



GIS Assessment Policy

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GIS Assessment Policy

1. Mission Statement

GIS's mission is to provide authentic international education to foster an enthusiasm to explore and the security to pursue individual goals. As a growth-oriented school, we aim to cultivate highly skilled and responsible global citizens rooted in our local community.

2. Assessment Philosophy

At GIS, we believe assessment is a tool for students, teachers and parents used to measure and facilitate student progress and personal growth. It provides a form of feedback to help identify areas of academic growth as well as guides teacher instruction and individual learning.

3. Principles of Assessment

At GIS, we believe that assessment should be:

- Balanced (formative as well as summative)
- Criterion-referenced
- Varied
- Differentiated
- Timely
- Fair
- Planned
- Continuous
- Objective
- Meaningful
- Rigorous

4. Types of Assessment

At GIS, students are exposed to a range of types of assessment, each of them fulfilling a different role in the learning process.

a. Pre-assessment

- i. Takes place at the beginning of a unit.
- ii. Assesses students' prior knowledge and experience before embarking on a unit.
- iii. Activates prior knowledge and creates a context for new learning.
- iv. Informs planning and delivery of the unit.

b. Formative assessment

- i. Takes place throughout a unit.
- ii. Promotes learning and growth by giving regular and frequent feedback throughout the unit.
- iii. Helps learners improve learning and understanding, fosters enthusiasm as well as engages students in reflection to recognise the criteria of success.
- iv. Prepares students for the upcoming summative assessment.
- v. Helps the teacher tailor teaching plans and methods to the needs of a specific group of students.

c. Summative assessment

- i. Takes place at the end of a unit.
- ii. Gives a clear insight into students' developed understanding of the key concept explored over the course of the unit.
- iii. Assess the students' knowledge and skills acquired during the unit.
- iv. Ideally, prompts students towards action.

5. Assessment Tools and Strategies

At GIS, teachers and students use a wide range of assessment strategies and tools with a view to obtaining as complete a picture of a student's learning as possible and thus facilitate further learning. Assessment at GIS includes but is not limited to the strategies and tools listed in the chart below.

Tools Strategies	Rubrics	Exemp lars	Checklists	Anecdotal records	Contin uums	Tests and quizzes
Observations	✓		✓	✓	✓	
Performance assessment	✓	✓		✓	✓	
Process- focused assessments	✓		✓	✓	✓	
Selected responses		✓	✓		✓	✓
Open-ended tasks	✓	✓		✓	✓	✓
Peer assessment	✓		✓	✓	✓	✓
Self- assessment	✓		✓	✓	✓	✓

Making the PYP happen: A curriculum framework for international primary education Pg 48

6. Student Portfolios

Purpose: To give students an opportunity to reflect on their learning journey and document their progress.

Teacher Expectations: Each teacher will have their own expectations for the format and organization of the portfolios depending on the age of the children, however gr.1-5 essential agreements to be discussed. All subject areas are to be represented in each child's portfolio. Specialist teachers will arrange for one example to be provided each semester. Classroom teachers will ensure there is adequate representation of each unit of inquiry, including formative and summative assessments and the necessary reflections.

Student Expectations: Students will play a significant role in the development of their portfolio. This is to be done in an age appropriate manner. Examples of participation may include (but are not limited to); reflections on samples, choosing samples they feel show growth and development, working with teachers to select samples they feel show their areas of strength or development, etc.

Parent/Community Expectations: Parents will discuss the samples in the portfolio with teacher and child at appropriate times during the year. This will give the parents an opportunity to see the growth and development of their child. It will be used as a tool to facilitate discussions about the child during Student-Led Conferences.

7. Assessment Records

Purpose: To monitor and document student progress and development over their time at GIS. It provides a link between the curriculum and portfolio. Assessment of student's progress in the areas of Literacy (English and Norwegian) and Numeracy will occur at regular intervals throughout the school year, and be maintained in the Assessment Record for the duration of their time at GIS. This record will follow the students during their time at GIS and be added to on a yearly basis.

Resources: Being documented - 2017 academic year and beyond

8. Grading (MYP)

Assessment criteria

Student summative work is matched against scoring rubrics (tables of standards) that best describes all elements of their performance. The IBO mandates the rubrics to be used in each discipline.

Each band of a rubric includes a series of distinct, separate strands. The level a student achieves on a rubric is never 'out of' a theoretical 'highest' standard but intended as a description of the quality of the work offered. It is also possible for a teacher to set work that, even when done extremely well, cannot ever be described at the highest level shown on a rubric¹. Students should use assessment feedback focus on developing the skills needed to deliver work at higher level.

Each subject objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands of unique descriptors that teachers use to make judgments about students' work.

GIS uses the prescribed assessment criteria for each subject group in each year of the programme as follows:

- a. MYP 1 (Grade 6) – Year 1
- b. MYP 2-3 (Grades 7 and 8) – Year 3
- c. MYP 4-5 (Grades 9 and 10) – Year 5

In language acquisition courses, students have classwork of appropriate phases. Relevant assessment criteria are used to assess work when practicable.

Each objective is assessed summatively at least twice during an academic year.

Semester Grades (Progress and Final)

The translation of achievement from MYP criterion-referenced rubrics to MYP grades 1-7 is determined by

1. Listing a student's best and/or most consistent performance for the subjects' criteria.
2. Adding the values obtained for each criterion for a 'total' score. This is the **criterion levels total**.
3. The semester grade is determined by comparing the criterion levels total with the following grade boundaries:

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

All four subject objectives in a subject need to be assessed at least twice before an interim reporting period. Thus, MYP students attending GIS cannot, usually, be awarded grades by the end of Semester 1.

MYP Progress Grades

In the national context, students in Norwegian schools are given semester grades in each subject. To facilitate student movement to national schools during the year, all MYP subjects at GIS will be assessed in each criterion at least once in the first semester. This will enable an interim 'criterion levels total' to be calculated, and therefore, an 'MYP Progress Grade', to be determined at the end of Semester 1. A comment explaining that the 'MYP Progress Grade' is not an MYP Final Grade will be made on the student's report.

¹ For example, qualitative work in some subjects, such as model-making and dissections in science, cannot be fully assessed using the IB rubrics.

MYP Final Grades

All objectives will be assessed at least twice within an academic year. The grades students are then awarded will be determined by teachers using the highest, or most consistent levels students achieved in all 4 rubrics. MYP Final Grades are awarded at the end of the academic year.

Formative Assessment: Awarding a 0 (zero) level of achievement

A 0 level of achievement can be awarded for formative assessment tasks if:

- a. the work submitted does not meet descriptors for levels 1 and 2
- b. the student fails to submit work by a deadline and there are no extenuating circumstances.

Summative Assessment: Awarding a 0 (zero) level of achievement

Summative assessment requires the holistic application of entire assessment criteria. Students' performance is determined by a 'best fit' approach after considering how their work matches each descriptor strand.

A 0 level of achievement can be awarded for summative assessment in the following circumstances²:

5.3.3 No evidence or inappropriate evidence

Where candidates submit work with no evidence against a strand, they should be awarded a zero for this strand alone. In line with the best-fit approach the criterion total must reflect this lack of evidence.

Where candidates submit evidence that is irrelevant or inappropriate to the prescribed summative assessment task, and therefore does not meet the requirements of the lowest level descriptor(s), they must be awarded zero for the appropriate strand(s).

If, at the end of a reporting period, a student has not been able to demonstrate work for all four assessment criteria of a subject (i.e., a 0 level in each criterion), then a grade cannot be awarded because the student cannot be considered to have participated in the course.

Teachers at GIS will make every effort to support students demonstrate their achievement against the IB MYP assessment rubrics. For example, they may suggest using a different mode of assessment (e.g., oral, instead of written work), or students be provided with a scribe, or be provided with additional time to complete the work, depending on the circumstances. Where students fail to submit work for which class time has been provided, parents will be informed and they will be provided with an alternative due date, if practicable. Such variations will be documented.

However, the student's assessed work must be his/her own³

5.3.4 Substantial teacher support

If a candidate could not have completed the work without substantial support from the teacher, only the work completed by the candidate should be marked. The aspect of the work contributed by the teacher's support should not be rewarded but should be identified.

8. Late Submissions of Work

Time management is a skill that can be taught and learned. At GIS, we facilitate the development of the skill in many ways, including a homework calendar, which helps students plan work over a period of time. No assignment is expected to be completed overnight. Summative assessment tasks are set at least a week before the submission deadline. Formative tasks are assigned in accordance with the homework calendar. If work is submitted late, the teacher schedules a meeting with the student to inquire into reasons for late submission, explains why it is important

² Page 31, Handbook of Procedures for the Middle Years Programme: Assessment 2017

³ Page 31, Handbook of Procedures for the Middle Years Programme: Assessment 2017

to observe deadlines and, together with the student, discusses how to avoid late submission in the future. Should the student miss another deadline, the teacher informs the student's parents.

Work cannot be accepted for marking after the date marked task has been returned to the class.

9. Extensions

While the school emphasises the importance of observing deadlines in all communication with students and parents, we also understand there are circumstances beyond students' control, in which students are unable to submit work on time. Such circumstances may include an extended absence due to illness. Each case is considered separately and an extension may be granted by one or more teachers. The length of the extension depends on the length of absence and the number of tasks to be submitted. For an extension to be granted, the relevant teacher needs to be notified at least a day before the deadline set.

10. Recording

The school uses Managebac to keep track of assignments and record grades. Grades are expected to be entered within 2 weeks of the submission date.

11. Examinations

i. Norwegian examinations

- Screening tests (Kartleggingsprøver)

Compulsory exams include:

- Norwegian language (reading, writing and listening comprehension) in Grade 1, Grade 2 and Grade 3
- Mathematics in Grade 2

Optional exams include

- Mathematics in Grade 1 and Grade 3
- English in Grade 3

Screening tests take place within a few-week window identified by the Norwegian Ministry of Education in March and April. It is up to each school to set specific dates for each test. The school needs to inform parents of the tests in advance without stating the dates set. Parents can apply for exemption from one/all exams.

It is at school's discretion to administer optional exams. However, once decided by the school, the tests become compulsory for all students in the given grade level unless parents apply for exemption.

Schools are obliged to communicate the results to the parents whose children performed below levels set by the Ministry of Education. Results are communicated to remaining parents upon request.

ii. 'international' examinations – TBD

12. Promotion and Retention : Based on Norwegian law

13. Monitoring Student Performance: Ongoing and varied

14. Reporting : (See schedule below)

Additional meetings/conferences are organized as requested by parents or teachers.

As a school receiving financial support for students with special educational needs, GIS is obliged to report to the governmental agenda that provides the funds Pedagogisk Psykologisk Tjenesten (PPT). As a rule, semester report cards are submitted to PPT and further information is provided on the student's academic performance as well as social skills by request in meetings that are called by PPT. (For more details see SEN Policy.)

Teachers providing additional support in English, supply appropriate comments on the student's performance in report cards as well as during conferences.

Classroom teachers are also responsible for annual student conversations (elevsamtaler) according to Norwegian law. At GIS, these conversations occur individually and collectively within the school's weekly 'Wellbeing' framework and during Personal Inquiry Time. The student reports are supported by student questionnaires which are administered annually.

Timing	PYP	MYP
<p>September/ October (last week before autumn break)</p>	<p><u>Parent-teacher conferences</u></p> <ul style="list-style-type: none"> • Teachers to be given a choice between three-way and parent-teacher conferences • Time: Approximately 15-20 minutes per child • Teachers to direct conferences, parents to be given opportunities to raise concerns, share information, ask questions directly relating to their own child • Teachers to share information about student learning so far as well as areas of concern, provide suggestions for parents about how they can support their children in their future development • Student set goals and these are reviewed with parents. • Detailed information, including purpose, timing, etc., sent to parents in advance • More details in Appendix A 	<p><u>Three-way conferences</u></p> <ul style="list-style-type: none"> • Student's presence recommended but not required if a private conversation deemed more appropriate • Time: 10 min per subject teacher • Teachers to lead a discussion of progress and SMART goal setting • Based on a checklist completed prior to conference • Parents to decide which teachers to see unless a request is made by a teacher • Detailed information, including purpose, timing, etc., sent to parents in advance • More details in Appendix X
<p>December (last day before break)</p>	<p><u>Report cards</u></p> <ul style="list-style-type: none"> • General comment (summary of coverage from the semester), to be completed for each subject area indicated on the report card. • Individual comment (per child), commenting on individual achievements, effort and areas to be addressed. Needs to be based on evidence of student learning through a variety of assessment pieces. This needs to reflect the achievement and effort indicators. • Students reflect on previously set goals (see PTC) and conduct a self-assessment based on the Learner Profile. • Homeroom teacher comments (individual to the child), reflects on children's previously set goals (see PTC) and the students' self-assessment of their progression in becoming an internationally minded learner. 	<p><u>Report Cards</u></p> <ul style="list-style-type: none"> • Overview of content covered to date (generic comment) to be provided for each subject area indicated on the report card • Comment on performance (individual comment) including achievements, effort and areas to be addressed. Needs to be based on evidence of student learning through a variety of assessment pieces. Needs to reflect achievement and effort • Achievement grade based on IB criteria specific to subject area • Effort grade (see appendix D) • Homeroom teacher's comment? Once a year? • Student reflection completed in homeroom class to be attached to the report card
<p>15March – 15 April (Easter dependent)</p>	<p><u>Student-led conferences</u></p> <ul style="list-style-type: none"> • Student led and student designed • students to play a primary role in the design/execution of the conferences • all students to lead their conferences independently • teachers to act as facilitators • Evidence of the student's learning journey (i.e. portfolio) drives the conference 	<p><u>Three-way conferences</u></p> <ul style="list-style-type: none"> • Student's presence recommended but not required if a private conversation deemed more appropriate • Time: 10 min per subject teacher • Teachers to lead a discussion of progress and reflection on SMART goals • Based on a checklist completed prior to conference

	<ul style="list-style-type: none">• The design (i.e. number of stations, content, timing, number of students at one time, etc.) to be determined in conjunction with the students.• Teachers to gather evidence from the SLCs for verification and evaluation purposes.• Detailed information, including purpose, timing, etc., sent to parents in advance• Teachers to correspond with parents to ensure they understand the learning experiences to be shared• More details in Appendix A	<ul style="list-style-type: none">• Parents to decide which teachers to see unless a request is made by a teacher• Detailed information, including purpose, timing, etc., sent to parents in advance• More details in Appendix X
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<p>June (last day of school)</p>	<p><u>Report cards</u></p> <ul style="list-style-type: none"> • General comment (summary of coverage from the semester), to be completed for each subject area indicated on the report card • Individual comment (per child), commenting on individual achievements, effort and areas to be addressed. Needs to be based on evidence of student learning through a variety of assessment pieces. This needs to reflect the achievement and effort indicators. • Students reflect on previously set goals (to be set in January/beginning of new semester) and conduct a self-assessment based on the IB learner profile. • Homeroom teacher comments (individual to the child), reflects on children's previously set goals (to be set in January/beginning of new semester) and the students' self-assessment of their progression in becoming an internationally minded learner. 	<p><u>Report Cards</u></p> <ul style="list-style-type: none"> • Overview of content covered to date (generic comment) to be provided for each subject area indicated on the report card • Comment on performance (individual comment) including achievements, effort and areas to be addressed. Needs to be based on evidence of student learning through a variety of assessment pieces. Needs to reflect achievement and effort • Achievement grade based on IB criteria specific to subject area • Effort grade (see appendix D) • Homeroom teacher's comment? Once a year? • Student reflection completed in homeroom class to be attached to the report card
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15. Transition to the Diploma Programme

- a. Admission is not guaranteed
- b. Personal Project

16. Modifications for SEN students

Please refer to the school's SEN policy regarding assessment.

The criteria used for the assessment of students in each year of the MYP are mandated. Although teachers will differentiate their pedagogy and assessment modes as appropriate for SEN students (e.g., oral, Braille, use of scribes), ultimately all MYP students must be assessed using the same criteria.

17. Marking and Feedback

- c. Teachers will aim to provide timely feedback on formative work and mark summative work within two weeks of completion.
- d. Common coversheets have been prepared for summative work, and parents are requested to sign that they have discussed the teachers' feedback with their children after marking.

18. Personal Project

The official validation of personal project grades is mandatory for all MYP schools ending in year 5, and requires a process of external moderation of the teachers' internal standardized assessment. Students who successfully complete the personal project are eligible for IB MYP course results. Successful completion of the personal project is a requirement for awarding the IB MYP certificate.

20. Appeals

Parents will be continuously informed about the levels awarded to students during summative work. This process should make the grades that students are awarded transparent.

E-assessment is assessed by examiners, who are monitored by senior and the principal examiners. Candidates may request their externally validated assessment materials be reviewed and remarked. The additional cost will be borne by the candidate.

21. References to Other Documents

This Assessment Policy should be read in conjunction with:

- e. Homework Guidelines (being developed)
- f. Academic Honesty Policy (being developed)
- g. SEN policy (being developed)
- h. Dimensions of Student conversations (summary) and Student Wellbeing questionnaire.

22. Policy Review

The GIS Assessment Policy will be reviewed every three years in June with input from all faculty.

23. Implementation and Evaluation

Implemented and evaluated by all GIS teachers and staff.

24. Appendices

Appendix A: Further information on student-lead conferences

Appendix B: Example of a common coversheet, used for summative MYP assessment.

Appendix C: Example of Student Wellbeing questionnaire

Appendix D: Rubric for Effort Grade



Gjøvikregionen International School : SLC P 2018-2019

Philosophy and Purpose

Parent-teacher conferences provide parents with updates on their child's progress and opportunities to see their student's work. They open communication between school and home. Student led conferences allow students to actively participate in the dialogue. As active participants they celebrate their learning, communicate their progress and set goals with their parents.

Agreements

- SLC will occur in March/April 2019
- Parents will sign up for a time through the main office
- Each conference will be 45 minutes for grade 1-5
- The student portfolio will guide the SLC; additional interactive stations may be set up at the discretion of each homeroom teacher and the PE, Music, Art and Norwegian teacher
- Not only best work items included. Both process items and final products
- Each specialist teacher will pair up with one grade as a focus for the SLC

Suggestions

- As the conference date draws near, students rehearse while teachers model the process
- Give students time to practice in class prior to the conference
- Students can use notebooks or notecards with their written reflections or talking points to help ease their nerves and remain on track during the conferences
- Give students a checklist or menu to follow
- Review "sharing tips" with students ie. strong clear voice, eye contact, good pace, elaborate on each portfolio item, make full use of the time
- Provide discussion questions to parents as an option
- Put schedule on the door to keep time

Appendix B: Example of a common coversheet, used for summative MYP assessment.



MYP 1 (Year 6) Science Unit 1:

What do scientists do?

THE GREAT BALLOON DEBATE!

Student name: _____
 Teacher name and email: Mrs Termaat annie.termaat@gjovikis.no
 Date issued: ___ / ___ / 2017
 Due Date: ___ / ___ / 2017

MYP 2 - Unit 1 Statement of Inquiry		
Scientists observe patterns and use these as evidence to construct systems that explain how the world works.		
Key Concept(s)	Related Concept(s)	Global Context
SYSTEMS	EVIDENCE PATTERNS	IDENTITIES AND RELATIONSHIPS

Student Confirmation
<p>Academic Honesty: I hereby certify that this is an original piece of work. It has been completed to the best of my ability and I have not copied or submitted work of others. All sources have been properly referenced. I understand that penalties apply for plagiarism.</p> <p>Submission: You have up to 3 lessons to complete this assignment after which time will need to be negotiated.</p>
<p>Signed (insert name if submitting electronically): _____</p>

Student effort evaluation	Scale			
	Limited		Outstanding	
	1	2	3	4
This is my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used my time effectively to complete this task in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took notice of the rubric / marking guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Useful hints
It is OK to ask the teacher for the meanings of words – this is an assignment.
You should refer to your notes for strategies and guidance with expressions.

Additional Instructions
<ul style="list-style-type: none"> The first two pages are to be submitted with your assignment. You will be given time in class to plan and write your report.

<p>Parent/ Guardian acknowledgement I have seen and discussed the assessment feedback on my child's work.</p> <p>Signature: _____</p> <p>Name: _____</p>
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Personal strengths and challenges	Relative scale			?
	Not true	Somewhat true	Certainly true	
I try to be nice to people. I care about their feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather be alone than with people my age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have one good friend or more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am easily distracted. I find it difficult to concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I get along better with adults than people my own age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have many fears, and am easily scared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Bullying	Relative scale				?
	Never	Once in a while	Pretty often	Very often	
I get called names by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to make friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I get picked on by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I tell false stories or spread rumours about others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to help people who are being harassed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I leave others out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to make others scared of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I share things with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy upsetting wimps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to get into a fight with someone I can easily beat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others make fun of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others leave me out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I get hit and pushed around by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others tell false stories or spread rumours about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy helping others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Compared to last year, I feel that I have more / fewer friends (Select the word that is true for you)

Is there anything else you would like to add?

Appendix D: Effort Grade Rubric

Effort grade

- Resilience and response to feedback
- Punctuality (attendance (in a separate policy) and deadlines)
- Organization (time management, self-discipline)
- Participation and engagement in learning
- Initiative
- Perseverance and focus

4 Outstanding	<ul style="list-style-type: none"> • Consistently shows resilience and perseverance • Actively seeks feedback from a variety of sources on how to improve and implements it effectively • Is always punctual and meets deadlines • Is fully prepared for lessons, manages time and work efficiently, and is highly self-disciplined • Actively participates in lessons and is fully engaged in learning • Consistently uses initiative and shows independence in a wide range of situations
3 Good	<ul style="list-style-type: none"> • Usually shows resilience and perseverance • Accepts feedback from a variety of sources on how to improve and implements it • Is almost always punctual and meets most deadlines • Is almost always prepared for lessons, manages time and work, and is self-disciplined • Participates actively in lessons and is engaged in learning • Shows initiative and independence in a range of situations
2 Acceptable	<ul style="list-style-type: none"> • Sometimes shows resilience and perseverance • Accepts some feedback on how to improve • Is usually punctual and meets some deadlines • Is mostly prepared for lessons, generally manages time and work, and is self-disciplined • Usually participates actively in lessons and is generally engaged in learning • Shows some initiative and independence in a range of situations
1 Limited	<ul style="list-style-type: none"> • Rarely shows resilience and perseverance • Rarely accepts feedback on how to improve • Is sometimes punctual and struggles to meet deadlines • Is usually not prepared for lessons and unable to manage time and work; lacks self-discipline • Rarely participates in lessons and is not engaged in learning • Rarely shows initiative and independence