



International School of Kenya

Empowering students to create solutions for tomorrow's challenges

ISK Habits of Learning

Philosophy Statement

We believe that habits of learning contribute the academic success of students, form a framework for character development within the context of ISK's Education Aims and are key indicators of future success as global citizens in a 21st century world. We further believe that learning habits are of such importance that students should engage in ongoing reflection and receive regular, timely feedback from teachers in three key areas: Collaboration; Engagement; and Personal Responsibility. Therefore, ISK has both Habits of Learning (HOL) standards and academic standards; in line with the ISK assessment philosophy these two domains for learning are assessed and reported separately.

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May 20, 2014!

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ISK Habits of Learning Rubric – standards and indicators

We believe that habits of learning contribute the academic success of students, form a framework for character development within the context of ISK's Education Aims, and are key indicators of future success as global citizens in a 21st century world.

Standards	Below the Standard	Approaching the Standard	Meets the Standard	Exceeds the Standard
Collaboration The student interacts positively with others in various roles to learn and to create work that is larger or deeper than he/she could create on his/her own <ul style="list-style-type: none"> • <i>Respects self & others</i> • <i>Cares & is Courteous</i> • <i>Works as part of Group</i> • <i>Listens</i> 	The student... <ul style="list-style-type: none"> • Is seldom courteous and respectful of others • Distracts others in their work, or undermines group processes • Seldom listens to peers and to teacher instructions 	The student... <ul style="list-style-type: none"> • Is generally but not consistently courteous and respectful of others • Is aware of the various roles of group work • Cooperates with others but behavior is inconsistent • Quietly listens to peers and teacher 	The student... <ul style="list-style-type: none"> • Is respectful, caring and courteous • Is effective in roles of group work*, monitoring own behavior to facilitate group productivity • Is open to alternate ideas, actively listening to peers and teacher 	The student... <ul style="list-style-type: none"> • Is a role model for others, influencing interaction in respectful, positive directions • Promotes a caring climate for learning • Is proficient the roles of group work, fluently changing roles • Proactively listens and organizes teams/groups to solve complex problems

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<p>Engagement The student is fully engaged in learning through questioning, risk-taking, persevering, and active participation.</p> <ul style="list-style-type: none"> • <i>Questions & Enquires</i> • <i>Takes risks</i> • <i>Perseveres</i> • <i>Is Attentive</i> 	<ul style="list-style-type: none"> • Is non-responsive to teacher encouragement • Easily gives up on tasks • Is passive about his/her own learning • Is often inattentive or distracted 	<ul style="list-style-type: none"> • Asks clarifying questions • Takes risks when encouraged • Is responsive when called upon and willing to work through challenges when directed • Is generally attentive to classroom activities, with occasional redirection 	<ul style="list-style-type: none"> • Questions for understanding, routinely attempting to understand "the big idea" • Takes risks by questioning the reasoning of others, challenging ideas respectfully • Perseveres in seeking resources, answers, or new approaches to problems • Takes initiative to use resources and seek clarity 	<ul style="list-style-type: none"> • Stimulates high level thinking in class, leading enquiry or providing feedback to the teacher/peers that results in higher level of engagement • Takes risks with new resources and trying new activities • Is highly resilient, persevering through complex challenges • Encourages peers to participate, engage or try again
<p>Personal Responsibility The student demonstrates effective preparation for learning through timely completion of work, prioritizing tasks, reflecting on learning, and planning ahead.</p> <ul style="list-style-type: none"> • <i>Is Timely</i> • <i>Is Organized & Productive</i> • <i>Reflects on self & learning</i> • <i>Plans learning process</i> 	<ul style="list-style-type: none"> • Hands in assignments late • Is poorly organized and struggles to produce work • Struggles with self-reflection tasks, often assigning blame for actions on external factors • Frequently falls behind with work 	<ul style="list-style-type: none"> • Meets most deadlines but needs reminders • Uses basic strategies such as a planner to stay organized, produce work, and plan ahead • Completes assignments but does not consistently reflect with insight or self-awareness 	<ul style="list-style-type: none"> • Independently meets deadlines and course commitments, effectively integrating feedback when appropriate • Plans effectively, setting priorities and monitoring own productivity • Completes work in a reflective, honest and ethical manner • Actively participates in own learning process 	<ul style="list-style-type: none"> • Seeks teacher (and peers) out for feedback in advance of deadlines • Is highly self-aware, honest, and reflective, taking ownership of actions and continually seeking ways to improve • Actively plans ahead in personal learning process, effectively managing conflicts and busy periods

*Group work roles can include: *Facilitator, Recorder, Leader, Mediator, Monitor, Organizer, Follower, Prober/Challenger, and Time-Keeper*

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