

# HEALTH AND LIFE SKILLS

## GRADE 4

PERSONAL STUDY PLAN

**ALBERTA LEARNING**

**- PERFORMANCE ASSESSMENT -**

*Developed by AAC... everyday assessment tools for teachers*

# PERSONAL STUDY PLAN

## OVERVIEW

In this performance assessment, students will reflect upon learning strategies that work for them and develop a personal study plan to assist with learning throughout the school year. The study plan may take a variety of formats, which students will present to peers, older students and/or adults who will ask questions and provide feedback. The study plan will be revisited and revised throughout an established time frame, which could encompass the whole school year. During the implementation phase, students will keep an accurate record of their plans and strategies, and complete periodic self-assessments. At the end of the time frame, students will reflect on personal growth and progress in the form of a reflective journal.

## RECOMMENDED GRADE LEVEL – 4

## TIME SUGGESTED

- **Assessment Task 1:** Two to three 40-minute periods (including sharing time)
- **Assessment Task 2:** One to two 40-minute periods

## GENERAL OUTCOMES

## SPECIFIC OUTCOMES

No.	Description	No.	Description
Health and Life Skills – Grade 4			
L-4	<i>Students will</i> use resources effectively to manage and explore life roles and career opportunities and challenges.	L-4.1	<i>Students will</i> develop and apply skills for personal organization/study; e.g., use an effective environment, implement a study plan.

**CRITERIA for assessing student products/performances based on specific outcomes that will be evaluated**

**Task 1**

**Each student will:**

- reflect on past and current study strategies
- recognize/develop specific study skills
- develop and organize a plan that applies specific study skills.

**Task 2**

**Each student will:**

- implement a study plan for a fixed period
- record progress in log format
- complete periodic self-assessments to monitor progress and make adjustments
- write a reflective journal to examine progress, improvement and effectiveness of the personal study plan.

**MATERIALS AND RESOURCES**

- resources for study skills and strategies appropriate to elementary students, such as *Smart Learning* (bibliographic information is on the Study Strategies handout) or those listed in the *Guide to Implementation*
- handouts:
  - Study Strategies (for teacher use)
  - Weekly Study Schedule (optional—students may use planners or student agendas such as those provided to them by schools)
  - My Personal Study Plan (optional—teachers may choose to describe the activity without using a handout)
- scenarios for role-playing effective/ineffective study habits and environments

**PRIOR LEARNING EXPERIENCES AND INSTRUCTION**

Before completing this performance assessment, students should be able to:

- list and describe test-taking skills; e.g., adequate preparation, predicting questions, how to deal with test anxiety (from L–3.1)
- identify ways individuals learn in various environments (from L–3.2)
- identify their own learning styles, by describing personal skills and assets related to academic performance (from L–3.5) and using terms such as visual, auditory and kinesthetic/tactile learning (see Study Strategies handout for teachers)
- identify strategies that they feel might benefit their personal learning styles, strengths and personal habits (L–4.1)
- identify elements of effective and ineffective study environments (from L–4.1)
- test the effectiveness, for themselves, of study skills and strategies identified (L–4.1)
- brainstorm ways to incorporate new strategies or modify them to better meet needs; e.g., identify variables, list pros and cons
- monitor their own progress in a particular activity through periodic checks, and record homework and study skills in a schedule, day planner or agenda.

## STUDENT PRODUCTS/PERFORMANCES

### Task 1

- Personal Study Plan

### Task 2

- Continual Self-assessment (formative) and Reflective Summary Journal (summative)

## DESCRIPTION OF ASSESSMENT TASKS

### TASK 1

#### **Title: My Personal Study Plan**

**Purpose:** Students will experience a variety of study methods and environments and examine their current study practices. Students will then have the opportunity to create a workable, personal study plan based on this experience.

**Teacher Note:** When introducing this project, the teacher may want to arrange to have older students (Grade 6 or older, depending on the school) come to the classroom to share their successful study strategies before the students complete this assignment. This sharing could be done in the form of personal presentations or role-plays of effective/ineffective study habits. These older students could share some of the successful study strategies that they have used effectively in school. If this is not possible, the teacher may share or review some study strategies from the teacher handout provided that could be useful to students. Alternatively, students could interview their parents about their own past or present study habits. The teacher may also want to arrange to have adults or older students come in as “study plan consultants” to provide feedback on the Grade 4 students’ final study plans. See the Link and Learn section for additional ideas.

**Assessment Activity:** Based on review, reflection on past experience and new learning about study skills and strategies, each student will develop a personal study plan. The personal study plan may be completed using a variety of formats (see student handout). As study plans are completed, the study plan can be implemented in and out of class over a fixed period. Using criteria from the rubric provided, older students and/or adults may provide feedback to the students. Students could then revise their plan prior to teacher evaluation of the task.

**Role and Audience:** Grade 4 students will work as themselves to create personal study plans. These plans can be shared with an audience of peers and/or older students and/or adults, who assume the role of “consultants” to provide feedback and make suggestions for improvement.

# Weekly Study Schedule

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							

# STUDY STRATEGIES

Here are a few study strategies that teachers can present to their students when involved in Task 1, preparing a personal study plan.

- **Highlight.** Read over notes. Highlight key words.
- **Make Webs.** Make a web for individual topics.
- **Use Flash Cards.** Make up flash cards for special words, drawings and information.
- **Ask Questions.** Make up questions for each topic. Ask each of your questions at least three different ways.
- **Play Jeopardy.** Use key words as answers and make up questions for each (as on the television game show *Jeopardy*).
- **Use Activity Sheets.** Review all of the activity sheets in the unit. Cover the answers and try them again. Change one thing in the activity sheet and complete it.
- **Make a Cloze Exercise.** Make up fill-in-the-blank statements.
- **Use Drawings.** Practice the drawings from the unit. Label all the parts and explain the diagram.
- **Be a Teacher.** Teach someone else the new information.
- **Make Practice Tests.**
- **Record.** Tape record yourself while reading important information and ideas.
- **Rewrite.** Rewrite daily classroom notes, and add comments or explanations where necessary.

From *Smart Learning: Strategies for Parents, Teachers and Kids* (p.10), by D. Antaya-Moore and C. M. Walker, 1996, Edmonton, AB: Smart Learning. As found in *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* (p. 41), 1998, Edmonton, AB: Alberta Education.

Additional strategies that may work for individual students include:

**Kinesthetic/tactile**

Doing  
Touching  
Movement  
Feeling (emotion)  
Field trips  
Simulations  
Painting  
Drawing  
Dancing  
Labs  
Making things  
Show and tell

**Auditory**

Talking  
Listening  
Singing  
Rhythm  
Oral drills  
Debates  
Discussions  
Audiotapes  
Lectures  
Public speaking  
Telephoning  
Small groups

**Visual**

Viewing  
Imagining  
Films  
Videos  
Charts  
Graphs  
Slides  
Transparencies  
Cards  
Microscopes  
Watching  
Reading  
Drawings  
Maps  
Diagrams  
Photographs  
Cartoons  
Paintings  
Displays  
Telescopes  
Plays

## My Personal Study Plan

You have been looking at your personal learning and study skills to decide what works best to make you a more successful student. Now, you are going to make a plan using the strategies you like best, and use this plan in school and at home to help you become a more successful student.

### What you need to do:

1. Think about your experiences from homework and study so far.
2. Think about new strategies that you may have learned or heard about from others.
3. Use a mind map, web, list, schedule, or chart to organize your ideas into a personal plan that will work for you.
4. Plan how you will share the plan with other students and your teacher.

### In your plan, you need to share the 5 Ws:

- Which study strategies work for you? (What and how?)
- When is the best time for you to study? (When?)
- In what kind of environment is it best for you to study? (Where?)
- Who can you go to if you need help? (Who?)
- Why will this plan work for you? (Why?)

After you share your plan with another student and your teacher, use the ideas you learned from them to make changes to your plan. Then you will begin using your plan every day.

## TASK 2

### **Title: How did I do?**

**Purpose:** Students will summarize their experiences with using their study plans by referring to self-assessments completed during the implementation phase. This provides them with the opportunity to share successes, to describe and reflect on personal growth, and to make suggestions for improving on their plans or continuing with successful strategies in the future.

**Teacher Note:** Once students have begun implementing their study plans, they could enter complete information into a personal agenda on a daily basis. Students could include in their agenda entries all homework assignments, listing a specific study skill to practice. After completing their homework and trying a study skill, students write a reflection on the effectiveness of the study skill. The students could show their parents their completed homework assignment and have their parents sign the agenda. The student could also get the teacher to sign or initial their agenda each day to verify that homework is entered and that parents have seen the work. Students could also complete weekly self-assessments based on the questions located in the Assessments and Reflections section, and keep their answers to the assessment questions for use in their reflective journal summaries.

**Assessment Activity:** At the end of the implementation phase, students will collect their self-assessments and consult their weekly study schedule or agenda entries. They will use this information as the basis for a journal entry in which they will summarize their plan (who, what, when, where, why, how) and describe the experience. As well, they will reflect on their successes, giving examples of what they did and what the positive consequences were (such as a list of improving test marks, or noticing that improved organization led to having more free time). They will also reflect on problems or difficulties they experienced, provide possible reasons for their difficulties, and make suggestions for improvement.

**Role and Audience:** Students will act as themselves, reflecting on their own personal growth and progress and possible difficulties over the study plan period. Written journals will be written for their own benefit and also shared with the teacher as the primary audience. It may also be valuable for some students to share their reflections with an audience of younger peers.

# ASSESSMENTS AND REFLECTIONS

“Continual self-reflection throughout the performance assessment enables students to assess progress, identify areas of difficulty, define learning and reassess goals. Self-reflection is the key to continued, powerful learning.” *How to Develop and Use Performance Assessments in the Classroom*, p. 31.

Students should be invited to evaluate and support their own performance based on the criteria from the rubrics provided on the following pages. The self-evaluation as well as the teacher evaluation may be included in a notebook or portfolio.

## **Teacher Note:**

- Spend sufficient time talking about the criteria for assessment based on the rubrics for each task. You may want to create a simplified version for students. They can use this to evaluate themselves or to understand how they will be assessed.
- Task 1 student self-assessment would be best done after sharing the study plan and making revisions.
- During the time frame for Task 2, have students reflect on their personal study plans using questions such as the following:
  - Am I using my personal study plan?
  - Does my personal study plan work for me?
  - Is my study environment effective or are there some things about it that bother me?
  - Are there distracting elements in my study environment that I can change or eliminate?
  - Do I most often complete my homework?
  - Am I doing well on exams and assignments?
  - Am I prepared for class?
  - Am I prepared for exams?
  - Has my personal study plan changed how I feel about school and learning?
- The teacher can assess Task 2 at the end of the established time period.

# TASK 1 RUBRIC: PERSONAL STUDY PLAN

Level	Description of study plan
4 <b>Excellent</b>	<ul style="list-style-type: none"> <li>• includes reflections on study strategies that are specific (who, what, where, when, why, how) and consistently personal</li> <li>• develops and organizes the plan in a clearly focused, complete and creative manner</li> <li>• presents complete information that is enhanced by precise and appropriate details</li> </ul>
3 <b>Proficient</b>	<ul style="list-style-type: none"> <li>• includes reflections on study strategies that are specific and generally personal</li> <li>• develops and organizes the plan in a generally focused and complete manner</li> <li>• presents complete information supported by appropriate details</li> </ul>
2 <b>Adequate</b>	<ul style="list-style-type: none"> <li>• includes general reflections on study strategies</li> <li>• develops and organizes a simple plan</li> <li>• presents sufficient information supported by basic details</li> </ul>
1 <b>Limited*</b>	<ul style="list-style-type: none"> <li>• includes minimal, if any, reflections on study strategies</li> <li>• does not develop or organize the plan completely</li> <li>• presents incomplete information with few or no supporting details</li> </ul>
<b>Insufficient/ Blank*</b>	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

\* When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

## TASK 2 RUBRIC: REFLECTIVE JOURNAL

Level	Description of journal
4 <b>Excellent</b>	<ul style="list-style-type: none"> <li>• includes reflections on study strategies that were used specifically, with complete, detailed examples (who, what, where, when, how, why)</li> <li>• demonstrates, with specific examples and evidence, personal progress from using the plan</li> <li>• provides detailed and perceptive suggestions for improvement/continuation based on continual self-assessment</li> </ul>
3 <b>Proficient</b>	<ul style="list-style-type: none"> <li>• includes reflections on study strategies used, giving examples (who, what, where, when, how, why)</li> <li>• demonstrates personal progress from using the plan by giving examples of success</li> <li>• provides useful suggestions for improvement/continuation based on self-assessment</li> </ul>
2 <b>Adequate</b>	<ul style="list-style-type: none"> <li>• includes general reflections on study strategies that were used</li> <li>• demonstrates, with relevant examples, some personal progress from using the plan</li> <li>• provides some suggestions for continuation based on self-assessment</li> </ul>
1 <b>Limited*</b>	<ul style="list-style-type: none"> <li>• includes minimal, if any, reflections on study strategies used</li> <li>• demonstrates little personal progress through lack of examples or inconsistent implementation of the plan</li> <li>• fails to provide suggestions for improvement/continuation</li> </ul>
<b>Insufficient/ Blank*</b>	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

\* When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

# LINK AND LEARN

## **Adaptations/extensions for use in other subjects or settings**

- The task of creating a personal study plan is designed to be ongoing and, thus, should be revisited and reviewed periodically throughout the school year. The teacher or other students can suggest other study methods. Students should be encouraged to revise their plans to make them more realistic and functional.
- Students in a multiage or multigrade class (4/5) could share their study plans with their older classmates. Grade 4 students could work with members of a Grade 3 class who are learning test-taking and study skills, and, in this way, demonstrate their learning by sharing their Grade 4 study plans with small groups of Grade 3 students.
- Teachers could invite members of a Grade 6 class (or junior high class, depending on the school) to become “study buddies” for the members of the Grade 4 class. These older students could bring and share their own study plans with the younger students at the start of the project, then spend some time each week or month working with younger students as they implement their own plans.
- Grade 4 students could prepare to share their study plans with their parents during parent/student/teacher conferences.

**Integrating Information and Communication Technology (ICT) Outcomes:** Grade 4 students could employ appropriate computer software to create their own graphic organization and presentation of their study plans. These plans could be saved and modified electronically throughout the year. Student and teacher assessments, along with study plans, formative assessments during the project and reflective journals, could be pressed to a CD for storage in student portfolios and shared with parents or passed on to Grade 5 teachers.

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