

Social Responsibility

GRADES K TO 3

◆ Social Responsibility in Grades K to 3 . . . 17

Quick Scale . . . 19

Elaborated Scale

Section 1: Contributing to the Classroom and School Community . . . 20

Section 2: Solving Problems in Peaceful Ways . . . 21

Section 3: Valuing Diversity and Defending Human Rights . . . 22

Section 4: Exercising Democratic Rights and Responsibilities . . . 23

Samples

1: Soccer Solutions Book . . . 24

2: Authors' Circles . . . 29

3: Finding Solutions . . . 34

4: Making the World Wonderful . . . 38

5: Cooperative Groups . . . 43

6: Clean-Up Activities . . . 46

7: Animal Collections . . . 48

8: Reading Partners . . . 50

9: Making Butter . . . 52

10: Teacher-On-Call . . . 54

Social Responsibility in Grades K to 3

During their early years in school, students have a wide variety of opportunities to observe, model, discuss, and demonstrate socially responsible behaviour both in the classroom and on the playground. Students in the primary grades are frequently expected to demonstrate social responsibility in a variety of situations, such as those described here.

- ◆ Small-group activities:
 - making simple products (e.g., making butter, creating a poster)
 - brainstorming and generating ideas (e.g., for welcoming a new student)
 - authors’ or illustrators’ circles
 - buddy reading
 - role-playing and dramatizing
- ◆ Whole-class activities and routines:
 - decorating the classroom
 - classroom clean-up
 - class discussions
 - music and physical education activities
- ◆ Playground incidents and activities:
 - games
 - sharing playground equipment and space
 - dealing with injuries
- ◆ Conduct in the school such as:
 - hallway etiquette
 - dealing with staff and students respectfully

Primary students are also expected to participate in specific activities designed by their teachers to enhance social responsibility, for example:

- ◆ working together to establish guidelines for the classroom or playground, set goals for behaviour, and collect data to monitor progress
- ◆ listening to scenarios about realistic situations and working independently or in groups to propose solutions or courses of

action (e.g., show what they could do to make others feel safe and welcome in their classroom; brainstorm and evaluate solutions to classroom or playground problems; write both happy and sad endings to problem situations)

- ◆ responding to situations in stories that involve social responsibility (e.g., giving advice to a character; explaining how they would behave in the same situation; generating alternative courses of action a character could take)
- ◆ learning about rights and responsibilities (e.g., the United Nations Convention on the Rights of the Child); then creating individual or group illustrations or dramatizations
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ sharing ideas about why the world is wonderful and working independently or in groups to generate ideas for how to keep the world wonderful

NOTE:

For additional support, teachers might want to also refer to the *Primary Program* document.

ABOUT THE SAMPLES

When considering the following samples and examples of student work for grades K to 3, it is important to keep in mind that most teacher assessment and evaluation of social responsibility develops from accumulating observations in a wide variety of situations. Each incident or activity contributes a small amount of information. Taken together, however, they can provide a useful profile of student development. Most teachers try to focus observations on a small number of students during each activity. Over time, they are able to record a variety of observations for all students.

Quick Scale: Grades K to 3 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use.

In most cases, these scales can be used to evaluate student development anytime during the year.

In the Elaborated Scale, each of the four categories is printed on a separate page.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> often unfriendly or disrespectful of others generally reluctant to participate in and contribute to classroom and group activities 	<ul style="list-style-type: none"> usually friendly and, if asked, will help or include others may need prompting to participate in and contribute to classroom and group activities 	<ul style="list-style-type: none"> usually welcoming, friendly, kind, and helpful participates in and contributes to classroom and group activities 	<ul style="list-style-type: none"> welcoming, friendly, kind, and helpful participates in and contributes to classroom and group activities; often takes on extra responsibilities
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> in conflict situations, often expresses anger inappropriately; blames or puts down others has difficulty recognizing problems; may suggest inappropriate strategies 	<ul style="list-style-type: none"> in conflict situations, tries to state feelings and manage anger appropriately, but quickly becomes frustrated; tends to overestimate or underestimate the need for adult help can identify simple problems; with help, generates strategies 	<ul style="list-style-type: none"> in conflict situations, tries to express feelings honestly, manage anger appropriately, and listen politely; most often relies on adult intervention without considering alternatives can clarify problems and generate and evaluate strategies 	<ul style="list-style-type: none"> in conflict situations, usually manages anger and expresses feelings appropriately; often tries to solve problems independently, but knows when to get adult help clarifies problems, generates appropriate strategies, and predicts outcomes
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; tends to focus on own needs and wants 	<ul style="list-style-type: none"> usually respectful; may not notice when others are treated unfairly 	<ul style="list-style-type: none"> increasingly interested in fairness; treats others fairly and respectfully 	<ul style="list-style-type: none"> fair, respectful; may “stick up” for others when perceiving injustice
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> can often repeat class or school rules, but is unable to think of ways to improve school, community, or world 	<ul style="list-style-type: none"> with support, shows an emerging sense of responsibility for the classroom and may be able to describe simple ways to improve school, community, or world 	<ul style="list-style-type: none"> shows emerging sense of responsibility, generally following classroom rules; able to identify simple ways to improve the school, community, or world 	<ul style="list-style-type: none"> shows a clear sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place

Elaborated Scale: Grades K to 3 Social Responsibility

Section 1: Contributing to the Classroom and School Community

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year. Note that evaluation of student progress in this area requires observation of actual student behaviour. Written activities or other products do not generally offer appropriate evidence.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p><i>The student is often unfriendly or disrespectful of others; generally reluctant to participate in and contribute to classroom and group activities.</i></p>	<p><i>The student is usually friendly and, if asked, will help or include others; may need prompting to participate in and contribute to classroom and group activities.</i></p>	<p><i>The student is usually welcoming, friendly, kind, and helpful; participates in and contributes to classroom and group activities.</i></p>	<p><i>The student is welcoming, friendly, kind, and helpful; participates in and contributes to classroom and group activities; often takes on extra responsibilities.</i></p>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • may exclude others or act unfriendly • often reluctant to clean up personal space; may object to helping clean up communal space • may not respect others' space and belongings • participates in some class activities; may avoid others or need continuous support • may need supervision in order to complete assigned responsibilities • needs prompting and support in order to contribute ideas • may have difficulty taking turns or following other basic rules for working with others • rarely encourages or compliments others • often rejects group procedures suggested by others, but cannot suggest reasonable alternatives 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • usually friendly and willing to help or include others when asked • needs encouragement to clean up personal and communal space • sometimes needs reminding to respect others' space and belongings • participates in class activities; may need encouragement • may be inconsistent in completing assigned responsibilities • sometimes needs encouragement to contribute ideas • with support, follows basic rules for working with others (e.g., takes turns, shares tasks) • when prompted, tries to encourage or compliment others, usually by repeating something the teacher has said • can follow group procedures; may need reinforcement 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • usually welcoming, friendly, kind, and helpful • cleans up personal and communal space when asked • usually respects others' space and belongings • participates willingly in most class activities • dependable about assigned responsibilities • often looks for reinforcement when contributing ideas • follows basic rules for working with others; may need some reinforcement • encourages and compliments others, often modelling teacher's language • once an activity is initiated, often helps to organize how the group works 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • welcoming, friendly, and kind; brings a positive attitude; helpful • willingly cleans up personal and communal space when asked • respects others' space and belongings • participates willingly in all class activities; may try to initiate new activities • dependable; may take on extra responsibilities • willing to contribute ideas when appropriate • follows basic rules for working with others • frequently encourages and compliments others, sometimes on own initiative • able to change roles in a group, sometimes taking on leadership; often initiates activities

Elaborated Scale: Grades K to 3 Social Responsibility

Section 2: Solving Problems in Peaceful Ways

This section of the Elaborated Scale considers how students behave in conflict situations and how well they are able to apply problem-solving strategies to both real and hypothetical situations. In most cases, this section can be used to evaluate student development anytime during the year.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p><i>In conflict situations, the student often expresses anger inappropriately; blames or puts down others. The student has difficulty recognizing problems; may suggest inappropriate strategies.</i></p>	<p><i>In conflict situations, the student tries to state feelings and manage anger appropriately, but quickly becomes frustrated; tends to overestimate or underestimate the need for adult help. The student can identify simple problems; with help, generates strategies.</i></p>	<p><i>In conflict situations, the student tries to express feelings honestly, manage anger appropriately, and listen politely; often relies on adult intervention without considering alternatives. The student can clarify problems and generate and evaluate strategies.</i></p>	<p><i>In conflict situations, the student usually manages anger and expresses feelings appropriately; often tries to solve problems independently, but knows when to get adult help. The student clarifies problems, generates appropriate strategies, and predicts outcomes.</i></p>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • appears unaware of others' needs or feelings • may be unaware of interpersonal problems • tends to blame or put down others; avoids responsibility • often expresses anger inappropriately • may offer irrelevant or illogical arguments or be unable to explain reasoning; shows no sense of how the listener is reacting • with support, may listen quietly when others present their views; may not be able to restate • often does not recognize a problem or issue • needs support to generate strategies for solving problems; may suggest inappropriate strategies • has difficulty connecting cause and effect • may deliberately misrepresent a situation to avoid consequences 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • shows empathy to others in immediate, concrete situations (e.g., if others are hurt, crying) • often overestimates or underestimates need for adult intervention • tries to state own feelings (e.g., make "I" statements), but quickly becomes frustrated and resorts to blaming • tries to manage anger appropriately; often sounds judgmental • offers at least one reason for position; often repeats what others say • may need reminding to listen politely to others' views; may be able to restate in simple situations • can identify simple problems/issues; needs help restating in own words • generates one or two simple strategies for solving problems • with help, describes consequences of own and others' behaviours • tends to report own behaviour accurately, even though there may be consequences 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • shows empathy and can often identify others' feelings in familiar situations • sometimes tries to solve problems independently, but tends to rely on adult intervention without considering alternatives • with support, tries to express feelings honestly and appropriately in simple situations; often remembers to use "I" statements • usually manages anger appropriately, but may sound judgmental • provides several reasons to support a position • listens politely to others' views; with support can often restate • with frequent reinforcement, can identify and explain simple problems or issues • generates strategies to address problems • explains consequences of own and others' behaviours • with support, can use criteria to evaluate own behaviour in simple, concrete situations 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • shows empathy and can describe others' feelings in an increasing range of situations • often tries to solve problems independently; shows increasingly good judgment about when to get help • usually expresses feelings honestly and appropriately in simple situations; uses "I" statements; may need occasional support • manages anger appropriately; tries to take a non-judgmental tone, but often lapses • tries to present reasons and arguments that will appeal to those listening • listens actively; if prompted, considers and can explain another's point of view • can identify and explain simple problems or issues • beginning to choose ideas to fit a specific situation • predicts consequences of own and others' behaviour • can use criteria to evaluate own role and behaviour in simple, concrete situations

Elaborated Scale: Grades K to 3 Social Responsibility

Section 3: Valuing Diversity and Defending Human Rights

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<i>The student is sometimes disrespectful; tends to focus on own needs and wants.</i>	<i>The student is usually respectful, but may not notice when others are treated unfairly.</i>	<i>The student is increasingly interested in fairness; treats others fairly and respectfully.</i>	<i>The student is fair, respectful; may “stick up” for others when perceiving injustice.</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • sometimes disrespectful toward others; may make excuses and refuse to apologize • may complain about variations in language or accent • may be disrespectful or dismissive of cultures that differ from own; tends to have a narrow view of the community • focuses on own needs and wants • may engage in stereotyping (e.g., age, gender) and appear unaware of its negative effects 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • usually respectful to others; accepts feedback on lapses and is willing to apologize • may passively avoid others whose language, accent, or dialect is very different from own, but is not openly disrespectful • generally accepting of cultures encountered • with support, can describe some basic rights within the school community • with support, identifies some forms of stereotyping (e.g., age, gender) 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • treats others fairly and respectfully; generally accepting of differences (may need modelling) • accepting of variations in language, accent, dialect; tries to be supportive • shows interest in cultures encountered • increasingly interested in fairness; can describe some basic rights within the school community • recognizes some blatant forms of stereotyping; with support, can describe some simple negative effects 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • treats others fairly and respectfully, including those who are different in some way • respects variations in language, accent, dialect; may try to help or learn from others • shows appreciation for cultures encountered; often seeks to learn more • may “stick up” for others when she or he perceives injustice; can describe some basic rights within the school community • recognizes some forms of stereotyping and can describe negative effects

Elaborated Scale: Grades K to 3 Social Responsibility

Section 4: Exercising Democratic Rights and Responsibilities

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p><i>The student can often repeat class or school rules, but is unable to think of ways to improve school, community, or world.</i></p>	<p><i>With support, the student shows an emerging sense of responsibility for the classroom and may be able to describe simple ways to improve school, community, or world.</i></p>	<p><i>The student shows an emerging sense of responsibility, generally following classroom rules; able to identify simple ways to improve the school, community, or world.</i></p>	<p><i>The student shows a clear sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place.</i></p>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • can often repeat class or school rules by rote, but has difficulty connecting them to concrete situations • seems unaware and uninterested in school or community issues or projects • considers own wants and needs first in using resources • unable to think of improvements for the school, community, or world, except those focused on own wants 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • when prompted, makes connections between class or school rules and specific situations • beginning to show interest in school or community issues or projects that affect him or her directly, once these are explained; may repeat others' suggestions about ways of helping • may describe appropriate use or conservation of resources but forget to carry them out • with support, identifies some simple ways the school, community, or world could be improved; often unrealistic 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • generally follows class and school rules; can explain basic responsibilities • shows interest in concrete school or community issues or projects that are brought to his or her attention (e.g., littering, stoplights); suggestions may be impractical or unrealistic • shows increasing interest in using resources wisely; often inconsistent, needs reminding • can identify simple ways the school, community, or world could be improved; sometimes unrealistic 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • consistently follows class and school rules and may suggest constructive changes; can explain basic responsibilities • suggests ways to deal with school or community issues or projects; identifies ways to help (sometimes unrealistic) and may try to initiate action • attempts to use resources wisely; if asked, offers ideas about ways to reduce, recycle, and reuse in the classroom • shows an emerging sense of idealism—of wanting to make the world a better place

Sample 1: Soccer Solutions Book

CONTEXT

The Grade 2 students in this classroom were “soccer crazy.” However, they frequently had difficulty following rules and guidelines on the playground. Students often returned to the classroom after recess or lunch with hurt bodies and feelings. The teachers developed the following process to deal with the problem.

PROCESS

Students were placed in groups of three or four. The class reviewed what they had learned about working effectively in groups. Each group was asked to assign roles to its members (Writer, Reader, Questioner) and given the following task.

1. Brainstorm and write down problems kids might have when playing soccer.
2. As a group, choose three problems that you would like to solve. Then write them in the “problems” column of a two-column *Problems and Solutions* chart.
3. For each problem, decide on a good solution or a way to keep the problem from happening. Write your solutions in the “solutions” column.
4. Write numbers beside the first, second, and third most important solutions.
5. Explain which solution you choose as the most important and why.
6. If you have time, draw pictures of you and your group playing soccer fairly.

While students worked in their groups, the teacher observed and made notes about group behaviour. The groups met in the carpeted area to share their problems and discuss possible solutions. After the class discussed several solutions, the teacher explained that they were going to make a big book called, *Our Soccer Solutions Book*. The purpose of the book would be to remind people how to play fairly and solve problems in their soccer games.

Each student created a rough draft of a page for the big book that explained a “soccer solution.” The teacher helped them check their work before they wrote and illustrated their final copies. The teacher collected the pages and assembled them into a big book that is kept on display in the classroom and used as a reference when problems arise.

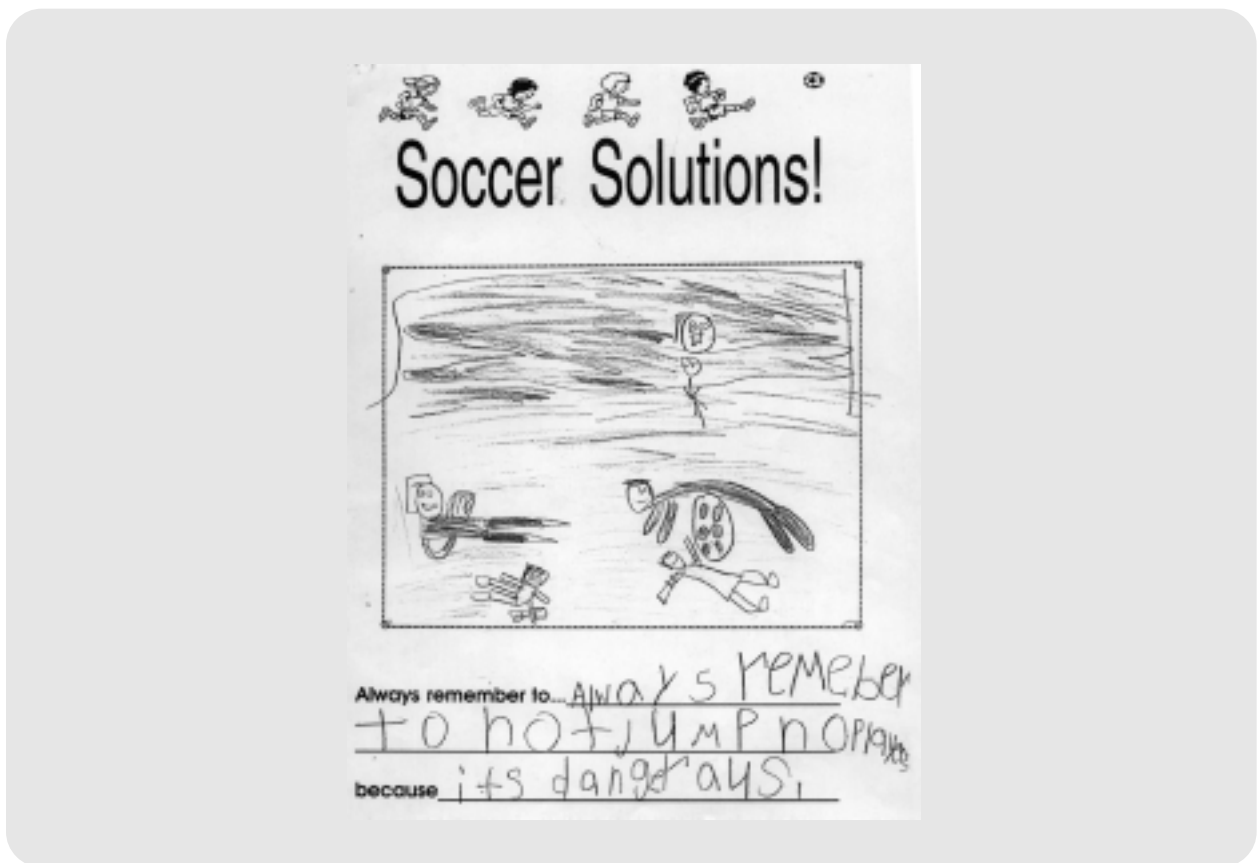
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

During the group activity, this student was inattentive and distracted, and clearly did not listen to other students. After prompting by the teacher, the student offered two ideas about problems, in both cases repeating ideas other students had already offered. The student tried to engage students from other groups in conversation.

This student needed sustained support to complete the written task, and even then offered a very simplistic suggestion: "Always remember to not jump on players because it's dangerous."

- ◆ needs supervision in order to complete assigned responsibilities
- ◆ needs prompting and support in order to contribute ideas
- ◆ has difficulty taking turns or following other basic rules for working with others
- ◆ often does not recognize a problem or issue
- ◆ needs support to generate strategies for solving problems



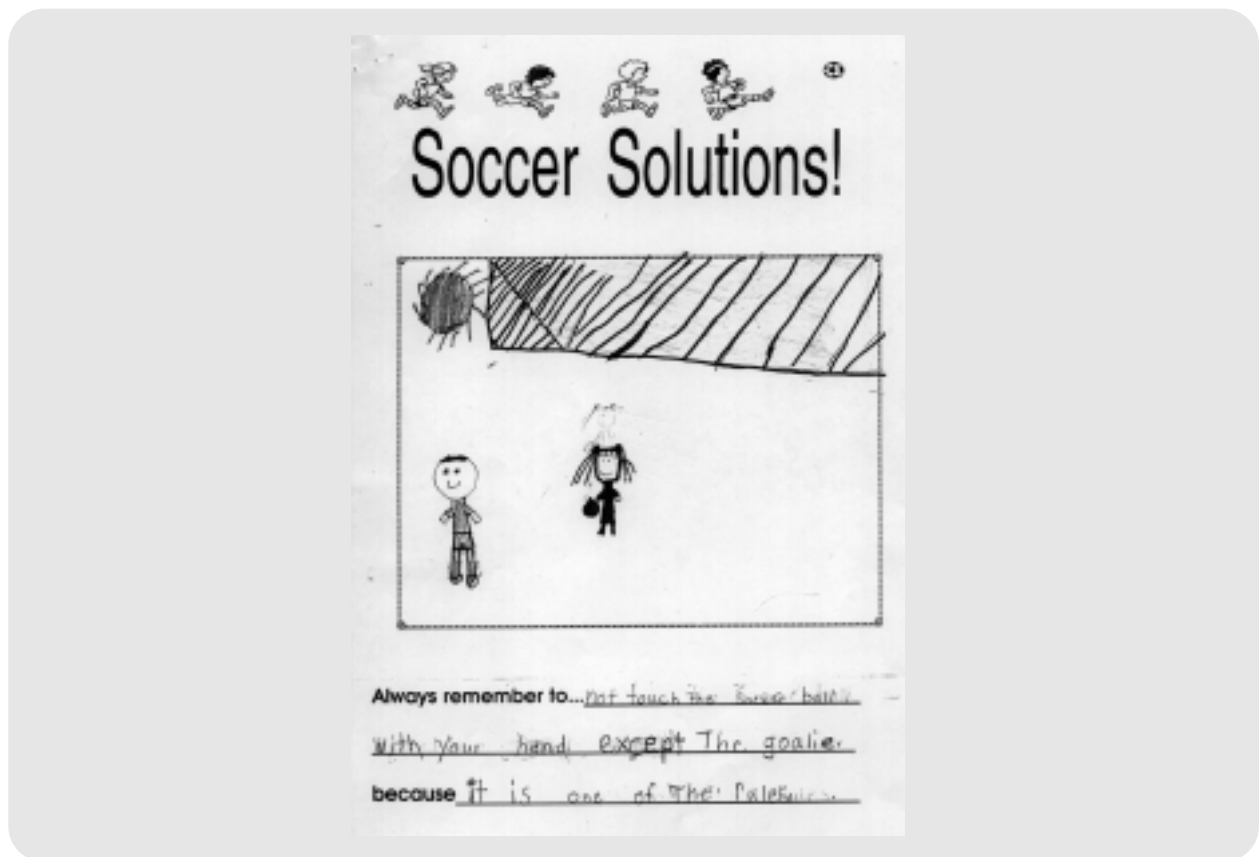
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student participated in the group task, but needed some encouragement from the teacher to fulfill her role as Writer. At first, she fiddled with her name tag while the other group members tried to think of ideas. Later, she frequently interrupted the group to count the number of problems listed and report to the teacher (e.g., “We have four now. That’s a lot. I wrote them down.”)

This student also needed some help from the teacher to select and illustrate a solution and eventually chose a straightforward rule: “Always remember to not touch the soccer ball with your hand except the goalie, because it is one of the rules.”

- ◆ sometimes needs encouragement to contribute ideas
- ◆ with support, follows basic rules for working with others
- ◆ can identify simple problems
- ◆ generates one or two simple strategies for solving the problem



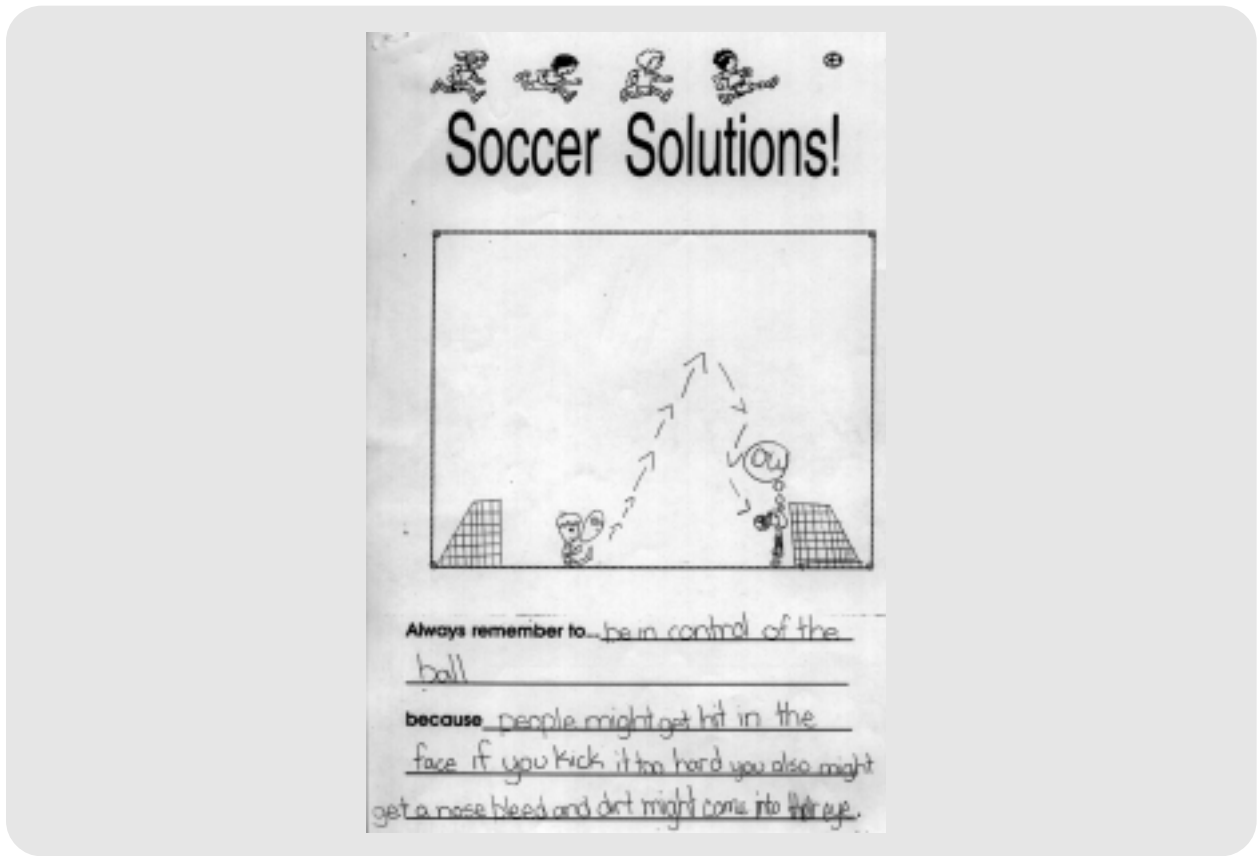
FULLY MEETS EXPECTATIONS

Teacher's Observations

This student was assigned the role of Writer for the group work and took her role very seriously. She did not contribute many ideas of her own, but often clarified and restated what others said before recording.

She completed the written task independently, focusing on physical safety: "Be in control of the ball, because people might get hit in the face if you kick it too hard. You also might get a nose bleed and dirt might come into their eye."

- ◆ participates willingly in most class activities
- ◆ dependable about assigned responsibilities
- ◆ follows basic rules for working with others
- ◆ listens actively; can explain another's point of view
- ◆ can identify and explain simple problems
- ◆ explains consequences of own and others' behaviour



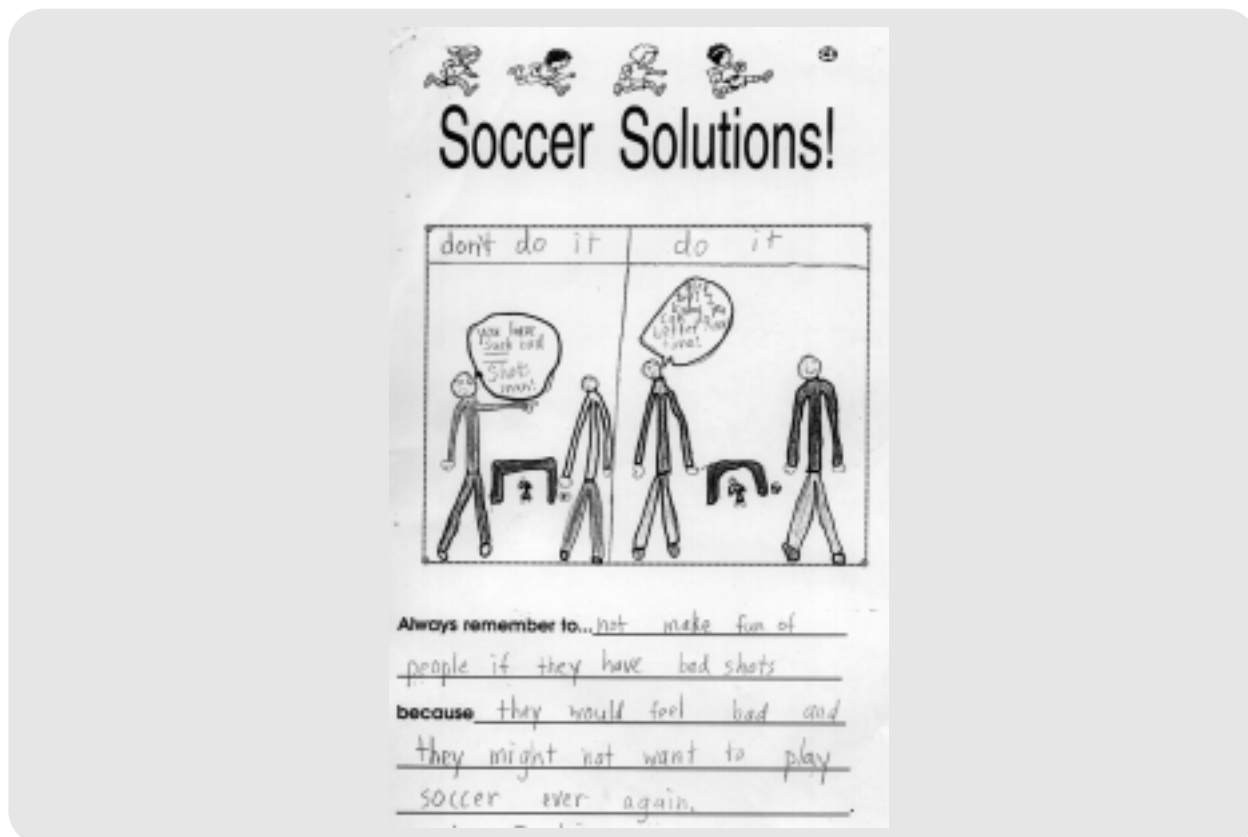
EXCEEDS EXPECTATIONS

Teacher's Observations

This student participated enthusiastically in the group activity, leaning forward to listen when others spoke, encouraging others to stay on task, and asking clarifying and extending questions. (e.g., Who votes for this idea? How should we do it, then? Can you say that again?)

The written solution shows empathy and considers long-term consequences: "Always remember to not make fun of people if they have bad shots, because they would feel bad and they might not want to play soccer ever again." An illustration shows a student offering encouragement, "Good try! I know you can do better next time!"

- ◆ follows basic rules for working with others
- ◆ able to change roles in a group, sometimes taking on leadership
- ◆ shows empathy
- ◆ listens actively
- ◆ can identify and explain simple problems
- ◆ beginning to choose ideas to fit a specific situation
- ◆ predicts consequences of own and others' behaviour



Sample 2: Authors' Circles

CONTEXT

Students in this classroom frequently work in small groups and are familiar with expectations for group behaviour. They often participate in authors' circles, in which four students meet to take turns sharing their writing and responding to each other's work.

PROCESS

Before students participated in authors' circles, the teacher reviewed expectations for the small-group activity, including:

- ◆ listen politely
- ◆ share ideas
- ◆ speak in turn
- ◆ offer lots of compliments and encouragement

Afterwards, students completed self-evaluation forms about their participation in the group. The forms included a column for teacher evaluation and a section for teacher or student comments.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student had difficulty following basic rules for working with others and did not share ideas or offer encouragement. The teacher was particularly concerned that the student was unable to self-evaluate her participation in the group accurately.

- ◆ needs prompting and support in order to contribute ideas
- ◆ has difficulty taking turns and following other basic rules for working with others
- ◆ rarely encourages or compliments others

Working in Groups

	Self	Teacher
I listened politely	☹️	😊
I shared my ideas	☹️	😊
I spoke in turn	☹️	😊
I offered compliments/encouragement	☹️	😊

Comments or thoughts...

_____ you sat quietly, but you need to look at the speaker when they are talking. Please share your ideas as well.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student needed some encouragement from other group members in order to participate. He had no trouble listening politely and taking turns in the discussion, but he was reluctant to share ideas. After considerable prompting, he offered only one compliment—the one that had been used as an example by the teacher earlier in the lesson. He was able to self-evaluate fairly accurately, although the teacher thought he was a little hard on himself.

- ◆ participates in class activities; needs encouragement
- ◆ sometimes needs encouragement to contribute ideas
- ◆ follows basic rules for working with others
- ◆ when prompted, compliments others by repeating something the teacher has said
- ◆ can follow group procedures

The image shows a student's self-evaluation form titled "Working in Groups". The form has two columns: "Self" and "Teacher". There are four rows of activities, each with four smiley faces. The student has marked the "Self" column with blacked-out faces for "I shared my ideas" and "I offered compliments/encouragement". The "Teacher" column has a sad face for "I offered compliments/encouragement". Below the grid, the student has written "Comments or thoughts" and "I am good at spoke in turn." with a large "X" over the word "shared".

	Self	Teacher
I listened politely	😊	😊
I shared my ideas	☹️	😊
I spoke in turn	😊	😊
I offered compliments/encouragement	☹️	☹️

Comments or thoughts ~~shared~~
I am good at spoke in turn.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student participated willingly in the activity and helped organize his group. He listened politely, took turns, and reminded others to do so as well. He was very encouraging of the members of the group. After prompting, he shared several good ideas with the group. The teacher felt his self-evaluation was accurate, except that he was hard on himself for having to be reminded to share his ideas.

- ◆ participates willingly in most class activities
- ◆ often looks for reinforcement when contributing ideas
- ◆ follows basic rules for working with others
- ◆ encourages and compliments others
- ◆ often helps to organize how the group works

The image shows a student's self-evaluation form titled "Working in Groups". The form has two columns: "Self" and "Teacher". Each row represents a different behavior, and each cell contains a smiley face (happy, neutral, or sad) indicating the student's or teacher's rating. The behaviors listed are: "I listened politely", "I shared my ideas", "I spoke in turn", and "I offered compliments/encouragement". The "Self" column shows a mix of happy and neutral faces, while the "Teacher" column shows mostly happy faces. At the bottom, there is a section for "Comments or thoughts..." with a handwritten note: "_____ you shared many good compliments".

	Self	Teacher
I listened politely	Happy	Happy
I shared my ideas	Happy	Happy
I spoke in turn	Happy	Happy
I offered compliments/encouragement	Happy	Happy

Comments or thoughts...

_____ you shared many good compliments

EXCEEDS EXPECTATIONS

Teacher's Observations

This student participated willingly in the activity and contributed ideas to the author's circle. He frequently encouraged and complimented others without prompting and was accurate in his self-evaluation.

- ◆ participates willingly in all class activities
- ◆ willing to contribute ideas
- ◆ follows basic rules for working with others
- ◆ frequently encourages and compliments others, sometimes on own initiative
- ◆ can use criteria to evaluate own role and behaviour

The image shows a student's self-evaluation form titled "Working in Groups". The form is divided into two columns: "Self" and "Teacher". Each row represents a different behavior, and each cell contains a smiley face with a different expression (happy, neutral, or sad) to indicate the student's rating. The behaviors listed are: "I listened politely", "I shared my ideas", "I spoke in turn", and "I offered compliments/encouragement". The student has marked the "Self" column with happy faces for all four behaviors, and the "Teacher" column with happy faces for all four behaviors. Below the grid, there is a section for "Comments or thoughts..." with a handwritten note: "_____ you showed excellent listening and offered great compliments".

	Self	Teacher
I listened politely	😊	😊
I shared my ideas	😊	😊
I spoke in turn	😊	😊
I offered compliments/encouragement	😊	😊

Comments or thoughts...
_____ you showed excellent listening and offered great compliments

Sample 3: Finding Solutions

CONTEXT

This Grade 2 class frequently discusses the importance of being in a community that includes and values everyone. They have learned some strategies for solving problems. From time to time, the teacher uses short, realistic scenarios as part of ongoing assessment of students' sense of social responsibility.

PROCESS

Students were given the following situation and asked to draw and write about how they would solve the problem:

What would you do if one of your classmates made fun of a student who could not speak English very well?

Students worked independently, without prior discussion or brainstorming. Their responses were kept in their portfolios as part of ongoing assessment.

NOTE:

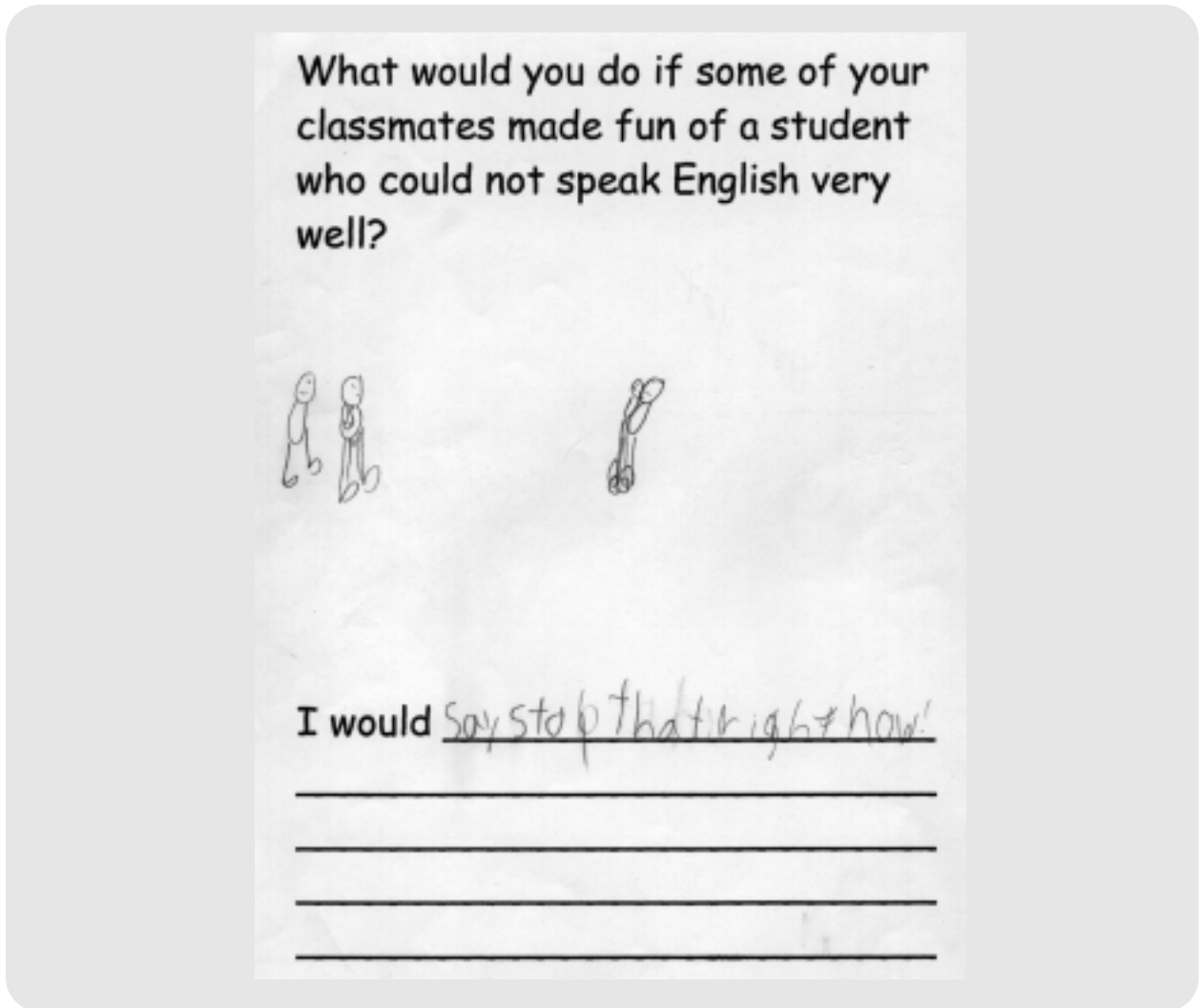
All students offered solutions that were within expectations.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student recognized that the other students' behaviour was inappropriate and offered a simple, direct attempt to correct it. The student did not consider the possibility that the first solution might not work.

- ◆ often sounds judgmental
- ◆ generates one or two simple strategies for solving problems
- ◆ tries to be supportive (regarding variations in language, accent)



FULLY MEETS EXPECTATIONS

Teacher's Observations

The student offered a logical solution and included reasons to try to help convince others to change their behaviour.

- ◆ sometimes tries to solve problems independently
- ◆ tries to express feelings honestly and appropriately in simple situations
- ◆ sounds judgmental
- ◆ generates strategies to address problems
- ◆ accepting of variations in language, accent, dialect; tries to be supportive

What would you do if some of your classmates made fun of a student who could not speak English very well?



I would stop right there
I don't want you making
fun of that kid and if you
do that again I will tell a
teacher because it would be nice

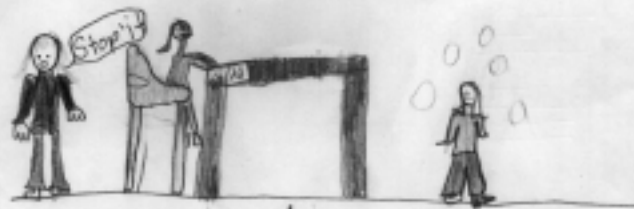
EXCEEDS EXPECTATIONS

Teacher's Observations

This student shows understanding of the problem and offers a three-part solution. First, the student suggests directly telling others to not make fun of the student who could not speak English well; then the student suggests involving the other student in the solution, advising him or her to avoid those who tease. Finally, the student suggests a long-term solution that shows kindness and inclusion: "And help them learn English."

- ◆ welcoming, friendly, and kind; helpful
- ◆ shows empathy
- ◆ often tries to solve problems independently
- ◆ beginning to choose ideas to fit a specific situation
- ◆ predicts consequences of own and others' behaviour
- ◆ respects variations in language, accent; tries to help others

What would you do if some of your classmates made fun of a student who could not speak English very well?



I would say stop it. they will learn English fast. And tell the person to stay away from them. And help them learn English.

Sample 4: Making the World Wonderful

CONTEXT

This activity was carried out with a variety of grades K-2 classes in several different schools.

PROCESS

After listening to the story “What a Wonderful World” by George Weiss and Bob Thiele, the class brainstormed ideas about what makes the world wonderful and what they could do to keep it wonderful. They then responded individually to the following prompts by writing and drawing:

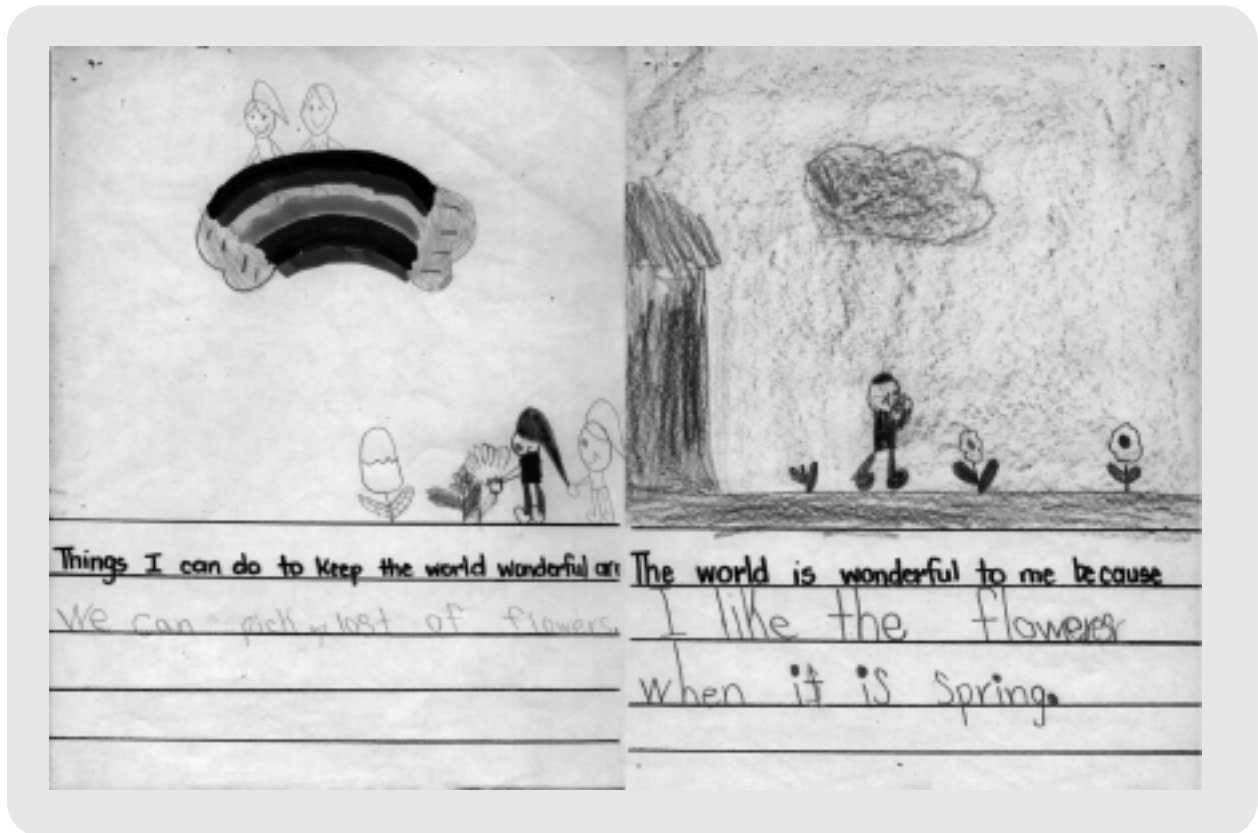
- ◆ The world is wonderful to me because . . .
- ◆ Things I can do to keep the world wonderful are . . .

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student was unable to suggest a way in which he can help keep the world wonderful. His idea that he will pick lots of flowers because he likes flowers suggests that he puts his own wants and needs first.

- ◆ considers own wants and needs first in using resources

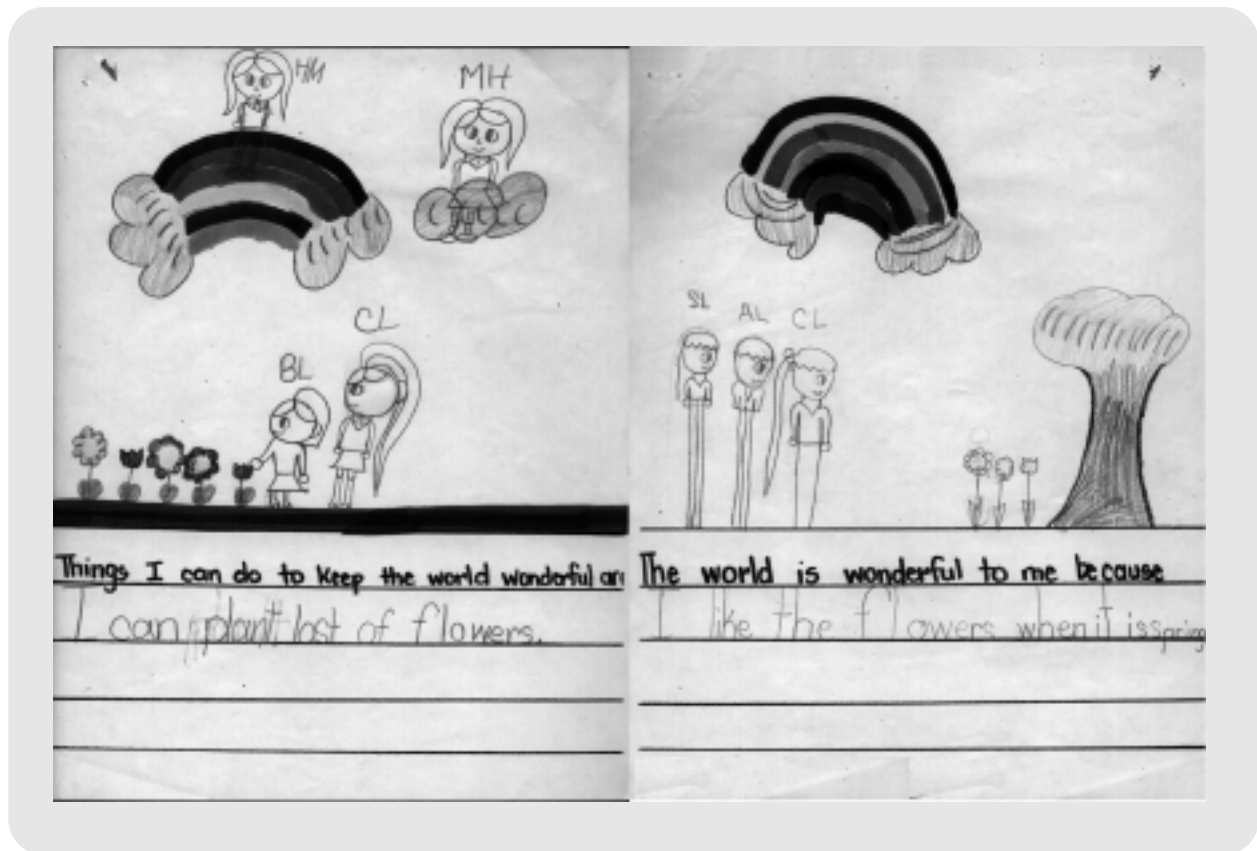


MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student showed an interest in this activity. Her suggestion simply repeated a suggestion made by another student during brainstorming.

- ◆ with support, identifies some simple ways the world could be improved

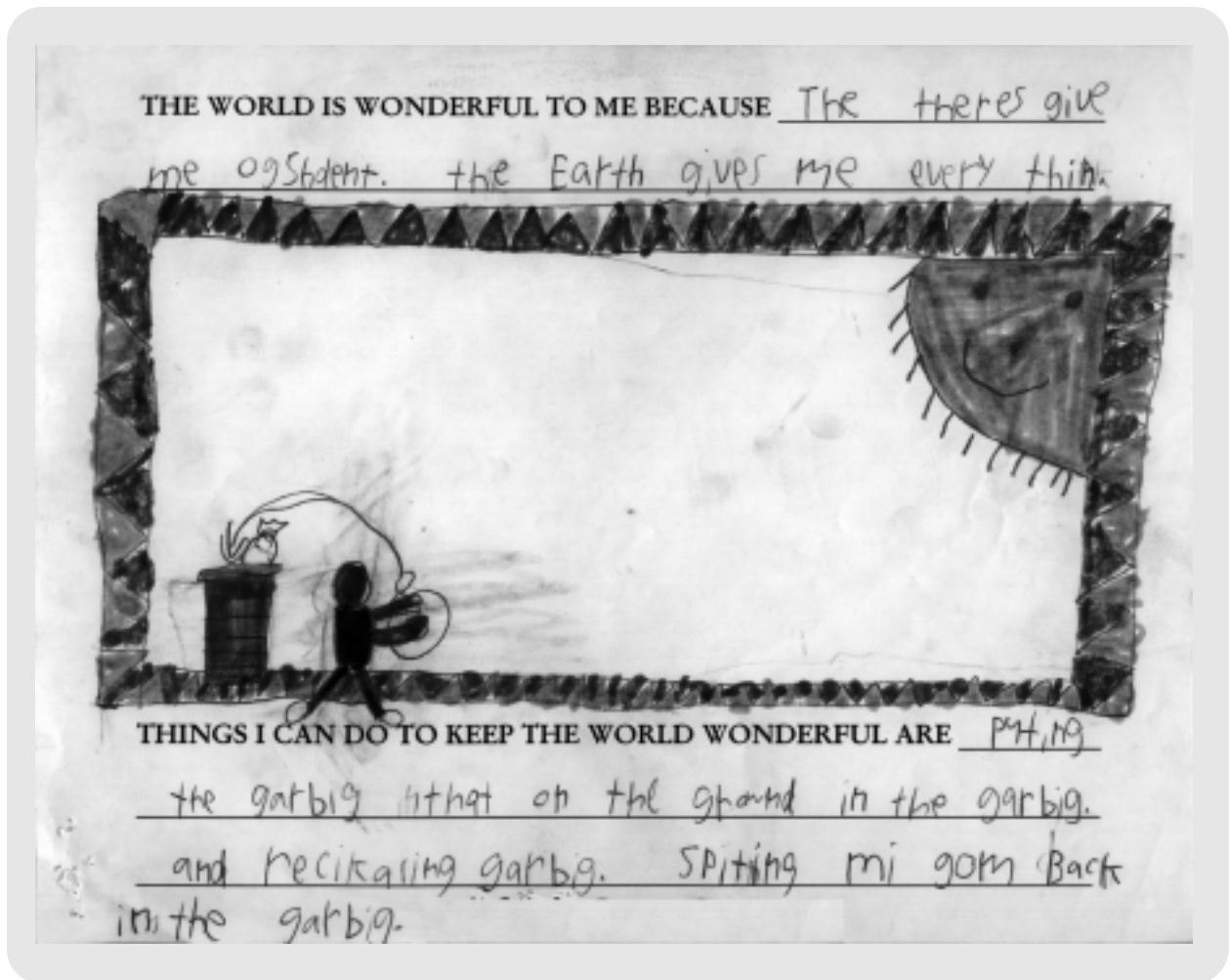


FULLY MEETS EXPECTATIONS

Teacher's Observations

This student was able to identify simple ways his community could be improved and ways he would help. Although not littering was one of the suggestions in the brainstorming, he extended this idea to specific examples and also suggested recycling.

- ◆ shows increasing interest in using resources wisely
- ◆ can identify simple ways the world could be improved



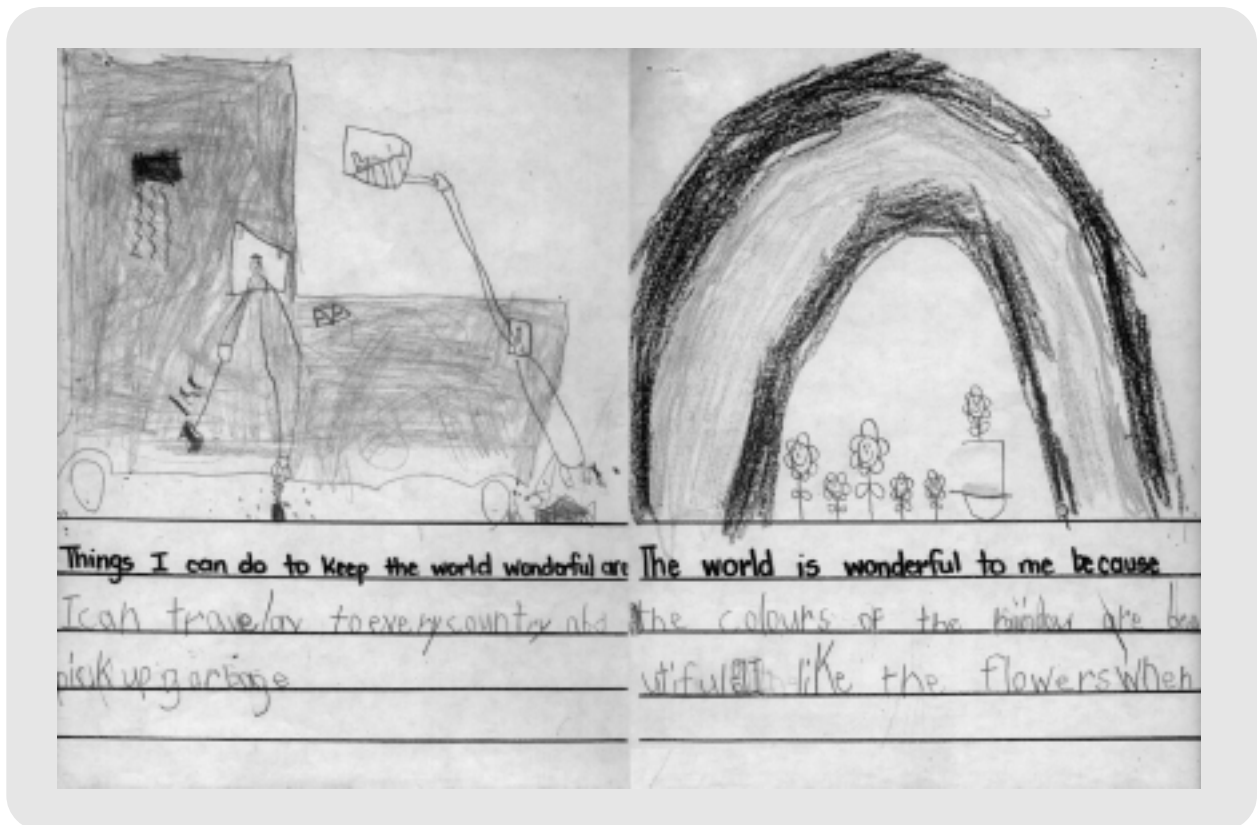
EXCEEDS EXPECTATIONS

Teacher's Observations

This student is clearly willing to take action to keep the world wonderful.

His suggestion is unrealistic, but it shows a sense of idealism.

- ◆ shows an emerging sense of idealism—of wanting to make the world a better place



Sample 5: Cooperative Groups

CONTEXT

The Grade 2 students in this classroom frequently worked in cooperative groups and had learned and practised a variety of group strategies. Before each group activity, they briefly reviewed what they had learned about working together effectively .

PROCESS

As part of an ongoing science unit, students worked in cooperative groups of five to brainstorm ways in which they could “make the world more wonderful.” The teacher created the groups. Each group was asked to select a Leader and a Recorder. Students reviewed what a good leader does, and agreed that the leader should encourage everyone in the group to share ideas. The teacher focused observations on two or three students in each of two groups.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

(Group 1) As soon as the group assembled, two students began arguing about who would be the Leader: "I'm the leader." "No, I'm the leader! You're always the leader" "I'll be leader, and you can't stop me!" The teacher had to intervene to calm the students and prompt appropriate behaviour.

- ◆ needs supervision in order to complete assigned responsibilities
- ◆ has difficulty taking turns and following other basic rules for working with others
- ◆ often rejects group procedures suggested by others
- ◆ tends to blame or put down others
- ◆ sometimes disrespectful toward others

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

(Group 1) A third student in the group where students were arguing quickly grew tired of listening to the argument and wanted to get on with the discussion. His first attempt at handling the problem was to loudly yell, "No! Stop it!" to the others. He realized that their behaviour was inappropriate, and he knew he needed to intervene. However, he was unable to use an appropriate strategy to solve the problem.

- ◆ can follow group procedures
- ◆ tries to state own feelings but quickly becomes frustrated
- ◆ tries to manage anger appropriately; often sounds judgmental
- ◆ can identify simple problems

FULLY MEETS EXPECTATIONS

Teacher's Observations

(Group 2) This student contributed to her group and listened carefully to the ideas of others. She raised her hand when she wanted to speak. She encouraged and complimented others and supported their ideas, saying (in response to someone's suggestions to preserve trees), "Yah, use trees wisely, because this (paper) is from trees."

- ◆ participates willingly
- ◆ follows basic rules for working with others
- ◆ encourages and compliments others
- ◆ listens politely to others' views

EXCEEDS EXPECTATIONS

Teacher's Observations

(Group 2) This student participated actively in the discussion, sharing several ideas of his own. He demonstrated leadership, asking questions such as, "Gillian, do you have an idea?" to encourage others to participate. He also tried to maintain appropriate group processes, respectfully reminding a student who interrupted another, "Remember, you're not supposed to talk unless it's your turn."

- ◆ willing to contribute ideas
- ◆ follows basic rules for working with others
- ◆ frequently encourages and compliments others
- ◆ sometimes takes on leadership
- ◆ often tries to solve problems independently
- ◆ listens actively

Sample 6: Clean-Up Activities

CONTEXT

Students in this classroom are routinely expected to care for the classroom and assist with clean-up activities.

PROCESS

At the end of the day, students were asked to put their chairs up and clean their floor area before dismissal.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student did not put his chair up and was play-fighting with another student on the other side of the classroom. The teacher had to intervene and closely supervise to ensure that he completed the task.

- ◆ often reluctant to clean up personal space
- ◆ needs supervision in order to complete assigned responsibilities

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student quickly put his chair up. However, he did not pick up any of the paper around his desk. Instead he pushed it under another student's desk with his foot.

- ◆ needs encouragement to clean up personal and communal space
- ◆ sometimes needs reminding to respect others' space
- ◆ inconsistent in completing assigned responsibilities

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student quickly put her chair up, cleaned her floor area, and waited quietly to get her belongings.

- ◆ cleans up personal and communal space when asked
- ◆ dependable about assigned responsibilities

EXCEEDS EXPECTATIONS

Teacher's Observations

This student put up her chair, cleaned her floor area thoroughly, helped three other students clean their floor area, and then organized the shelves.

- ◆ helpful
- ◆ willingly cleans up personal and communal space when asked
- ◆ dependable; takes on extra responsibilities

Sample 7: Animal Collections

CONTEXT

This Kindergarten class often practises sharing and helping each other.

PROCESS

On Stuffed Animals math day at school, the students were asked to bring their collections for a group math activity. Olivia became upset because she forgot.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Martha came up to Olivia and showed off her collection.

- ◆ acts unfriendly
- ◆ appears unaware of others' needs or feelings

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Brad played with his own collection. He didn't appear to notice that Olivia was unhappy until she started to cry. Then he said, "What's wrong? Don't cry, Olivia."

- ◆ shows empathy in immediate, concrete situations

FULLY MEETS EXPECTATIONS

Teacher's Observations

Kelly approached Olivia and put a comforting arm around her, saying
“Too bad you forgot.”

- ◆ usually kind
- ◆ shows empathy to others and can often identify others' feelings in familiar situations

EXCEEDS EXPECTATIONS

Teacher's Observations

Sanjeet gave Olivia half of his armful of small stuffed animals, saying,
“Here, Olivia, you can have some of mine.”

- ◆ kind; helpful
- ◆ shows empathy

Sample 8: Reading Partners

CONTEXT

Students in this classroom frequently work in pairs and small groups. Throughout the year, they often discuss what makes a good partnership or group.

PROCESS

Students were asked to choose partners for reading. The teacher emphasized the importance of making responsible choices—choosing a partner who would help them concentrate and stay on task. The teacher pointed out that sometimes best friends are not the best partners.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Ariel and Samantha choose to be partners. They started out by arguing about who was going to hold the book. They continued fighting until they both ran to the teacher to tell on each other. They did not complete any part of their assigned task.

- ◆ do not respect each other's space
- ◆ need supervision to complete assigned task
- ◆ have difficulty taking turns or following other basic rules for working with others
- ◆ tend to blame others
- ◆ often express anger inappropriately

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Raj and Christian worked together amiably. They started well, but after a few minutes they ignored the book they were supposed to be reading and looked at a "Where's Waldo?" book instead. After the teacher reminded them, they returned to the book, but they were not able to finish in the allotted time.

- ◆ inconsistent in completing assigned responsibilities
- ◆ can follow group procedures; needs reinforcement

FULLY MEETS EXPECTATIONS

Teacher's Observations

Dillan and Yoshi quickly settled into reading the book. They took turns holding the book, and Dillan often helped Yoshi with words he was having trouble reading. They finished their reading.

- ◆ friendly, kind, and helpful
- ◆ participate willingly
- ◆ dependable about assigned responsibilities
- ◆ follow basic rules for working with others

EXCEEDS EXPECTATIONS

Teacher's Observations

Shelby and Jozefina worked quickly and efficiently, reading the first book and starting on a second without seeking extra direction from the teacher. As they worked, they frequently engaged each other in on-task conversation (e.g., “I wonder what’s going to be in that box?” “I liked that story. Did you?”) and complimented each other on their ideas and their reading.

- ◆ friendly and kind
- ◆ participate willingly; initiate new activities
- ◆ dependable; take on extra responsibilities
- ◆ follow basic rules for working with others
- ◆ frequently encourage and compliment others

Sample 9: Making Butter

CONTEXT

The teacher in this grades 2/3 classroom frequently organizes students into small groups to work on simple projects. Prior to this activity, the teacher, with the help of four students, demonstrated the process groups were to follow.

PROCESS

Students worked in groups of five to make butter by shaking a jar half-filled with whipping cream. Each student got ten “shakes,” then passed the jar to the next student. The jar went around the circle until butter formed.

NOT YET WITHIN EXPECTATIONS

Teacher’s Observations

Matthew shook the jar very enthusiastically. He didn’t stop at ten shakes and refused to pass the jar to Dylan. Dylan tried to grab the jar away from Matthew, and they struggled over it.

- ◆ acts unfriendly
- ◆ does not respect others’ space
- ◆ has difficulty taking turns
- ◆ often expresses anger inappropriately

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher’s Observations

Jennifer rolled back on the rug, tired of waiting for her turn, but she didn’t say or do anything.

- ◆ with support, follows basic rules for working with others
- ◆ can follow group procedures

FULLY MEETS EXPECTATIONS

Teacher's Observations

Cody tried to stop the fight by saying, "Stop it! That's not fair, Matthew. You already had your turn."

- ◆ usually helpful
- ◆ follows basic rules for working with others
- ◆ sometimes tries to solve problems independently

EXCEEDS EXPECTATIONS

Teacher's Observations

Jacqueline said, "Matthew, please pass the jar to Dylan. In only three more turns you can shake the jar again." When the boys continued to struggle over the jar, she asked an adult for help.

- ◆ brings a positive attitude
- ◆ follows basic rules for working with others
- ◆ often tries to solve problems independently; shows good judgment about when to get help
- ◆ tries to present reasons and arguments that will appeal to those listening

Sample 10: Teacher-On-Call

CONTEXT

This class includes a student with special needs who has come from two years in a social development class. This is his “adjustment” year. Because he sometimes has difficulty making the transition from home to school in the morning, he usually sits at his desk for the first hour or so and draws—focused intently, happily, and calmly. This helps him settle in for the school day. The other children know that this is important for him, and no one has ever questioned why he is allowed to do this while others are not.

PROCESS

One day, a teacher-on-call (T.O.C.) was in the classroom. The boy began drawing as usual when other students went to the morning circle on the carpet.

NOT YET WITHIN EXPECTATIONS

Teacher’s Observations

Two students went to their desks and began drawing. When questioned by the T.O.C., they said that they were allowed to. They giggled, laughed, and were disruptive. Through body language and words, they let the other students know that they were pleased with themselves for “getting away with it.”

- ◆ avoids class activities
- ◆ needs supervision in order to complete assigned responsibility
- ◆ appears unaware of others’ needs or feelings
- ◆ deliberately misrepresents the situation
- ◆ sometimes disrespectful of others
- ◆ focuses on own needs and wants

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Several students ignored the whole situation. They didn't attempt to take advantage of the T.O.C., and they didn't comment on those who did.

- ◆ participates in class activities

FULLY MEETS EXPECTATIONS

Teacher's Observations

Some students talked to the students who were being disruptive. "You're not allowed to draw now." "You're supposed to be in the circle."

- ◆ participates willingly in most class activities
- ◆ sometimes tries to solve problems independently
- ◆ increasingly interested in fairness

EXCEEDS EXPECTATIONS

Teacher's Observations

One student went to the T.O.C. and explained why the boy was allowed to draw, saying, "He needs to draw to get calmed down. But he's the only one who's allowed to do that." The student explained to the T.O.C. that, after drawing for a while, the boy would join the group on his own.

- ◆ welcoming, friendly, and kind; helpful
- ◆ dependable
- ◆ shows empathy in an increasing range of situations
- ◆ treats others fairly and respectfully, including those who are different in some way