**Assignment Completion Strategy Study Guide**

**Advance Organizer**

What goal for completing assignments did you set?

The assignment completion strategy will help you record, organize, and complete assignments given in your classes. Most of you will learn this strategy in about three weeks. For the first few sessions, I am going to describe the strategy to you. You will need to listen, answer questions and take notes on this study guide as we discuss the strategy.

**Discuss Assignments in General**

What is an "assignment"?

Why do you suppose teachers give assignments?

What are some examples of assignments?

Why is completing assignments important?

List at least three assignments that you may have to do on a job.

Why is completing assignments on the job important?

**Rationales**

If you use a strategy that helps you complete your school assignments and do a better job on them, you will do better in classes and learn the material better. In other words, you will get more work done, and the work you do will be of better quality. Also, if you have a plan for doing your work, you may get it done quicker and have more free time to do what you want.

If you complete more of your school work quickly, and the work is done well, how will this help you? List at least one.

Can you see any benefits of a strategy that helps you get more work done in situations outside of school, like on a job?

**Characteristics of Situations in which Assignment Completion can be Applied**

You can use the Assignment Completion Strategy any time you have work or assignments that need to be done at a later time; that is, any time you don't have time to do the work immediately.

Can you think of any situations where you could use the Assignment Completion Strategy? List at least one.

**Results Students can Expect**

|  |  |  |
| --- | --- | --- |
|  | *Before Mastery* | *After Mastery* |
| *Assignments turned in on time* |  |  |
| *Grades on assignments* |  |  |

How might you summarize the information on this chart?

**Steps of the Assignments Completion Strategy**

**Step 1: Psych Up**

What does "psych up" mean?

The Assignment Completion Strategy involves writing your assignments and your plans for completing your assignments in a book called the Quality Quest Planner.

You will prepare in two ways.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In the first step of the strategy, you'll get some of the forms in this book ready so that you can use them whenever you need them. There are three forms you will need to prepare.

* + *Monthly Planning Sheet*

This sheet looks like a calendar, but it doesn't have the name of the month or the days on it. You will use this sheet to help you look ahead and plan for every assignment. It will also help you to remember when each assignments is due. To prepare this form each month, you'll write the name of the month, then fill in the dates based on the real calendar. If you know any special events like birthdays, trips, dances, or holidays that are coming up during the month, you can note those on your sheet, too. Later, when you're in class and you hear of an assignment that is due, you'll note it in the box corresponding to the day that it is due.

How do you think having special events and due dates on a calendar could help you?

* + *Weekly Planning Sheet*

You will use this sheet to plan the times that you will work on assignments or study each week. At the beginning of each week, you will write in the dates of the days of the week, and you will BLOCK OUT times during the upcoming week when you WON'T be able to study.

What times do you think you might block out as times you can't study? List at least one.

* + *Grade Charts*

Your Quality Quest Planner also has several pages called "Grade Charts." These are located in the back of your planner. At the beginning of each year (or semester), you will prepare one Grade Chart for each of your academic subjects. You will use your Grade Charts to set an academic goal for each quarter and to track your progress toward reaching this goal. For example, let's say that your academic subjects for this year include algebra, English, government, and biology. At the beginning of the school year, you would write the name of each subject on the blank line at the top of the page. Then, at the beginning of each quarter, you would set a grade goal for the subject.

Why do you suppose that setting a grade goal each quarter might be helpful?

Turn to the person next to you and explain to them how you will prepare the Monthly and Weekly Planning Sheets and Grade Charts.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

At the beginning of each week, you need to prepare your mind by thinking about the upcoming week. You need to think about the previous week and ask yourself, "What can I learn from this week that will help me during the upcoming week?" You need to check your Monthly Planning Sheet to see if there are any big events coming up for which you want to be sure to have some free time. You also need to check whether there are any assignments due that were assigned in previous weeks. You want to become aware of really BIG assignments that are due. You might also refresh your mind about the grade goals you have set on your Grade Charts, and the grades you have earned. In essence, you need to think about the week as a whole and what you want to accomplish in that week.

Why might thinking about the previous week and the upcoming week help you? List at least one way.

What are "priorities"?

Thinking about the upcoming week will help you to decide what your priorities are. You may decide, for example, that improving your grade in health class is a priority and that you want to do a good job on your health paper during the upcoming week. When you focus on a priority like this, you're better able to plan for it and schedule other, less important tasks and activities around it.

* + *Demonstration*

How many small objects do you think will fit in the jar?

How many large objects do you think will fit in the filled jar?

How many large objects do you think will fit in the empty jar?

How many large objects can fit in the filled jar?

This demonstration represents what happens if you go through the week not thinking about the big priorities and merely do whatever comes up. The big priorities do not get attention, because the little tasks and activities can fill the whole week.

How many large objects will fit in the remaining empty jar?

This demonstration represents what happens if you focus on the big priorities first and foremost. An amazing number of those big priorities can fit into the week's schedule, and there's still lots of room for lots of smaller priorities as well.

How can you summarize the above demonstration?

Why is preparing your mind at the beginning of a week important?

Besides preparing your mind each week, you need to prepare your mind each day. What will happen if the teacher gives an assignment and you don't notice that an assignment is being explained or assigned?

One reason many students don't get their assignments done is that they don't notice that an assignment has been given. That's why you need to prepare your mind each day to pay attention.

*Self-Instruct:* To do this, you'll need to tell yourself to pay attention in each class. Every time you walk through the door of a class where assignments are given, you will need to tell yourself to pay attention and to watch and listen for the assignment.

What are some ways that teachers tell you about assignments?

What are some words teachers use that tell you they are about to explain an assignment? Write at least two examples.

You can't be sure when an assignment will be given. Whenever you notice the cues that indicate an assignment is being given, you need to get out your Quality Quest Planner and a pencil immediately so that you can be ready to write any information you need to remember.

Summarize what you will do to "psych up" so you do a good job on your assignments. (Tell your neighbor.) Include the following:

* + *Step 1: Psych Up*
		- Prepare your forms
		- Prepare your mind.
		Weekly
		Daily
	+ *Remember!*
		- Be sure forms are ready
		- Think about upcoming week and priorities
		- Bring Quality Quest Planner to class
		- Notice when assignment is being given
		- Get materials out right away

**Step 2: Record and Ask**

This means that you record or write the assignment in your Quality Quest Planner and you ask questions about the assignment to get additional information that you need.

*How to record an Assignment*

Look at the pages called Assignment Sheets in your planner. Whenever you notice that an assignment is being given, you will write all the information you need about the assignment in one of the Assignment Windows (or boxes) on this sheet.

*Abbreviations*

Quickly getting all the information you need on this small sheet is kind of tricky, so using abbreviations will be helpful.

What is an " abbreviation"?

You can make use of short forms of words to help you write quickly and also fit a lot of information into a small space.

What might happen if you take a long time to write every word the teacher says?

What will happen if you miss important instructions and don't get them written down?

*Example abbreviations*

To get some ideas about abbreviations you can use frequently, let's look at some words teachers typically say when they give assignments.

* Algebra = Alg.
* English = Eng.
* French = Fr.
* Geography = Geog.

*General Rules for Abbreviations*

*Remember!*

* *NO "right" way*
	+ Personal use
	+ For others to read
* *Personal abbreviations*
* *Short Words*
* *First Letters*

Using the General Rules, suggest ways to abbreviate the following words.

* History
* Language Arts
* Math
* Science
* Social Studies
* Chapter
* Definition
* Each
* Essay
* Even
* Grading Criteria
* Notebook
* Page(s)
* Paragraphs
* Points
* Problems
* Questions
* Sentences
* Textbook

(Put example abbreviations sheet in your folder). Pg. 149

*What to write*

Once you know how to use abbreviations, you're one step closer to knowing how to record your assignments, but you also need to know what to write. You need to write all the information you'll need in order to tell yourself how to do the assignment.

What kinds of information do you need in order to do an assignment?

Sometimes there are a lot of things to record, and it's hard to remember them all if you are not careful. The Assignment Sheets you'll be using in your Quality Quest Planner will help you remember what to record.

* Subject
* Dates
* Assignment Number Box
* Action Words
* Blank Lines
	+ What the student needs to do (directions).
	+ What materials/resources the student should use.
	+ How the assignment will be graded.

Once you have recorded all the information the teacher has given you about an assignment using abbreviations, you need to spend a moment thinking about the information that has been given to you. What might you ask yourself at this point?

If you determine that something is missing or that you don't understand what to do, you will need to get more information. How might you do that?

Why is asking questions about an assignment sometimes difficult?

Usually, if you have a question, other students may be wondering the same thing, so the other students will be grateful that you had the guts to ask. However, you probably won't want to take class time to ask the teacher to explain the same information over and over. In this case, you can simply wait until class is over and ask the teacher for the information in private. What can sometimes happen if you ask a teacher to repeat something?

What are ways to avoid that?

*Example scenarios and possible options.*

The teacher gives the assignment at the end of the hour but forgets to explain how it will be graded. The bell rings, and there is no time to ask questions.

The teacher assigns a report but doesn't say what information should be included.

The teacher does not tell how long you have to finish and turn in the report.

The teacher does not say where you might find the information for the assignment.

*Summarize Step 2*

Record and \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1.

2.

3.

4.

**Step 3: Organize**

You might get organized at the end of class when you have time for independent work, during study hall, in this class, or at the end of the school day. Finding time during the school day to get organized is important so you know what books and materials to take home at night.

*Break the assignment into parts.*

1. Name and count the parts. Determine whether you have an assignment that has one part or several parts. An assignment like answering math problems on a worksheet might involve just answering those problems. You don';t have to read anything or do anything else; you just have to work the problems. Other assignments are more complex. To create a poster about the clearing of the rain forest, for example, you may have to find references in the library, take notes, organize your ideas, sketch out the poster, revise it, and draw the final poster with colored markers. This is an assignment with six parts. In order to do this step of the strategy, you will need to think about the assignment, and you will need to name and count the parts of the assignment. Each part is one action that you need to perform to complete the assignment. You will write the basic parts of the assignment in the lines labeled "Parts."

*Practice naming and counting parts.*

1. You have to write a two-page book report about a famous person from the 1950s. What are the major steps or parts of doing a book report like this?

1.

2.

3.

4.

5.

To summarize, what you are doing here is making your best guess with regard to the actions you'll need to perform to complete an assignment. This will help you plan how much time you think you'll need to get the assignment done. Once you get started on the assignment, you may have to readjust the list of parts that you made. You may find that you can combine some parts or that you need to add some parts.

*Estimating the number of study sessions.*

Once you have figured out all the parts of the assignment, you need to estimate how many study sessions you will need to get all the parts done. This means that you need to think about the number of parts to the assignment and the amount of time you'll need to get each part done. Then you'll need to decide how many study sessions you'll need. As a general rule, we'll say that one study session is equal to 30 minutes of time. Remember, though, there are no right answers here. Everyone works at a different pace. Some people take a longer time to read or write than others. You need to know yourself and judge according to how much time you will need.

How many sessions would you estimate to complete the book report?

Once you have figured out how many study sessions are needed, you will write that number on the line labeled "Number of study sessions" on your Assignment Sheet.

*Scheduling the study sessions.*

What might happen if you try to do a big assignment with many parts all at one time or at the last minute?

What could you do to avoid this?

*Using the Monthly Planning Sheet.*

The first thing you need to do to help you make a plan is record the assignment number on your Monthly Planning Sheet. For example, if Assignment #1 is due September 14, you write the numeral "1" in the box corresponding to September 14 on your Monthly Planning Sheet. Then you draw a circle around the number to help separate assignments that are due on the same day. This will help you see how many days are available to get the assignment done, what special events are scheduled, and what other assignments are due on the same day.

*Using the Weekly Planning Sheet.*

Once you have determined how many days are available on the Monthly Planning Sheet, you are ready to make a plan on the Weekly Planning Sheet. If the assignment is due the day after it is given, when would you schedule your sessions?

However, if an assignment wasn't due for several days, you would look at your Weekly Planning Sheet and schedule the study sessions based on your schedule and any other assignments that are due.

*Examples of planning study sessions.*

Look at Weekly Planning Sheet on overhead and on pg. 4 in the Quality Quest Planner.

Let's say that you were given an English assignment on Monday. It is due on Tuesday and you have decided that you need two study sessions to complete it. You might schedule two sessions on Monday night, one at 7:00 p.m. and one at 7:30 p.m. You'd use the assignment number in the right-hand corner of your Assignment Window to help you schedule your study session. Let's say it's the 34th assignment in you Quality Quest Planner.

What do you suppose you would do if the assignment is due on Thursday?

What do you suppose you would do if the assignment is due two weeks from the day it is assigned?

Let's say that the assignment number in the box at the top of your Assignment Window is 53. How do you write it on your Monthly Planning Sheet?

How would you schedule the study sessions necessary to complete the assignment? (say you would need 5.)

As you schedule these sessions, you need to think about what you are doing. Your major purpose here is to give yourself enough time to do a quality job on an assignment.

What might happen if you always schedule study sessions on the night before an assignment is due, no matter how much time you have to complete the assignment?

What if you got sick the night before an assignment was due? What if your other teachers gave you a lot of homework that night and it was all due the next day? What if something more interesting comes up? How can you avoid last-minute problems with getting an assignment done?

*Taking your materials home.*

The last thing you need to do to organize yourself for getting your assignment done is take the materials you need home. At the end of the day, as you stand at your locker right before you go home, check your Monthly Planning Sheet to see what work you have scheduled to do that night. Then look at your Assignment Windows for the materials you need to take home for the scheduled assignments. Get each book, notebook, or other materials (like written instructions the teacher gave you) that you will need to take home, and put them in your backpack or book bag. Also take home your Quality Quest Planner.

What would happen if you didn't have your Quality Quest Planner?

What would happen if you didn't have the materials you need to get the assignment done?

To summarize, what will you be doing to get yourself organized to do an assignment?

We've now covered the first three steps of the Assignment Completion Strategy.

* *P*
* *R*
* *O*
	+ B
	+ E
	+ S
	+ T

**Step 4: Jump To It**

The next few steps of the Assignment Completion Strategy are steps you will be doing at home. This is where you actually have to do the assigned work. Have you ever had a plan for getting your assignments?

What got in your way?

Getting started on an assignment is always tough. That's why we have the fourth step of the Assignment Completion Strategy. It's called "Jump to It."

The first part of the Jump to It Step is to *take control.*

You may be watching TV or playing ball with your friends, and you notice that the time is approaching when you need to study according to the schedule you planned. This is where "the going gets tough and the tough get going." This is where you need to take control and tell yourself when you will stop what you are doing and start working on the assignment. You might say to yourself, "At the end of this program, I will turn off the TV and work" or "At six o'clock, I'll say goodbye to my friends and go home to work." Then when the time comes, you stop what you are doing and begin the work that needs to be done.

What happens sometimes even though you've told yourself to get to work?

If you find that you are not listening to your instructions, you may have to ask yourself a question like:

* What's the best use of my time right now?
* What's most important for me to do right now?
* What's the right thing to do now?

You'll know in your heart what that is, and to be a person of integrity, you'll need to follow your heart.

*In life, successful people are the ones who "take control" of their lives at these critical moments of decision. They put aside the activities that they might prefer to be doing at that moment to do something that will really pay off for them in the future."*

*Why students need to take control.*

This is possibly the most difficult step in the whole strategy. It's where you need to take control of yourself, and we all have difficulty doing that at times.

What happens if a person doesn't know how to take control in his life? (List at least three)

1.

2.

3.

What happens when you do take control of assignments?

1.

2.

3.

That's why taking control of your assignments can be so important to you.

What are some of the challenges you face with regard to taking control of your lives? What are some of the things that "get in the way" of taking control? List at least three along with a solution.

1. Solution
2. Solution
3. Solution

*Taking materials to your study spot.*

Let's say that you've surmounted all these challenges and taken control. You have stopped doing what you're doing (like watching TV), and you're ready to work on an assignment. The next thing you need to do is gather up the necessary materials and take them to your study spot.

What do you suppose makes a good study spot?

Each of you needs to decide where the best place is for you. You may need to talk to your parents about setting up a place if you don't have one available.

On your way to your study spot, you might *tell others about your plan to study.* You might ask that they take phone messages for you in the meantime.

If you tell others that you're going to do something, you'll be more likely to do it.

How else can telling others help you?

When you first sit down to work on an assignment, you'll need to survey or review what you need to do, what materials you need to use, and how the assignment will be graded by the teacher.

What should you look at to review this?

You might also check whether you have all the materials you need. If you need something, like a stapler or paper, you might get it and take it to your study spot at this point.

After you survey what you need to do, you need to *set some goals.*

Before you set goals, you need to think about what the teacher has asked you to do and about similar assignments and how you did them. Then on this line next to the word "Goal," you need to write an *"action goal"* related to an action you will take to perform well on this assignment. For example, if the last time you wrote a similar assignment you got marked down for spelling errors, you might write a goal like, "I will ask someone to check for spelling errors." For another example, if you have a writing assignment and you have learned the Sentence Writing Strategy, you might write a goal like, "I will use four types of sentences in this paper."

What are some goals you might write related to some of the assignments you encounter? Write at least one.

Once you have written an action goal, you need to think about the grade you want to achieve on an assignment. You've already set a goal for what grade you want to earn for the quarter, and, at the beginning of the week, if you've prepared your mind, you've also reviewed that course goal and thought about the kind of effort you want to put into the course during the week. To set a *grade goal* for a certain assignment, you will circle the grade you want to achieve next to the works "Grade Goal" in the Assignment Window. If the teacher is going to be awarding a certain number of points or uses a checkmark, plus, and minus system, you can record the number of points you want to earn or a checkmark or plus in the blank to the right of the "C."

Why do you suppose that the grade goals listed here are "A," "B," and "C" and not "D" and "F?"

Once you have set your grade goal, there's one last kind of goal you need to think about: the *Quality Goal.*

Give an example of what would be considered a "quality" lunch.

Give an example of what would *not* be considered a "quality" lunch.

The same is true for assignments. We can have several papers turned in that fulfill the basic requirements for the assignment, but the quality of the papers might be very different.

*Assignment Examples*

What does the "quality" assignment look like?

Quality work is the very best work you can do. It reflects who you are, and what you can achieve.

Why is doing a quality job important?

To make sure you have that mindset, be sure to set a Quality Goal on your Assignment Sheet before you begin to work. In the space next to the words "Quality Grade," circle the grade that corresponds to the kind of quality you plan to achieve when you do the assignment.

* "C" means average quality
* "B" means above average
* "A" means excellent

*Review*

What three kinds of goals will you be setting, how will you set them, and why??

There's one last thing that can help you get going on your assignment: you can set up a *reward for yourself.*

This means that you tell yourself how you will reward yourself when you finish the scheduled study session.

What are some things that you can do after you're done studying? Name two.

1.

2.

*Review*

What are some of the things you're going to do to take control and make sure you get started on the assignment? (Name all six)

1.

2.

3.

4.

5.

6.

**Step 5: Engage in the Work**

Once you have gotten yourself ready to work, you're ready for the next step in the Assignment Completion Strategy. Engage in the Work!

What does "engage" mean? (What does Captain Picard on Star Trek mean when he says, "engage.")

What you basically need to do here is *follow the instructions* you have written in your Quality Quest Planner and any written instructions the teacher gave you, and do the very best work that you can do. You get started on the work, and you keep working until you complete the assignment or the part of the assignment that is scheduled for that time block.

As you work, you may notice yourself wondering whether you are doing the assignment correctly or feeling unsure about certain parts of the assignment. If this is the case, you can jot down or *note your questions* about the assignment on a piece of scrap paper.

This can be very helpful if you are working on an assignment and come to a part that is confusing or hard to do. You can simply make a note of what you don't understand and then go on to another part of the assignment if you can.

Why can making a note of what you don't understand be helpful?

What are some ways you can note areas about which you have questions besides writing out whole questions? List two.

Once you have a question or questions that need answering, what would you do?

List three ways you might be able to get help if you need it.

1.

2.

3.

What could you do to make calling other people easier? (See the front page in the Quality Quest Planner.)

*Review*

What do you do while you are engaging in the work?

**Step 6: Check the Work**

After you have completed the assignment or the part of the assignment scheduled for the day, there is something else you need to do.

What do you suppose a strategic learner does after completing an assignment?

The first thing they do is *check* whether they have met *the requirements* for the assignment.

This means that you need to check to see whether you have done everything you were supposed to do.

How would you do that?

If you notice that you haven't done something, what would you do?

You need to be sure that all the requirements for the assignment have been met.

Once you feel that you've met all the requirements, you look at the "grade Goal" you circled and determine whether the assignment meets this goal. To do this, you ask yourself:

* Are my answers correct?
* Is my product complete?
* Did I follow all the directions?
* Do I think I fulfilled my Grade Goal?

If you can answer "yes" to all these questions, place a checkmark in the box next to the grade circled. If you cannot answer yes to all these questions, revise your assignment accordingly, and then you place a checkmark in the box.

This is also a good time to check the quality of your work.

What do y ou suppose "check the quality" means?

You will need to ask yourself these questions:

* Is my product neatly arranged? Are the margins even? Is my writing legible? Is the product free from dirt?
* Does the product need to be edited for clarity? Can someone read my paper and understand what I'm trying to say?
* Did I fulfill my Quality Goal?

Why do you think good quality is important?

Imagine that your grade is somewhere between two grades like a "B" and a "C," and the teacher is trying to decide which grade you earned. If your paper looks like you put a lot of care into making it the best you could create, which grade do you think you would get--a "C" or a "B?"

Which grade do you think you would get if your paper is torn and dirty, with lots of cross-outs?

That's why, in this class, we're going to emphasize taking a lot of pride in our work and doing the very best work that we can do. When you do this, you'll probably impress your teacher and your parents. In addition, how might you feel about yourself?

Not only will you want to do a quality job to impress the teacher and earn the better grade, you will also do it for yourself and how you will feel about yourself. Thus, when you have finished with the assignment, check the quality of your work. In the process of doing this, also check the "Quality Goal" you circled on your Assignment Sheet.

What might you do if you notice that your assignment doesn't match the level of quality you would like to produce?

Once it matches your Quality Goal, you place a checkmark in the box next to the goal you circled.

Let's say you've checked your work, you've fixed it up, and you're happy with it. What will you do with the assignment to keep it looking good and ensure that you hand it in on time?

You'll want to preserve the level of quality that you worked so hard to achieve, and you'll want to be sure to take it to school the next day. That's why the way you *store the assignment* is so important.

What might you do to keep it flat?

What could you do to help you remember to bring it to school in the morning?

After you have completed the work and stored it, you should *reward yourself.*

As you might recall, back in the "Jump to It" Step you told yourself what your reward would be. This is the time to give yourself that reward and really enjoy it. You also need to tell yourself that you did a good job.

*Review*

What will you do in this "Check the Work" Step?

**Step 7: Turn it In**

You've done almost everything you need to do with this assignment. What else do you need to do after you get it ready to take to school?

How can you check what you have to turn in each day?

What will happen if you throw your assignment folder or notebook where you have stored your assignment in your locker and leave it there?

To avoid this, carrying your assignment folder/notebook with you to each class is helpful.

When you get to class, you need to listen for and follow the teacher's instructions about handing in the assignment.

What are some of the ways teachers have you "turn in" an assignment? (List at least two.)

1.

2.

What will happen if you miss the teacher's instruction to turn in your assignment?

After all the work you have put into your assignment, you need to give yourself the very best chance of earning the grade you deserve. That's why you need to turn it in on time in the way the teacher asks.

If you sit through a whole class, and you don't hear the teacher ask for an assignment that is due, what can you do?

After you have turned in an assignment, you need to *record the date* of the day on which you turned it in on your Assignment Sheet. (Note overhead.)

How can recording the date be helpful to you?

Your Quality Quest Planner is a record of your assignments. You need to indicate in some way which ones you have completed and which one syou have not yet completed. That way, you can look through the book at any time and quickly determine what's left to be done. If you have a regular system of keeping track of work, you'll be more likely to get the work done correctly and handed in on time. Therefore, whenever you turn in an assignment, record this date on the Assignment Sheet after the words, "Turned in." (See Overhead)

Checking off that you have completed something is another way of rewarding yourself. Knowing that you completed something really feels good inside. You can also give yourself some praise for working hard and doing a good job. You need to *praise your effort* and tell yourself that it was your hard work, not luck, that got the work done. This will help you feel good inside. In addition, it will remind you that you are in control of your life.

*Review*

What will you do in the "Turn It In" Step?

**Step 8: Set your Course**

The final step of the Assignment Completion Strategy is to "Set Your Course." In other words, once the assignment is graded and returned to you, you need to evaluate where you are and where you want to go. When sailors set their course, they first determine where they are on the map, think about where they want to go, and then plan what to do next. That's what you'll be doing in this step. You'll first determine what you've accomplished, what you've done well, and what needs improvement. Then you'll make a plan of action that will help you improve in the future.

The first thing you need to do when an assignment is returned to you is *"Record your grade."*

You need to record your grade in two places in your Quality Quest Planner. The first place is the corresponding Assignment Sheet under the words, "Actual Grade Received." (See Overhead)

The second place you record your grade is the Grade chart for the class in the back of your Quality Quest Planner. (See Overhead)

Recording your grades like this can help you in a variety of ways. What are some of the ways it might help you? (List at least two)

1.

2.

Also, recording your grade gives you important documentation of your grade in case the assignment gets lost or your teacher forgets to record it.

The next thing you need to do in this step is *evaluate your assignment.*

You will do this in two ways: first, by studying your teacher's feedback notes; and second, by asking yourself what you did that was right and what you did that was wrong or needs improvement.

Many times your teacher will write exactly why you received your grade, what she liked about your assignment, or what she didn't like. This information is called "feedback."

Why do you suppose that paying attention to your teacher's feedback is important?

If your grade is an "A," why should you pay attention to the feedback?

What might be an example of feedback from a social studies paper that earned a "B?"

Why pay attention to that?

Sometimes your teacher will write how you need to improve on your paper; sometimes she won't.

What might you do if you earn a poor grade on an assignment and are not sure what to do differently?

In addition to studying your teacher's feedback, you need to look at your assignment and ask yourself why you missed the problems you missed or got the grade you did. Then, based on the answers to those questions, you can decide how to improve future assignments.

Why do you think evaluating an assignment by yourself is important? Shouldn't your teacher's comments be enough?

For example, if a math assignment receives a poor mark because your answers were wrong, you need to determine why your answers were wrong.

What are some reasons why math problems might be wrong?

Likewise, by evaluating assignments that received a high grade, you can determine how to obtain similar grades in the future.

What kinds of questions can you ask yourself to determine why you got a good grade on an assignment?

This evaluation process will come in handy whenyou are setting goals on your Assignment Sheet in the future. You need to set these goals based upon your evaluation of this assignment. So, you now need to *think about your future goals.*

*Examples*

The extra time you took contributed to the higher quality of the assignment. Goal:

Your teacher comments that your grade was lowered because of several spelling errors. Goal:

*Review*

What will you do in this "Set Your Course" Step?

**Assignment Completion Strategy**

* *P*
* *R*
* *O*
	+ B
	+ E
	+ S
	+ T
* *J*
* *E*
* *C*
* *T*
* *S*

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