

Category: Academic
Advisory Goal: Academic Self Assessment

Grade: 11th Grade

Opening: Academic Self Assessment	5 minutes
Activity / Topic: Academic Self Assessment	12 minutes
Closing: Students share improvement plans	3 minutes
Supplies: Pen/Pencil and Academic Self Assessment Worksheet - <u>MAKE COPIES</u>	
Grouping: Individual/Whole Group	

Rationale: Help the students to further explore their academic progress.

Opening: Pose the following question to your students "Do you think it is too late to make a change in your grades?" After the students answered the question, ask the students "Whose is ultimately responsible for THEIR grades: their parents, their friends, or themselves?"

Activity / Topic: Academic Self Assessment

Directions:

1. Pose the following question to your students "Do you think it is too late to make a change in your grades?"
2. After the students answered the question, ask the students "Who is ultimately responsible for THEIR grades: their parents, their friends, or themselves?" and have them explain their answers.
3. After they answered, distribute the *Academic Self Assessment Worksheet* and instruct the students to complete the sheet.

Debriefing:

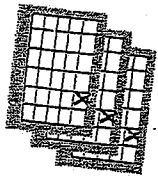
Option One:

Summarize: How can you use this activity in the future?

Option Two:

Summarize: Why do you feel it is important to reflect on your academic progress?

Closing: Ask for student volunteers to share their improvement plan in any of their classes.



Marking Period - ACTIVITY: Academic Self-Assessment

Name: _____ Marking period: _____ Advisor: _____

Two things this marking period that I successfully learned, accomplished, or completed:
 When I was successful, I demonstrated two positive qualities about my character:

1. I chose and used two helpful study or work habits:

2. What got in the way sometimes was:

Subject, Teacher's name	How is my Grade?	How is my Attendance?	How is my Homework completion?	What did I do, or not do, to earn my grade?	Improvement plan: What do I need to do, re-do, revise, or complete? What resources would help me?
English/ Lang. Arts					
Math					
Science					
Social Studies					
Elective					
Elective					
Advisory					

Category: Academic

Advisory Goal: Asses how you *think* you are doing academically

Opening: Address the need to connect action to outcome	5 minutes
Activity / Topic: Self-Assessment	10 minutes
Closing: Predict Progress	5 minutes
Supplies: pen/pencil & <u>make copies</u> of Term Routine #1 (attached)	
Grouping: whole group & individual	

Rationale:

Students sometimes have difficulty understanding the connection between their actions and the results they achieve. This results in many negative ways of thinking including blaming others or believing that results are derived from personal feelings toward them, i.e., "I failed because that teacher doesn't like me." Taking a clear look at how what we do is directly correlated to the outcome we can expect can become a learning experience that will motivate change.

Opening: Begin the session with open-ended questions that stimulate thought/conversation about how actions equate to results. Example opener: Name a time you received a reward or consequence for something you did.

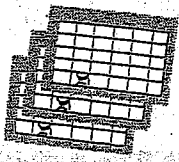
Activity / Topic:

Directions:

1. Begin with the opener: Name a time you received a reward or consequence for something you did. Ask students how each behavior was directly connected to the outcome.
2. Explain that grades operate on the same principle: What you *do* is what you *get*!
3. Handout Term Routine #1 and have the students complete it individually.
4. Debrief
5. Collect Term Routine #1 and place in Advisory folder for next week.

Debriefing: Ask students what the challenges of completing the form were. Were they missing important information they needed to complete the form? How can they go about getting this information? Do students feel they can make pretty accurate predictions about how they are doing?

Closing: Remind students that it is mid-quarter and it's not too late to make changes if they need to. **OPTIONAL:** Handout Academic Self-Assessment and encourage students to speak to their teachers about their progress.



Term Routine #1

ACTIVITY: What Warning Notices Should I Expect (if any!)?

These are the classes in which I HAVE DONE ALL of the following:

- attended consistently and on time
- done my homework and class assignments
- passed my tests and quizzes
- participated effectively

AND therefore should expect NO warning notice.

These are the classes in which I have NOT done one or more of the following:

- attended consistently and on time
- done my homework and class assignments
- passed my tests and quizzes
- participated effectively

AND therefore SHOULD expect to get a warning notice.

Class	My challenge(s):	My steps to improvement:

If a warning notice arrives at home...

I can be surprised and caught off guard, OR I can be ready to explain how I am finishing, revising, re-doing, or improving things. If my parent or guardian asks about a warning notice, I'll be ready to say:

Category: Academic

Advisory Goal: Reflect on how you *actually* did academically

Opening: Present rationale for activity	1 minutes
Activity / Topic: Complete Self-Assessment	14 minutes
Closing: Predict Progress	5 minutes
Supplies: pen/pencil & <u>make copies</u> of Monthly or Term Routine (attached)	
Grouping: whole group & individual	

Rationale:

Making predictions about progress can be a helpful way to stay on track. Sometimes our predictions are inaccurate because we may not have all of the necessary information. Other times, our predictions are right on the mark because we've taken many important factors into account. When making predictions about grades there are several factors to consider; did you take them into account and make an accurate prediction about your grades?

Opening: Share the rationale about the activity with students and distribute Monthly or Term Routine.

Activity / Topic:

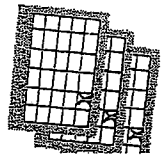
Directions:

1. Begin with the opener.
2. Handout *Monthly or Term Routine* and have the students complete it individually
3. Once students have completed the form, handout *Term Routine #1* from last week.
4. Debrief
5. Collect forms and place in Advisory folder.

Debriefing: Ask students to review their predictions from last week. How accurate were they? If they were accurate, what helped them make the prediction? If they were inaccurate, what was the missing information? How can they go about making sure they always have the information they need to make an accurate prediction?

Optional: Tell students about Weekly Progress Reports they can get from the guidance department.

Closing: Remind students that it is mid-quarter and it's not too late to make changes if they need to. Encourage students to speak to their teachers about their progress and to ask what they can do to bring up their grades.



Monthly or Term Routine

ACTIVITY: Academic Self-Assessment

Name: _____ Month of: _____ Advisor: _____ Homeroom: _____

Two things this month that I successfully learned, accomplished, or completed: _____
When I was successful, I demonstrated two positive qualities about my character: _____

1. I chose and used two helpful study or work habits: _____
What got in the way sometimes was: _____
2. _____

Subject, Teacher's name	Grade	Attendance	Home-work	What did I do, or not do, to earn my grade?	Improvement plan: What do I need to do, re-do, revise, or complete? What resources would help me?	Teacher comments
English/ Lang. Arts						
Math						
Science						
Social Studies						
Elective						
Elective						
Advisory						

Category: Academic
Advisory Goal: Mid-Term Reflection

Grade: 11th Grade

Opening: Reflection on Mid-Term Grades	2 minutes
Activity / Topic: Discussion of Mid-Term Reflection sheet	13-15 minutes
Closing: Reminder	2-3 minutes
Supplies: Pen / Pencil & Mid-Term Reflection Sheet - <u>MAKE COPIES</u>	
Grouping: Individual	

Rationale: To help the Students reflect on their Mid-Term Grades and how they think they are doing in their classes. It is a good opportunity for students to realize that they play the most important role in their academic success.

Opening: Distribute the Reflection chart to the students then instruct them to fill in the chart with their information.

Activity / Topic: Mid-Term Reflection

Directions:

1. Distribute the Reflection chart to the students and instruct them to fill in the chart with their appropriate information.
2. After the students have finished their charts ask the students some or all of discussion questions: "Why do most students fail classes?", "What factors contribute to successful class work?", "Why do students sometimes make the same mistakes over and over again?" and "Why is it important to look back on your mid-term grade?"

Debriefing:

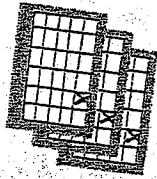
Option One:

Summarize: After reflecting on my grades I realized that ...

Option Two:

Summarize: How can I use this information in the future?

Closing: Remind the students that it is not too late for them to turn their grades around if they are not on the right track and if they are on the right track to keep up their good work.



Monthly or Term Routine

ACTIVITY: Mid-Term Reflection and Catch-up Name _____

Course	3 things I've learned, completed, or achieved that make me feel proud	Biggest challenge, difficulty, or frustration in this course	What's missing? What & where do I need to re-do, revise, complete, catch up?	To earn a grade of _____, I will need to....

