



Resource Packet:

Assessment of Habits of Work and Learning (HOWLs)

“Responsibility for my own learning” (RFL)

“Responsibility to my community” (RTC)

2A: Creating an Environment of Respect & Rapport

2D: Managing Student Behavior

3D: Using Assessment in Instruction

Name _____

<p>BUILDING COMMUNITY</p> <p><u>Group 1: Magen</u></p> <ul style="list-style-type: none"> • RTC - Define RTC for your class with examples ie. being courageous tally (clip board and template) over 2 weeks; grade scale) • RTC - sound and date drills 	<p>TEAMWORK</p> <p><u>Group 2: Adam Cw</u></p> <ul style="list-style-type: none"> • RTC - Grade teammates' RTC - using a rubric (more focused questions) • RFL - Tallying system for homework (1/2 etc.) 	<p>PARTICIPATION</p> <p><u>Group 3: Phill G</u></p> <ul style="list-style-type: none"> - RTC - Assess "participation" by having students listen to peers and write a reflection (exit ticket) - RFL - Exit tickets - Tally system for lateness - Do Now (Rigor) & Punctuality (built in)
<p>PRESENTATIONS/ DISCUSSION</p> <p><u>Group 4: Brian</u></p> <ul style="list-style-type: none"> • RTC: When students present (eg. round tables), have others give them written feedback. • RTC: Shout Outs in circle to practice kindness - peer to peer/peer to teacher (everyone has to earn a point over a couple of weeks) • RFL: Giving responsibility to student to track who participates. 	<p>GROUPWORK</p> <p><u>Group 5: Dwight</u></p> <ul style="list-style-type: none"> - RTC Participation in Group Work - RFL Journal reflection (at start - middle - end of case study) 	<p>FEEDBACK/EDITING</p> <p><u>Group 6: Maggie</u></p> <ul style="list-style-type: none"> • RTC When students initial next to their feedback during peer editing • RFL or RTC Self-assessment- Student Response (with evidence from rubric) and Teacher Feedback (t-chart)
<p>ATTENDANCE/ LATENESS</p> <p><u>Group 7: Abbey</u></p> <ul style="list-style-type: none"> • Tally system and/or overall average • RTC: Students that are late cannot complete or participate in group work 	<p>MASTERY/SKILLS</p> <p><u>Group 8: Lesley</u></p> <ul style="list-style-type: none"> • RFL Mastery Tracker (attached to the HOWLs LT: I can be responsible for my own learning.) <ul style="list-style-type: none"> ○ Punctuality ○ Deadline meeting ○ Participation 	<p>SOCRATIC SEMINARS</p> <p><u>Group 9: Sheryl</u></p> <ul style="list-style-type: none"> • RTC - Socratic Seminars - rules already written in rubric or group discussions/group work • RTC accountable talk

BCS Grading Policy

Brooklyn Collaborative prepares students for success in secondary school, college, and the world of work. Our main focus is working with students to develop appropriate habits so that they are successful in all academic and social environments. We encourage that all students earn 85 or higher in their courses to be eligible for competitive programs, scholarships, and colleges.

In each class, students are graded on their mastery of content and skills as well as on their academic habits of work and learning (HOWLs). We hold our students to high standards, because they are capable and intelligent, and because we want to offer them the best learning experience at Brooklyn Collaborative.

Students are graded in three categories: academic course learning targets, HOWLs responsibility for self-learning, and HOWLs responsibility to the community.

Academic course learning targets are weighted 80% and HOWLs learning targets are weighted 20%.

Academic course learning targets (80%)	+	HOWLs learning targets (20%)	=	Final Course Grade (100%)
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BCS Habits of Work and Learning (HOWLs) Rubric 2015-2016

I AM RESPONSIBLE FOR MY OWN LEARNING

At BCS, students who are responsible for their own learning are ones who have all of their materials organized. They are persistent in completing class work and ask for help when needed. They strive for excellence in every assignment and are proud of the work they've accomplished. Responsible students are also collaborative, and work to teach others what they have learned.

Exemplary 100%	I have met the expectations for a 1, and I model the core values. For example, I am kind and responsible for my own success as well as the success of our learning community.
Accomplished 85%	I demonstrate preparation by bringing in <i>all</i> my homework and classwork. I meet <i>all</i> deadlines and make up work if I am absent. I am prepared with <i>all</i> needed materials every day. I am on time to class every day.
Developing 75%	I demonstrate preparation by bringing in <i>most</i> of my homework and classwork. I meet <i>most</i> deadlines. I am prepared with all needed materials <i>most</i> days. I am on time to class <i>most</i> days.
Beginning 55%	I complete <i>little</i> of my homework and classwork. I meet <i>few</i> deadlines. I am prepared <i>few</i> days with all needed material. I am on time to class <i>few</i> days.
No Mastery 45%	I <i>do not</i> complete my homework or class work. I <i>do not</i> meet deadlines nor check in about missing work. I <i>do not</i> have needed materials on a regular basis. I am <i>rarely</i> on time to class.

I AM RESPONSIBLE TO MY COMMUNITY

At BCS, students who are responsible to their community are open-minded. They are kind, listen to, and collaborate with others. Through this they see the value in having a community of learners. They respect the space and people in our community. They are upstanders who make courageous choices to make BCS the best place it can be.

Exemplary 100%	I have met the expectations for a 1, and I model the core values. For example, I am courageous in sharing my ideas and open minded in considering the points of view of others. I encourage and actively help others to be open minded.
Accomplished 85%	I <i>consistently</i> treat others with kindness, use polite, academic language, and a respectful tone of voice. I am <i>consistently</i> on task and engaged, help create a clean and orderly space, and keep hands to myself. I <i>consistently</i> make contributions to class discussion and actively listen to others.
Developing 75%	I <i>often</i> treat others with kindness, use polite language, and a respectful tone of voice. I am <i>often</i> on task and engaged, help create a clean and orderly space, and keep hands to myself. I <i>often</i> make contributions to class discussion and listen to others
Beginning 55%	I <i>rarely</i> treat others with kindness, use polite language, and a respectful tone of voice. I am <i>rarely</i> on task and engaged, and I rarely help to create an orderly space and keep hands to myself. I <i>rarely</i> make contributions to class discussion and listen to others.
No Mastery 45%	I <i>do not</i> treat others with kindness, use polite language, or a respectful tone of voice. I am off task and not engaged. I <i>do not</i> clean up after myself. I <i>do not</i> keep my hands to myself. I <i>do not</i> make contributions to class discussion or listen to others.

Core Values Exercises

Kind

- Gratitude: Create an inventory of assets in your life. Who/what are you grateful for?
- Mitzvahs / Acts of Kindness: Doing favors or good deeds for others. Helping them. Taking care of them.
- Forgiveness: Talking with someone who wronged you, letting go of your anger / resentment towards them.

Courageous

- Perform: Present something to an audience (sing, rap, dance, act, etc.)
-

Responsible

- Community Service: Notice a need in the community. Work to have that need satisfied.
- Prudence/Discretion: Be careful with your choices; don't take undue risks.

Open-Minded

- Meditation: maintain a moment-by-moment awareness of your thoughts, feelings, bodily sensations, and surrounding environment. It also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there is a "right" or "wrong" way to think or feel in a given moment.
- Social Intelligence: Reflect on someone else's motives / feelings in a recent situation.
- Debate: Respectfully argue a topic, examine all opinions without jumping to conclusions.

Persistent

- Self-Discipline is the ability to control your feelings and overcome your weaknesses. It is the ability to do what you think is right despite temptations to choose otherwise. People who have strong self-discipline often:
 - 1) plan their time well,
 - 2) develop effective routines,
 - 3) keep a record of their day, and
 - 4) control how much time they spend on entertainment (games, internet, TV, phones, etc.)
- Finishing something you start, completing

Collaborative

- Leadership: Encourage a group you are part of to achieve some goal.
-

HOWLS:

SELF-DISCIPLINE

Name _____

Date _____

Rubric – Habits of Work and Learning**RFL/RTC**

Criteria					Points	
	4	3	2	1	Self	Teacher
Work Completion: Getting Started	Student knows classroom routines and always starts quickly and independently.	Student knows classroom routines and usually starts independently.	Student needs to be reminded to start classroom routines more than once a week.	Student needs to be reminded to start classroom routines on a daily basis.		
Work Completion: Listening Skills	Student listens when others talk both in groups and in class. Student incorporates or builds off the ideas of others.	Student listens when others talk both in groups and in class.	Student does not listen when others talk both in groups and in class.	Student does not listen when others talk both in groups and in class, and speaks when others are speaking.		
Participation: Level of Engagement in Class	Student always stays on task, contributes, and asks / answers questions on a daily basis.	Student usually is on task, contributes, and asks / answers questions on a regular basis.	Student needs to be refocused or redirected at least once a week and rarely contributes or asks questions.	Student needs to be refocused or redirected on a daily basis and rarely contributes or asks questions.		
Collaboration	Student consistently works well in a team, always discussing the math, sharing ideas, and helping out.	Student usually works well in a team by discussing the math, sharing ideas, and helping out.	Student rarely works well in a team, either by not discussing and sharing ideas OR by not helping out.	Student almost never works well in a team, by not discussing and sharing ideas AND by not helping out.		
Responsibility	Student is always prepared for class with required materials. Student is very organized .	Student is usually prepared for class with required materials. Student is mostly organized .	Student is not prepared for class with required materials more than once a week. Student struggles with organization.	Student is almost never prepared for class with required materials. Student greatly struggles with organization.		
Persistence	Student always reaches for excellence and tries hard to overcome obstacles. Student does more than the minimum requirements.	Student occasionally tries to overcome obstacles, and occasionally does more than the minimum requirements.	Student rarely tries to overcome obstacles and often gives up. Student seems to be satisfied with meeting the minimum requirements.	Student does not try to overcome obstacles and almost always gives up. Student seems to be satisfied with doing less than the minimum requirements.		
Homework	Student is always prepared for class with daily homework assignments.	Student is usually prepared for class with daily homework assignments.	Student is not prepared for class with daily homework assignments more than once a week.	Student is almost never prepared for class with daily homework assignments.		
Total						

Student Goals:

Teacher Comments:

Student Name: _____

Windmill Lab Report Grading Sheet

Learning Target: I can write a complete lab report			Score: _____/20
Section	Included?	Correct?	Notes
Testable Question (As title)			
Materials/ Procedure			
Variables (Independent/Dependent)			
Data Chart (Power calculated correctly?)			
Data Graph			
Data analysis			
Sources of Error (error, impact and fix)			
Conclusion (Answer to testable question)			
Follow-Up (New question that is testable)			
Bibliography			

Learning Target: I can describe energy and the natural laws that energy follows.			Score: _____ / 10
Background Research	Included?	Correct?	Notes
What is energy?		1 point	
What is the Law of Conservation of Energy?		2 points	
What kinds of energy are transferred in the windmill system?		3 points	
What is the difference between the a windmill and a wind turbine?		2 points	
What is power and how do we calculate power?		2 points	

My Revision Plan	
Learning Target: I can be responsible for my learning	Score: _____ / 5
What do you need to revise in your lab report?	

Group Members: _____

Period: _____

Rubric – Team Collaboration

Level Earned	Team Cooperation	Communication Among Team Members	Individual Participation	Listening to Other's Ideas	Showing Respect	Staying On Task
Exemplary	Everyone worked together using his or her abilities and knowledge to achieve the goal.	We talked often and shared our ideas for group feedback.	Everyone did a great job! We want to work together again.	Everyone listened to each other a lot, and used what we heard to improve our work.	Everyone was courteous and valued each other's opinions.	Everyone was on task and talking about the work all period.
Accomplished	We worked together so that everyone contributed something to the assignment.	We usually asked each other for help and showed our work to each other.	We all seemed to find our place and do what was needed.	We listened while others talked, we learned about different viewpoints, and used some of that information in the project.	Most were courteous and most opinions were valued.	Most were on task for most of the period and talking about the work.
Developing	We worked together most of the time, sharing information regularly.	We talked about what we were doing.	Each person did some work and tried to do a fair share.	We usually listened to each other and tried to use what they said in the assignment.	Some were courteous and some opinions were valued.	Some people were on task and talking about the work.
Beginning	We did most of the work by ourselves, we talked a little among our group members.	We only talked when we thought we needed to, but received little feedback.	Some people tried hard, but others didn't do much.	We usually listened to what others were saying but some members either didn't share ideas or argued.	No one was courteous and opinions were not valued.	No one was on task for most of the period and no one was talking about the work.

Our group did well when we _____

Our group could have done better with _____

POSTER PROJECT CHECKLIST

Hand in Checklist When You're Done

Names:	RTC Grade: I can actively and positively participate in a group project

PROJECT REQUIREMENTS (USE AS CHECKLIST):

Requirements	Group Grade:
»I Read the text + highlight example(s) of your signpost (3 pts)	
»I Accurately describe the signpost (2 pts)	
»I Accurately identify the anchor question for your signpost and explain how it helps readers (2 pts)	
»I Create a symbol and key word that represents your signpost (2 pts)	
»I Write a "model signpost jot" that connects to an example you found in your text (4 pts)	
»I Decorate, Illustrate and Write Neatly on your poster so that it is attractive and easy-to-read (3 pts)	

TOTAL SCORE: _____

POSTER PROJECT CHECKLIST

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PROJECT REQUIREMENTS (USE AS CHECKLIST):

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»I Read the text + highlight example(s) of your signpost (3 pts)	
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»I Create a symbol and key word that represents your signpost (2 pts)	
»I Write a "model signpost jot" that connects to an example you found in your text (4 pts)	
»I Decorate, Illustrate and Write Neatly on your poster so that it is attractive and easy-to-read (3 pts)	

TOTAL SCORE: _____

GRADE 7

**Magen + Deb
Room 423**

Student Name	Completed all ET Tasks RFL	Participated in all ET Tasks RTC
1. Hernan Cortes		
2. Fatima Diomande		
3. Luis Figueroa	A	A
4. Dasia Grant		
5. Imani Gregg		
6. Devante Martin		
7. Nija Martin		
8. Ronny Medina		
9. Taneequa Miller		
10. Camron Mills		
11. Michael Morales Guzman		
12. Damaris Perez		
13. Yordalina Regelado Cruz	A	A
14. Kiana Rodriguez Heredia		
15. Karen Salamanca		
16. Jaydon Smith		
17. Yaswan Swaby		
18. Kareem Weise		
19. Nuriel Weiss		
20. Makayla Williams		
21. Dasia Young		

5 = 95%

4 = 85%

3 = 75%

2 = 65%

1 = 55%

A = Absent

RFL/RTC

Responsibility for Learning

RFL/RTC

I demonstrate preparation by bringing in my homework and class work.

☐ All of the time ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

I meet deadlines and make up work if I am absent.

☐ All of the time ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

I am prepared with needed materials (pen/pencil, binder/folder/notebook, etc.)

☐ All of the time ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

I am on time to class.

☐ All of the time ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

Teacher comments: _____

Responsibility to Community

I treat others with kindness, use polite, academic language, and a respectful tone of voice.

☐ All of the time ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

I am on task and engaged, help create a clean and orderly space, and keep hands to myself.

☐ All of the time ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

I make contributions to class discussion and actively listen to others.

☐ All of the time ☐ Most of the time ☐ Sometimes ☐ Rarely ☐ Never

Teacher comments: _____

Name: _____ Crew Leader(s): _____ Date: _____

Reflect for Success

#	COURSE NAME	ACADEMIC GRADE	RESPONSIBILITY FOR LEARNING	RESPONSIBILITY TO COMMUNITY	ATTENDANCE	HABITS & BEHAVIOR	FINAL	FOLLOW UP Y/N

Give 1-2 examples of when you were **persistent** about earning your HOWLs: _____

What's one thing you want to continue or change to be more **responsible** for next week? _____

RFL/RTC

**STUDENT-TEACHER CONFERENCE
REQUEST FOR MEETING**

Student Name: _____

Crew Leader(s): _____

Teacher Name: _____

Course Name: _____ Cycle/Semester: _____

Reason for Meeting: _____

Teacher Notes: _____

To be signed AFTER meeting is held and completed.

Student Signature: _____

Crew Signature: _____

Teacher Signature: _____

**STUDENT-TEACHER CONFERENCE
REQUEST FOR MEETING**

Student Name: _____

Crew Leader(s): _____

Teacher Name: _____

Course Name: _____ Cycle/Semester: _____

Reason for Meeting: _____

Teacher Notes: _____

To be signed AFTER meeting is held and completed.

Student Signature: _____

Crew Signature: _____

Teacher Signature: _____

RESPONSIBILITY FOR LEARNING

Exemplary (2 points)	I have met the expectations for a 1, and I model the core values. For example, I am kind and responsible for my own success as well as the success of our learning community.
Accomplished (1 point)	I demonstrate preparation by bringing in all my homework and classwork. I meet all deadlines and make up work if I am absent. I am prepared with all needed materials every day. I am on time to class every day.
Developing (0 points)	I demonstrate preparation by bringing in most of my homework and classwork. I meet most deadlines. I am prepared with all needed materials most days. I am on time to class most days.
Beginning (-1 point)	I complete little of my homework and classwork. I meet few deadlines. I am prepared few days with all needed material. I am on time to class few days.
No Mastery (-2 points)	I do not complete my homework or class work. I do not meet deadlines nor check in about missing work. I do not have needed materials on a regular basis. I am rarely on time to class.

RESPONSIBILITY TO COMMUNITY

Exemplary (2 points)	I have met the expectations for a 1, and I model the core values. For example, I am courageous in sharing my ideas and open minded in considering the points of view of others. I encourage and actively help others to be open minded.
Accomplished (1 point)	I consistently treat others with kindness, use polite, academic language, and a respectful tone of voice. I am consistently on task and engaged, help create a clean and orderly space, and keep hands to myself. I consistently make contributions to class discussion and actively listen to others.
Developing (0 points)	I often treat others with kindness, use polite language, and a respectful tone of voice. I am often on task and engaged, help create a clean and orderly space, and keep hands to myself. I often make contributions to class discussion and listen to others
Beginning (-1 point)	I rarely treat others with kindness, use polite language, and a respectful tone of voice. I am rarely on task and engaged, and I rarely help to create a orderly space and keep hands to myself. I rarely make contributions to class discussion and listen to others.
No Mastery (-2 points)	I do not treat others with kindness, use polite language, or a respectful tone of voice. I am off task and not engaged. I do not clean up after myself. I do not keep my hands to myself. I do not make contributions to class discussion or listen to others.

MINDFULNESS


Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. It also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there is a "right" or "wrong" way to think or feel in a given moment.

SELF-DISCIPLINE

Self-Discipline is the ability to control your feelings and overcome your weaknesses. It is the ability to do what you think is right despite temptations to choose otherwise. People who have strong self-discipline often: 1) plan their time well, 2) develop effective routines, 3) keep a record of their day, and 4) control how much time they spend on entertainment (games, internet, TV, phones, etc.)


Expedition:	Was Hurricane Sandy caused by climate change?
Case Study:	The Sun's Role in the Earth's Climate System
Long-Term Learning Target:	I can analyze the relationships between the components of the Earth's climate system.

-----Graph of My Learning Target Mastery-----

	I can explain the connection between the tilt of the Earth and why there are seasons on the Earth					
Exemplary I can explain what the seasons in NYC would be like if the Earth was not tilted on its axis AND if it was tilted more than 23.5 degrees from vertical.						
Accomplished I can describe two key ways that the tilt of the Earth cause seasons, AND I can describe yearly patterns of the amount of daylight in New York City, the equator and the North Pole.						
Competent I can describe two key ways that the tilt of the Earth cause seasons.						
Beginning I can explain one way in which the tilt of the Earth causes seasons.						
No Mastery I cannot clearly articulate why the tilt of the Earth causes seasons.						
<div style="text-align: right;">Date</div>	(Pre-Assessment)					

Expedition:	Was Hurricane Sandy caused by climate change?
Case Study:	The Sun's Role in the Earth's Climate System
Long-Term Learning Target:	I can analyze the relationships between the components of the Earth's climate system.


-----Graph of My Learning Target Mastery-----

 <p>LEARNING TARGETS</p>	<p>I can describe the three kinds of heat transfer and give examples of these in the Earth's climate system</p>					
<p>Exemplary I can describe why the lower layers of the atmosphere are warmer, even though they are farther from the Sun. (Plus 85%)</p>						
<p>Accomplished I can define conduction, convection, and radiation, describe the way the molecules of matter are affected as heat is transferred in each method and provide examples of each in the Earth's climate system.</p>						
<p>Competent I can define conduction, convection, and radiation and describe the way the molecules of matter are affected as heat is transferred in each method.</p>						
<p>Beginning I can define conduction, convection and radiation.</p>						
<p>No Mastery I cannot clearly define conduction, convection or radiation.</p>						
<p>Date</p>	<p>(Pre-Assessment)</p>					

RFL


Expedition:	Was Hurricane Sandy caused by climate change?
Case Study:	The Sun's Role in the Earth's Climate System
Long-Term Learning Target:	I can create a product that shows quality craftsmanship

-----Graph of My Learning Target Mastery-----

LEARNING TARGETS 	I can create a postcard that shows quality craftsmanship					
Exemplary It is evident that you took your time. All sketch lines are erased. You used a ruler to align text and the text is legible. Diagram is colored effectively for impact and readability. All lines have been gone over with a thin, black marker.						
Accomplished It appears that you took a little while creating your product. It has most, but not all characteristics of a 95%.						
Competent It appears that you took a little bit of time to craft your product. It has a few of the characteristics of a 95%.						
Beginning It appears that you did not take much time to craft your final product. Lettering may be sloppy and not aligned. You may have pencil lines still visible. Your drawing may not have color or the color may be scribbled on.						
No Mastery The drawing looks like someone much younger created it. You did not use a white index card, or your card is crumpled, torn or dirty. The drawing is in pencil only or may be scribbled with color.						
Date	(Pre-Assessment)					


Expedition:	Was Hurricane Sandy caused by climate change?
Case Study:	The Sun's Role in the Earth's Climate System
Long-Term Learning Target:	I can communicate with a variety of audiences about my work

-----Graph of My Learning Target Mastery-----

	I can communicate with a variety of audiences about my work					
Exemplary My writing is consistently clear, organized and appropriate for the audience; uses complex sentence structures, proper spelling/grammar and advanced vocabulary.						
Accomplished My writing is mostly clear, organized and appropriate for the audience; uses complex sentence structures, proper spelling/grammar and advanced vocabulary.						
Competent My writing is basic but clearly conveys my message.						
Beginning My writing is sometimes difficult to understand, but with careful reading, my reader can "get" what I'm trying to say.						
No Mastery My writing is confusing, unclear or difficult to follow.						
<div style="text-align: right;">Date</div>	(Pre-Assessment)					


Expedition:	Was Hurricane Sandy caused by climate change?
Case Study:	Hurricane Sandy Case Study
Long-Term Learning Target:	I can analyze the relationships between the components of the Earth's climate system.

-----Graph of My Learning Target Mastery-----

 <p>LEARNING TARGETS</p>	<p>I can discuss whether Hurricane Sandy was an example of weather or of climate change.</p>					
<p>Exemplary I can describe how Hurricane Sandy as a <u>singular event</u> is not an indication of New York's climate. (Plus 85%)</p>						
<p>Accomplished I can describe data that scientists use to measure whether the climate is changing. (Plus 75%)</p>						
<p>Competent I can describe data that scientists use to measure weather and climate and how these measurements differ for each.</p>						
<p>Beginning I can describe the difference between weather and climate.</p>						
<p>No Mastery I cannot describe the difference between weather and climate.</p>						
<p>Date</p>	<p>(Pre-Assessment)</p>					

Expedition:	Was Hurricane Sandy caused by climate change?
Case Study:	Hurricane Sandy Case Study
Long-Term Learning Target:	I can analyze the relationships between the components of the Earth's climate system.


-----Graph of My Learning Target Mastery-----

 <p>LEARNING TARGETS</p>	<p>I can discuss whether Hurricane Sandy was an example of weather or of climate change.</p>					
<p>Exemplary I can predict how and why hurricanes might change if global average temperature continues to increase.</p>						
<p>Accomplished I can describe how the sun's energy causes the water cycle, why hurricanes form where they do and how hurricanes to form.</p>						
<p>Competent I can describe how the sun's energy causes the water cycle and why hurricanes form near the equator.</p>						
<p>Beginning I can describe how the sun's energy causes the water cycle.</p>						
<p>No Mastery I cannot make any connections between the sun's energy and weather or climate.</p>						
<p>Date</p>	<p>(Pre-Assessment)</p>					

Weekly Reflection

RFL/RTC

Date: _____

LEARNING TARGETS 	A learning target I am working on this week is:
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A goal I have around this target is:

I think I have made little/some/great progress toward my goal and the learning target because:

What is your next step in showing greater mastery of this learning target?

How does what we were talking about this week relate to something I care about?

How did I demonstrate Responsibility for Learning this week?	How did I demonstrate Responsibility for Community this week?	How did I demonstrate BCS Core Values this week?

Student Name: _____

Windmill Lab Report Assessment Sheet

Learning Target: I can write a complete lab report			Score: _____/20
Section	Included?	Correct?	Notes
Testable Question (As title)			
Materials/ Procedure			
Variables (Independent/Dependent)			
Data Chart (Power calculated correctly?)			
Data Graph			
Data analysis			
Sources of Error (error, impact and fix)			
Conclusion (Answer to testable question)			
Follow-Up (New question that is testable)			
Bibliography			

Carousel Brainstorm

Purpose

The purpose of using the Carousel Brainstorm protocol is to allow students who have been working in collaborative groups to share their ideas with the full class, build a common vision or vocabulary, and/or demonstrate their knowledge or readiness around a variety of issues.

Materials

- Poster or chart paper
- Different-colored markers for each group
- Optional: sticky notes

Procedure

1. Before your class gathers, identify several questions or issues related to your topic, perhaps drawn from a reading that you will share later or from the questions students have been asking as you've moved through a study.
2. Write each question or issue on a separate piece of poster paper and post or put on tables/desks around the room.
3. Divide your class into smaller groups to match the number of questions you have created. Give a different color of marker to each group, and have each group start at a particular question.
5. At each poster, students should brainstorm responses or points they want to make about the question.
6. After a couple of minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.
7. Conclude the activity by having each team highlight and report key points at their initial question or by having students star the most important points and discussing those.
8. If it is appropriate for your topic, distribute a related reading and discuss, using the common vocabulary you have built through this process.
9. Following group work, have each group post their recording chart on the wall.
10. Have the entire class then number off according to the number of charts on the wall (e.g., if there are six charts, number off up to six).
11. Have students regroup by matching numbers.
12. Give each group a uniquely colored marker or pack of sticky notes and direction to begin at a specific chart.
14. At each chart, have students record, with sticky note or marker, their responses to the ideas on the chart. Invite specific kinds of responses depending on what is on the charts. Be sure to tell students how much time they will have at each chart.
15. Signal the groups to begin at the first chart.
16. After a specified amount of time, signal the groups to move to the next chart, until each group has viewed

all of the charts.

17. Conclude the activity by having each group synthesize or highlight what they learned by viewing other groups' charts and by inviting the original groups to review the responses they received on their chart.

Variations

- Combine this protocol with the Gallery Walk protocol so students can share each other's brainstorming ideas.
- Use the protocol guidelines for the Praise, Question, Suggestion protocol to help students shape their comments appropriately in step 13.

Video Information



Grappling with Complex Informational Text

<https://vimeo.com/54007714>

In Andrew Hossack's fifth-grade classroom at Tapestry Charter School in Buffalo New York, students use a Carousel Brainstorm (at 5:12 in the video) to debate whether details from an article they are reading are supportive or not supportive of the main idea.



References

Lipton, L., & Wellman, B. (2000). *Pathways to understanding: Patterns and practices in the learning-focused classroom* (3rd ed.). Guilford, VT: Pathways Pub.

Discussion Appointments

Purpose

Discussion Appointments allow students to have conversations with various peers about a text, question, or concept. Multiple, short discussions allow students to expand and deepen their understanding. For this reason, Discussion Appointments is a particularly good protocol to use just before students begin to write.

Materials

- Pre-created appointment sheets

Procedure

1. Determine the focus of the discussions. Have clear questions or prompts to provide to students.
2. Determine the number and length of appointments students will have.
3. Create an appointments sheet, or create a model for students to replicate (see sample following).
4. Explain to students the purpose and logistics of the discussion appointments, and distribute (or have them create) their appointments sheet.
5. Give students a brief amount of time (usually about 3 minutes) to set appointments with their peers, having them write down the name of their "appointment." Students should have only one appointment per slot, and they may not turn down an invitation for an appointment if both people have the same open slot.
6. If there are an uneven number of students, or if students do not have an appointment slot filled for some other reason, they should come to you to be paired up or to engage in discussion with you.
7. Then, in this lesson or future ones, ask students to meet with specific "appointments" when you wish for them to pair up with a peer for a specific discussion or task (e.g., "Meet with your Ethiopia appointment partner.")

Variations

- Content-Based Discussion Appointments: This variation is from Expeditionary Learning's seventh-grade ELA Module on the novel *A Long Walk to Water*. The appointments ask students to find a partner to meet "at" several settings that exist in the novel. This not only allows students to participate successfully in the protocol but reinforces the content of the lesson.

(Cont.)

Fishbowl

Purpose

The Fishbowl is a peer-learning strategy in which some students are in an outer circle and one or more are in the center. In all Fishbowl activities, students in both the inner and outer circles have roles to fulfill. Students in the center model a particular practice or strategy. Students in the outer circle act as observers, and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific protocols such as literature circles or Socratic Seminars.

Materials

- Chairs or desks for each student arranged in two concentric circles
- Checklist or reflection questions for the outer circle students, depending on the instructional need

Procedure

1. Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners.
2. Explain the activity to the students and ensure that they understand the roles they will play.
3. You may either inform those who will be on the inside circle ahead of time, so they can be prepared, or just tell them as the activity begins. This way everyone will come better prepared.
4. The group in the inner circle interacts using a discussion protocol or the “script” of a role play.
5. Give each student in the outer circle a list of aspects of group interaction they should silently observe and comment on—for example, whether the group members use names to address each other, take turns, or let everyone’s voice be heard.
6. Make sure all students have turns being in both the inside and the outside circle at some point, though they don’t all have to be in both every time you do a Fishbowl activity.

Variations

- Each person in the outside circle can have one opportunity during the Fishbowl to freeze or stop the inside students. This person can then ask a question or share an insight.
- Have each student in the outer circle observe one student in the inner circle (you may have to double, triple, or quadruple up)—for example, tallying how many times the student participates or asks a question.

Peer Critique

Purpose

This protocol can be used to offer critique and feedback in preparation for revision of work. It should be used after a draft of what will become a finished product is completed. This process will help students see what is working and then ask questions and offer suggestions, leading to revision. It is important for students to understand that the focus should be on offering feedback that is beneficial to the author. Explicit modeling is necessary for this protocol to be used successfully.

Materials

- Anchor chart for feedback norms
- Optional: recording chart for peer feedback, one per student

Procedure

1. Begin with the norms:
 - Be Kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
 - Be Specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into why it is good or what, specifically, you like about it.
 - Be Helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
 - Participate: Peer critique is a process to support each other, and your feedback is valued!
2. Have the author explain his or her work and state exactly what type of critique would be helpful (i.e., what questions or confusions he or she has and would appreciate help with).
3. The critique audience should begin comments by focusing on something positive about the work ("warm" feedback), then move on to constructive sharing of issues or suggestions ("cool" feedback).
4. When critiquing a peer's work, use "I" statements. For example, "I'm confused by this part" rather than "This part makes no sense." Remember the three important phrases:
 - "I notice..."
 - "I wonder..."
 - "If this were my work, I would..."
5. Use questions whenever possible. For example, "Did you consider adding...?"

Variations

- Model critiquing multiple times before having students try it on their own.
- Combine with a checking-for-understanding strategy to make sure critiques follow the guidelines of being kind, specific, and helpful.
- See also, Praise, Question, Suggestion

Video Information



Students Cite Evidence from Informational and Literary Text

<https://vimeo.com/54871334>



Watch as Julia St. Martin guides her tenth-grade English class at the Springfield Renaissance School in Springfield, Massachusetts, through a Fishbowl protocol centered on citing specific evidence from informational text related to the novel *Fahrenheit 451*. In the Fishbowl, students are asked to discuss specific themes common to both the novel and the articles. Students in the outer circle track ideas that use evidence from a text.

"We had already spent a good two to three classes on this text. It was really time to show their understanding of the text and see a connection to our guiding questions. What I was most impressed with in our students was their ability to support their idea with a great, sound body of evidence."

Julia St. Martin, teacher

"I really liked the feedback that the people in the outside group gave, because it gave groups ideas for something they could improve on or could do better."

Tenth-grade student

Socratic Seminar

Purpose

Socratic Seminars promote thinking, meaning-making, and the ability to debate, use evidence, and build on one another's thinking. When well designed and implemented, the seminar provides an active role for every student, engages students in complex thinking about rich content, and teaches students discussion skills.

Materials

- Provocative question for discussion, chosen beforehand
- Associated text(s)
- Anchor Chart for protocol norms

Procedure

1. Select a significant piece of text or collection of short texts related to the current focus of study. This may be an excerpt from a book or an article from a magazine, journal, or newspaper. It might also be a poem, short story, or personal memoir. The text needs to be rich with possibilities for diverse points of view.
2. Develop an open-ended, provocative question as the starting point for the seminar discussion. The question should be worded to elicit differing perspectives and complex thinking. Students may also generate questions to discuss.
3. Students prepare for the seminar by reading the chosen piece of text in an active manner that helps them build background knowledge for participation in the discussion. The completion of the pre-seminar task is the student's "ticket" to participate in the seminar. The pre-seminar task could easily incorporate work on reading strategies. For example, students might be asked to read the article in advance and to text-code by underlining important information, putting question marks by segments they wonder about, and exclamation points next to parts that surprise them.
4. Once the seminar begins, all students should be involved and should make sure others in the group are drawn into the discussion.
5. Begin the discussion with the open-ended question designed to provoke inquiry and diverse perspectives. The teacher may pose follow-up questions.
6. The discussion proceeds until you call time. At that time, the group debriefs their process; if using a Fishbowl (see Fishbowl entry and variations that follow), the outer circle members give their feedback sheets to the inner group students.
7. Protocol norms: Students...
 - Respect other students. (Exhibit open-mindedness and value others' contributions.)
 - Are active listeners. (Build on one another's ideas by referring to them.)
 - Stay focused on the topic.
 - Make specific references to the text. (Use examples from the text to explain their points.)
 - Give input. (Ensure participation.)

- Ask questions. (Clarifying questions, and probing questions that push the conversation further and deeper when appropriate.)

Variations

- Combine with the Fishbowl protocol. When it is time for the seminar, students are divided into two groups. One group forms the inner circle (the “fish”) that will be discussing the text. The other group forms the outer circle; they will give feedback on content, contributions, and group skills. (Note: “Fishbowls” may be used with other instructional practices such as peer critiques, literature circles, or group work. If the number of students in the seminar is small, a Fishbowl does not need to be used.) Each person in the outer circle is asked to observe one of the students in the inner circle. Criteria or a rubric for the observations should be developed by/shared with students in advance: see the following example.

Did the student...	Consistently	Occasionally	Not This Time	Notes/Comments
Respond to other students' comments in a respectful way?				
Listen attentively without interruption?				
Make eye contact with peers?				
Exhibit preparation for the seminar?				
Reference the text to support response?				
Participate in the discussion?				
Ask clarifying or probing questions?				

- Provide sentence stems that allow students to interact positively and thoughtfully with one another: “I’d like to build on that thought...” “Could you tell me more?” “May I finish my thought?”

References

- Israel, E. (2002). Examining multiple perspectives in literature. In *Inquiry and the literary text: Constructing discussions in the English Classroom*. Urbana, IL: NCTE.

World Café

Purpose

To discuss a topic or various topics, rotating the leadership role and mixing groups of students. This protocol is an extensive exercise in listening and speaking skills.

Materials

- Chart/poster paper
- Marker for the leader/recorder

Procedure

1. Form three groups of three or four and sit together at a table.
2. Each group should select a "leader." The leader's role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes.
3. The group discusses the topic at hand until time is called. Groups can be discussing the same topic or related topics.
4. The leader stays put; the rest of the group rotates to the next table.
5. The leader (the one who didn't move) presents a summary of the conversation recorded from the former group to the new group.
6. Each table selects a new leader.
7. Again, the new leader's role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes.
8. The group discusses the topic at hand until time is called.
9. Repeat the process, ideally until all students have had a chance to lead.
10. After the final round, the last group of leaders presents to the whole group rather than reporting out to a "next rotation."

Variations

- **Mix the Room:** For large groups, begin with everyone in a circle. Number off around the circle, from one to five. The teacher provides a prompt, and at the teacher's signal, each group of five clusters into a small circle to discuss a topic for a designated amount of time. The teacher then signals for the 1's to advance to the next cluster. Ones then provide a summary of the last group's discussion, before the newly formed group discusses a second prompt. Each time a new prompt is given, the teacher asks a different number to move forward to the next cluster, thus "mixing the room" for each new prompt.

References

Adapted from: www.theworldcafe.com

Presentation Quizzes

Purpose

A summative assessment of a peer's presentation lends gravitas and importance to the material, and sends the message that all contributions to learning are important and valued. It also serves as a means of anchoring student accountability and engagement in the presentation.

Materials

- Short summative quiz on information shared in a peer presentation (multiple choice, one or two short responses, true/false, etc.)

Procedure

1. When peers present a project, speech, or other academic presentation, ensure that other students know they are responsible for learning the information.
2. Pair student presentations with short quizzes on the presentation material at the end of class.
3. Grade these as you would any other summative assessment.

Variations

- Have the student presenting create and grade the quiz.

Norms

Schoolwide and classroom norms are the foundation for respectful behavior among students, between students and teachers, and among teachers. Norms provide students with a rationale for why boundaries exist, cutting down on the frequency of the ubiquitous “But why can’t I ____?” question. The norms tell them why not, and this appeals to students’ sense of fairness and supports their self-discipline. The response doesn’t need to come from the teacher: “Because I said so.” Instead, students understand that the reason why not is based on a norm that they agreed to live by.

Norms that simply hang on a poster in the classroom or teacher’s room, however, will not create a positive school culture; they need to be discussed and used daily to guide interactions and behavior. Students must understand and own the norms, and hold themselves and their peers accountable for the specific behaviors that define those norms. Most teachers know this instinctively. What may be more challenging for teachers is taking the norms seriously enough to use them to guide their own actions and relationships with colleagues and students, and model that for students. It is easy to have a poster on the wall with the word “Respect”; it is not easy to keep oneself accountable, every day, for respectful talk and action. This takes dedicated time, every day.

Teacher Mindset: You can do it. They can do it

The journey toward self-management demands a supportive approach to a students’ growth as an individual and as part of a learning community. Students need support and compassion as well as clear boundaries and guidance.

Crucial to the success of norms is the teacher’s belief that she can hold students accountable to norms and that her students can hold themselves accountable. The key difference between arbitrary, punitive boundaries and self-managed boundaries is this: students are partners in developing, owning, and maintaining them. That doesn’t always mean that students create all the norms from scratch, every year. But if “Respect Each Other” is a norm that already exists in the school, each class of students can define the behaviors—in their own words—of what that looks like (e.g., “We respect each other. That means we: 1. Talk directly to kids, not behind their backs. 2. Respect teachers, even substitutes. 3. Use respectful words about race, gender, abilities...”)

When teachers compel students to hold true to their own norms—and hold true to the norms themselves—they are giving the students two important messages. The first is that the norms are worthy enough to respect. The second is that the students are worthy enough to abide by them. “Don’t say you’ll try to abide by the norms,” a teacher should advise her students. “Say you’ll do it. I have faith in you.”

What you’ll find in this section

- Creating Class Norms
- Connecting Classroom Norms to Schoolwide Norms
- Problem Solving and Consequences for Poor Choices

Creating Class Norms

Tapping into the hopes and dreams of your class provides guidance for the norms you'll live by all year

Tricia Davis, a high school history teacher at Tapestry Charter School in Buffalo, New York, doesn't pull any punches. "I'd watched teachers 'co-create' constitutions with their kids before," she says, "and honestly, the whole thing struck me as baloney. It can become an exercise in looking for your own rules, you know? 'Guess the rules in my head.' It's disingenuous.

"But then I learned to ask participants an open-ended question instead: 'What are your hopes and dreams for how this class is going to run? You can tell me things you want to see, things you don't want to see. Just be honest.'" Davis and her students then use this information to create honest, authentic norms.

"I ask the 'hopes and dreams' question at the beginning of the school year and it really sets the stage for trust building. Kids feel relieved and safe. They can say things that they are reluctant to say about classrooms that have not been supportive of them in the past. If you loop with kids, it ends up being a recursive process as well—they can call out stuff you've done, and you learn to be a better teacher.

"This doesn't mean I don't have rules, though" Davis adds. "I usually present my kids with a very short list of two or three non-negotiables too."

She also includes humorous, kid-friendly norms. "Well, most of them are quite serious. But I also have one or two fun ones like, 'Use candy.' I think it shows kids that you're really listening to them and appreciate their ideas."

Davis was surprised to learn that the hopes and dreams approach was originally created and used by an elementary teacher. "Really?" she says. "It works perfectly for secondary kids. Adults, too."

What It Is

Through a series of open-ended questions, teachers and students co-create behavioral norms for the classroom. The norms are then posted prominently and serve as the foundation and a reference point for all future conversations about interactions among students and between students and teachers. A set of norms is usually concise (no more than seven), kid-friendly, and applicable to all members of the classroom community. Though norms are usually developed with students at the start of the school year, they can be developed at any time, and should be periodically reviewed and revised if necessary. As with all classroom management practices described in this guide, students need practice and feedback to reinforce the norms.

What It Looks Like

In many schools, there are foundational character values, habits of work, or schoolwide norms that define the school culture. If so, those norms can be discussed and analyzed by students as a starting place (for more on this, see Practice #6: Connecting Class Norms to Schoolwide Norms). If shared values do not exist as an active part of the school, classroom norms can be built from scratch. In either case, it is useful to make a set of specific classroom norms that are personal and particular to that group.

There's no one right way to go about co-creating norms with students. The key element is helping students identify and articulate how they want to treat each other and be treated by others. Ruth Charney, author of *Teaching Children to Care* (2002), suggests breaking this process up into several short sessions over one week to help students maintain stamina and focus. The teacher's hopes and dreams, as well as any schoolwide norms, can "stand in" as temporary behavioral guidelines as this process is conducted.

One approach for creating norms is to use Charney's "hopes and dreams" approach. The teacher asks students to reflect on their hopes and dreams for the year. Charney starts by providing a model. She states her own hopes and dreams, being sure to translate them into concrete behaviors children can understand:

- "I hope you will be curious learners. I hope to see you asking questions about everything we learn, every day."
- "I hope you speak to one another respectfully. I hope that you won't use sarcasm or put-downs with each other."

Co-creating norms that are meaningful to students ensures that they will come alive in the classroom.



Next, students are asked to generate their own hopes and dreams in writing or in pictures. From this list, students, with the guidance of the teacher, create norms that reflect their hopes and dreams. The teacher may begin with a class brainstorm of norms or rules on chart paper, including those norms the students are familiar with from past years. From there, the ideas are consolidated and simplified into the positive norms the students will use throughout the year.

Norms can go by many different names, such as “classroom constitutions,” “classroom commitments,” or “classroom promises.” No matter the name, the key is to generate a positive, thoughtful discussion and for the teacher to distill the suggestions into a clear and effective list.

On the **elementary** level, norms may be simplified and supported by picture cues or graphics. Young students may need lots of modeling and guidance through this process, such as help in distinguishing in-school activities from out-of-school activities. Drawing an activity they like or dislike in school may be a concrete foundation from which to start. After brainstorming potential rules and norms, ask students to identify one single norm they feel is the most important and consolidate from there.

On the **secondary** level, students can be given sticky notes and asked to write anonymously for any part of this process. Notes can be placed on a larger piece of chart paper and grouped to find the patterns that will establish the consolidated norms.

At any level, the language of the norms is critical. Norms should be framed positively (e.g., speak respectfully to each other) rather than negatively (e.g., no put-downs). Students also need to be able to understand the norms and see how they can act upon them. For example, students may decide that the norm “be kind to each other” isn’t specific enough or that it’s so common as to be meaningless. Instead they may choose language like “when you see that someone is down, emotionally or physically, help them up.” This may not be the language the teacher would choose, but that’s less important than the resonance it has for students. Working with students to develop a “looks like” and “sounds like” list for the norms will help make them more actionable.

In the end, the most important thing is not exactly what the norms say, but how they are used. They must be discussed, referenced, and upheld every day to be a living part of the classroom.

Why It Matters

Co-creating norms embodies the essence of self-management. Students know and appreciate immediately that they are not being asked to regurgitate the teacher’s thoughts, but are genuinely included in the process of governing themselves and their classroom. Seeing their teacher as part of the community who agrees to uphold the norms also helps students understand that they are collaborative partners with their teacher in this process.

Norms, when followed seriously, create the safe, bounded space that allows students to express themselves authentically, support one another, and feel safe enough to take risks and make mistakes. When implemented at the beginning of the year, norms creation also serves the powerful role of being the first message the students hear about how their classroom is going to run: “I care about what you say. I care about what you think. We’re in this together.”

Planning for Practice

- Consider your upcoming week. Where could you smoothly integrate a discussion about or reminder of the norms?
- Potential learning target for students: “I can describe the rationale and need for each of our classroom norms.”

Common Challenges: Practice #5: Creating Class Norms

Challenges	Possible Solutions
Younger students have trouble understanding the abstract language of "norms" or even of "hopes and dreams"	Provide lots of models before asking students to identify their own hopes and dreams. Try to have the hopes and dreams connected to experiences rather than "stuff": "I hope to try hard and count to 100 this year" instead of "I hope to get an award in math." You may also consider using a picture book, such as <i>Thank You, Mr. Falker</i> , by Patricia Polacco, in which the main character has a dream to learn how to read, to help younger students grasp this concept.
Older children resist or reject the exercise	Sometimes older students have developed negative attitudes toward school, and may tell you that they have no ideas or make sarcastic suggestions. Be empathetic and supportive in your response. Remind students that these norms are also about how they themselves will be treated; even disaffected students typically have strong feelings about how they wish to be treated.
Norms are being phrased negatively	It's all right for discussion of a suggested norm to begin in this way, but you will need to help students reframe it positively. If the students say, "No running," you can ask, "If we don't run, what do we do instead?" to elicit the positive form of this norm: "We walk safely in the school."
Your school year's already begun	It's never too late to co-create classroom norms.
You and your students established classroom norms at the beginning of the year, and students followed them consistently for a while, but now they are having a hard time following them	Build in time for students to reflect on and assess as a group the norms they are doing well with and the norms they need to work on. Students could set class or individual goals related to what they need to work on. Norms should be assessed regularly, even daily if necessary.

Scenario to discuss with colleagues:

Normally not a loner, Jacqueline is sitting by herself on the steps at recess. Her usual group of friends occasionally looks at her and laughs as they stroll around the playground in a tight huddle. How might your classroom norms help you handle this situation?

Connecting Class Norms to Schoolwide Norms

Helping students seamlessly connect the norms of your classroom with those of the school builds community

Crossroads Middle School in Baltimore, Maryland, has consistently been at the top of the city in student achievement. The school has attracted many visitors to see the beautiful student project work and joy in learning that is evident there. Educators are intrigued by their success: the school's results and positive culture are atypical in the city.

When students are asked about this success, their responses often point to The Five Promises—the school's code of character—which are a part of every classroom, every meeting, and every lesson, and serve as a guide for all students and all staff. The Five Promises:

- Commitment to Quality
- Perseverance
- No Excuses
- Contribution
- Honor and Integrity

One student remarked, "If you do your best to produce high-quality work, persevere through obstacles, admit when you are wrong, contribute to the community, and show honor and integrity, you are bound to succeed." The promises form the basis for all classroom commitments, celebrations of student success, and means for addressing problems.

What It Is

While the bulk of this classroom management guide is about classroom-centered practices, this practice asks teachers to connect their work with the students in their classroom to commitments shared by the wider school community. Every school has some form of code of conduct, often embedded in a school handbook. These school codes range from a list of disciplinary guidelines, to norms, to positive character traits, to "words to live by." In most schools, they live primarily in a handbook or poster, and are not a living part of the school culture and daily discussion. To make them come alive, they need to be discussed and reinforced in every classroom.

What It Looks Like

We suggest three strategies to make such a code of commitments a powerful force in improving quality of life and learning in the school:

1. All members of a school community commit to a Code of Character (what it is actually called does not matter) that lists positive dispositions of character (e.g., courage, compassion, respect) rather than behavioral rules (e.g., no improper uniforms, no running in hallways).
2. Individual classrooms analyze those character values or norms and name specific behaviors and evidence of what that actually looks like (e.g., We are Courageous. This means we: Stand up for our classmates when they are being treated badly; Take the risk to ask questions and make mistakes in class).
3. These commitments and the embedded behaviors are discussed every day—in classroom meetings, advisories, and lessons—and students are publicly affirmed and celebrated for displaying positive habits, and held accountable for breaking them.

It is important that school faculties also embrace these same values and model them for students. This requires that teachers work together to name what those values would look like for the faculty—what behaviors with each other and with students would demonstrate respect, compassion, courage, etc. (e.g., I respect my colleagues. This means: I arrive on time to shared duties; I speak directly to my peers when I have a problem with them). This is not easy work for a faculty, but when teachers feel proud to model positive values as a professional community, students feel the difference and learn from that model.

School commitments should include both dimensions of character: relational character (treating others well; being a

Norms must reflect and acknowledge that the classroom lives in relation to the school community.

→

good person) and performance character (being dependable, hardworking, responsible). That way, following commitments directly relates to school and life success.

School commitments, as with classroom norms, should be consistently seen and heard by students. They are most effective when explicitly modeled by teachers. References to them should be woven into instruction and any substantive conversation teachers have with students about behavior, habits of scholarship, and values. They should undergird the disciplinary code in the school and in classrooms. Students who break school or classroom rules are also breaking their shared commitments, and the disciplinary process is strongest when it focuses on analysis and reparation connected to those commitments. As one Crossroads Middle School student commented: "A rule is something you have to do. A promise is something you're committed to."

On the **elementary** level, as with many of these practices, keeping connections to school norms as simple and concrete as possible assists young learners in internalizing what they mean. Especially with primary students, translating words like "persistence" to phrases like, "I keep trying and don't give up" will help them better understand how every student from the oldest to the youngest in the school can work together toward common goals.

On the **secondary** level, it can be an empowering process to do a "close read," as a class, of pertinent sections of a school's code of conduct or schoolwide commitments. Secondary teachers may decide to help students develop new classroom norms based on this schoolwide document. Or they may choose instead to leave the schoolwide document as is and instead work with their students on translation and interpretation. If a schoolwide norm is a simple word like "respect," for example, engaging students in a discussion of what that will look like and sound like in their classroom can be an effective way to bring the norms to life. Rather than every teacher working independently to develop classroom norms, this practice supports students' smooth transition from one class to another, helping them experience coherence in expectations from room to room and connecting them to their wider community.

Why It Matters

Individual classrooms don't exist in a vacuum. Connecting the norms in one setting to those in larger settings supports the whole child, helping all students be their best selves in the classroom, the school, and the larger community. When behavioral norms are substantially different across classrooms, common spaces in the school such as hallways, lunchrooms, and playing fields can become places that are not consistently respectful and positive, places where teachers need to continually reprimand behaviors. When norms vary widely, students will learn to adjust their behavior in different environments: they may be courteous and focused in one classroom, for example, and discourteous in another. Coherent and consistent expectations support students on their journey to self-management. They also support staff members who enter multiple classrooms (e.g., special educators, specialists, support staff, school leaders)—common norms provide a common language of respect. Perhaps most important, the quality of student culture is in relationship to the faculty culture. When teachers model common commitments of mutual respect, students will follow.

Planning for Practice

- Become an expert on your school code of conduct or school character traits and decide how you want to connect those documents with the norms in your classroom.
- Potential learning target for students: "I understand how my personal choices and actions help me be a better community member."

Common Challenges: Practice #6: Connecting Class Norms to Schoolwide Norms

Challenges	Possible Solutions
My school does not have a well-defined code of character	You can work to engage your faculty in creating one or revising a dormant one; or, if you have little support for this, you can pull out the dormant code for the school and bring it to life in your own classroom, by redefining it in positive, concrete terms with your students.
My older students roll their eyes when I use the character language of the school. They're sick of it	This can be one of the side effects, ironically, of a strong and repeating emphasis on norms. It can also be a sign that your students do not feel engaged or a part of the decision-making that went into those norms. Working on translating "worn-out" norms into meaningful, concrete language that students can relate to will go a long way. Also, be conscious that the school's commitments are not continually used for admonishing students for poor behavior. When they are tied to daily affirmations of positive behavior, particularly student-to-student affirmations, they are not something to dread.
My younger students seem to tune out or have trouble connecting their everyday behavior to the norms	Giving concrete examples of what norms look like and sound like in action helps make them concrete and actionable for students: "I really like how our class lined up without pushing today. Which norm do you think we were following?"
The norms my students created with me don't connect to the norms of the school	You may have to dig for connections if your school's code of conduct is particularly dense with legal language. The other problem this challenge might represent is that you and your students might have developed norms that are literally different from the school's norms. That's okay. However, if your classroom norms are somehow in opposition to school values, you'll need to talk with your students about why that is. Consider including the voice of an administrator you trust. Work for connection.

Scenario to discuss with colleagues:

Your schoolwide norms are these five statements:

- Be responsible
- Be respectful
- Be trustworthy
- Be caring
- Be ready to learn

How would you work with students in your classroom to connect your classroom norms with these schoolwide norms?

Problem Solving and Consequences for Poor Choices

Consequences in your classroom should help students learn and grow

"The whole idea," says Rayna Dineen, veteran Expeditionary Learning teacher and educator for over 30 years, "is that you should do your best to talk to kids and work with them in the same way you would speak to an adult friend who needed help and guidance. You would never speak to a friend the way I have sometimes heard adults speak to children.

"Consequences aren't punishment," she says. "They are a form of specific, kind, and helpful feedback. That way, they are something a kid can grab onto; it doesn't feel out of left field. For example, I was working with a little guy who was so enthusiastic about being near his friends that he was literally sitting on top of them when they circled up for whole group instruction. This repeatedly happened day after day. I saw the teacher react to this behavior by yelling at the child and angrily moving him, and sometimes giving him a punishment, such as taking away recess. But where is the logic in that? There is no connection for the child between the act and the consequence. Even just moving him didn't help him understand what he needed to do differently.

"So I recommended that the teacher get a little squishy seat for him to sit on, so he could see where his physical boundaries were. You could use a carpet square, or even just a box taped on the rug—anything to help him clearly see where his seating area was. This could feel like a punishment, of course, if you're not careful. If you make a face and throw down the cushion and growl, 'That's it! You're sitting here from now on!,' that will feel like a punishment to the student. Instead, you go down to eye level and you whisper. You say, 'Hey—you know how your sitting on top of other kids kind of bugs them? I have an idea to help.' You can show the child the seat or carpet square you have found for him. Of course, it's ideal if every child has a similar seat or area as well, so this one child doesn't feel singled out."

What It Is

When teachers are concerned about classroom management problems, often the first thing that comes to mind is students breaking rules and what will be done to them if they do. Usually this focuses on extreme cases—students who have emotional or self-control challenges and really "lose it"—and how well the school administration follows a discipline ladder of consequences when these meltdowns happen. Teachers rightly have fear of those extreme situations, and sometimes feel that their own classroom management is compromised because the school leaders don't support them with consistency.

We suggest separating this kind of "crisis management"—those very difficult situations when school leadership intervention

may be needed—from daily classroom management. Crisis management should not be the vision that guides that work of your daily classroom management. Though it is important to have clear school-wide systems for crises and school leadership that supports them, classroom management should always strive for positive reinforcement and behavioral correction that helps students learn and grow. It is important to acknowledge that there may be a few students who have deep challenges behaviorally, and special systems, protocols, and consequences must be designed for them. Some students may have Individual Education Plans (IEPs) that require very specific responses from teachers. That does not mean that the management system for the whole class should be designed primarily to address those particular students when they are in crisis.

The goal of all problem-solving and consequences work with students is to encourage the growth of their self-management and self-discipline. When reminders, corrections, and consequences are given, this goal should be at the core.

What It Looks Like

In applying reminders, redirections, and consequences, your choice of words is critical. Students should hear “you made a poor choice,” not “you are a bad kid.” The language we use often confuses or combines these messages. All of us in life make poor choices and acquire bad habits at times—students are no different. We need to use the language of choice to let students know that they are not doomed to be a bad kid—they made a poor choice, they can make wiser choices, and we are going to support them in that and also hold them accountable for their choices. For more on the language of choice, see Practice #14.

Relevant,
respectful,
realistic
consequences
for poor
choices help
students learn
and grow.

→

Often, a reminder or quick redirection of student behavior—without a major intervention or consequence—is sufficient to change a poor choice by a student. A middle school teacher may simply walk behind a student who is disrupting a small group work session with silliness, tap the student gently on the shoulder and whisper, “Make a better choice of where to sit until you are ready to work,” and walk away. If her relationship with that student and the classroom culture is strong, that student may simply move and get to work with no disruption in the flow of the class.

If a consequence for a poor choice is warranted, however, consider the guidelines of *relevant*, *respectful*, and *realistic* consequences. A *relevant* consequence is one that relates directly to a student’s action. For example, a student who is doodling on a desk might be given cleaning supplies and asked to clean the surface of his desk, or even other desks in the room.

A *respectful* consequence is one that is delivered, as Rayna Dineen states, “as a friend.” “Consequence,” in this instance, is not a code word for “punishment,” and is not held out over the student as a threat: “If you roll your eyes at Jack one more time, Lanna, there will be consequences.” It might, in fact, be more useful to abandon the loaded term “consequence” altogether in your mind and think of your reaction to misbehavior as feedback, from which your students can learn and grow. You might say to Lanna, “Lanna, rolling your eyes is disrespectful. It makes Jack feel as if you do not care about him enough to treat him well. How would you want someone to make you feel better if they rolled their eyes at you? That’s what I’d like you to do for Jack right now.”

A *realistic* consequence is one that is within the power of the student to do—and within your power to enforce. Having that student wipe down the desks in your room is within the student’s power, is not overly harsh, and can be supervised by you. Threatening to have the student wipe down every desk in the school may terrify him, but it is not realistic. An unrealistic consequence, by its nature, is one that cannot be put into action. This is the worst kind of consequence. It teaches the student that you do not mean what you say.

On the **elementary** level, consequences need to be delivered firmly, but very gently. Small children often wear their hearts on their sleeves, and can take consequences extremely personally. Be as warm and reassuring as you can while still standing firm on your decision to address the behavior.

On the **secondary** level, saying what you mean and meaning what you say is of the utmost importance. Older students can take advantage of your lack of follow-through in a flash and may attempt to snare you in a challenging cycle of negotiations. In cases like these, it is important to remember that relevant, respectful, and realistic consequences can also be firm and uncompromising. In some cases, especially in a classroom with widely respected norms and a healthy sense of community, older students may also be given more autonomy in determining their own consequences. Once they see that you are negotiating this feedback with them in good faith, they will usually come up with truthful and appropriate options for you to collaboratively decide upon. Their understanding of how to determine their own relevant, respectful, and realistic consequences supports their self-management.

At any level, poor behavior often stems from conflict between or among students. In this case, just applying consequences for disrespectful behavior doesn’t solve things. Teaching students skills and protocols for conflict resolution can help. Asking students to write and share positive things about each other can go a long way toward healing hurt feelings. Young students can use sentence frames such as “I’m sorry for _____” and “I know this caused you to feel _____” to guide their mediation.

Why It Matters

Perhaps nothing you do carries more weight with students than how you manage misbehavior. It’s where the rubber meets the road for them: all your norms, circles, advice, and advisory periods mean nothing if you don’t deliver on what you say, when it really counts. Fair and logical consequences make students feel safe and supported and strengthen the classroom community.

Common Challenges: Practice #7: Problem Solving and Consequences for Poor Choices

Challenges	Possible Solutions
You find yourself being inconsistent when delivering consequences	Have someone you trust videotape or take notes of a typical class you teach. Write down exactly what you say, word for word, and study it. What triggered the consequence? Why did you deliver one consequence one way, and another in a different way? What is the next step you can take to equalize your treatment of students?
You fear that you're being too harsh when delivering consequences	Reconsider the language you are using when addressing problems. Adopt the language of choice—wise and poor choices—to separate judging the action from judging the student as a person. Consider your own emotional state—are you frustrated and upset with yourself for letting this get out of hand? Make a wise choice yourself in the tone you use with students.
Your students don't respond to these kind of consequences. They don't take it seriously. Only punishment seems to have an impact	It's going to take some time for students who are used to punishment or harsh reactions to see the logic in your approach. That's okay. Persevere. If they up the ante by increasing their misbehavior, continue to administer relevant, realistic, and respectful consequences. With these guidelines, you can rest assured that you are responding appropriately to any behavior.
Your school's punishment system is not relevant, realistic, or respectful. What can you do?	Do everything you can to address the behavior appropriately in your classroom. If it comes to the point where outside intervention is required, work collaboratively with your administrators to create consequences that make sense for each situation.

Planning for Practice

- Think of typical misbehaviors you've had to deal with in your classroom. What would be a relevant, respectful, realistic consequence for those behaviors?
- Look at an upcoming lesson. Determine the points where the students are most likely to struggle to stay on task. Proactively tighten your lesson to minimize opportunities for students to need consequences in the first place.

Scenario to discuss with colleagues:

You've redirected Marta, but she's still taking her working group off task. Even moving her seat to a different group has not worked. What should you try next?

Adults and students can use the Character Growth Card to discuss differences and similarities between self-scores and teacher-scores, changes and progress over time, and/or variations in scores in different environments, situations, or class settings. After that conversation, students and adults can set goals together. It's important to note that this tool should not be used to diagnosis or compare children, nor to compare schools or programs. Please use it to help children focus on their own growth and development in these areas, and as a positive conversation starter.

AVERAGE TEACHER SCORE

Q1 Q2 Q3 Q4

STUDENT NAME

GRADE

SCHOOL

DATE

1 = Almost Never · 2 = Very Rarely · 3 = Rarely · 4 = Sometimes · 5 = Often · 6 = Very Often · 7 = Almost Always

CURIOSITY

Was eager to explore new things
Asked questions to help s/he learn better
Took an active interest in learning

GRATITUDE

Recognized what other people did for them
Showed appreciation for opportunities
Expressed appreciation by saying thank you
Did something nice for someone else as a way of saying thank you

GRI

Finished whatever s/he began
Stuck with a project or activity for more than a few weeks
Tried very hard even after experiencing failure
Stayed committed to goals
Kept working hard even when s/he felt like quitting

OPTIMISM

Believed that effort would improve his/her future
When bad things happened, s/he thought about things they could do to make it better next time
Stayed motivated, even when things didn't go well
Believed that s/he could improve on things they weren't good at

SELF CONTROL (interpersonal)

Remained calm even when criticized or otherwise provoked
Allowed others to speak without interrupting
Was polite to adults and peers
Kept temper in check

SELF CONTROL (school work)

Came to class prepared
Remembered and followed directions
Got to work right away instead of waiting until the last minute
Paid attention and resisted distractions

SOCIAL INTELLIGENCE

Was able to find solutions during conflicts with others
Showed that s/he cared about the feelings of others
Adapted to different social situations

ZEST

Actively participated
Showed enthusiasm
Approached new situations with excitement and energy

KIPP Character Report Card and Supporting Materials

KIPP CHARACTER REPORT CARD

Jane Smith		KIPP Imagine								
Grade: 8		Date:	Q2	Q2						
		01/28/11								
</										

SCALE

1= Very much unlike the student

2= Unlike the student

3= Somewhat like the student

4= Like the student

5= Very much like the student

ZEST

Actively participates
Shows enthusiasm
Invigorates others

GRIT

Finishes whatever he or she begins
Tries very hard even after experiencing failure
Works independently with focus

SELF-CONTROL – SCHOOL WORK

Comes to class prepared
Pays attention and resists distractions
Remembers and follows directions
Gets to work right away rather than procrastinating

SELF-CONTROL – INTERPERSONAL

Remains calm even when criticized or otherwise provoked
Allows others to speak without interruption
Is polite to adults and peers
Keeps temper in check

OPTIMISM

Gets over frustrations and setbacks quickly
Believes that effort will improve his or her future

GRATITUDE

Recognizes and shows appreciation for others
Recognizes and shows appreciation for his/her opportunities

SOCIAL INTELLIGENCE

Able to find solutions during conflicts with others
Demonstrates respect for feelings of others
Knows when and how to include others

CURIOSITY

Is eager to explore new things
Asks and answers questions to deepen understanding
Actively listens to others

The 24 Character Strengths¹

1. **Zest:** approaching life with excitement and energy; feeling alive and activated
2. **Grit:** finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
3. **Self-control:** regulating what one feels and does; being self-disciplined
4. **Social intelligence:** being aware of motives and feelings of other people and oneself
5. **Gratitude:** being aware of and thankful for the good things that happen
6. **Love:** valuing close relationships with others; being close to people
7. **Hope:** expecting the best in the future and working to achieve it
8. **Humor:** liking to laugh and tease; bringing smiles to other people; seeing a light side
9. **Creativity:** coming up with new and productive ways to think about and do things
10. **Curiosity:** taking an interest in experience for its own sake; finding things fascinating
11. **Open-mindedness:** examining things from all sides and not jumping to conclusions
12. **Love of learning:** mastering new skills and topics on one's own or in school
13. **Wisdom:** being able to provide good advice to others
14. **Bravery:** not running from threat, challenge, or pain; speaking up for what's right
15. **Integrity:** speaking the truth and presenting oneself sincerely and genuinely
16. **Kindness:** doing favors and good deeds for others; helping them; taking care of them
17. **Citizenship:** working well as a member of a group or team; being loyal to the group
18. **Fairness:** treating all people the same; giving everyone a fair chance
19. **Leadership:** encouraging a group of which one is a valued member to accomplish
20. **Forgiveness:** forgiving those who've done wrong; accepting people's shortcomings
21. **Modesty:** letting one's victories speak for themselves; *not* seeking the spotlights
22. **Prudence/Discretion:** being careful about one's choices; not taking undue risks
23. **Appreciation of beauty:** noticing and appreciating all kinds of beauty and excellence
24. **Spirituality:** having beliefs about the higher purpose and meaning of the universe

¹ Peterson, C. and Seligman, M. E. P. (2004). *Character strengths and virtues*. Oxford: Oxford UP.

Six Keys to Developing Character²

1. Believe It and Model It: Breathe life into the James Baldwin quote that, “The children are ours. Every single one of them...children have never been very good at listening to their elders but have never failed to imitate them.”

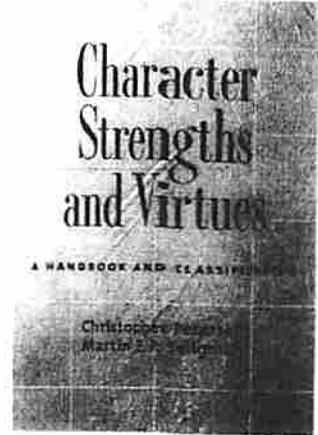
2. Name It: Give the intangible and often unnamed a name. Martin Seligman and Chris Peterson identified 24 character strengths that lead to happy, engaged, and meaningful lives. 7 of these strengths are ‘high predictive’ strengths: zest, grit, self-control, hope, love, social intelligence, and gratitude.

3. Find It: Introducing kids to real-world and fictional examples that display the various character strengths

4. Feel It: Giving kids the opportunity to feel the positive effects of being character-

5. Integrate It: Creating dual-purpose experiences that involve the character strengths

6. Praise It: Providing people with growth mindset praise (i.e. precise, descriptive praise) around character



full.

² These keys are based on the work of amazing educators including: Mitch Brenner, Tom Brunzell, Caleb Dolan, Mayme Hostetter, Dave Levin, Brent Maddin, Joe Negron, Chi Tschang, and Mike Witter – and are rooted in and inspired by the research of many scientists including: Angela Duckworth, Carol Dweck, Chris Peterson, and Martin Seligman.

HOWLS: TRACKING MY PROGRESS

Directions: Write the date and circle it to show how you think you're doing in each of the HOWLS sub-targets today. Then, write why you think you are there below in the Progress Notes section.

<p>HOWLS Learning Target: I can be responsible for my own learning.</p>	<p>JUST STARTING. <i>I don't really understand.</i></p>	<p>GETTING THERE. <i>I need some more practice.</i></p>	<p>I'VE GOT IT!</p>	<p>I'VE MASTERED THIS! <i>I've mastered this skill and can help my peers do the same!</i></p>
<p>Punctuality: I can come to class prepared and on time.</p>				
<p>Deadlines: I can turn my homework assignments in on time.</p>				
<p>I can describe the BCS HOWLS and demonstrate them in the classroom.</p>				

HOWLS: TRACKING MY PROGRESS

PROGRESS NOTES

[illegible]

HOWLS: TRACKING MY PROGRESS

[illegible]

HW Rubric (RFL) - scores must be agreed on by teammates

95 - every problem is thoroughly attempted plus evidence of revisions during HW check

85 - every problem is thoroughly attempted

75 - at least half of the problems are attempted + a clear list of the concepts you would like to go over

65 - a few of the problems are attempted + a clear list of the concepts you would like to go over

55 - a clear list of the concepts you would like to go over

40 - nothing attempted and a clear list of concepts is done in class

Dear _____,

This letter is about how I am currently doing in math class. My Responsibility for Learning grade is _____ because _____

On the most recent assessment, which was about _____,

I learned _____

_____. Something

that I want to understand better is _____

In order to keep growing as a mathematical thinker, I am committing to _____

The support I need from you is _____

Sincerely,

Pre-Test Reflection

1) Approximately how much time did you spend preparing for this test? _____

2) What percentage of your test-preparation time was spent in each of these activities?

_____% Rereading the textbook

_____% Reviewing class notes

_____% Reviewing homework assignments

_____% Solving problems for practice (e.g., on IXL)

_____% Other (please specify) _____

3) What percentage of your preparation for the test was done alone or with other people?

_____% Alone

_____% With other people

Post-Test Reflection

Now that you have looked over your graded exam, estimate the percentage of points you lost due to each of the following (make sure the percentages add up to 100):

_____% Lack of understanding

_____% Lack of factual knowledge

_____% Errors made during the test

_____% Other (please specify) _____

Based on your responses to the questions above, name at least three things you plan to do differently in preparing for the next exam.

1) _____

2) _____

3) _____

Seminar Grading Rubric

	No Mastery (40)	Beginning (65)	Developing (75)	Accomplished (85)	Exemplary (95)
Before Seminar	Missing homework	Incomplete homework	Complete homework		Thorough & complete homework
During Seminar	Disruptive <i>or</i> inattentive	Attentive listener	Takes notes on discussion <i>or</i> participates	Takes notes on discussion <i>and</i> participates	All of Accomplished + encourages the participation of others
After Seminar	Incomplete assessment	Complete assessment does not demonstrate listening	Complete assessment demonstrates listening	Complete assessment that answers guiding question	Well-written assessment that answers guiding question with citation(s)

Directions: Complete the table below based on the seminar discussion.

Questions you can ask	
Something someone said that you agreed with and who said it.	
Something someone said that you disagreed with and who said it.	
Something someone said that was confusing to you and who said it.	
Something someone said that clarified something for you and who said it.	

Date _____

Learning Target: _____

Guiding Question: _____

On the lines below, write a paragraph about our discussion. Your paragraph should either explain our conclusion (answer the guiding question, above) OR discuss and important idea from the Seminar. Remember to cite the seminar text in your response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Attach notes from the discussion if you did not participate or were unprepared (didn't complete the homework).

Group Members: _____ Period: _____

Rubric – Responsibility to Community (Teamwork)

Level Earned	Team Cooperation	Communication Among Team Members	Individual Participation	Listening to Other's Ideas	Showing Respect	Staying On Task
Exemplary	Everyone worked together using his or her abilities and knowledge to achieve the goal.	We talked often and shared our ideas for group feedback.	Everyone did a great job! We want to work together again.	Everyone listened to each other a lot, and used what we heard to improve our work.	Everyone was courteous and valued each other's opinions.	Everyone was on task and talking about the work all period.
Accomplished	We worked together so that everyone contributed something to the assignment.	We usually asked each other for help and showed our work to each other.	We all seemed to find our place and do what was needed.	We listened while others talked, we learned about different viewpoints, and used some of that information in the project.	Most were courteous and most opinions were valued.	Most were on task for most of the period and talking about the work.
Developing	We worked together most of the time, sharing information regularly.	We talked about what we were doing.	Each person did some work and tried to do a fair share.	We usually listened to each other and tried to use what they said in the assignment.	Some were courteous and some opinions were valued.	Some people were on task and talking about the work.
Beginning	We did most of the work by ourselves, we talked a little among our group members.	We only talked when we thought we needed to, but received little feedback.	Some people tried hard, but others didn't do much.	We usually listened to what others were saying but some members either didn't share ideas or argued.	No one was courteous and opinions were not valued.	No one was on task for most of the period and no one was talking about the work.

Our group did well when we _____

Our group could have done better with _____

Name: _____

Period: _____

Rubric – Responsibility to Community (Individual)

Level Earned	Staying On Task	Communication	Showing Respect	Leave No Trace
Exemplary	I stay on task and talk about the math all period.	I consistently share my ideas, actively listen to peers, and give them feedback on their ideas.	I was always kind and open-minded.	I volunteer to help manage the classroom (collect / pass out papers, laptops, supplies).
Accomplished	I stay on task and talk about the math for most of the period.	I often ask classmates for help and/or help them when they have a question.	I was usually kind and open-minded.	I always leave my work area as nice as I found it.
Developing	I stay on task and talk about the math part of the period.	I talk about the answers, but not about the math behind them.	I was sometimes kind and open-minded.	I always push in my chair and straighten my desk.
Beginning	I am frequently off-task.	I only talk about the math when I'm told to.	I make fun of others and belittle their ideas.	I leave my work area worse than I found it (draw on desks or books, leave garbage behind, don't push in chair).

When working with others, I'm good at _____

When working with others, I want to get better at _____

I (always / usually / sometimes / rarely / never) complete my homework.

How well do you understand the mathematical ideas around simplifying expressions and solving equations?

I can take responsibility for my own learning. November HW Completion Grade: _____	45% - I did not complete any of my HW this month. 55% - I completed little of my HW this month. 75% - I completed some of my HW this month 85% - I completed most of my HW this month 95% - I completed all of my HW this month	WARNING. If box is checked, we are concerned that starting next month, your lateness grade will be low : <input type="checkbox"/>
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I can take responsibility for my own learning. November HW Completion Grade: _____	45% - I did not complete any of my HW this month. 55% - I completed little of my HW this month. 75% - I completed some of my HW this month 85% - I completed most of my HW this month 95% - I completed all of my HW this month	WARNING. If box is checked, we are concerned that starting next month, your lateness grade will be low : <input type="checkbox"/>
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