Weekly Self-Monitoring of Work Completion

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For the time period from: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subject | All homework turned in | All homework on time | Homework shows effort | Class performance shows effort | Sought help as needed | Comments |
| Social Studies |[ ] [ ] [ ] [ ] [ ]   |
| Science |[ ] [ ] [ ] [ ] [ ]   |
| English |[ ] [ ] [ ] [ ] [ ]   |
| Math |[ ] [ ] [ ] [ ] [ ]   |
| Foreign Language |[ ] [ ] [ ] [ ] [ ]   |
|  |  |  |  |  |  |  |
| I need to work on: |

**Notes on Weekly Self-Monitoring of Work Completion**

This tool can be used to help a student develop skills at self-monitoring.

Precautions include

**Double-checking**

Double-checking on the part of the parent and teachers

This should be enough for the student to know that someone will be assuring that the information he reports is accurate, but not so much as to be overbearing. The double-checking is important for two reasons. First, some students do not have accurate perceptions of what they have or not have not done. Secondly, some students will enter inaccurate information to avoid work or to avoid embarrassment.

**The importance of effort**

The importance of effort cannot be overemphasized. Sometimes, the goal of turning something in becomes the objective of homework and class assignments.

When turning in an assignment, the student should answer this question:

Does this work demonstrate the depth of my understanding, the breadth of my knowledge, and/or the skill level I have achieved?

Move the focus away from turning something in. Make the new focus turning in work of high quality, work that is a demonstration of the learning capabilities of your child.

**Seeking help**

Some students are very comfortable asking teachers, parents or peers for help as needed. Other students avoid asking for help at high cost. It could be that they feel like asking for help makes them look “stupid.” It may be a desire to avoid interactions with authority. It may be shyness. Whatever the reason, students who are going to be accomplished need to learn to ask for assistance when needed.

**Reflection**

The bottom box gives the student a chance to reflect on what he can do better. This is where adjustments to the plan or specific tasks can be added to support success.

Weekly Record on Homework Completion

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week Ending on \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Initials** | **Comments** |
| **Subject** | **Complete** | **On-time** | **Complete** | **On-time** | **Complete** | **On-time** | **Complete** | **On-time** | **Complete** | **On-time** |  |  |
|  | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo |  |  |
|  | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo |  |  |
|  | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo |  |  |
|  | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo |  |  |
|  | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo | YesNo |  |  |

**Notes on** Weekly Record on Homework Completion

This chart provides the basic information. Was the homework completed and was it turned in on time?

You can include the initials column if you and/or the teacher decide you want to include check the chart and initial it. Otherwise, you can merge the last two columns and use the entire space for comments.

This form can be completed either as a self-monitoring tool or can be completed by the teacher. Circling the response should make completing the form fairly unobtrusive for teachers.