

Learning Skills and Work Habits Procedure

RATIONALE:

The development of learning skills and work habits is an integral part of a students' learning. To the extent possible, however, 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.

It is expected that teachers will work with students to help them develop the learning skills and work habits:

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self-regulation

Teachers will also ensure that they assess students' development of learning skills and work habits in Grades 1 to 12, as set out in Chapter 2 of [**Growing Success**], using the assessment approaches (assessment for learning and as learning) to gather information and provide feedback to students.

TERMINOLOGY:

Parent: The term "parent" throughout this Policy is intended to be inclusive and represent parent, guardian and caregiver.

Assessment for Learning: The ongoing process of gathering and interpreting evidence about learning for the purpose of guiding instruction and providing feedback to students.

Assessment as Learning: The process of developing and supporting students to understand their own thinking process. Students monitor their own learning, use assessment feedback from the teacher, self and peers to determine next steps and set individual learning goals.

Descriptive Feedback: Precise information provided to students by the teacher or peers (peer assessment). This information is specific to the students' achievement of learning goals. It is based on the success criteria and includes what students are doing well, what needs improvement and what specific steps they can take to improve.

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Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Learning Goals: Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction, (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Reporting: The process of providing students and parents with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

Success Criteria: Standards or specific descriptions of successful attainment of learning goals developed by teachers based on curriculum documents. Success criteria are discussed and agreed upon with students, and are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like,” and allow the teacher and student to gather information about the quality of student learning.

PROCEDURES:

1.0 Responsibility

1.1 The Principal supports teachers to:

- 1.1.1 develop shared understanding of the learning skills and work habits, and age/grade appropriate behaviours for each.
- 1.1.2 communicate to students and parents the learning skills and work habits, their importance and how they will be assessed and evaluated.
- 1.1.3 explicitly teach the learning skills and work habits.
- 1.1.4 share age/grade appropriate learning goals and success criteria for development of the learning skills and work habits.
- 1.1.5 assess students’ development of the learning skills and work habits using shared success criteria, provide descriptive feedback, and help students set individual goals for improvement.

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1.2 The teacher:

- 1.2.1 helps students and parents understand the learning skills and work habits, and their importance.
- 1.2.2 discusses and explicitly teaches the learning skills and work habits.
- 1.2.3 shares age/grade appropriate learning goals and success criteria for development of the learning skills and work habits.
- 1.2.4 explains how learning skills and work habits will be assessed and evaluated.
- 1.2.5 assesses students' development of the learning skills and work habits using shared success criteria, provides descriptive feedback and helps students set individual goals for improvement.