2.2 Using Organizational Checks to Foster Accountability and Guide Feedback

Objectives

Educators will:
- Intentionally employ varied organizational tool checks to ensure students are keeping their materials organized throughout the academic year.
- Reaffirm the importance of utilizing an organizational system and promote motivators around organizational systems.

Students will:
- Demonstrate proficiency concerning chosen organizational tools and the overall organizational system.
- Understand the importance of having an organizational system and its relationship to academic success.

Overview

The following activity ideas are intended to foster accountability and guide feedback with organizational systems. Skill in using physical and/or digital tools to organize assignments and tasks is foundational to building organizational systems. Once students begin to become independent with their organizational systems, it is imperative that educators monitor development and provide constructive feedback in an intentional and consistent way. Organizational checks can occasionally be a summative assessment, but should more often be formatively assessed to ensure continuous usage and growth.

Materials/Set-Up

- Student Handouts:
  - 2.2a: AVID Schoolwide: Organizational Tool Assessment
  - 2.2b: AVID Elective: AVID Binder Rubric
  - 2.2c: Kudos and Critiques
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Determine what fostering accountability and organizational checks will look like in your classroom. Things to consider include:
  - Allow quizzes/tests to be "open-tool" (folder, notebook, binder, planner), perhaps relating to a particular day in class, to ensure students are staying organized.
  - Allow students who consistently perform well to be exempt from future organization checks, but inform them that you reserve the right to "spot-check" their organizational tool(s) at any time and, if below standard, they will again participate in regular assessments.

- To keep organizational checks fun:
  - Conduct "Shake Tests" – Have students shake their organizational tools up, down, to the right, and to the left. Find ways to make this fun, such as leading the class in "aerobics" or dances with their organizational tool.
  - Write each component of the organization check on an index card, and place the cards in a bag. Randomly select one card out of the bag and spot-check that item.
  - Conduct "Musical Chairs" – Have students stand and then move about the room as music is played. Once the music stops, students stop and check the organizational tool that is closest to them.

Questions to Inform Instruction

- As a site, how frequently should organizational tools be checked (either formative or summative) in order to ensure students' skill development?
- What organizational checks are most appropriate for students at this developmental and educational level?
- How might organizational checks support students in moving from a place of compliance with teacher-led expectations to a place of personal commitment to organizational routines?
- How might educators model and guide student autonomy and independence with organizational tools and organizational systems?

For more information on how to align schoolwide organizational systems, see Supporting Organization Schoolwide.

Overarching Process

- Have students access their designated organizational tool(s).
- Choose an assessment based on the type of tool(s) to be checked, time constraints, and the level of students' skill development.
- Depending on expectations of grade levels, departments, and/or the site, distribute the appropriate assessment and related assessment materials. (Check with the AVID Site Coordinator and/or AVID District Director for current assessments and guidelines for organizational tools across the feeder patterns or district.)
- Note: Higher education students can use the same assessments that secondary students use, but should use them independently to self-monitor and self-reflect on their organization and learning.
- Provide opportunities for students to self-reflect and self-monitor individual goals and progress.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Have students access their designated organizational tool(s).
- Conduct an educator-directed organization check, such as:
  - Comprehensive Check:
    - Utilize a resource (depending on type of organizational tool) such as student handout 2.2a: AVID Schoolwide: Organization Tool Assessment or 2.2b: AVID Elective: AVID Binder Rubric.
  - Spot Check:
    - Choose one or two components of the organization check to spot-check for the day. These could be randomly chosen, or might be components with which students have been struggling.
    - Assess the component.
  - Quick Check:
    - Inform students of the expectations around their organizational tools. Examples include:
      - For desks and backpacks, no loose papers or materials
      - For folders/notebooks/spirals/binders, everything hole-punched and stored in its proper section
      - For an eBinder, all files saved within the proper folder according to established naming conventions
      - For planners, no empty boxes, days, or weeks
    - Students begin with full credit, and points are subtracted from their total if the quick check reveals issues with maintaining the organizational tools.
- Consider having students who do lose points for whatever reason address the error and come back later for a makeup organization check.
- After the assessment, utilize student handout 2.2c: Kudos and Critiques to provide observations and goals for upcoming organization checks. This can be done individually with students, or by providing observations and goals to the class as a whole.

Intermediate

- Have students access their organizational tool(s) and, if needed, distribute an assessment form.
- Have each student trade their organizational tool with a partner and then grade it according to the assessment criteria.
- Consider having students conduct a conversation with their partner, using 2.2c: Kudos and Critiques as a guide for the conversation.
- After peer assessments, have the students return the organizational tool(s) and double-check the grading and feedback.
- Provide opportunities for students to reflect and self-assess to monitor progress and organizational goals.

Advanced

- Have students access their organizational tool(s) and, if needed, distribute an assessment form.
- Using the designated organization check assessment criteria, have students self-assess their organizational tool and report their grade.
- Periodically remind students of the value of integrity and trust.
- Have students individually complete student handout 2.2c: Kudos and Critiques.
- Prompt students to think about:
    - What is working and not working related to my chosen organizational tool?
    - Do I need to change tools, or do I need to work on my skills with the tools I'm currently using? Does my organization system make things easier for me?
    - What do I wish I "had a better handle on," and what can I do to improve in that regard?

★ Engage students in a WICOR activity (e.g., reflective writing, **Helping Trios**, **Carousel Brainstorm**) that provides opportunity for students to collaborate, analyze, and reflect on current progress with organizational systems.

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AVID Schoolwide: Organizational Tool Assessment

Name: _____   **Date:** _____

Content: Correct materials are available.

There	Not There	
☐	☐	Organizational tools: spirals, folders, composition books, binder, dividers
☐	☐	Supply pouch
☐	☐	Extra paper
☐	☐	Daily agenda/planner

☐ (3) Advanced   ☐ (2) Satisfactory   ☐ (1) Developing   ☐ (0) Not Evident

Organization: Overall order is evident.

There	Not There	
☐	☐	Appropriate supplies
☐	☐	Completed daily planner
☐	☐	Clearly divided
☐	☐	Neat and orderly, papers filed appropriately
☐	☐	Quick access

☐ (3) Advanced   ☐ (2) Satisfactory   ☐ (1) Developing   ☐ (0) Not Evident

Academic: Correct class content is available.

There	Not There	
☐	☐	Class notes
☐	☐	Handouts/worksheets
☐	☐	Returned assignments

☐ (3) Advanced   ☐ (2) Satisfactory   ☐ (1) Developing   ☐ (0) Not Evident

Next Steps: _____

_____

AVID Elective: AVID Binder Rubric

Name: _____   **Date:** _____

	Advanced	Satisfactory	Developing	Unsatisfactory
Binder/Contents • 3-ring binder • Tabbed subject dividers • Zipper pouch • Pens and pencils • Notebook paper • Agenda/daily planner calendar • Tutorial Request Forms • Learning Logs				
Binder Organization • Zipper pouch • Agenda/daily planner/ calendar • Notebook paper • Academic sections				
Academic Sections • Divider • Cornell notes for each class • Handouts/worksheets/ classwork • Tests/quizzes • Returned assignments				

Advanced:	All supplies, notes and student work are included and well-organized.
Satisfactory:	Most supplies, notes and student work are included and organized.
Developing:	Some supplies, notes and student work are included.
Unsatisfactory:	Few supplies, notes and student work are included.

Kudos and Critiques

Based on the recent organization check, list observations of Kudos and Critiques.

Date: _____

	Observations
Kudos *Positives, strengths, commendations, areas that demonstrate improvement*	
Critiques *Negatives, weaknesses, recommendations, areas with room for improvement*	

Goals for upcoming organization checks:

1. _____

2. _____

3. _____