

EXPLANATION OF TOOLS: GRAPHIC ORGANIZERS

TOOLS: GRAPHIC ORGANIZERS

Many of the tools developed for *Focus* are in the form of a graphic organizer. A graphic organizer is a visual “instructional tool used to illustrate a student’s or class’s prior knowledge about a topic” or aspects of learning (North Central Regional Educational Laboratory, 2003). Graphic organizers are valuable instructional and learning tools that help teachers and students organize their thoughts, either alone or in a group: before, during and at the end of a learning event. Unlike many tools that have but one purpose, graphic organizers are versatile and provide opportunities for endless applications across various contexts.

PURPOSE OF GRAPHIC ORGANIZERS

In the *Focus* series, students are guided through the learning process by the structure of the graphic organizer tools. These tools are categorized in each *Focus* model unit according to the Cross-Curricular Competencies that they help the student to develop.

HOW TO USE THE TOOLS

The tools were created for teachers and students to use as needed. Each *Focus* model unit provides suggestions for tools. However, teachers and students may choose tools from other sections in order to facilitate their learning. Most of the tools are open-ended enough that they can be used in a wide variety of contexts.

INTRODUCING STUDENTS TO THE TOOLS

When introducing students to a new tool, teachers should describe its purpose, model its use, and provide students with opportunities for practice. Once students become comfortable with using various organizing tools, they will become more independent in their learning processes. As students become familiar with the use of organization tools, teachers can encourage students to create their own organizers.

HOW THE TOOLS CAN BE USED AS PART OF ONGOING EVALUATIONS

These tools allow students to keep track of the processes they engage in during learning activities or when they pursue a line of inquiry. The tools allow students to reflect on their learning processes, strategies, strengths and weaknesses and allow the teacher glimpses into the development of the cross-curricular competencies in each student. As such, they can be used to inform on ongoing evaluation: students can use the tools to reflect and to inform on goals they set for themselves, teachers can use them to identify gaps and plan future interventions with the group or with individual students. The power of graphic organizers is that they allow teachers to assess where their students are in their learning. With the use of graphic organizers, teachers can also determine whether or not students are making connections to prior knowledge.

REFERENCES

North Central Regional Educational Laboratory (2003).

Cross-Curricular Competencies (CCC) are those behaviours, skills, abilities and ways of thinking that allow us to function fully in society. These competencies are drawn upon on a daily basis and can be seen as multi-facets of a single prism - that of human activity. Often, the CCCs are referred to as the competencies necessary for lifelong learning. It is important to note that the CCCs cannot be developed in isolation but are in fact developed through the subject-specific competencies and related complex tasks.

There are 9 Cross-Curricular Competencies in the Quebec Education Program:



CCC1: Uses Information

CCC2: Solves Problems

CCC3: Exercises Critical Judgment

CCC4: Uses Creativity

CCC5: Adopts Effective Work Methods

CCC6: Uses ICT

CCC7: Achieves His/Her Potential

CCC8: Cooperates With Others

CCC9: Communicates Responsibly



CCC1: Uses Information

List of graphic organizers for CCC1

- 3 Questions and Answers
- Analogies
- Bibliography 1
- Bibliography 2
- Common Threads 1
- Common Threads 2
- Comparing This and That
- Comparing This, That & the Other
- Conducting a Survey (Preparing for the Survey)
- Conducting a Survey (Asking Open-Ended Questions)
- Conducting a Survey (Asking Multiple-Choice Questions)
- Conducting a Survey
- Conference (To Use Information)
- Consulting Various Media
- Internet Search Plan
- Observation of Cross-Curricular Competency Development
- Q3 – The 3 Questions of Information Gathering
- Reflecting on How I Used Information
- Researching Internet Guide
- Resource Organizer
- Selecting Relevant Information
- Summarize It!
- Synthesize It!
- Taking Notes
- Thinking It Through...
- Using Information



CCC2: Solves Problems

List of graphic organizers for CCC2

- Brainstorm!
- Conference
- Formulating Questions
- Goal and Action Plan
- Observation of Cross-Curricular Competency Development
- Plus, Minus, Interesting
- Problems & Metaphors

- Reflecting on My Problem-Solving Process
- Strategies: Pros and Cons
- Thinking It Through...
- What's the Problem?



CCC3: Exercises Critical Judgment

List of graphic organizers for CCC3

- An Informed Opinion
- Compare and Contrast
- Conference
- How Does It Measure Up?
- My Opinion
- Observation of Cross-Curricular Competency Development
- Questioning an Issue
- Reflecting on How I Exercised Critical Judgment
- Thinking It Through...
- What Influences You?



CCC4: Uses Creativity

List of graphic organizers for CCC4

- A World of Possibilities
- Conference
- Creating a Different Path
- Exploring Different Modes
- Idea-Go-Round
- Observation of Cross-Curricular Competency Development
- Reflecting on How I Used Creativity
- Thinking It Through...
- Thinking Outside the Box
- What Inspires Me?



CCC5: Adopts Effective Work Methods

List of graphic organizers for CCC5

- A Detailed Timeline
- Breaking It Down
- Conference
- Evaluating My Progress
- Information Resources List

- Observation of Cross-Curricular Competency Development
- Plus, Minus, Interesting
- Project Planner
- Project Timeline
- Reflecting on My Work Methods
- Reflecting on My Work Methods (Assessing the effectiveness of methods and approaches chosen)
- Taking Stock
- Thinking It Through...



CCC6: Uses ICT

List of graphic organizers for CCC6

- Conference
- ICT Blueprint
- ICT Toolbox
- My ICT Learning Goals
- Observation of Cross-Curricular Competency Development
- Reflecting on How I Used ICT
- Thinking It Through...
- Using ICTs
- Using My ICT Strengths



CCC7: Achieves His/Her Potential

List of graphic organizers for CCC7

- Common Ground
- Conference
- Different Perspectives
- Discussing with Others
- From Goals to Actions
- From Values to Actions
- Goal and Action Plan
- Observation of Cross-Curricular Competency Development
- Reflecting on Achieving My Potential
- Spheres of Influence
- Things About
- Thinking It Through...



CCC8: Cooperates With Others

List of graphic organizers for CCC8

- Conference
- Cooperative Learning Peer Evaluation
- Observation of Cross-Curricular Competency Development
- Our Responsibilities
- Our Strengths
- Our Team Agrees On...
- Reflecting on Cooperation
- Taking Stock
- Thinking It Through...
- To Do List
- We Disagree...Now What? (Resolving conflict in a 3-person group)
- We Disagree...Now What? (Resolving conflict in a 4-person group)



CCC9: Communicates Responsibly

List of graphic organizers for CCC9

- Communication: Peer Feedback
- Conference
- Knowing Your Audience
- Mission...Accomplished
- Observation of Cross-Curricular Competency Development
- Preparing for Communication
- Reflecting on Communicating Appropriately
- Representing Information
- The Process of Communication

Date _____ Subject _____

Name _____

3 Questions & Answers

Looking for information
and putting it to use

Questions ▶

Planning

Follow-up

What do I already understand?

What more do I need to find out?

What sources can I use to find the information?

What information did I find from my sources?

--	--	--	--



How does the new information I found compare with what I already understood? ▶

Date _____ Subject _____

Name _____

Analogies

Making links between relationships

e.g. hammer

is to ▶

e.g. carpenter

as ▶

e.g. brush

is to ▶

e.g. painter

Relationship ▼

What links these two groups?

What makes them similar? How are they different? ▼



Date Subject

Name

Bibliography 1

Respecting copyright while
putting information to use

Who created this information?.....
(Author / Illustrator / Creator, etc.)

What is the title?.....
(Title / Name of Web site)

What is the type of format?.....
(Book / Web site / CD-ROM / Magazine, etc.)

When was it created?.....
(Year of publication or creation)

Where did I find it?.....
(Library, Internet, Home)

Who created this information?.....
(Author / Illustrator / Creator, etc.)

What is the title?.....
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When was it created?.....
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Where did I find it?.....
(Library, Internet, Home)



Date _____ Subject _____

Name _____

Bibliography 2

Respecting copyright while putting
information to use

(Author / Illustrator / Creator, etc.)

(Title / Name of Web site)

(Book / Web site / CD-ROM / Magazine, etc.)

(Year of publication or creation)

(Located at: Library, Internet, Home)

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(Title / Name of Web site)

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(Year of publication or creation)

(Located at: Library, Internet, Home)

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(Title / Name of Web site)

(Book / Web site / CD-ROM / Magazine, etc.)

(Year of publication or creation)

(Located at: Library, Internet, Home)



Date _____ Subject _____

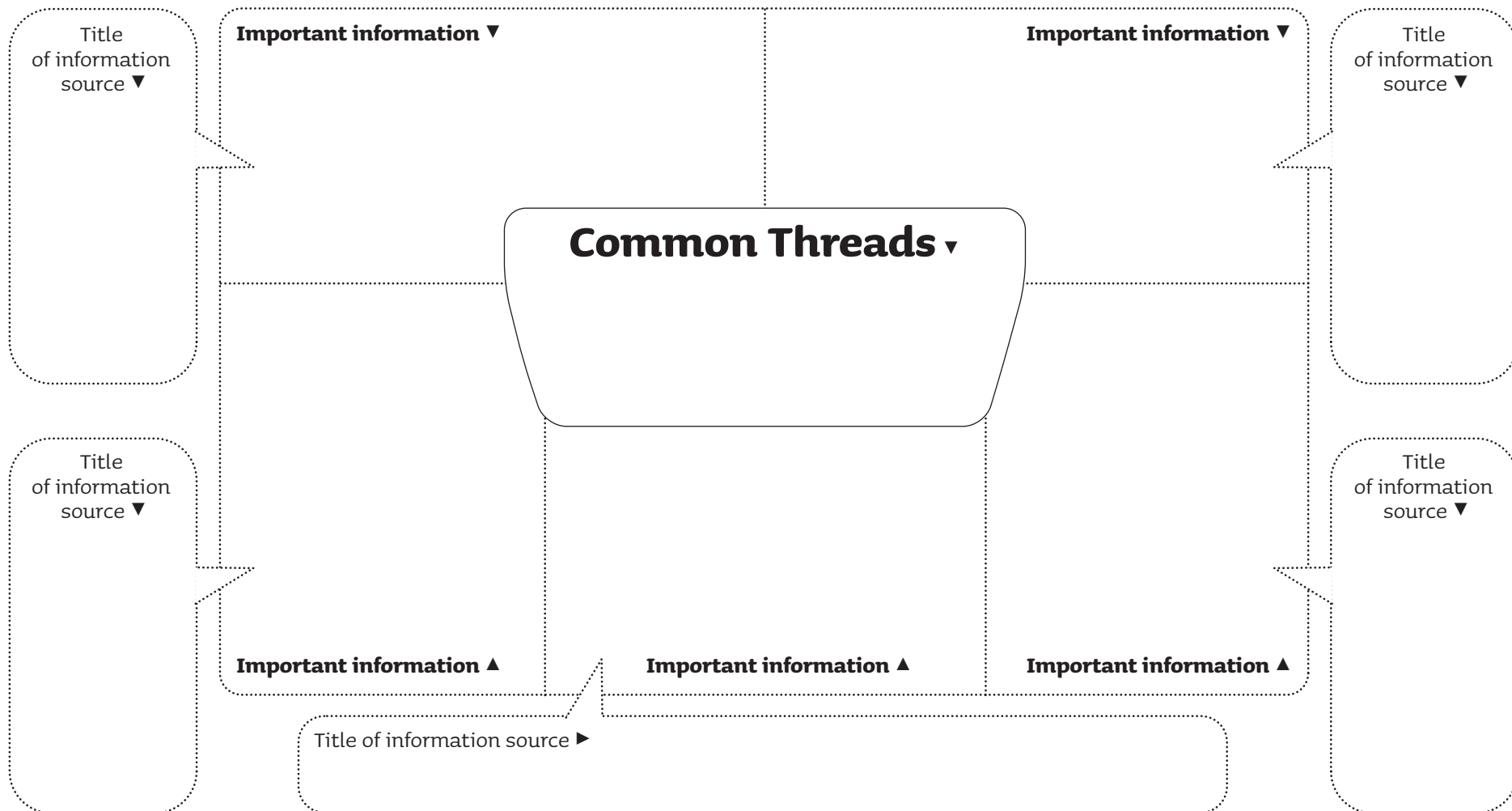
Name _____

Common Threads 1

Gathering and comparing information from different sources

Question ▶

Gather information from different sources and then identify the common threads or shared information between the sources ▼



Date _____ Subject _____

Name _____

Common Threads 2

Gathering and comparing information
from different sources

Questions ▶

Gather information from different sources and write the important information that you found from each source in the circles. Then make connections and list all the common threads in the middle box. ▼

Source ▶

What I found out ▼

What I found out ▼

Common Threads ▲

Source ▼

Source ▼

What I found out ▲





Date Subject

Name

Comparing This and That

Two-Item Comparison Matrix

Characteristics What is the basis of the comparison? (e.g. religion, communication, justice, trade)	Items to be compared What are you comparing? (e.g. Mesopotamian Civilization and Chinese Civilization)		
	A ▾	B ▾	Conclusions What is similar? What is different?
1 ▶ 			
2 ▶			
3 ▶			
4 ▶			






Date Subject

Name

Comparing This, That & the Other

Three-item Comparison Matrix

Characteristics What is the basis of the comparison?	Items to be compared			What are you comparing?
	A ▾	B ▾	C ▾	Conclusions What is similar? What is different?
1 ▸ 				
2 ▸				
3 ▸				
4 ▸ 				

Date _____ Subject _____

Name _____

Conducting a Survey

Preparing for the survey

Survey topic ▶

What information do I/we want to get through this survey? ▼

What questions should I/we ask? ▼

-
-
-
-
-
-
-
-
-
-

Who can give us this information?
Who do we ask? ▼

Think about the format of the questions -
will the answers be open-ended?
Multiple choice? ▼



Date _____ Subject _____

Name _____

Conducting a Survey

Asking Open-Ended Questions

ANSWER sheet for open-ended questions ▼

Information about respondent Age _____ Gender ▶ Male Female

Question ▲

Answer ▼

Question ▲

Answer ▼

Question ▲

Answer ▼

Question ▲

Answer ▼



Date _____ Subject _____

Name _____

Conducting a Survey

Asking Multiple-Choice Questions

ANSWER sheet for multiple-choice questions ▼

Information about respondent Age _____ Gender ▶ Male Female

Question ▲

- A ▶
- B ▶
- C ▶
- D ▶

Question ▲

- A ▶
- B ▶
- C ▶
- D ▶

Question ▲

- A ▶
- B ▶
- C ▶
- D ▶

Question ▲

- A ▶
- B ▶
- C ▶
- D ▶

Question ▲

- A ▶
- B ▶
- C ▶
- D ▶

Question ▲

- A ▶
- B ▶
- C ▶
- D ▶



Date _____ Subject _____

Name _____

Conducting a Survey

Answer + tally sheet for a Single Question Survey

Write your question in the big space on the left. Write your possible answers in the smaller spaces to the right. Put a check mark \checkmark for each person who gives that answer and count the check marks at the end ▼

Question ►	A ►	B ►	C ►	D ►
<div style="border: 1px dashed black; border-radius: 10px; padding: 2px; display: inline-block;">People surveyed ▼</div>				
Total ►				



Conference Date _____ Subject _____

Student's Name _____

Conference

To Use Information

Context Description ▶**Conference Questions (questions asked)****Teacher Comments****Student Response to Teacher Comments****Systematizes the information-gathering process ▼**

- What strategies did you use to conduct your research?
- How did you decide what information would be useful?
- How did you decide what information to keep and what not to use?

Gathers information ▼

- How did you decide which information sources were appropriate?
- Did you compare the information from more than one source?
In what ways did you compare information?
- How did you determine whether your information was valid?
- Did you use your prior knowledge? How?
- How did you organize the information that you found?
- How did you decide if you needed more information?

Puts information to use ▼

- Did you gather enough information to answer your questions?
- Did you see any connections between what you already knew and the new information you learned? Give some examples.
- Can you think of other situations where you could use the information you found?
- How did you respect copyright rules?

Future Goals ▶

Date _____ Subject _____

Name _____

Consulting Various Media

Gathering information from
a variety of sources

Questions ▶

Search for information related to your questions. ▼

Date Viewed	Information Source Title	Useful information	Type of information
			<input type="checkbox"/> Essential Information <input type="checkbox"/> Secondary Information
			<input type="checkbox"/> Essential Information <input type="checkbox"/> Secondary Information
			<input type="checkbox"/> Essential Information <input type="checkbox"/> Secondary Information
			<input type="checkbox"/> Essential Information <input type="checkbox"/> Secondary Information
			<input type="checkbox"/> Essential Information <input type="checkbox"/> Secondary Information



Date _____ Subject _____

Name _____

Internet Search Plan

Evaluating pertinence of sources

Which sites were most useful? Why? ▾

Site name _____

URL: http:// _____

Information found ▶

Site name _____

URL: http:// _____

Information found ▶

Site name _____

URL: http:// _____

Information found ▶

Site name _____

URL: http:// _____

Information found ▶



Date _____ Subject _____

Name _____

Observation of Cross-Curricular Competency Development

Intellectual CCC: To Use Information

_____ demonstrates competency development in a variety of contexts. ▼
 (Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Systematizes the information-gathering process</p> <ul style="list-style-type: none"> ▶ Establishes research strategies ▶ Determines the pertinence of information ▶ Identifies the value of each piece of information 	<p>The student has developed strategies to access information effectively from different sources including databases, written and audio-visual documents and experts, for a variety of purposes.</p>			
<p>Gathers information</p> <ul style="list-style-type: none"> ▶ Selects appropriate information sources ▶ Compares information from different sources ▶ Evaluates the validity of information according to criteria ▶ Makes connections between what he/she already knows and new information ▶ Distinguishes between essential and secondary information ▶ Seeks further information 	<p>The student carefully selects sources and is able to assess the usefulness of the information gathered. He or she is able to compare and analyze the content in order to determine its usefulness. He or she can organize the information and make connections to prior knowledge. The student knows when to pursue further research.</p>			
<p>Puts information to use</p> <ul style="list-style-type: none"> ▶ Answers his/her questions, using the information gathered ▶ Compares his/her new learning with previous learning ▶ Uses information in new contexts ▶ Respects copyright 	<p>While using the acquired knowledge to answer the question at hand, the student can also apply it to new contexts. The student is mindful of copyright by citing his or her sources appropriately.</p>			



Date _____ Subject _____

Name _____

Q3—The 3 Questions of Information Gathering

Gathering information and making connections

Questions ▶

**What do I
already understand? ▼**

**What more
do I need to find out? ▼**

**What sources can I use
to find the information? ▼**



Date _____ Subject _____

Name _____

Reflecting on How I Used Information

My question(s) were ▶



When I ...

Things I did well ...

Things I found difficult ...

I used creativity to explore ideas when I ... ▶



[Dotted box for reflection]



[Dotted box for reflection]

I dealt with the challenges I faced when I ... ▶



[Dotted box for reflection]



[Dotted box for reflection]

I expressed my approach in an original way when I ... ▶



[Dotted box for reflection]



[Dotted box for reflection]

***Tip 1 ▶**

Source (Where did I get this tip?) ▼

***Tip 2 ▶**

Source ▼

***Tip 3 ▶**

Source ▼



Date _____ Subject _____

Name _____

Researching Internet Guide

Establishing research strategies
to systematize the information-gathering process

Search engine selected ▶

Search engine selected ▶

Internet URL address ▼

http://www. _____

Main Ideas ▶

Internet URL address ▼

http://www. _____

Main Ideas ▶

Interesting illustrations from my Internet search that I might want to remember ▼

	▶
--	---

	▶
--	---



Date _____ Subject _____

Name _____

Resource Organizer

Gathering information
and evaluating sources

Indicate the resources you are using in your research. ▼

Reference Texts	Titles	Review I found this information to be ...
<input type="checkbox"/> Dictionary		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Encyclopedia		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Textbook		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Periodical		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Book		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> _____		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful

Media Sources	Titles	Review I found this information to be ...
<input type="checkbox"/> Newspaper		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Magazine		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Television		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Radio		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Film		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> _____		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful

Computer	Titles	Review I found this information to be ...
<input type="checkbox"/> Internet		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> CD-ROM/DVD		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> _____		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> _____		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> _____		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful

Other Resources	Titles	Review I found this information to be ...
<input type="checkbox"/> Expert		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Friend		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> Family member		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful
<input type="checkbox"/> _____		<input type="checkbox"/> Very useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful



Date _____ Subject _____

Name _____

Selecting Relevant Information

Gathering information and assessing its relevance

Once you have gathered your information, use this tool to summarize your three most important or meaningful sources of information. ▼

Questions ▶

Source 1 ▼

Title ▶ _____

Information I found ▶

Source 2 ▼

Title ▶ _____

Information I found ▶

Source 3 ▼

Title ▶ _____

Information I found ▶

Relevance of information ▼

I know this information is valid because I've ▼

- chosen a reputable source
- chosen information that's current and up-to-date
- made comparisons between sources
- checked with experts
- tested the results repeatedly

Relevance of information ▼

I know this information is valid because I've ▼

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Relevance of information ▼

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- chosen information that's current and up-to-date
- made comparisons between sources
- checked with experts
- tested the results repeatedly



Date _____ Subject _____

Name _____

Summarize It!

Distilling and summarizing information
from information-based texts

(Document title)

(Author)

(Year of pub.)

In general

What is the general statement or topic?
(e.g. Wastewater treatment) ▶

More specifically

What information narrows or restricts the topic? **What specifically** is being discussed? (e.g. Wastewater treatment in Montréal and Mexico City) ▶

Examples **what examples or issues illustrate** the topic either generally or more specifically?
(e.g. technologies used, safety) ▼



Date _____ Subject _____

Name _____

Synthesize It!

Distilling and summarizing information
from information-based texts

(Document title)

(Author)

(Year of pub.)

Concept

What is the central concept that is being presented?
(e.g. Imbalance) ▶

More specifically

What are the components involved?
(e.g. World water distribution, poverty)
What broader category does it belong to?
(e.g. World characteristics) ▶

Examples **what examples or issues illustrate** the topic either generally or more specifically?
(e.g. slums, upscale neighbourhoods) ▼



Date _____ Subject _____

Name _____

Taking Notes

A framework for efficient notetaking

Notes on ▶ _____

Outline ▼

Webbing or Diagrams ▼

Summary or Key Points ▼



Date _____ Subject _____

Name _____

Thinking It Through ...

Using Information

Setting Goals

I would like to work on... ▼

- Planning my research strategies
- Establishing a criteria to help me decide what information is useful and valid
- Comparing information from different sources
- Sorting essential information from secondary information
- Using information in new situations
- Following copyright rules
- _____
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Developed a research strategy
- Selected appropriate sources of information
- Answered my questions using the information I gathered
- Compared the new information I found with what I already know (my prior knowledge)
- Researched and applied copyright rules
- _____
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals I met some of my goals I did not meet my goals



Date _____ Subject _____

Name _____

Using Information

Making connections between information found and information sought

Questions ▶

Resource Title	Resource Type	What does this source tell me?	Does this information answer my questions? Which ones?
	<input type="checkbox"/> TV <input type="checkbox"/> Radio <input type="checkbox"/> Video <input type="checkbox"/> Web <input type="checkbox"/> Magazine <input type="checkbox"/> _____		
	<input type="checkbox"/> TV <input type="checkbox"/> Radio <input type="checkbox"/> Video <input type="checkbox"/> Web <input type="checkbox"/> Magazine <input type="checkbox"/> _____		
	<input type="checkbox"/> TV <input type="checkbox"/> Radio <input type="checkbox"/> Video <input type="checkbox"/> Web <input type="checkbox"/> Magazine <input type="checkbox"/> _____		
	<input type="checkbox"/> TV <input type="checkbox"/> Radio <input type="checkbox"/> Video <input type="checkbox"/> Web <input type="checkbox"/> Magazine <input type="checkbox"/> _____		



Date _____ Subject _____

Name _____

Brainstorm!



**Our final ideas
and questions ▼**



Conference Date _____ Subject _____

Student's Name _____

Conference

To Solve Problems

Context Description ▶**Conference Questions (questions asked)****Teacher Comments****Student Response to Teacher Comments****Analyzes the components of a situational problem ▼**

- What did you do to make sure you understood the problem?
- How does this problem compare to previous problems you have solved?

Tests possible solutions ▼

- How did you identify and classify possible solutions to the problem?
- What were the pros and cons of some of your possible solutions? What led you to decide which strategy you would use for solving the problem?
- How did you apply this solution? Did it work well? Why or why not?
- Did you test more than one solution? If so, why?

Adopts a flexible approach ▼

- What did you learn about your problem-solving process?
- How did you adjust your problem-solving process?
- Which of your strategies worked best for you? Explain some of the difficulties you encountered.

Future Goals ▶

Date _____ Subject _____

Name _____

Formulating Questions

Asking the right questions
to define problems

Use this chart to help you brainstorm the large issues surrounding the situation you're investigating and then locate its context.

Finally, use the issues and context to help you formulate your questions ▼

Issue

An issue is an important question that is in dispute.
This means that different people or groups disagree about it.



Context

The context is the environment or setting where the issue occurs.



Question

What are some of the question(s) you have about this situation
that incorporate the issues and context?



Date _____ Subject _____

Name _____

Goal and Action Plan

Planning for problem-solving
and evaluating strategies

Procedure

(Strategies or steps used) ▼

Reflecting on Progress

(How is it going? Do I need to adjust?) ▼

My Goal ▼

Revisions

(Modifications made) ▲

Evaluation

(Was the goal met? Yes/No? How come?) ▲



Date _____ Subject _____

Name _____

Observation of Cross-Curricular Competency Development

Intellectual CCC: To Solve Problems

_____ demonstrates competency development in a variety of contexts. ▼
 (Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Analyzes the components of a situational problem</p> <ul style="list-style-type: none"> ▶ Identifies the context and the main elements of the situational problem and makes connections among them ▶ Recognizes similarities to situational problems solved previously 	<p>Whether teacher-posed or real-life, the student is able to define a problem and identify the key elements of the situation by calling upon his or her previous experience.</p>			
<p>Tests possible solutions</p> <ul style="list-style-type: none"> ▶ Lists and classifies possible solutions ▶ Considers the appropriateness of each solution and its requirements and consequences ▶ Chooses a possible solution, applies it and evaluates its effectiveness ▶ Chooses and tests another possible solution if necessary 	<p>The student understands that there are many ways to solve problems and examines many possibilities in order to make an informed choice. He or she can compare the advantages and disadvantages before selecting the solution that seems most appropriate given the context and the resources that are available. After attempting to solve the problem, the student evaluates the effectiveness of his or her methods. He or she remains flexible, trying again, using other means, reformulating hypotheses and sharing ideas with others, until an effective solution is found.</p>			
<p>Adopts a flexible approach</p> <ul style="list-style-type: none"> ▶ Reviews the steps taken ▶ Redoes some of them if necessary ▶ Identifies successful strategies and analyzes the difficulties encountered 	<p>The student can reflect on his or her problem-solving process, identifying strategies that were successful and difficulties that were encountered. He or she can apply successful strategies to new problem-solving situations.</p>			



Date _____ Subject _____

Name _____

Plus, Minus, Interesting

Evaluating problem-solving strategies and approaches

Problem _____ Strategy(ies) applied _____

P

Plus

What was successful about the strategy?



M

Minus

What was unsuccessful about the strategy?



I

Interesting

What were the consequences in applying this strategy? (Positive? Negative?)



Date _____ Subject _____

Name _____

Problems & Metaphors

Defining a problem
and making connections

The problem is ... ▶

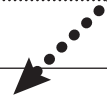
This problem reminds me of ... ▶



**In this situation,
I/we could ... ▼**

If I/we were ... ▶

Then I/we would ... ▶



Date _____ Subject _____

Name _____

Reflecting on My Problem-Solving Process

The problem I/we had to solve was ... ▶

Step 1 ▼

I/we **analyzed** the problem ...



Successfully With Some Challenges With Difficulty
For Example ▶

Step 2 ▼

I/we **tested** possible solutions ...



Successfully With Some Challenges With Difficulty
For Example ▶

Step 3 ▼

I/we **adjusted** the problem-solving process ...



Successfully With Some Challenges With Difficulty
For Example ▶

Evaluation ▼

- I/we successfully solved the problem
- I/we are still in progress of solving the problem
- I/we were unable to solve the problem

I learned that ... ▼

My future goal ... ▼

Feedback from ▼

- Teacher
- Peer
- Other



Date _____ Subject _____

Name _____

Strategies: Pros and Cons

Brainstorming problem-solving strategies

What is the problem? ▶

Brainstorm three strategies that you think are most appropriate ▼

Strategy 1 ▼		Strategy 2 ▼		Strategy 3 ▼	
Pros	Cons	Pros	Cons	Pros	Cons

Which strategy will you try? Why? ▶



Date _____ Subject _____

Name _____

Thinking It Through ...

Solving Problems

Setting Goals

I would like to work on... ▼

- Identifying elements of this problem
- Understanding how this problem is similar or different from other problems I have solved
- Brainstorming possible solutions
- Adjusting steps as required in my problem-solving process
- Trying various ways to solve one problem
- Sharing the strategies I used to solve this problem with others
- _____
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Identified all the elements of the problem
- Thought about how each element can affect another element in the problem
- Listed my problem-solving steps for each possible solution
- Identified which strategies were successful and where I had difficulty
- Was able to explain the steps I used and how I solved the problem
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals I met some of my goals I did not meet my goals



Date _____ Subject _____

Name _____

What's the Problem?

Brainstorming problem-solving strategies

What is the problem ▶

What are the elements of the problem? ▼

Who, What, When, Where, Why, How? ▶

This problem reminds me of ... ▼

1 ▶ What strategies
can I use to solve this problem?

2 ▶ Which strategy
Which strategy from this list
will I apply and how will I do it?

A ▶ _____

B ▶ _____

C ▶ _____

D ▶ _____



Date Subject

Name

An Informed Opinion

Understanding where opinions come from
in order to exercise critical judgment

Questions ▶

The issue ▼

The facts ▼

The context ▼

My opinion ▼



Date _____ Subject _____

Name _____

Compare and Contrast

Comparing an opinion with those of others in order to more effectively exercise critical judgment

Issue ▶

My point of view ▼

Someone else's point of view ▼

**Our shared points
of view ▼**



Conference Date _____ Subject _____

Student's Name _____

Conference

To Exercise Critical Judgment

Context Description ▶

Conference Questions (questions asked)

Teacher Comments

Student Response to Teacher Comments

Forms an opinion ▼

- What was your question? What does this question mean to you and what issues are involved?
- How did you make sense of the issues involved?
- How did you explore different viewpoints?
- What is your viewpoint or opinion?
- How did you form this opinion? What criteria contributed to you forming this opinion?

Expresses his/her judgment ▼

- How did you communicate your opinion to others? What strategies did you use?
- How did you justify your position on the issue?

Qualifies his/her judgment ▼

- Where does your opinion stand in relation to those of others?
- Have you rethought your position? Why?
- What do you think influenced your opinion?
- Can you explain why your opinion may have been biased or based on unfair assumptions?
- After finding out more about the things that influenced your opinion, did you look into the facts again and reconsider your position?

Future Goals ▶



Date Subject

Name

How does it measure up?

Using criteria to exercise
critical judgment

We make choices, decisions and judgments based on a variety of criteria.

Choose criteria for
and **assess** accordingly.

Criteria	How does it measure up?

Our decision or choice ▶

Why? (rationale) ▶



Date Subject

Name

How does it measure up?

Using criteria to exercise
critical judgment

We make choices, decisions and judgments based on a variety of criteria.

Choose criteria for and **assess** accordingly.

Criteria	How does it measure up?	How does it measure up?

Our choice or final decision ▶

Based on (rationale) ▶



Date Subject

Name

My Opinion

Understanding and expressing an opinion

1 ▶ Issue

The issue is ... ▶

4 ▶ Influences

Why do I have this opinion? ▼

- Personal experience
- Experience of a family member/friend
- Discussion
- Information I read or saw
- Other

2 ▶ My Opinion

I think ... ▶

3 ▶ Basis Of Opinion

I have this opinion because ... ▼



Date _____ Subject _____

Name _____

Observation of Cross-Curricular Competency Development

Intellectual CCC: To Exercise Critical Judgment

_____ demonstrates competency development in a variety of contexts. ▼
 (Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Forms an opinion</p> <ul style="list-style-type: none"> ▶ Defines the question under consideration. Weighs the logical, ethical or aesthetic issues involved ▶ Goes back to the facts, verifies their accuracy and puts them in context ▶ Looks at various options and considers existing or possible points of view ▶ Bases his/her opinion on logical, ethical or aesthetic criteria ▶ Adopts a position 	<p>The student is called upon to make judgments in many contexts which include moral and ethical issues, appreciation of arts and literature, and problem-solving situations. While the student realizes that there may be many ways to view the issues, he or she takes an informed position that is based on analysis and well-established criteria rather than conjecture</p>			
<p>Expresses his/her judgment</p> <ul style="list-style-type: none"> ▶ Articulates and communicates his/her viewpoint ▶ Justifies his/her position 	<p>The student is able to express his or her position clearly and to explain his or her reasoning to others.</p>			
<p>Qualifies his/her judgment</p> <ul style="list-style-type: none"> ▶ Compares his/her opinion with those of others ▶ Reconsiders his/her position ▶ Evaluates the respective influence of reason and emotion on his/her approach ▶ Recognizes his/her biases ▶ Repeats the whole exercise if necessary 	<p>The student understands that his or her opinions can be influenced by a range of thoughts, emotions and external factors. He or she is increasingly aware that many issues are more complex than they first appear and that making a judgment goes beyond stating what one likes or dislikes. After hearing the views of others, the student is ready to re-evaluate his or her position.</p>			



Date Subject

Name

Questioning an Issue

Forming an informed opinion in order to exercise critical judgment

What is the issue? ▶

List the big questions that this issue raises – things you'll need to investigate before you can make an informed opinion. ▼

Questions I need to ask	My point of view	Someone else's point of view
Who?		
What?		
Where?		
When?		
Why?		
How?		

Based on information gathered, what is my opinion? ▶

What influenced my opinion? ▶



Date _____ Subject _____

Name _____

Reflecting on How I Exercised Critical Judgment

The issue is ▶

My opinion is ▶

How did I evaluate an opinion? ▼

How did I form an opinion? ▼

How did I express an opinion? ▼

Next time I will work on ... ▶



Date _____ Subject _____

Name _____

Thinking It Through ...

Exercising Critical Judgment

Setting Goals

I would like to work on... ▼

- Understanding the question and the issues involved
- Exploring different points of view from a variety of sources
- Expressing my viewpoint to others
- Listening to others' viewpoints
- Distinguishing between fact and opinion
- _____
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Discussed elements of the issue with my classmates to try to better understand it
- Researched the issue and learned about different points of views
- Clearly expressed my opinion
- Listened to other viewpoints and questioned my own viewpoint
- Understood how my viewpoint was shaped by my biases
- _____
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals I met some of my goals I did not meet my goals



Date _____ Subject _____

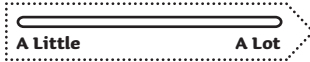
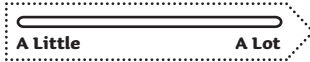
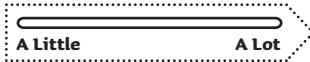
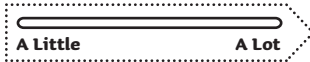
Name _____

What Influences You?

Understanding what influences your opinion
in order to exercise critical judgment

What is the issue? ▶

Judge how influenced you are by different factors. ▼

Factors	What have I seen, heard or experienced?	This influenced me...
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/ Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/ Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/ Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/ Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	

I am mostly influenced by ... ▶

Maybe I should consider ... ▶



Date _____ Subject _____

Name _____

A World of Possibilities

Using creativity to accomplish a task

What is the task? ▶

Explore different strategies

 or techniques you can use to accomplish this task.

Try to think of new and creative strategies and techniques ▼

Strategy/Technique 1 ▼

Strategy/Technique 2 ▼

Strategy/Technique 3 ▼

Have I tried this before?

 Yes No

Have I tried this before?

 Yes No

Have I tried this before?

 Yes No

Select one of your strategies

 or techniques and explain why you have decided to use it ▼

I will use strategy/technique # _____ because ... ▼

Some of the risks or unknowns I may be faced with when applying this strategy/technique are ... ▼



Conference Date _____ Subject _____

Student's Name _____

Conference

To Use Creativity

Context Description ▶

Conference Questions (questions asked)

Teacher Comments

Student Response to Teacher Comments

Becomes familiar with all the elements of a situation ▼

- Describe what you had to do in this situation? What issues were involved?
- How did you approach the situation in different ways?
- What did your intuition or instincts tell you about the situation? Did you listen to your intuition and act upon it?
- Describe the different scenarios or procedures you imagined using in this situation.

Explores ▼

- Were you willing to try anything that was completely new to you or risky? How comfortable were you?
- Explain how you explored different ideas.
- How did you deal with the obstacles you faced?
- How did you assess whether or not you were on the right track?
- In what situations were you more or less likely to try something new?

Adopts a flexible mode of operation ▼

- What new approaches and methods did you use?
- When were you most likely to use a new idea?
- What made you decide that you needed to try a new strategy or technique?
- How did you change the way you expressed your ideas?

Future Goals ▶



Date _____ Subject _____

Name _____

Creating a Different Path

Exploring new ways of doing things
Using creativity

My issue, question or problem is ... ▼

This is the **obvious way**
of Proceeding ...
▼

There's a **new way**
of proceeding ...
▼

Potential Obstacles ▲

I will make the most of these obstacles by ... ▼



Date Subject

Name

Exploring Different Modes

Thinking of different ways to communicate my message

Orally – using your voice ▶

Visually – using pictures or objects ▶

My message is ▼

In writing – using written text ▶

Musically – using music or sounds ▶

Symbolically – using signs and symbols ▶

My audience is ▼

Physically – using movement, gestures or sign language ▶



Final selection(s) What can I make using these modes? What media will I be using to put these modes together? E.g. Slide show, video, soundscape, mural, collage, written and illustrated report, skit, poster, etc. ▶

Date _____ Subject _____

Name _____

Idea-Go-Round

Playfully exploring different ideas

Step 1

Define the task to be dealt with in the small circle in the centre ▶



Step 2

Jot down whatever comes to mind regarding the central point, using the given categories ▶



Step 3

Pass your sheet to the right. Read the central point on the new sheet in front of you. Fill in your ideas ▶



Step 4

When your sheet comes back to you, read over all ideas. Highlight everything that appeals to you ▶

Here's a **great idea...** ▼

Here's **the challenge ...** ▲

This might **be interesting ...** ▲



Date _____ Subject _____

Name _____

Observation of Cross-Curricular Competency Development

Intellectual CCC: To Use Creativity

_____ demonstrates competency development in a variety of contexts. ▼
 (Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Becomes familiar with all elements of a situation</p> <ul style="list-style-type: none"> ▶ Defines the objectives and issues involved ▶ Is open to different ways of perceiving a situation ▶ Listens to his or her intuitions ▶ Envisages different scenarios and procedures 	<p>The student can take initiative and visualize possible outcomes when faced with an academic or real-life challenge. Rather than remaining fixed on one idea or right way of accomplishing a task, he or she can envision many ways of proceeding.</p>			
<p>Explores</p> <ul style="list-style-type: none"> ▶ Accepts risks and unknowns ▶ Plays with ideas ▶ Proceeds by trial and error ▶ Turns obstacles into resources ▶ Recognizes possible or partial solutions ▶ Is receptive to new ideas and ways of doing things 	<p>The student is open to new situations and is willing to take risks. When faced with problems, he or she explores a variety of approaches and is not discouraged by failed attempts. In addition, the student understands the importance of applying strategies and techniques (such as brainstorming) to overcome mental blocks and frustration. He or she is open to suggestions from peers and teachers, while maintaining a sense of individuality.</p>			
<p>Adopts a flexible mode of operation</p> <ul style="list-style-type: none"> ▶ Tries out new approaches ▶ Used new ideas ▶ Explores new strategies and techniques ▶ Explores his/her ideas in new ways 	<p>Always in search of new ways of thinking and doing, the student finds innovative ways to use existing resources and to express his or her ideas.</p>			



Date _____ Subject _____

Name _____

Reflecting on How I Used Creativity

I used my creativity to ▶

I used creativity
to explore ideas
when I ... ▶



[Empty dashed box for notes]

This was good because ... This needs improvement because ...



I dealt with the
challenges I faced
when I ... ▶



[Empty dashed box for notes]

This was good because ... This needs improvement because ...



I expressed
my approach in an
original way
when I ... ▶



[Empty dashed box for notes]

This was good because ... This needs improvement because ...



Date _____ Subject _____

Name _____

Thinking It Through ...

Using Creativity

Setting Goals

I would like to work on... ▼

- Exploring different ways of looking at the issue
- Imagining different ways of doing things
- Taking more risks
- Being open to new ideas and willing to find out more about different approaches
- Turning obstacles into resources
- _____
- _____
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Brainstormed new ways of doing things
- Listened to my intuition
- Tried something new
- Used trial and error to find the best solution
- Found new ways to communicate my ideas to others
- _____
- _____
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals I met some of my goals I did not meet my goals



Date _____ Subject _____

Name _____

Thinking Outside the Box

Exploring new ways of doing things
Using Creativity

What do you want to accomplish? ►

Think outside the box and imagine some new and creative ways you could accomplish this task. ▼

New & Creative Idea 1 ▼

New & Creative Idea 2 ▼

New & Creative Idea 3 ▼

I think I will try

New & Creative Idea # _____
because ... ▼



Date _____ Subject _____

Name _____

What inspires me?

Identifying what makes me tick so that I can make good choices about what to do and how

What feelings
or **thoughts** inspire me? ▼

What tastes inspire me? ▼

What smells inspire me? ▼

Self portrait or avatar

What textures inspire me? ▼

What sights inspire me? ▼

What sounds inspire me? ▼



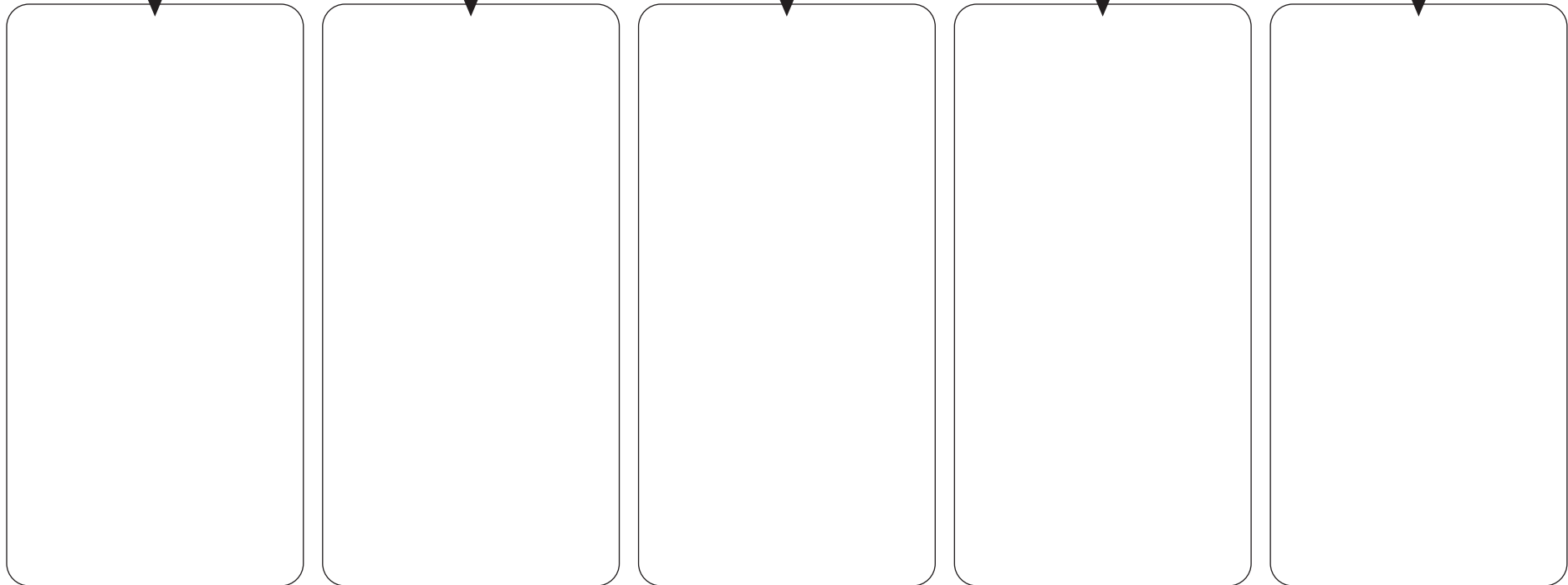
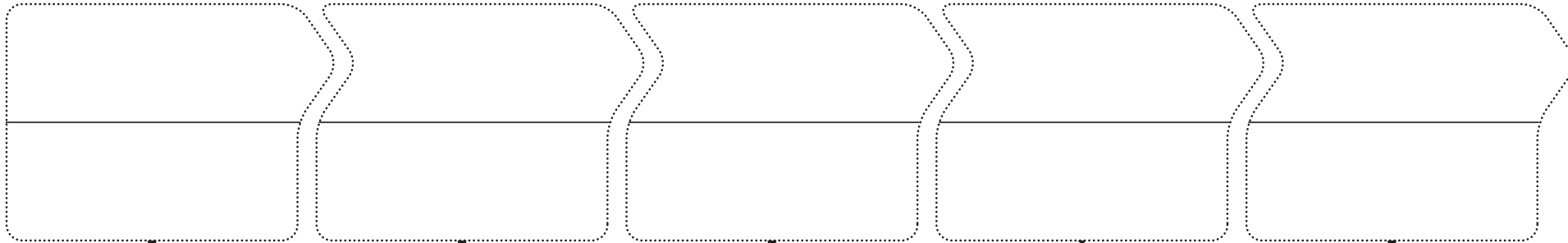
Date _____ Subject _____

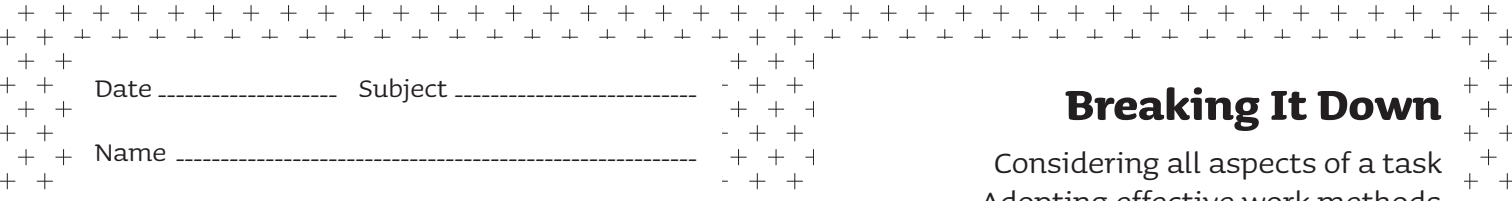
Name _____

A Detailed Timeline

Adopting effective work methods
to make sure the task gets done

A Timeline for ▶





Date Subject

Name

Due Date

Breaking It Down

Considering all aspects of a task
Adopting effective work methods

Assignment ▶

List all the components of your assignment, and fill in what you need to do to accomplish this component.
Keep in mind the due date and plan how long you think it will take to complete each step.
Set yourself individual due dates, and check off each as they are completed. ▼

Assignment component	To Do	Due	Done
<input type="checkbox"/> Background Research		<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Evaluation		<input type="checkbox"/>

Conference Date Subject

Student's Name

Conference

To Adopt Effective Work Methods

Context Description ▶

Conference Questions (questions asked)

Teacher Comments

Student Response to Teacher Comments

Considers all aspects of a task ▼

- What was your goal? What were the challenges involved?
- What resources did you think you would need? How were you going to access these resources? How did you think you would use them?
- Describe some of the ways that you carried out this task.
- How did you decide on the best method to perform the task?
- How did you develop your plan? What were the different components of your plan?

Adjusts his/her approach ▼

- What resources did you use to carry out the task? Why did you choose these particular resources?
- Did all your plans work well? What changes did you make to improve the outcome?
- Were you able to complete the task? If yes, what obstacles did you encounter and how were you able to overcome them? If no, why not and what would you have done differently?

Analyzes his/her procedure ▼

- How did you determine if your process was working well?
- What worked well and gave you good results? What worked less well and you'd like to improve the next time?
- What were the required elements of this task? Were you able to complete them? If not, what would you have done differently?
- What are some other situations where you could use a similar approach or strategies?

Future Goals ▶



Date Subject

Name

Evaluating My Progress

Task ▶

My Accomplishments ▶

-
-
-

When I began this project,
my original goal was to ▼

While I was working,
I experienced some successes, difficulties
and changes such as ... ▼

In the end,
I learned ... ▼



Date Subject

Name

Information Resources List

Identifying and employing necessary resources to complete a task

Goal ▶

Task ▶

What resources do I/we need for this task?

Where will I/we obtain these resources?

1 ▶

- Internet
- Library
- Television/Radio/Video
- CD-ROM/DVD

- Teacher
- Friend/family member
- Store
- Other

2 ▶

- Internet
- Library
- Television/Radio/Video
- CD-ROM/DVD

- Teacher
- Friend/family member
- Store
- Other

3 ▶

- Internet
- Library
- Television/Radio/Video
- CD-ROM/DVD

- Teacher
- Friend/family member
- Store
- Other

4 ▶

- Internet
- Library
- Television/Radio/Video
- CD-ROM/DVD

- Teacher
- Friend/family member
- Store
- Other



Date Subject

Name

Observation of Cross-Curricular Competency Development

Methodological CCC:
To Adopt Effective Work Methods

..... demonstrates competency development in a variety of contexts. ▼
(Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Considers all aspects of a task</p> <ul style="list-style-type: none"> ▶ Adopts the objective and evaluates its complexity ▶ Identifies the available resources ▶ Imagines various ways to carry out the task ▶ Reflects on the best way to perform it ▶ Plans how to carry it out 	<p>The student understands the task and the requirements of carrying it out effectively. He or she can list the resources that can be drawn upon to complete the task. After considering different approaches, the student decides on the most appropriate means to reach his or her goal. Finally, the student is able to develop a plan that will help him or her to manage the process.</p>			
<p>Adjusts his/her approach</p> <ul style="list-style-type: none"> ▶ Employs the necessary resources: people, materials, time, etc. ▶ Adapts his/her work method to the task and the context and readjusts his/her actions as required ▶ Completes the task 	<p>During the course of his or her work, the student demonstrates the ability to assess his or her progress and make the necessary adjustments.</p>			
<p>Analyzes his/her procedure</p> <ul style="list-style-type: none"> ▶ Examines the procedure used ▶ Recognizes what was effective and what worked less well ▶ Assesses the requirements of the task ▶ Imagines contexts in which the approach could be reapplied 	<p>The student reflects on his/her process and determines what worked, what did not and what could be improved in future assignments.</p>			



Date Subject

Name

Plus, Minus, Interesting

Assessing the effectiveness of methods and approaches chosen

Assignment ▶

P

Plus

What was successful?
What worked well for us?
Why did it work well?



M

Minus

What was unsuccessful
about our approach?
What would we change?
How would we change it?



I

Interesting

What interesting things did
we learn about our
approach and how can we
apply it to other situations?



Date Subject

Name

Project Planner

Breaking down the project
and covering all the bases

Our Project ▶

Step 1

What do we do first? ▶

What do we need? ▶

Step 4

What do we do first? ▶

What do we need? ▶

Step 2

What do we do first? ▶

What do we need? ▶

Step 3

What do we do first? ▶

What do we need? ▶

We're done!



Date _____ Subject _____

Team Members _____

Project Timeline

Use the timeline below to plan what tasks you will do when. When you are finished, check off what you have completed.

Use a highlighter for what you still need to do. ▼

Date _____ ▼	Date _____ ▼	Date _____ ▼	Date _____ ▼	Date _____ ▼



Start date

Revising the Plan

Are we on track with our plan? ►

Does it need to be revised? ►

Due date

Date _____ Subject _____

Name _____

Reflecting on My Work Methods

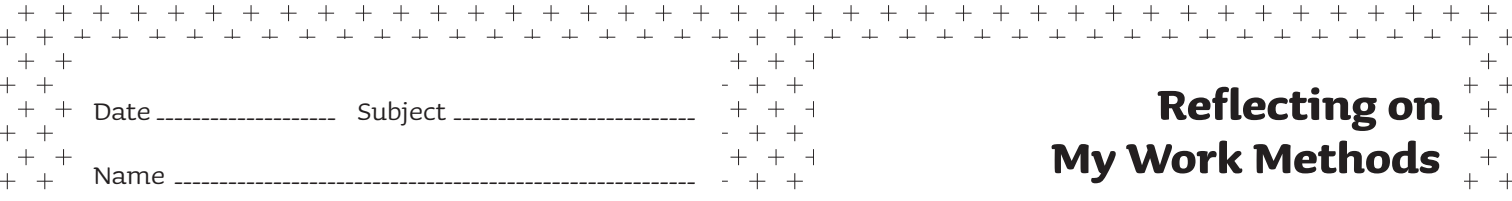
The task was ... ▼

These are the steps I followed to complete this task ... ▼

Where did I run into problems?
What changes did I make? ▲

What could I have done better? ▲





Date Subject

Name

Reflecting on My Work Methods

Assessing the effectiveness of methods and approaches chosen

Place an x on the 'Needs Improvement – Well Done' line to indicate where you feel you are for each of the points listed on the left. ▶

Organizational skills

Ability to manage my time

Breaking down the project into manageable sections

Actively contributing to the final product

Taking pride in the final product

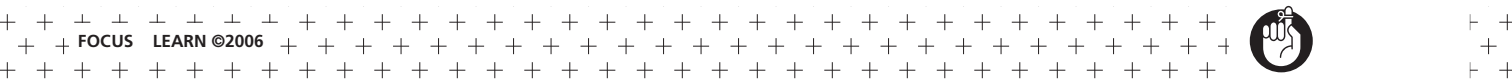
Respectful collaboration

Research skills

What I would do again? ▶

What I would improve? ▶

What I would do differently? ▶



Date Subject

Name

Taking Stock

Adjusting your approach as part of effective work methods

Progress ▾

What have I accomplished so far?

Use point form. ▶

-
-
-
-
-

Revising the Plan ▾

Am I on track with my plan? Does it need to be revised?

What do I have to do next to accomplish my goal? ▶

-
-
-
-
-

How is it going? ▾

What can I change right now to make the process better for myself?

Use point form. ▶

-
-
-
-
-



Date Subject

Name

Thinking It Through ...

Developing Effective Work Methods

Setting Goals

I would like to work on... ▼

- Developing a plan that details how I will carry out my task
- Using appropriate resources to accomplish my task
- Identifying different ways to carry out the task
- Recognizing what methods worked well and those that were not as effective
- Understanding how to apply the same methods in other situations
-
-

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Developed a work plan
- Used different resources, such as people, books and computer tools to help me complete my task
- Was flexible and able to adjust my work methods if/when the situation changed
- Completed my task
- Assessed what worked well and what was not very effective
-
-

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals
- I met some of my goals
- I did not meet my goals



Conference Date Subject

Student's Name

Conference

To Use Information and
Communications Technology (ICT)

Context Description ►

Conference Questions (questions asked)

Teacher Comments

Student Response to Teacher Comments

Uses appropriate technologies ▼

- How did you use ICT to carry out your tasks?
- How did you determine what technological tools might be helpful to you?
- Why did you choose the technological tools that you did?
- What strategies did you use to interact, communicate and/or troubleshoot for this task?

Takes full advantage of these technologies ▼

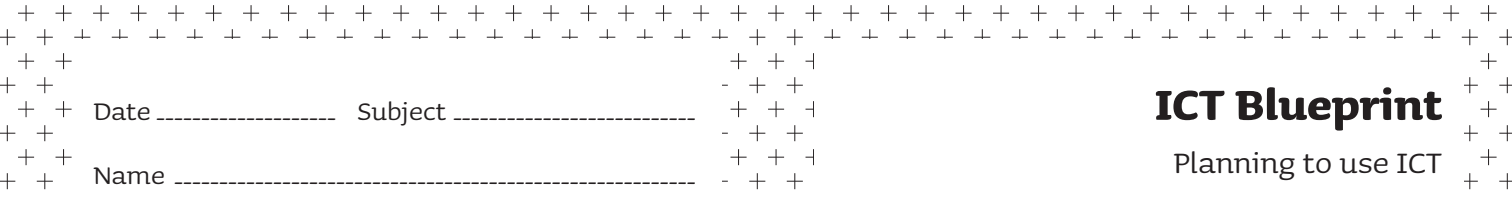
- Did you try using any new ICTs for this task? What did you learn to do with these ICTs?
- How did you take full advantage of the resources available to you?
- How did you use your previous knowledge of ICT to accomplish this task?
- Can you think of ways you could apply your new knowledge in future tasks?
- How did you respect copyright and privacy rules?

Evaluates his/her use of this technology ▼

- Based on the work of your peers, can you think of different ways you would like to use ICT?
- What worked well and what challenges did you face when working with ICT?
- How would you like to improve your use of ICT?
- How did ICT help you to complete your work? Would you have been able to carry out your tasks in the same way? How did ICT contribute to you accomplishing your task?

Future Goals ►





Date Subject

Name

ICT Blueprint

Planning to use ICT

Describe your assignment ▶

Large empty box for describing the assignment.

List all the tools you plan to use for this assignment to ▼

Gather Information	How Will I Use This Tool in My Assignment?
<input type="checkbox"/> Camera or Video
<input type="checkbox"/> Internet
<input type="checkbox"/> Online tools or CD-ROM
<input type="checkbox"/> Other

Communicate	How Will I Use This Communication Tool?
<input type="checkbox"/> Word processor
<input type="checkbox"/> Presentation software
<input type="checkbox"/> Desktop Publisher
<input type="checkbox"/> Projector
<input type="checkbox"/> Sound/Audio
<input type="checkbox"/> Video
<input type="checkbox"/> Other

ICT Toolbox

Using appropriate technologies

Date Subject

Name

ICT Tools available to me

I can use this tool to ...

To Research ▼

.....

To Organize ▼

.....

To Create Or Construct ▼

.....

To Solve Problems ▼

.....

To Interact And Share ▼

.....

To Communicate ▼

.....

To Publish ▼

.....

Other ▼

.....



Date Subject

Name

My ICT Learning Goals

Goal setting for ICT use

Assignment ▶

My learning goals

By I will ... ▼
(Date)

- Learn to use new software
- Learn new functions of software I already know
- Use e-mail to send and receive documents, attach and open files and compress them if necessary.
- Learn to use a digital camera or video camera.
- Master the use of peripherals (e.g. digital camera, scanner).
- Learn how to edit graphics and digital images.
- Improve my troubleshooting strategies.

Why? ▶

How? ▶

Who can help me? ▶

Signature Date



Date Subject

Name

Observation of Cross-Curricular Competency Development

Methodological CCC: To Use Information and Communications Technologies

..... demonstrates competency development in a variety of contexts. ▼
 (Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Uses appropriate technologies</p> <ul style="list-style-type: none"> ▶ Carries out various tasks using technological resources ▶ Evaluates the potential of the available technologies and networks ▶ Chooses the most suitable tools for the situation ▶ Applies the interaction, communication and troubleshooting strategies required for a given task 	<p>After selecting the most suitable tools for the situation, the student is able to use technology to accomplish a variety of tasks. The student learns basic troubleshooting skills and how to effectively describe problems to peers and teachers.</p>			
<p>Takes full advantage of these technologies</p> <ul style="list-style-type: none"> ▶ Diversifies his/her use of ICT ▶ Takes advantage of ICT resources and functions in various types of learning ▶ Recognizes and uses in a new context concepts and processes he/she has learned previously ▶ Envisages new ways to use them ▶ Respects the prevailing values and codes regarding intellectual property and privacy 	<p>The student makes appropriate and effective use of software and peripherals, such as scanners and digital cameras, for a variety of purposes and adapts his or her use of ICT to new situations and projects across the curriculum. By citing sources and following proper procedures, he or she respects copyright, intellectual property, and netiquette (online courtesy and protocol).</p>			
<p>Evaluates his/her use of this technology</p> <ul style="list-style-type: none"> ▶ Compares his/her ways of using ICT with those of others ▶ Recognizes his/her successes and difficulties ▶ Seeks ways to improve his/her use of these technologies and suggests ways to do this ▶ Examines the relevance of using ICT by taking into account their contribution to specific tasks 	<p>Working with peers, the student learns to identify his or her strengths and weaknesses using ICT. He or she improves through practice and experimentation and by seeking advice when needed. The student assesses the usefulness of the technological resources that were employed and their function in his or her work.</p>			



Date Subject

Name

Reflecting on How I Used ICT

My task was ... ▶

How did I choose what technological resources to use for this task?

How did the technology(ies) I selected help me complete my task?

In the future, how can I use technology in new ways?

Teacher Feedback ▶

I would like to improve ... ▶



Date Subject

Name

Thinking It Through ...

Using ICT

Setting Goals

I would like to work on... ▼

- Choosing ICT tools that are most suited to my task
- Learning strategies that will help me troubleshoot ICT problems
- Discovering creative ways to use ICT effectively to complete my task
- Understanding and applying copyright rules
-
-

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Chose the most effective ICT tool(s) for my task
- Used a new ICT
- Successfully applied a troubleshooting strategy
- Shared new ways of using ICT with others
- Respected copyright rules
-
-

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals
- I met some of my goals
- I did not meet my goals



Date _____ Subject _____

Name _____

Using ICTs

Examining your use of ICT

1 ▶ I used these ICTs to accomplish my task

4 ▶ I would like to improve ...

Task ▼

2 ▶ I was really effective at using ICTs to ...

3 ▶ Others used ICTs in these ways that I might want to try in the future ...



Date _____ Subject _____

Name _____

Using My ICT Strengths

Evaluating your use of technologies and
setting goals for the future

My task is ... ▶

My Strengths

I have a lot of experience and am very good
at using ICTs to ... ▼

Using My Strengths In New Ways

I will apply what I already know about ICTs
and use it in this situation to ... ▼

My Goals

I would like to improve the ways
I use ICTs to ... ▼

NOW that the task is complete, it's time to self-evaluate

Did I meet my goals? How did I improve my use of ICTs while completing this task? ▶

How did I use ICTs in new ways? ▶

What would I like to improve in the future? ▶

Date _____ Subject _____

Name _____

Common Ground

Taking my place among others

Topic ▶

- ▶ Have each student **brainstorm** his/her ideas or values and perceptions about the topic
- ▶ As a group, **identify** your common or shared values and perceptions and write them in the box

Student 1 ▶

Student 2 ▶

**Common Values or
Perceptions ▼**

Student 3 ▶

Student 4 ▶



Conference Date _____ Subject _____

Student's Name _____

Conference

To Achieve His/Her Potential

Context Description ►

Conference Questions (questions asked)

Teacher Comments

Student Response to Teacher Comments

Recognizes his/her personal characteristics ▼

- How did you feel about the issues involved in this task? What were your feelings, values and cultural frames of references?
- What are your strengths and where do you think that they need improvement?
- What criteria did you use to decide if your choices were appropriate for the situation?
- How did your actions contribute to your successes and difficulties?
- How did you track your progress and know that you've achieved your goals?

Takes his/her place among others ▼

- How are you part of a community?
- How are your values and perceptions different or similar to others?
- In what ways have other people influenced your values and choices?
- What approach did you take to share your opinions and choices with others?
- How did you demonstrate to others that you respect their opinions?

Makes good use of his/her personal resources ▼

- What steps did you use to set short- and long-term goals?
- How did you establish criteria to help you achieve personal, academic and career goals?
- What action did you take to achieve your goals?
- What strategies did you use to persevere and overcome challenges to achieve your goals?
- How did you use your resources to achieve your goals?

Future Goals ►



Date Subject

Name

Different Perspectives

Recognizing my personal characteristics through conversations and taking my place among others

I want to know what somebody else thinks about ... ▼

Topic ▶

My thoughts now ... ▶

Someone else's thoughts ▶

Topic ▶

My thoughts now ... ▶

Someone else's thoughts ▶



Date _____ Subject _____

Name _____

Discussing With Others

Recognizing my personal characteristics
through conversations

Topic ▶

My viewpoint **before** discussion ▶

Student 1 ▶

Student 2 ▶

**What I
learned
from
and/or
found
interesting.**

Student 3 ▶

My viewpoint **after** discussion ▶



Date _____ Subject _____

Name _____

From Goals to Actions

Making good use of personal resources by establishing goals and planning for success

These are goals for ▶

Goals ▼

What do I want
to accomplish? ▼

Actions and strategies ▼

How can I get there? What can I
do today, every week, every month? ▼

Timeline ▼

When do I expect
to reach my goals? ▼



Date _____ Subject _____

Name _____

From Values to Actions

Making good use of your personal resources to take your place among others and live your life

This is about ▶

My Values – I believe ... ▼

My Goals – I would like to ... ▼

My Actions – Every week, I can ... ▼

My Actions – Every DAY, I can ... ▼



Date _____ Subject _____

Name _____

Goal and Action Plan

Recognizing my personal characteristics in order to make good use of personal resources

1 ▶ Learning From The Past

What strategies have I tried in the past that helped me reach a goal? ▼

2 ▶ Plan Of Action

What do I need to accomplish my goal? ▼

What is my goal? ▼

How did I carry out my goal? ▲
What changes did I make from my original plan of action because of problems and obstacles?

Did I meet my goal? ▲
What will I do next?

3 ▶ Development

4 ▶ Conclusion



Date _____ Subject _____

Name _____

Observation of Cross-Curricular Competency Development

Personal & Social CCC:
To Achieve His/Her Potential

_____ demonstrates competency development in a variety of contexts. ▼
(Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Recognizes his/her personal characteristics</p> <ul style="list-style-type: none"> ▶ Identifies his/her feelings, thoughts, values, cultural frame of reference and options ▶ Identifies his/her strengths and weaknesses ▶ Assesses the quality and appropriateness of his/her choices of action ▶ Recognizes the impact of his/her actions on his/her successes and difficulties ▶ Evaluates his/her achievements and progress 	<p>The student is gaining a sense of self and is becoming aware of the roles that he or she may take on in society. The student is developing a sense of his or her strengths and weaknesses, aptitudes and interests. He or she is increasingly able to see the positive and negative aspects of the choices made on a daily basis and to recognize the impact of these actions on his or her life. The student is able to assess his or her own growth and potential as a learner.</p>			
<p>Takes his/her place among others</p> <ul style="list-style-type: none"> ▶ Recognizes that he/she is part of a community ▶ Compares his/her values and perceptions with those of others ▶ Perceives the influence of others on his/her values and choices ▶ Expresses his/her opinion and choices ▶ Respects others 	<p>The student sees him or herself as an individual who belongs to a larger social and cultural group. He or she recognizes the influence that these groups may have on his or her identity. The student can express his or her thoughts and feelings without trying to impose his or her views on others.</p>			
<p>Makes good use of his/her personal resources</p> <ul style="list-style-type: none"> ▶ Establishes short- and long-term goals ▶ Establishes criteria for personal, academic and career success ▶ Makes the effort required to achieve his/her goals ▶ Perseveres in the effort to achieve his/her goals ▶ Displays increasing autonomy 	<p>With some guidance, the student is able to set personal and academic goals based on criteria that he or she has established as a measure of success. He or she takes ownership and responsibility for achieving these goals and does not give up when faced with difficulties.</p>			



Date _____ Subject _____

Name _____

Reflecting on Achieving My Potential

I set the following goals for myself ▼

Short-Term Goals ▶

Long-Term Goals ▶

How did I do? Did I accomplish my short-term goals?
Am I on the right track to accomplishing my long-term goals? ▶

What is it about myself (my personal characteristics)
that helped me to achieve my goals? ▼

What strategies or tips have my teachers or peers suggested to help me achieve my fullest potential? ▲

What is it about myself (my personal characteristics)
that made it difficult for me to achieve my goals? ▲



Date _____ Subject _____

Name _____

Spheres of Influence

Making good use of your personal resources to set goals and overcome problems

This is about ▶

I don't have any control over ... ▼

I have SOME control over ... ▼

I have complete control over ... ▼

Solution, goals, ideas



Date Subject

Name

Things About

Recognizing my personal characteristics in order to make good use of personal resources

What are my strengths and where do I need improvement? ▼

What I'm good at ►

What I need to improve ►

What are some choices I have made in the past? ▼

3 good choices ▼

-
-
-

3 choices I would like to change ▼

-
-
-

What goals did I set out for myself this week? ▼

Goal	Accomplished?	Why or Why Not?
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	



Date _____ Subject _____

Name _____

Thinking It Through ...

Achieving My Potential

Setting Goals

I would like to work on... ▼

- Developing an understanding of how I feel about an issue and the values that are important to me
- Identifying my strengths and areas where I need improvement
- Becoming more aware of how my actions impact my successes and difficulties
- Expressing my opinion or choices
- Setting personal, academic and career goals
- Persevering in my plan to achieve these goals
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Achieved the goal(s) I set for myself
- Persevered and used strategies to help me overcome challenges and meet my goals
- Communicated my choices to others
- Understood how culture influenced my decisions
- _____
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals I met some of my goals I did not meet my goals



Conference Date Subject

Student's Name

Conference

To Cooperate With Others

Context Description ▶

Conference Questions (questions asked)

Teacher Comments

Student Response to Teacher Comments

Contributes to team efforts ▼

- How did you decide what roles to assign to each member of your group?
- What did you do to demonstrate that you are participating in classroom discussions and school activities?
- How did you work as a team to attain the same goal given the different strengths and interests of each member?
- What strategies did you use to plan and carry out tasks with your team?
- What strategies did you use to carry out your tasks so your team can attain the goal?
- What strategies did you use to manage conflict in your team?

Uses teamwork effectively ▼

- How did you choose what task would be done as a team or individually?
- What were some of the challenges you encountered in your team and what strategies did you use to overcome them?
- How did working as a member of the team help you learn and how do you think you helped your team learn?
- What did you and each of the team members contribute to accomplish the task outlined in the plan?
- Can you suggest ways your team can work more effectively?

Interacts with an open mind in various contexts ▼

- How did you show that you accept each team member as they are with their different interests and needs?
- How did you make sure that each team member was able to express his/her opinion freely to the team?
- What did you change in your behaviour to accommodate your group or to complete the task?

Future Goals ▶



Date Subject

Name

My Teammate's Name

Cooperative Learning Peer Evaluation

Analyzing the way the team works together

Assignment ▶

My teammate's strengths were ▶

As a team, we used this member's strengths to ... ▶

When working in a team, I would like this member to improve ... and why? ▶

Here are some suggestions for improving ▶



Date _____ Subject _____

Name _____

Observation of Cross-Curricular Competency Development

Personal & Social CCC:
To Cooperate with Others

_____ demonstrates competency development in a variety of contexts. ▼
(Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Contributes to team efforts</p> <ul style="list-style-type: none"> ▶ Assesses what sort of collaboration or cooperation a task lends itself to ▶ Participates actively in classroom and school activities with a cooperative attitude ▶ Uses differences constructively to attain a common objective ▶ Plans and carries out work with others ▶ Carries out his/her task according to the procedure agreed on by the team ▶ Manages conflict 	<p>The student recognizes when and how it is best to work with others to accomplish a task. He or she participates actively in pairs, small groups, or larger teams. The student is aware of his or her own strengths and shares them with his or her teammates for the benefit of the group. He or she is able to accomplish tasks individually and with others, according to the plan set out by the team. When a conflict occurs, the student can negotiate to find a compromise that will be accepted and implemented by team members.</p>			
<p>Uses teamwork effectively</p> <ul style="list-style-type: none"> ▶ Recognizes which tasks can be done more effectively by means of teamwork ▶ Assesses the challenges or issues involved ▶ Recognizes the benefits of teamwork for himself/herself and others ▶ Assesses his/her participation and that of peers ▶ Identifies desirable improvements 	<p>The student is able to determine which tasks to take on as a whole team and when to split the workload amongst teammates. The student realizes how he or she contributes to the group's efforts and how others' contributions have facilitated his or her learning. Throughout the task, the student reflects on his or her own participation and that of other team members and suggests changes to improve the team's process.</p>			
<p>Interacts with an open mind in various contexts</p> <ul style="list-style-type: none"> ▶ Accepts others as they are / recognizes their interests/needs ▶ Exchanges points of view, listens to others and respects different views ▶ Adapts his/her behaviour to the team members and the task 	<p>The student works on accepting and respecting others in the team, recognizing that all points of view should be heard. He or she adapts his or her behaviour in order to create a positive and productive work environment and to meet teammates' needs.</p>			



Date Subject

Team Members
.....

Our Responsibilities

Effective teamwork and
equal contribution to team efforts

Who Is Doing What During The Project?

Plan out who will do what during your project. As you complete a task, put a check mark beside it to keep track of what you have done.
If you need to add tasks, do so. If you run out of space, use post-it notes.

Team of 4 People Responsibilities ▼

Member 1 ▲

Member 2 ▲

Member 3 ▲

Member 4 ▲



We are all responsible for ▼

Date _____ Subject _____

Team Members _____

Our Strengths

Cooperating with others by contributing to team efforts

- 1** ▶ With your group, **brainstorm** each person's strengths that would be helpful for this project.
- 2** ▶ In the centre, **list** all the tasks that will have to take place in order for the assignment to be completed.
- 3** ▶ Taking turns, each group member can **select** the tasks that he/she would be good at completing

Member 1

Member 2

Strengths ▼

Strengths ▼

Tasks ▼

Tasks ▼

Tasks ▼

Strengths ▼

Strengths ▼

Tasks ▼

Tasks ▼

Member 3

Member 4



Date _____ Subject _____

Team Members _____

Our Team Agrees On ...

Active participation
in brainstorming as a team

Individually have each team member brainstorm different choices of action.

As a group, select an idea from each team member's brainstorm and explain why it is the most appropriate choice. ▼

<p>Team Member 1 ▼</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>	<p>Why did we choose this idea? ▼</p>	<p>Why did we choose this idea? ▼</p>	<p>Team Member 2 ▼</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>
<p>Task or Goal ▼</p>			
<p>Team Member 3 ▼</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>	<p>Why did we choose this idea? ▲</p>	<p>Why did we choose this idea? ▲</p>	<p>Team Member 4 ▼</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>



Date _____ Subject _____

Name _____

Reflecting on Cooperation

My role in the team was ... ▶

My tasks were ... ▶

I would like to improve ... ▶

Team assignment ▼

I completed or did not complete my task(s) because ... ▶

My team members would describe me as ... ▶

My strengths were ... ▶

Teacher Feedback ▶



Date Subject

Name

Taking Stock

Improving the way the team works together

Progress

How are we doing as a team? Are we working well together? ▼

List what we've accomplished as a group so far. ►

Revising the Plan

Are we proceeding according to the plan agreed upon by the team? Does the plan need to be revised? ▼

How do we have to revise the plan to accomplish our goal? ►

Reflection

How is it going?

What can we change right now to make the process better for ourselves? ▼



Date _____ Subject _____

Name _____

Thinking It Through ...

Cooperating With Others

Setting Goals

I would like to work on... ▼

- Participating in classroom discussions and school activities
- Recognizing and using the strengths of each team member
- Planning our work as a team
- Carrying out my tasks according to the plan agreed upon by the team
- Managing conflict in the team
- Suggesting improvements
- _____
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Listened to the ideas of others with an open mind and shared my own ideas
- Accepted my team members by recognizing their interests, needs and their points of view
- Encouraged team members to share their ideas
- Learned from other team members
- _____
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals
- I met some of my goals
- I did not meet my goals



Date _____ Subject _____

Name _____

To Do List

Cooperating with others on a task

Assignment ▶

Step 1	Due _____	Step 2	Due _____
What do we do first? ▶		What is next? ▶	
What do we need? ▶		What do we need? ▶	
Who is responsible? ▶		Who is responsible? ▶	
Step 3	Due _____	Step 4	Due _____
What is next? ▶		What is next? ▶	
What do we need? ▶		What do we need? ▶	
Who is responsible? ▶		Who is responsible? ▶	



Date Subject

Name

We disagree ... Now What?

Resolving conflict in a 3-person group

..... **view is ▼** (name) **view is ▼** (name)

Did I listen to others?
Was I listened to?

We disagree about ▲

Did I listen to others?
Was I listened to?

Did I listen to others?
Was I listened to?

..... **view is ▲** (name)

Our compromise or consensus ►



Date _____ Subject _____

Name _____

We disagree ... Now What?

Resolving conflict in a 4-person group

We disagree about ▼

_____ **view is ▼**

(name)

Did I listen to others?
Was I listened to?

Did I listen to others?
Was I listened to?

_____ **view is ▲**

(name)

_____ **view is ▼**

(name)

Did I listen to others?
Was I listened to?

Did I listen to others?
Was I listened to?

_____ **view is ▲**

(name)

Our compromise or consensus ►



Date Subject

Name

Communication: Peer Feedback

Giving feedback based on criteria

This is feedback for (name)

On (project, presentation, etc.)

Criteria	Comments and/or score
<p>Clarity of the communication Was the communication clear and easy to understand?</p>	
<p>Audience fit Was the communication right for the audience?</p>	
<p>Modes and media chosen Were the modes and media chosen the right ones?</p>	
<p>Clarity of the intention What did the communication try to do? Was it clear? (Did it want to inform you, make you laugh ...)</p>	
<p>Effectiveness Did the communication do what it wanted to do? (Did it inform you, change your mind about something, make you laugh?)</p>	
<p>Strategies used How did the person/people get their message across?</p>	
<p>Class criteria/own criteria</p>	
<p>Class criteria/own criteria</p>	

Suggestions for next time ▶



Conference Date Subject

Student's Name

Conference

To Communicate Appropriately

Context Description ▶

Conference Questions (questions asked)

Teacher Comments

Student Response to Teacher Comments

Becomes familiar with various modes of communication ▼

- What modes of communication did you use to communicate your message? How did you obey the rules and conventions associated with these modes?
- How did you use your resources to communicate your message?

Analyzes the communication situation ▼

- How did you decide what modes of communication would be most appropriate for the situation?
- How was the way you communicated your message suited to your target audience?
- How did you decide what modes of communication would clearly get your message across?

Manages the communication process ▼

- How did you plan your communication process and consider what would help or hinder it?
- How did you adjust your communication based on the reaction of your target audience?
- What strategies did you use to communicate your message and would you use these again?



Future Goals ▶

Date _____ Subject _____

Name _____

Knowing Your Audience

Understanding audience in order to choose the right mode of communication

Message/Idea to be communicated ▶

Music ▶

Who is your message intended for? ▼

- Peers
- Young children
- Older teens
- Adults/teachers
- Families
- Other _____

Music ▶

Brainstorm time!

What appeals to this audience? Try to find specific examples. ▼

T.V./Radio ▶

T.V./Radio ▶

Other ▶

How will this information impact the mode of communication you choose to use? ▶



Mission ... Accomplished

Assessing my communication
using self-analysis

Date Subject

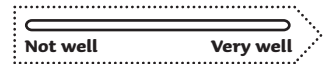
Name

The message or idea I communicated was ▶

My target audience was ▶

The modes of communication I chose were ▶

Did the audience understand my message? (Colour the arrow) ▶



Self Evaluation ▼

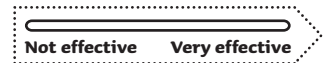
The strengths of my communication were ▼

-
-
-

I could have improved my communication by ▼

-
-
-

How effective were my communication techniques? (Colour the arrow) ▶



Explain ... ▶



Date Subject

Name

Observation of Cross-Curricular Competency Development

Communication-Related CCC:
To Communicate Appropriately

..... demonstrates competency development in a variety of contexts. ▼
(Student's Name)

Key Features	In the classroom...	Context 1 ▼	Context 2 ▼	Context 3 ▼
<p>Becomes familiar with various modes of communication</p> <ul style="list-style-type: none"> ▶ Knows and observes usage, rules, codes and conventions associated with different different modes of communication ▶ Uses their resources 	<p>The student is at ease with various modes of communication – verbal, visual, musical, gestural, symbolic, or media-related. He or she uses them appropriately to express his or her ideas, thoughts and feelings across the curriculum. The student explores the resources available for different modes of communication in a variety of subject areas.</p>			
<p>Analyzes the communication situation</p> <ul style="list-style-type: none"> ▶ Chooses one or more modes of communication suited to the context and purpose of communication ▶ Identifies ways of communicating suited to the target audience and their characteristics ▶ Uses modes of communication suited to the situation 	<p>The student chooses the modes of communication that are best suited to his or her purpose and is then able to design a message that is adapted to the intended audience, e.g. younger students, peers, or adults.</p>			
<p>Manages the communication process</p> <ul style="list-style-type: none"> ▶ Takes into account factors that may facilitate or hinder communication ▶ Adjusts the communication on the basis of the reactions of the target audience ▶ Recognizes the strategies used throughout the process and evaluates their effectiveness 	<p>The student can set criteria for successful communication. He or she considers audience feedback and revises his or her message if needed. The student understands the communication process and can evaluate the quality of his or her productions.</p>			



Date _____ Subject _____

Name _____

Preparing for Communication

Planning to communicate in
order to ensure success

Message ▼

What is my message?

What am I trying to say or tell people about?
What are the main points I want to hit?
What are some interesting things I would
like to add?

Audience ▼

Who is my audience?

What do I know about them? What do they
like or dislike? What do they already know
about what I am communicating?

Mode ▼

What is the best way to get my message across?

To what does it best lend itself? Spoken or
written words? Pictures or photographs?
Tables and charts? Music or sounds?
Gestures? Actions?

Purpose ▼

Why am I communicating?

What do I want to happen? How do I want
people to feel? Do I want them to change?
To feel inspired? To laugh?

Media ▼

How will I put it all together?

What media can I use to pull together
the different modes I have chosen?
Poster? Written and illustrated report?
Presentation with visual aids? Video?
Slide show? Skit or play?



Date Subject

Name

Reflecting on Communicating Appropriately

What questions did I ask myself to analyze the communication situation? ▼

What process did I go through to create my message? ▼

What strategies did I use to help me improve the way I communicate my message? ▼

Some things that worked really well and I'll use next time are ... ►

 **Some things that I would avoid** using next time are ... ►

My future goals are ... ►

Date _____ Subject _____

Name _____

Representing Information

Choosing the best ways
to convey your message

We know that information can be represented in many ways. There are some ways that are better suited than others to the specific message you want to communicate. Can you find the best ways of conveying your message to your audience? e.g. Survey results can be communicated through a written summary but especially well through bar graphs and pie charts. Video excerpts of common answers are also helpful in getting the message across. ▼

The information I have to communicate ►



A way of communicating

this information could be ▼



A way of communicating

this information could be ▼



A way of communicating

this information could be ▼

Final production decision (it can be a combination of any of the above) ►



Date Subject

Name

The Process of Communicating

Breaking down the process to communicate appropriately

Message/Idea to be communicated ▶

1 ▶ Intention/Purpose

- Entertain
- Inform
- Persuade
- Describe
- Compare
- Demonstrate
- Define
- Other

2 ▶ Target Audience

- Peers
- Young children
- Older teens
- Adults/teachers
- Other

4 ▶ Best-suited modes of communication

- Oral
- Written
- Symbolic
- Media
- Visual
- Musical
- Physical

3 ▶ What appeals to this audience? (brainstorm)



Date _____ Subject _____

Name _____

Thinking It Through ...

Communicating Appropriately

Setting Goals

I would like to work on... ▼

- Defining the purpose of my message
- Learning about my target audience
- Selecting the most appropriate mode of communication given the situation
- Communicating using various modes of communication (oral, visual, musical, physical, through symbols, etc.)
- Identifying what strategies worked best and those that were not as effective
- _____
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Communicated my message successfully
- Used various modes of communication to communicate my message
- Expressed my ideas clearly
- Adjusted to my message based on the audience's feedback
- Kept track of the strategies that worked and those that were not as effective
- _____
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals
- I met some of my goals
- I did not meet my goals

