

EFFORT RATINGS - APPROACHES TO LEARNING DESCRIPTORS

A letter rating is awarded to let the student know where they stand in the development of their approaches to learning within the classroom. The descriptors associated with the letter provide a holistic understanding of how a student is working in terms of their behavior (B), continuous effort (C), and self-management (S). These are intrinsically linked with communication, social and self-management skills. Because it is a best-fit model, students may not demonstrate all the characteristics in the category. As such no + or - are awarded with the letter grade. The rating is not cumulative and therefore, is applied for the duration of approx. 3 to 4 weeks.

The descriptors below may also be used for self-assessment by students.

A 'C' is the minimum working level of attitude and conduct from students in the classroom. Teachers may report the behaviors or conduct in lessons that have led to a 'D'. N/A is only used when a student has been absent for a prolonged period or for any special circumstances.

Students and parents have access to Effort Ratings Reports in the portal. An exceptional effort ratings student list will be posted monthly on the Academics board.

EFFORT RATING	DESCRIPTORS		
	Behavior (B)	Continuous Effort (C)	Self-Management (S)
A (Consistently) (Very effectively)	<ul style="list-style-type: none"> ● Consistently thinks positively. ● Is consistently mindful of own responsibility as well as the roles of others; collaborates with others very effectively. ● Consistently listens, shows empathy, respects and/or supports others. ● Demonstrates leadership in a variety of situations and/or can build consensus and resolves conflict whenever possible. 	<ul style="list-style-type: none"> ● Consistently produces work that is exemplary to maximum ability. ● Consistently demonstrates perseverance to succeed to maximum ability. ● Is consistently a reflective learner; identifies own areas of growth or improvement; is prepared to take risks with the learning. ● Participates actively by being fully engaged in lessons (e.g., actively asks questions, suggests steps for different perspectives, starts task at hand readily). 	<ul style="list-style-type: none"> ● Manages time and tasks very effectively and/or often sets own targets or goals. ● Is always properly equipped for lessons, selects & uses the correct material very effectively & productively. ● Manages very effectively state of mind; is self-motivated. ● When late or absent, takes full ownership of making up missed work.
B (Often) (Effectively)	<ul style="list-style-type: none"> ● Often thinks positively. ● Is often mindful of own responsibility as well as the roles of others; collaborates with others very effectively. 	<ul style="list-style-type: none"> ● Often produces work that is exemplary to maximum ability. ● Often demonstrates perseverance to succeed to maximum ability. 	<ul style="list-style-type: none"> ● Manages time and tasks effectively and/or often sets own targets or goals. ● Is always properly equipped for lessons, selects & uses the correct material effectively & productively.

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	<ul style="list-style-type: none"> • Often listens, shows empathy, respects and/or supports others. • Demonstrates leadership in some situations and/or can build consensus and resolves conflict whenever possible. 	<ul style="list-style-type: none"> • Is often a reflective learner; identifies own areas of growth or improvement; is prepared to take risks with the learning. • Participates actively by being engaged in lessons (e.g., actively asks questions, suggests steps for different perspectives, starts task at hand readily). 	<ul style="list-style-type: none"> • Manages effectively state of mind; is self-motivated. • When late or absent, takes ownership of making up missed work.
C (Sometimes)	<ul style="list-style-type: none"> • Sometimes thinks positively. • Is sometimes mindful of own responsibility as well as the roles of others; may collaborate with others. • Sometimes listens, shows empathy, respects and/or supports others. • Sometimes demonstrates leadership; may help resolve conflict whenever possible. 	<ul style="list-style-type: none"> • Sometimes produces work that is to maximum ability. • Sometimes demonstrates perseverance to succeed to maximum ability. • Is sometimes a reflective learner; may identify own areas of growth or improvement; is sometimes prepared to take risks with the learning. • Sometimes participates by being engaged in lessons (e.g., actively asks questions, suggests steps for different perspectives, starts task at hand readily). 	<ul style="list-style-type: none"> • Manages time and tasks; sometimes may set own targets or goals. • Is sometimes properly equipped for lessons; may select & use the correct material productively. • Manages state of mind; is sometimes self-motivated. • When absent or late, may or may not make up missed work.
D (Rarely)	<ul style="list-style-type: none"> • Rarely thinks positively. • Is rarely mindful of own responsibility as well as the roles of others; collaborates with others but may be inefficient. • Rarely listens, shows empathy, respects and/or supports others. • Rarely demonstrates leadership. 	<ul style="list-style-type: none"> • Rarely produces work that is to maximum ability (e.g., rushed work, not reaching standard). • Rarely demonstrates perseverance to succeed to maximum ability. • Is rarely a reflective learner; is unaware of own areas of growth or improvement; is rarely prepared to take risks with the learning (e.g., remains with limited approaches). • Rarely participates by being engaged in lessons (e.g., rarely asks questions, suggests steps for different perspectives, does not start tasks readily); may be reluctant to participate and/or disruptive. 	<ul style="list-style-type: none"> • Has challenges managing time and tasks; rarely sets own targets or goals. • Is rarely properly equipped for lessons, selects & uses the correct material; may be without appropriate equipment. • Manages state of mind reluctantly; is rarely self-motivated. • Has frequent absences that disrupt learning; may not make up missed work and so, tends to fall behind.
N/A – unable to award a letter due to a prolonged absence or other exceptional circumstance.			