



## 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 21<sup>st</sup> 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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## 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 21<sup>st</sup> century world.

Standards	Below the Standard	Approaching the Standard	Meets the Standard	Exceeds the Standard
<b>Collaboration</b> <b>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</b> <ul style="list-style-type: none"> <li>• <i>Respects self &amp; others</i></li> <li>• <i>Cares &amp; is Courteous</i></li> <li>• <i>Works as part of Group</i></li> <li>• <i>Listens</i></li> </ul>	The student... <ul style="list-style-type: none"> <li>• Is seldom courteous and respectful of others</li> <li>• Distracts others in their work, or undermines group processes</li> <li>• Seldom listens to peers and to teacher instructions</li> </ul>	The student... <ul style="list-style-type: none"> <li>• Is generally but not consistently courteous and respectful of others</li> <li>• Is aware of the various roles of group work</li> <li>• Cooperates with others but behavior is inconsistent</li> <li>• Quietly listens to peers and teacher</li> </ul>	The student... <ul style="list-style-type: none"> <li>• Is respectful, caring and courteous</li> <li>• Is effective in roles of group work*, monitoring own behavior to facilitate group productivity</li> <li>• Is open to alternate ideas, actively listening to peers and teacher</li> </ul>	The student... <ul style="list-style-type: none"> <li>• Is a role model for others, influencing interaction in respectful, positive directions</li> <li>• Promotes a caring climate for learning</li> <li>• Is proficient the roles of group work, fluently changing roles</li> <li>• Proactively listens and organizes teams/groups to solve complex problems</li> </ul>
<b>Engagement</b> <b>The student is fully engaged in learning through questioning, risk-taking, persevering, and active participation.</b> <ul style="list-style-type: none"> <li>• <i>Questions &amp; Enquires</i></li> <li>• <i>Takes risks</i></li> <li>• <i>Perseveres</i></li> <li>• <i>Is Attentive</i></li> </ul>	<ul style="list-style-type: none"> <li>• Is non-responsive to teacher encouragement</li> <li>• Easily gives up on tasks</li> <li>• Is passive about his/her own learning</li> <li>• Is often inattentive or distracted</li> </ul>	<ul style="list-style-type: none"> <li>• Asks clarifying questions</li> <li>• Takes risks when encouraged</li> <li>• Is responsive when called upon and willing to work through challenges when directed</li> <li>• Is generally attentive to classroom activities, with occasional redirection</li> </ul>	<ul style="list-style-type: none"> <li>• Questions for understanding, routinely attempting to understand "the big idea"</li> <li>• Takes risks by questioning the reasoning of others, challenging ideas respectfully</li> <li>• Perseveres in seeking resources, answers, or new approaches to problems</li> <li>• Takes initiative to use resources and seek clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulates high level thinking in class, leading enquiry or providing feedback to the teacher/peers that results in higher level of engagement</li> <li>• Takes risks with new resources and trying new activities</li> <li>• Is highly resilient, persevering through complex challenges</li> <li>• Encourages peers to participate, engage or try again</li> </ul>

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<p><b>Personal Responsibility</b> 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"> <li>• <i>Is Timely</i></li> <li>• <i>Is Organized &amp; Productive</i></li> <li>• <i>Reflects on self &amp; learning</i></li> <li>• <i>Plans learning process</i></li> </ul>	<ul style="list-style-type: none"> <li>• Hands in assignments late</li> <li>• Is poorly organized and struggles to produce work</li> <li>• Struggles with self-reflection tasks, often assigning blame for actions on external factors</li> <li>• Frequently falls behind with work</li> </ul>	<ul style="list-style-type: none"> <li>• Meets most deadlines but needs reminders</li> <li>• Uses basic strategies such as a planner to stay organized, produce work, and plan ahead</li> <li>• Completes assignments but does not consistently reflect with insight or self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Independently meets deadlines and course commitments, effectively integrating feedback when appropriate</li> <li>• Plans effectively, setting priorities and monitoring own productivity</li> <li>• Completes work in a reflective, honest and ethical manner</li> <li>• Actively participates in own learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks teacher (and peers) out for feedback in advance of deadlines</li> <li>• Is highly self-aware, honest, and reflective, taking ownership of actions and continually seeking ways to improve</li> <li>• Actively plans ahead in personal learning process, effectively managing conflicts and busy periods</li> </ul>
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\*Group work roles can include: *Facilitator, Recorder, Leader, Mediator, Monitor, Organizer, Follower, Prober/Challenger, and Timekeeper*