges.

*Self-Regulation is a complex and developmental process which has behavioural, social, emotional and cognitive realms. At different stages the focus of SR may shift but the goal remains "capable and engaged learners who have the capacity to deal with internal and external stressors...to stay calmly focused and alert to learning"*

(LNS Webcast, Kindergarten Matters, 2011)

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>FORETHOUGHT</b>					
<ul style="list-style-type: none"> <li>• Individual Goal Setting</li> </ul>	sometimes engages in goal setting.	usually engages in goal setting and develops a plan to accomplish those goals.	consistently engaged in goal setting and develops a plan to accomplish those goals.	<input type="checkbox"/> Do I set goals in order to complete work? <input type="checkbox"/> Do I develop and revise plans to meet my goals (cognitive, social and emotional)? <input type="checkbox"/> Do I monitor my progress against set criteria? <input type="checkbox"/> Do I notice how my actions affect others? <input type="checkbox"/> Do I ask questions for clarification? <input type="checkbox"/> Do I seek out and ask for assistance when needed? <input type="checkbox"/> Do I seek out and take advantage of new learning opportunities? <input type="checkbox"/> Do I have the language to express my feelings and solve problems? <input type="checkbox"/> Do I know and assess my own strengths? <input type="checkbox"/> Do I know my own needs and attend to them? <input type="checkbox"/> Do I use my interests to assist my learning? <input type="checkbox"/> Do I persevere through all parts of a task even when it is difficult? <input type="checkbox"/> Do I use feedback to see how I can improve? <input type="checkbox"/> Do I manage my emotional responses and behaviours?	<b>In-Class behaviours</b> <ul style="list-style-type: none"> <li>• Asking Questions for clarification</li> <li>• Setting Goal</li> <li>• Seeking extra help when needed</li> <li>• Monitoring emotions</li> <li>• Monitoring learning</li> </ul>
<ul style="list-style-type: none"> <li>• Self-Knowledge</li> </ul>	is aware of personal strengths and sometimes uses them to assist learning;	is aware of personal strengths and usually uses them to assist learning;	uses learning strengths consistently as access points for learning;		
	is somewhat aware of areas of need;	usually self advocates in areas of need;	consistently self advocates in areas of need;		
	sometimes makes connections between personal interests and learning.	usually makes personal connections between personal interests and learning.	consistently makes clear connections between personal interests and learning.		
<b>MONITORING</b>					
<ul style="list-style-type: none"> <li>• Seeking Support</li> </ul>	sometimes self monitors learning, makes adjustments and seeks assistance when needed.	usually self monitors learning, makes adjustments and seeks assistance when needed.	consistently self monitors learning, makes adjustments and seeks assistance when needed.	<input type="checkbox"/> Do I seek out and ask for assistance when needed? <input type="checkbox"/> Do I seek out and take advantage of new learning opportunities? <input type="checkbox"/> Do I have the language to express my feelings and solve problems? <input type="checkbox"/> Do I know and assess my own strengths? <input type="checkbox"/> Do I know my own needs and attend to them? <input type="checkbox"/> Do I use my interests to assist my learning? <input type="checkbox"/> Do I persevere through all parts of a task even when it is difficult? <input type="checkbox"/> Do I use feedback to see how I can improve? <input type="checkbox"/> Do I manage my emotional responses and behaviours?	<b>Student Conferencing</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Monitoring progress in relation to the plan</li> <li>• Using feedback</li> <li>• Reflecting on learning and next steps</li> </ul>
<ul style="list-style-type: none"> <li>• Perseverance</li> </ul>	sometimes uses strategies to overcome challenges;	usually uses strategies to overcome challenges;	consistently uses a variety of strategies to overcome challenges;		
<ul style="list-style-type: none"> <li>• Behaviour Management</li> </ul>	sometimes sees mistakes as opportunities for learning and growth.	usually sees mistakes as opportunities for learning and growth.	consistently sees mistakes as opportunities for learning and growth.		
	sometimes shows awareness of appropriate behaviour by managing emotional responses, words and actions;	usually shows awareness of appropriate behaviour by managing emotional responses, words and actions;	consistently shows awareness of appropriate behaviour by managing emotional responses, words and actions;		
<ul style="list-style-type: none"> <li>• Self-Assessment</li> </ul>	sometimes uses strategies to regain or maintain control of emotions and behaviour.	usually uses strategies to regain or maintain control of emotions and behaviour.	consistently uses strategies to regain or maintain control of emotions and behaviour.		
	sometimes uses criteria to self assess progress;	usually uses criteria to self assess progress;	consistently uses criteria to self assess progress;		
	sometimes uses feedback to improve.	usually uses feedback to improve.	consistently uses feedback to improve		
<b>REFLECTION</b>					
<ul style="list-style-type: none"> <li>• Metacognition</li> </ul>	sometimes reflects on learning processes to assess strengths and next steps;	usually reflects on learning processes to assess strengths and next steps;	consistently reflects on learning processes to assess strengths and next step;	<input type="checkbox"/> Do I use feedback to see how I can improve? <input type="checkbox"/> Do I manage my emotional responses and behaviours?	<b>Use of a Planning Tool (i.e. an agenda)</b> <ul style="list-style-type: none"> <li>• Setting personal goals</li> <li>• Developing a plan</li> <li>• Using criteria to monitor progress</li> </ul>
	sometimes makes connections between planning, actions and outcomes.	usually makes connections between planning, actions and outcomes.	consistently makes connections between planning, actions and outcomes.		

## 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.

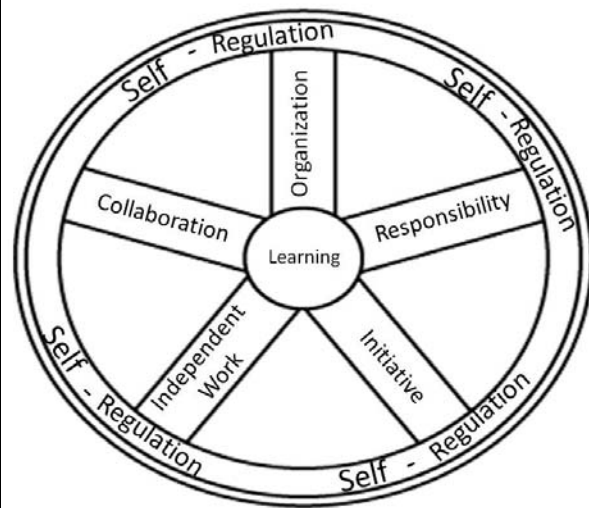
\*Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books. 2008.

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