

PERSONAL BEST (PB) AND GROWTH RESOURCES

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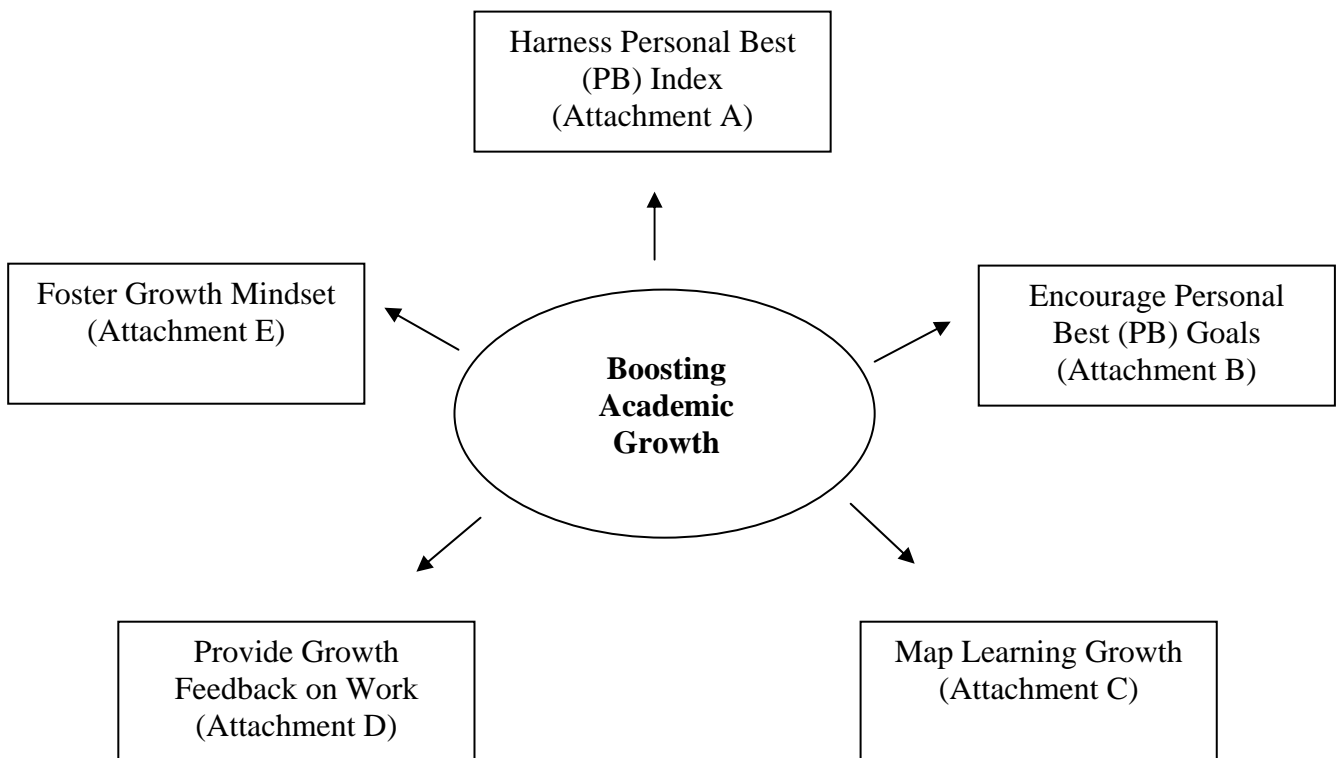
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Parent and Student References (www.lifelongachievement.com to order)

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GROWTH ('Personal Best', PB) FRAMEWORK
(Martin, 2013)



ATTACHMENT A: PERSONAL BEST (PB) INDEX

Name _____ Year _____ Class _____ Date _____

This Term's Mark (circle one)

- 3 Points Around or above previous best
- 2 Points Slightly below previous best
- 1 Point Well below previous best but put in reasonable effort to get this mark
- 0 Points Well below previous best and put in little or no effort to get this mark

This Term's Enthusiasm/Engagement/Attitude (circle one)

- 3 Points Around or above previous best
- 2 Points Slightly below previous best
- 1 Point Well below previous best but put in reasonable effort to get involved
- 0 Points Well below previous best and put in little or no effort to get involved

Skills/Competencies Developed This Term (circle one)

- 3 Points Around or above previous best
- 2 Points Slightly below previous best
- 1 Point Well below previous best but put in reasonable effort to develop skills
- 0 Points Well below previous best and put in little or no effort to develop skills

Golden Point (circle if applicable to this student)

- 1 Point This term this student was committed to personal excellence

TOTAL PB Index / 10 (Previous PB Index / 10)

| | | | | |
|---|---|---|---|---|
| | { | 0-3 Points Overall, well below Personal Best – Needs most work | { | This student can get closer to his/her PB by: 1. _____ _____ _____ 2. _____ _____ _____ |
| { | 4-6 Points Overall, below Personal Best – Needs some work | This student can sustain his/her PB by: 1. _____ _____ _____ 2. _____ _____ _____ | | |
| { | 7-9 Points Overall, around or above Personal Best – Keep up the good work | | | |
| { | 10 Points Achieved personal excellence – Keep up the excellent work | | | |

ATTACHMENT B: PERSONAL BEST (PB) GOALS

A PB is where you aim to match or better a previous best performance. It can be a mark you're aiming for or you can aim to do your schoolwork or study in a way that is an improvement on last time or the way you usually do it.

A. My PB is a mark in _____ What mark are you aiming for? _____

OR

B. My PB is a better way of doing my schoolwork or study in _____

The better way of doing things is: _____

Is this PB maintaining a previous best or improving on a previous best? YES / NO

If NO, you need to develop a PB that does.

Do you believe you can reach this PB? YES / NO

If NO, you need to develop a PB that you believe you can reach.

When do you plan to achieve this PB? _____

| Describe the steps involved in reaching your PB | ✓ when achieved |
|---|-----------------|
| 1. First, I will | |
| 2. Next, I will | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

I believe I reached my PB Evidence _____

I think I just missed out Because _____

I didn't get close to my PB Because _____

My next PB is: _____

SAMPLE PERSONAL BEST (PB) GOALS

A PB is where you aim to match or better a previous best performance. It can be a mark you're aiming for or you can aim to do your schoolwork or study in a way that is an improvement on last time or the way you usually do it.

A. My PB is a mark in _____ What mark are you aiming for? _____

OR

B. My PB is a better way of doing my schoolwork or study in _____ History _____

The better way of doing things is: I aim to be more organised when doing my next essay and plan things out a bit better before I start it

Is this PB maintaining a previous best or improving on a previous best? YES / ~~NO~~

If NO, you need to develop a PB that does.

Do you believe you can reach this PB? YES / ~~NO~~

If NO, you need to develop a PB that you believe you can reach.

When do you plan to achieve this PB? Next Friday 30th May (when it's due)

| Describe the steps involved in reaching your PB | ✓ when achieved |
|---|-----------------|
| First I will, <i>Understand the question</i> | ✓ |
| Next I will, <i>Break question into parts</i> | ✓ |
| <i>Initial search for information (on the Internet and at the library)</i> | ✓ |
| <i>Focused and detailed reading of books and other resources collected</i> | ✓ |
| <i>Detailed summary of information</i> | ✓ |
| <i>Organise information (put information under each heading)</i> | ✗ |
| <i>Write first draft of essay</i> | ✓ |
| <i>Tie up loose ends (eg. do a bit more reading, ask teacher anything I don't know)</i> | ✓ |
| <i>Write second draft of essay</i> | ✗ |
| <i>Edit the essay (check spelling, grammar, formatting)</i> | ✗ |
| <i>Write final draft and hand it in</i> | ✓ |

I believe I reached my PB Evidence I did most of the steps – more than I've done before

I think I just missed out Because _____

I didn't get close to my PB Because _____

My next PB is: I aim to get more than 70% on my next History essay

ATTACHMENT C: LEARNING GROWTH MAP

Name: James Smith


Subject: Mathematics

Topic: Fractions

Year: 7

Class: 7MTHB

Date: August 15th 2012

| Learning Unit | ✓ when learnt |  |
|---|---------------|--|
| 13. Solving problems that involve fractions | | |
| 12. Finding a fraction of a quantity | | |
| 11. Division of fractions | | |
| 10. Multiplication of fractions | | |
| 9. Addition and subtraction with different denominators | | |
| 8. Subtraction of fractions | | |
| 7. Addition of fractions | | |
| 6. Expressing one quantity as a fraction of another | | |
| 5. Simplifying fractions | | |
| 4. Equivalent fractions | | |
| 3. Mixed numerals | | |
| 2. Improper fractions | | |
| 1. Proper fractions | | |

ATTACHMENT: D
GROWTH-BASED ASSIGNMENT COVER SHEET

| |
|------------------|
| MARK / |
|------------------|

Student Name: _____ **Subject:** _____ **Class:** _____

Assignment/Task Name: _____

Central Aims of Assignment/Task: _____

| Main Criteria for Assessment | Could do Much Better | Satisfactory Work | Good Work | Excellent Work |
|---|-------------------------|----------------------|--------------|-------------------|
| 1. | 1 | 2 | 3 | 4 |
| 2. | 1 | 2 | 3 | 4 |
| 3. | 1 | 2 | 3 | 4 |
| 4. | 1 | 2 | 3 | 4 |
| 5. Improvement on previous assignment/task (or maintains high standard) | 1 | 2 | 3 | 4 |

Main Strengths in Student's Work

1. _____
2. _____
3. _____

What to do for future improvement (or to maintain good work):

1. _____
2. _____
3. _____

STUDENT GROWTH GOALS (student to complete)

To improve (or to maintain my good work) in my next assignment/task I will:

1. _____
2. _____
3. _____

In my next assignment/task, the mark I am aiming for is: _____ / _____

If I encounter difficulty in my next assignment/task, I will:

ATTACHMENT E: FOSTERING A GROWTH MINDSET

‘Growth Mindset’ = You can improve and maintain the skills, behaviors, and thoughts that are important to improving your motivation and achievement.

As much as possible try to focus on skills, behaviors, and thoughts that you can control and improve. When you focus on things you can control and improve, you feel more confident and tend to do better in your studies. In this exercise you will focus on skills, behaviors, and thoughts in your control and that you can improve. The more you focus on these, the more you will build your ‘growth mindset’ (Dweck, 2006).

| Reasons why I’ve done well in schoolwork (skills, behaviors, and thoughts in my control) | Reasons why I haven’t done so well in schoolwork (skills, behaviors, and thoughts in my control) |
|---|---|
| <i>Eg. “I studied really hard”</i> | <i>Eg. “I went out the night before the test”</i> |
| <i>Eg. “I started my homework early”</i> | <i>Eg. “I wasted a lot of time when I did the essay”</i> |
| <i>Eg. “I asked for help when I didn’t understand the task”</i> | <i>Eg. “I pretended I knew it, when I didn’t”</i> |
| Now Complete 1-3 Below, Focusing on Skills, Behaviors, and Thoughts that are in Your Control | |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Here is another list of things that you can control and improve – and which lead to success at school. Think of 3 more controllable things and write them in the table.

| | | |
|-----------------------|----------------------------------|--------------------------------|
| Amount of study | Preparation for tests and exams | Test-taking skills |
| Study techniques | Asking teachers for help | Attitude towards school |
| Visiting the library | Organizing your study conditions | Presentation of your work |
| Avoiding distractions | Not wasting time | Doing your relaxation practice |
| 1. | 2. | 3. |

All these skills, behaviors, and thoughts are the sorts of things that are part of a ‘growth mindset’ and which lead to improvement in motivation and achievement.