MIDDLE YEARS ASSESSMENT:
GRADE 7 STUDENT ENGAGEMENT

Support Document for Teachers

English Program
SECTION 1: INTRODUCTION
Middle Years Assessment Policy Overview

Manitoba Education and Training has developed a Middle Years Assessment Policy, published in *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement* (Manitoba Education and Advanced Learning, revised 2015). It applies to all students in Grade 7 and Grade 8 in provincially funded schools. The primary purpose of the policy is to enhance student learning and engagement through classroom-based assessment processes that build student awareness and confidence in learning. Research shows that both the quality and level of academic achievement and student engagement can be increased through formative assessment (assessment *for* and *as* learning).

The second purpose of the policy is to summarize data and report on the levels of achievement in key areas that Middle Years students have attained by the end of January. These key areas are based on what most Manitobans regard as vital for all students: a reasonable level of reading, writing, number skills, and student engagement.

There are two distinct audiences for this summative assessment (assessment *of* learning). One is the learning team, which comprises the teacher, student, and parents. Assessment information about each student reported in January can be used to plan the specific next steps in the student’s learning and support the ongoing dialogue with parents. The second audience is the larger community—the school, the school division, the department, and the public—that can use the information to look for trends and make decisions about the provision of resources that further support and enhance student learning.

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* Assessment *for* learning refers to assessment processes that assist the teacher in planning and differentiating instruction, that provide feedback on teaching and learning, and that enhance student motivation and commitment to learning. Assessment *as* learning focuses on the student’s thinking processes before, during, and after learning. Students reflect on their own learning and make adjustments in their thinking or behaviour to achieve deeper understanding. This self-regulation is critical in developing the independent, self-directed learning skills that students must acquire to thrive in the ever-changing world. For further information, see *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* (Manitoba Education, Citizenship and Youth, 2006).

** In this document, the term *parents* refers to both parents and guardians, and is used with the recognition that in some cases only one parent may be involved in a child’s education.
SECTION 2: CLASSROOM-BASED ASSESSMENT

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Formative Assessment

The term *formative assessment* is not new, but its definition is changing based on research on how assessment enhances learning. When the term first became part of the language of educators in the 1960s, it referred to assessment that took place mostly after learning activities were completed, leading to adjustments to the teaching and learning process to redress areas of weakness.

With new research and increasing collaboration on assessment initiatives among international educational bodies, the definition has expanded. We now view formative assessment as information that is used to move learners forward and is gathered by the teacher and the student during, as well as after, the learning process. This external assessment *for* learning, done by the teacher, fosters an internal assessment *as* learning on the part of the student.

Research has found that the following strategies are most powerful when teachers use them to inform and adapt their instruction:

- clarifying and sharing learning intentions and criteria for success
- engineering effective classroom discussions, questions, and learning tasks
- providing feedback that moves learners forward
- activating students as the owners of their own learning
- activating students as instructional resources for one another

(Leahy et al. 18)

The active engagement of students is an essential element of assessment that makes a positive difference in student learning. To become independent learners, students need to get an idea from the start of what is to be learned. Therefore, the teacher needs to explain the learning outcomes targeted, and have the students participate in

- setting criteria
- identifying performance indicators
- obtaining feedback from others (peers and teacher)
- further clarifying the criteria

Teachers model assessment of a performance or product against the established criteria for quality work. Students then practise comparing work to these established criteria by providing themselves and others with feedback as they reflect on their own work and the work of their peers.
Teachers further support students by helping them to revise their work and move it closer to the established criteria. Students accomplish this by using their own personal feedback, as well as feedback from their peers and teachers. Ultimately, through this modelling of practice, assessing against criteria, and using feedback to adjust understanding and performance, students learn not only to self-assess but also to

- understand the criteria better
- self-regulate their learning
- determine their next steps

These are critical steps in becoming independent, lifelong learners.

**Summative Assessment**

Summative assessment is part of regular classroom-based assessment and is designed to confirm how well students are meeting the targeted learning outcomes. This assessment of learning provides evidence of achievement to students, parents, other educators, and possibly to outside groups.

For the Middle Years assessment, individual reporting will be done for the student, the parents, and the department.
Resources Supporting Classroom-Based Assessment


SECTION 3: STUDENT ENGAGEMENT

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Rationale for Student Engagement

"We need to consider student engagement as an important schooling outcome in its own right…. It is a measure of student disposition towards school and learning, and as such, is likely one of the most important predictors of their economic success and long-term health and well-being. Student engagement entails attitudes and behaviours that can be affected by teachers and parents, and shaped by school policy and practice.”

(Newscunb)

Educators create classroom and school environments where students are actively involved in learning experiences and activities. These experiences contribute to students becoming engaged and developing positive beliefs about themselves, the subjects they are studying, and the school they attend.

Parents contribute to the engagement of their children in a number of important ways. These include encouraging their child to become or remain involved in class and school activities, monitoring their child’s homework and progress, and regularly discussing school-related issues with their child.

Teachers consider student engagement daily as they interact with students. Often teachers focus on particular aspects of student engagement in units of study or at different times in the year. For example, in September teachers often review actions students can take to be involved in their learning and thereby encourage students to accept increasing responsibility for their learning.

The emphasis teachers put on different aspects of engagement varies according to class and individual student needs. Although this document focuses on particular dimensions of student engagement, educators are not expected to restrict the ways they promote engagement in their classes to match the reporting outlined in this document. It is reasonable to expect that the engagement of students will be somewhat variable depending on their interest levels and a host of other factors that affect the day-to-day lives of children in schools.
Defining Student Engagement

Currently there is no universally accepted definition of the term *student engagement*. This lack of consensus requires that a working definition of student engagement be stated so educators of Grade 7 students in Manitoba have a common frame of reference when they are using this document. The following working definition of student engagement encompasses behavioural, affective, and cognitive dimensions.

Working Definition of Student Engagement

Engagement with learning is a multifaceted concept that reflects student actions related to engagement, their feelings about school, and their understandings about their own learning (Jimerson, Campos, and Greif 7–27; Norris, Pignal, and Lipps 25–34). See figure below.

“Regardless of the definition, research links higher levels of engagement in school with improved performance. Researchers have found student engagement a robust predictor of student achievement and behaviour in school, regardless of socioeconomic status.” (Klem and Connell 262)

This definition helps us understand that students must be involved in the assessment of their engagement. While teachers can focus on assessing the actions of students, only the students can say what they feel about school or understand about their learning. The student activities presented at the end of this document are intended to involve students in their own assessment.
The Student Engagement Report

It is recommended that the following report on student engagement be shared with students and parents early in the school year. Students can be self-assessing their performance on these competencies as the year unfolds, and parents can be monitoring and supporting their students’ engagement in school. The criteria that teachers will employ to assess students on each of the report’s sub-competencies are as follows:

**Emerging:** the student only occasionally demonstrates the described behaviour

**Developing:** the student frequently demonstrates the described behaviour

**Established:** the student nearly always demonstrates the described behaviour

**Inconsistent:** the student demonstrates the behaviour in some settings but not all (e.g., in some subjects but not in others, or when tasks are hands-on but not when tasks are more passive)

In rare instances, a student will have a profound mental health concern, cognitive disability, or other profound condition that is so severe that certain of the engagement behaviours are not within the scope of the student’s ability. In such cases, the report to parents should be left blank relative to those behaviours that are out of scope, and the comment section should be used to explain.
# Reporting Template

**English Program**

January 20_

**Provincial Report on Student Performance**

Grade 7

**Student Engagement**

In accordance with Manitoba Education and Training policy, the purpose of this assessment is to inform parents/guardians of their child’s level of achievement compared to provincial criteria in Student Engagement.

This report is based on your child’s behaviour and participation as observed by teachers over the first several months of the school year as part of the normal teaching and learning process. Documents relating to this assessment are available online at [www.edu.gov.mb.ca/k12/assessment/reporting.html](http://www.edu.gov.mb.ca/k12/assessment/reporting.html).

## Competency

<table>
<thead>
<tr>
<th>Student is engaged in his or her learning</th>
<th>Emerging (only sometimes)</th>
<th>Developing (quite often)</th>
<th>Established (nearly always)</th>
<th>Inconsistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating an interest in his/her learning (discussing work with peers or teacher, pursuing learning goals, showing an interest in independent research or learning, “going beyond” the assignment/ extending his/her learning, working with enthusiasm, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging in self-assessment (comparing work to assignment criteria or an exemplar to see if it can be improved; proofreading, revising, comparing current work with past work, using a portfolio process for this purpose, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being aware of learning goals of a unit of study and/or personal learning goals (participating in discussions and activities, identifying goals, using self-reports, journal entries, portfolios, engaging in moderated conferences and student-teacher conversations, etc.)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Participating in lessons (listening, questioning, sharing with peers, engaging in activities related to the lesson, etc.)</td>
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<td></td>
</tr>
<tr>
<td>Accepting responsibility for assignments (handling assignments on time, completing work in class when assigned, meeting assignment criteria, etc.)</td>
<td></td>
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</tbody>
</table>

## Levels of Performance

**Comments (optional)**

**Student Reflections and Goals (optional)**

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**Teacher Signature:**

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**Principal Signature:**

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[Manitoba logo]
Supporting Student Engagement in School

“It is essential that teachers demystify learning, identifying for all students the habits that characterize competent learners and helping them to develop these habits.”

(Manitoba Education and Training, Success for All Learners 3.5)

While older students are expected to assume increasing responsibility for their schooling, young children need to be actively taught what it means to be engaged in school. Students need the support of teachers, schools, classmates, and parents as they learn the behaviours and ways of thinking of successful students. Middle Years students need opportunities to progressively assume responsibility for their learning, to reflect on their progress, to showcase their strengths, and to engage in class and school activities.

Supporting the development of student engagement involves

- encouraging students to be active learners and involved in their learning
- supporting the development of age-appropriate understandings about their role as students
- teaching appropriate vocabulary and concepts to students so they have the words to discuss the concept of student engagement
- implementing teaching strategies that involve students in self-reflection (e.g., portfolios, student-led conferences, revising work, examining errors) and in setting learning goals
- listening to “student voices” in classrooms and schools
- communicating with parents so they understand how their children are learning and can support the efforts of educators
- providing choice in how students demonstrate their understanding

Student engagement is variable and depends on a number of factors (e.g., personality, interests, interactions with peers and the teacher). It is not a “one size fits all” concept. Grade 7 students demonstrate aspects of engagement when they

- accept appropriate responsibility for their learning and assignments
- demonstrate an interest in their learning
- develop and maintain positive attitudes towards school subjects and school in general
- make choices when doing assignments
- engage in self-reflection, self-assessment, and goal setting
- engage in conversations about what they are learning
- participate in classroom and school activities

The suggested student activities included at the end of this document are intended to support students as they explore the topic of student engagement. The activities encourage student self-reflection and provide a means for students to communicate with parents and teachers about their engagement with school.

Linking Student Engagement to Departmental Resources

Student engagement occupies an important place in Manitoba curriculum and support documents. Sample statements from a variety of departmental resources are presented on the following pages.

"Engaging youth in their own learning requires a balance of challenging, relevant learning experiences that offer multiple avenues for student choice and responsibility through cooperative, project-based and active learning. This includes opportunities to select content, set learning goals, ask questions, reflect on their learning, practice communication and problem-solving skills and assume leadership roles in the classroom."

(The Forum for Youth Investment 2)
### Linking Student Engagement to Departmental Resources

**Success for All Learners: A Handbook on Differentiating Instruction**

<table>
<thead>
<tr>
<th>Curriculum Statement(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful students</td>
<td></td>
</tr>
<tr>
<td>■ believe that they can learn</td>
<td></td>
</tr>
<tr>
<td>■ believe that what they are learning is relevant and important</td>
<td>3.3</td>
</tr>
<tr>
<td>■ believe that they belong in the classroom</td>
<td></td>
</tr>
<tr>
<td>■ believe that they are responsible for their own learning and behaviour</td>
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</tbody>
</table>

Students with limited experience of success tend to believe that other students learn by a mysterious process to which they themselves do not have access. It is essential that teachers demystify learning, identifying for all students the habits that characterize competent learners and helping them to develop these habits. 3.5

### Taking Responsibility for Learning and Behaviour

The goal is to have students gradually assume increasing responsibility for the following:

- **Determining how the learning outcomes are to be achieved.** When a new topic is introduced at the beginning of a unit, the class can work together to map out what they know and what they need to know. Each student should establish goals for the unit. How these goals will be reached can be decided by the teacher and students together.

- **Deciding through what products and performances they will demonstrate their competence.** Most teachers build choice into student assignments. Do students also have the option of going beyond the assignment list and negotiating their own assignment with the teacher?

- **Assessing their own performance and deciding whether their goals have been reached.** Student self-assessment should be an increasingly important component in overall assessment. Students need to be taught to use self-assessment strategies.

- **Managing their own behaviour and the smooth functioning of classroom routines.** Promoting responsible self-management means re-ordering priorities—taking time to establish, reflect on, and maintain classroom policies at the beginning of the year and at the beginning or end of each class. It means teaching students methods of resolving differences, so that the teacher need not be brought into a group as crisis manager every time a problem occurs.

Education today is the development of independent and flexible lifelong learners. It is a matter of teaching, within the framework of various disciplines, the foundational skills of literacy and communication, problem solving, human relations, and technology. 1.5
Middle Years Assessment: Grade 7 Student Engagement

<table>
<thead>
<tr>
<th>Curriculum Statement(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Students’ Programming Needs</td>
<td>13</td>
</tr>
<tr>
<td>Most students with special needs require some programming assistance to learn. This may involve changing the way a student is expected to learn, complete assignments, or participate in the classroom. To determine the type and extent of programming assistance needed, a team considers the student's abilities, strengths, and needs.</td>
<td>13</td>
</tr>
</tbody>
</table>

| Types of Programming Assistance | 13 |
| In addition to differentiating instruction for all students, schools use adaptation, curricular modification, or individualized programming to support students. | 13 |

Independent Together: Supporting the Multilevel Learning Community

<table>
<thead>
<tr>
<th>Curriculum Statement(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The basic inquiry process is similar for students of all ages. Students</td>
<td>6.3</td>
</tr>
<tr>
<td>■ pose questions and explore ways to answer them</td>
<td>6.3</td>
</tr>
<tr>
<td>■ locate and manage information from various sources</td>
<td>6.3</td>
</tr>
<tr>
<td>■ process and synthesize their findings</td>
<td>6.3</td>
</tr>
<tr>
<td>■ share their findings on an ongoing basis, supporting each other in their research</td>
<td>6.3</td>
</tr>
<tr>
<td>■ reflect on and celebrate their inquiry findings with a community audience</td>
<td>6.3</td>
</tr>
</tbody>
</table>
Assessment as learning is a process of developing and supporting metacognition for students. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.

The teacher’s role in promoting the development of independent learners through assessment as learning is to

- model and teach the skills of self-assessment
- guide students in setting goals, and monitoring their progress toward them
- provide exemplars and models of good practice and quality work that reflect curriculum outcomes
- work with students to develop clear criteria of good practice
- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new
- provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors
- monitor students’ metacognitive processes as well as their learning, and provide descriptive feedback
- create an environment where it is safe for students to take chances and where support is readily available
Resources Supporting Student Engagement


Section 4: Using Summative Assessment Data

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School and School Division 25
Province 25
Using Summative Assessment Data

Although the January reports are summative, the data generated from them can be used to inform future educational decisions in support of Middle Years learners.

Classroom

At the classroom level, teachers, students, and parents can use the data as additional information to set goals and monitor progress over time. Particularly if students are having difficulty in one or more of the competencies, special attention by the teacher, support teachers, parents, and the students is necessary to address any newly identified areas of concern or to continue support for the student.

Teachers can also use this summative data for formative purposes by involving students in reflecting on work samples and on their progress to date. Through this process, students are also involved in setting appropriate short- and long-term goals for the remainder of the school year.

School and School Division

The data sent by schools will be summarized by the department and returned to schools and school divisions. Because these reports are based on descriptors and exemplars for each level of performance, schools will be provided with reliable year-to-year information on how well their students are performing in the key competencies in language arts and mathematics. This data can be used to inform decisions on how best to support Middle Years learners, and to identify areas of strength or concern and possible professional development priorities or resources at the school and divisional levels.

Province

The provincial summary of the data will provide a snapshot of how students are performing province-wide. Analyzing and reflecting on this summary of the data each year will influence future policies and decisions about how best to support Middle Years learners.


APPENDIX:
SUPPLEMENTAL MATERIAL FOR
STUDENT ENGAGEMENT

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Guidelines for Teachers

Following are suggestions for Grade 7 teachers to consider when they plan to discuss student engagement in their classrooms.

1. Teachers usually address issues related to student engagement in the first few days of classes in the fall term. Typically, they discuss issues related to completing work, participating in class, setting learning goals, assessment strategies that will be used, and how students can monitor their own progress (agendas, portfolios, et cetera). As the reporting criteria for the student engagement report deals with each of the areas mentioned above, it is strongly recommended that designated teachers introduce Activities 1 through 4 in September. This way, the activities are integrated into the class and students are exposed to vocabulary and concepts that will enable them to reflect on and discuss their engagement over the term.

2. Before the end of September, students should be guided in completing Activities 5, 6, and 7. These activities have been developed to initiate student self-reporting, and are intended to provide a means for students to have a “voice” in the communication process around their engagement. They also allow students to construct a profile of their engagement using the same criteria teachers will use to complete their report. Upon completion of these activities, students should be encouraged to set individual goals based on their “engagement profiles” or other relevant learning goals.

3. Students (or teachers) should keep the engagement activities (Activities 5, 6, 7, or comparable locally developed materials) that were completed in September in a file or portfolio.

4. It is suggested that teachers and students share the student engagement profiles and other related activities (see 3 above) with parents during the fall parent-teacher interview.

5. In January, students will again complete Activities 5A and 5B. Activity 5B may be shared with parents along with the student engagement report, which is completed by the teacher. It is suggested that teachers and students share the results of the January student self-assessment at the winter parent-teacher conference.

― "Teach students to self-assess and set goals. In giving students descriptive feedback, you have modeled the kind of thinking you want them to do as self-assessors. As a next step, turn that task over to students and guide them in practicing self-assessment and goal setting. You may find it useful to have students identify the strengths and weaknesses of their work before you offer your own feedback.” (Chappuis 42)
6. Student engagement is relevant to all subject areas and, when students complete Activities 5A and 5B, they should be guided to consider all their subject areas. Students who feel they have markedly different levels of engagement in different subjects may want to include more than one engagement profile in their portfolio or file to share with their parents and teacher(s).

7. Teachers and students may wish to follow up on student engagement prior to the conclusion of the school year to reflect on student success in this area.

The student activities can be found on the department website at www.edu.gov.mb.ca/k12/assess/myreporting.html, and may be changed or adapted by teachers to suit classroom needs. The use of additional materials or activities to support student engagement is encouraged, as the materials provided in the document are intended as a supplement to classroom practices.

It is recommended that these activities be done as a whole-class activity so students can be guided as they work and think.

### Outline of Student Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Estimated Time*</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>15 minutes</td>
<td>Activating thinking on the topic of student engagement</td>
</tr>
<tr>
<td>Activity 2</td>
<td>15 minutes</td>
<td>Comparing thinking with peers</td>
</tr>
<tr>
<td>Activity 3</td>
<td>15 minutes</td>
<td>Reflecting on the meaning of student engagement</td>
</tr>
<tr>
<td>Activity 4</td>
<td>10 minutes</td>
<td>Sharing information on the Grade 7 provincial student engagement report</td>
</tr>
<tr>
<td>Activity 5A</td>
<td>15 minutes</td>
<td>Self-assessment of behaviours related to engagement</td>
</tr>
<tr>
<td>Activity 5B</td>
<td>15 minutes</td>
<td>Encouraging students’ reflection on their engagement profile</td>
</tr>
<tr>
<td>Activity 6A</td>
<td>15 minutes</td>
<td>Encouraging students’ reflection on their learning</td>
</tr>
<tr>
<td>Activity 6B</td>
<td>15 minutes</td>
<td>Encouraging students’ reflection on their learning</td>
</tr>
<tr>
<td>Activity 7</td>
<td>15 minutes</td>
<td>Encouraging students’ reflection on the value of school</td>
</tr>
</tbody>
</table>

*Note: Time estimates are only approximate.*
STUDENT ACTIVITIES
What does student engagement mean?
I believe I can improve my draft.

I'm handing my assignment in on time.

I'm practising for band.

Social studies class rocks!

How can we support ___?

I want to meet my goals.

I'm involved in ___.

Let's try doing it by using a chart.

I have to set a learning goal.

I'm putting this work in my portfolio.

I found some good information about structures.

I'm really enjoying this novel.

I better check to see if I put everything in my assignment.

I have an idea!

I'd like to learn more about...

I have an opinion.

I think it's important to...

I have a lot to contribute.

I get to choose an activity in gym class.

We did it!

We accomplished our goal and raised $ ___.

I look forward to art class.

I made a project plan.

Our school is great!

Reading is fun.

I learned to solve an equation today.

I'm working towards...

I made a project plan.
Activity 1: What Does Student Engagement Mean to You?

Student engagement has different meanings for different people. Write down what it means to you in the cartoon bubbles below. You might want to look at page 1 for some ideas.
Activity 2: Comparing Your Ideas

Share your ideas from page 2 with a partner or small group.

Were your ideas all the same?

Did you get some new ideas you liked?

Review what you wrote about student engagement on page 2. If your ideas about it have changed, write your new ideas below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 3: Class Discussion and Your Family’s Views

What do you think your mother, father, or guardian might think student engagement is?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3
Activity 4: Questions and Answers about the Grade 7 Report on Student Engagement

Why is student engagement important?

Students who are engaged with their learning and school usually develop ways of working and thinking that will help them in high school, college, university, and in getting a job.

Why does the province want to have a report about the engagement of Grade 7 students?

This information is of special interest to educators and parents because they want all students to do well in school and develop attitudes and behaviours that will help them to be successful.

Is student engagement about marks or grades?

No, there are no grades or marks given for engagement. All students are expected and encouraged to be engaged in school to the best of their ability.
Activity 4 (continued)

Why should I care about whether I am engaged or not?

You should care because you are likely to do better in school if you are engaged with your activities and assignments. Students who enjoy subjects or are interested in a topic often show high levels of engagement. When students are faced with difficult work that is not interesting to them, student engagement sometimes drops. This is because most people prefer to do what they like or are good at rather than what they find hard or frustrating. Students who work hard at overcoming their weaknesses and improving their strengths show that they value learning and are accepting responsibility for their own success.

Is anyone going to ask my opinion about my engagement with schools?

Yes. Students will be providing information about their engagement, and this information will be shared with teachers and parents.
Activity 4 (continued)

What do students need to think about when they report on their engagement?

Students need to know that engagement covers a wide range of actions and ways of thinking and feeling about school. The teacher report and student self-report focus on five areas.

I have some notes on the areas that you can read.

What are the five areas?
The five behaviours reported on by students and teachers are:

**Participating in Lessons**
- Students participate in class by:
  - listening to teachers and peers and considering what they are saying
  - asking questions (when they need information)
  - sharing their ideas with others when working with partners or groups
  - participating to the best of their ability in learning activities

**Accepting Responsibility for Assignments**
- Students show they are accepting responsibility when they:
  - hand in assignments on time
  - complete class work as directed by teachers
  - follow directions for assignments

**Demonstrating an Interest in Learning**
- Students show they are interested in school when they:
  - discuss their work with classmates, teachers, and parents
  - conduct their own research on topics
  - do extra work or additional research because a topic or an assignment interests them
  - get involved with their work and learning activities instead of doing the minimum required

**Student Self-Evaluation**
- It is very important that students self-assess. This means students need to think about their work and identify what they like and what they think needs to be improved.
Students evaluate their work when they
* make sure they have followed directions for their assignment
* compare their work to an example
* proofread their work
* think about how they could improve their work

Thinking about My Learning
Students should make sure they understand what they are to learn and do. Students also need to think about why it is important to learn the material or how to do activities assigned by the teacher. Teachers are pleased to discuss these topics with students. Students also need to think about their strengths as learners. This means they need to use these strengths and develop them. As well, students need to be aware of areas they need to improve in, and work hard at developing these areas as well.

Students show they are aware of their learning when they
* make sure they know what they are to learn or do
* make sure they know why it is important to learn a new skill or understand new information
* think about themselves as learners and identify strengths and areas they wish to improve
* set goals that will allow them to develop their skills and abilities
Activity 5A: Profiling My Actions Indicating Engagement

Choose the category (occasionally, usually, or nearly always) that best describes your engagement for items a) to q) below.

Categories
Occasionally Usually Nearly Always

I demonstrate an interest in learning by
a) discussing work with classmates or the teacher □ □ □
b) finding out things on my own (research) □ □ □
c) doing extra work because I am interested in a topic □ □ □
d) really getting involved in my work □ □ □

I evaluate my work by
e) keeping the assignment directions in mind when I complete work □ □ □
f) comparing my work to an example □ □ □
g) proofreading my work □ □ □

I know about my learning by
h) being aware of what I am supposed to learn in my subjects □ □ □
i) knowing why it is important to learn the material when we start a new unit of work □ □ □
j) being aware of my strengths as a student □ □ □

I participate in lessons by
k) listening □ □ □
l) asking questions when I need to □ □ □
m) sharing ideas with peers (e.g., during group work) □ □ □
n) taking part (engaging) in learning activities □ □ □

I accept responsibility for assignments by
o) handing work in on time □ □ □
p) completing class work □ □ □
q) following directions for assignments □ □ □
Activity 5B: Profiling My Actions Indicating Engagement

Directions

1. Complete “Profiling My Actions Indicating Engagement” (Activity 5A) as directed by your teacher.
Activity 6A: Thinking about My Learning

Read each statement below. Pick five statements that best describe how you learn. You may choose to write your own statement(s) below. Put a check mark in the box beside each of the statements you choose.

I learn when I work with a partner. □
I learn when I work with a group. □
I learn when I work by myself. □
I learn when I read about things. □
I learn when I listen to people talk about things or describe things. □
I learn when I am involved in an activity. □
I learn when I have to help another student learn something. □
I learn when I review my work. □
I learn when I get help at home. □
I learn when I study for a test or quiz. □
I learn when I practise something. □
I learn when _________________________________.
I learn when _________________________________.
I learn when _________________________________.
I learn when _________________________________.
Activity 6B: Thinking about My Learning

Complete the following statements:
I learn best when


I do not learn well when


If you have set a learning goal in the last month, briefly describe it below.
OR
If you have not set a learning goal in the last month, what would be one goal you would set now? Describe it below.


Describe at least two of your strengths as a student.


Describe one area related to school in which you would like to improve.


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Activity 7: Thinking about School

Why are the things you learn in your classes important?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why is high school important for teenagers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are some things you like about school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________