

**BC Performance Standards**

# **Social Responsibility**

## **A FRAMEWORK**



**BRITISH  
COLUMBIA**

Ministry of Education

**BC Performance Standards**

# **Social Responsibility**

OCTOBER 2001

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# About the BC Performance Standards for Social Responsibility

**T**he BC performance standards for Social Responsibility have been developed for voluntary use in BC schools. They describe the professional judgments of a significant number of BC educators about standards and expectations for social responsibility, and they provide a context within which teachers, students, and families can examine aspects of social responsibility in their schools.

These standards are intended to be a living document. The Ministry will continue to invite feedback and suggestions that can be incorporated into future versions.

The BC performance standards for social responsibility are intended to provide a framework that schools and families can use to focus and monitor their efforts to enhance social responsibility among students and to improve the social climate of their schools. Assessment of social responsibility comes from accumulating observations in a wide variety of situations that, taken together, can provide a useful profile of school improvement and student development.

**The framework for social responsibility reflects broadly accepted values. Appropriate ways of demonstrating these qualities may vary from one cultural context to another.**



*Self-evaluation is a key aspect of the development of social responsibility. Whenever possible, students should be involved in monitoring and evaluating their own development.*

# The Framework for the BC Performance Standards for Social Responsibility

**T**he framework for the social responsibility performance standards resulted from two years of deliberations and field research. This included analysis of a wide variety of national and international documents (see reference list), examination of relevant BC curriculum and policy documents, and extensive consultation with teachers, administrators, and students who collaborated to collect evidence of social responsibility in their classrooms. The framework was also presented to a variety of consultative and advisory committees whose members included parents, technical experts, and a number of other stakeholders.

In developing materials for these social responsibility performance standards, teachers collected evidence in three ways.

## **DIRECT OBSERVATION**

Teachers observed and recorded student behaviours in “naturally occurring” situations where students were interacting in a variety of activities in the classroom or on the playground. Teachers also observed and recorded student behaviour in situations they had designed to probe specific aspects of social responsibility or citizenship.

## **STUDENT PRODUCTS OR PROJECTS**

Teachers designed individual and group projects in which the product (e.g., writing, visual or dramatic representation) provided evidence of knowledge, skills, and attitudes relevant to social responsibility.

## **STUDENT REFLECTIONS AND SELF-REPORTS**

Students were frequently asked to report on their own thinking or actions. In some cases, these reflections were combined with teacher observation or written products; in other cases, students’ ideas were the major focus of the activity.

**The framework provides common language for discussions about the social responsibility of an individual student or group of students.**

## Categories

**The categories are neither discrete nor independent—any real example of social behaviour is likely to involve two or more of the categories.**

**T**he framework for the BC performance standards for social responsibility provides educators, students, and families with a common set of expectations for student development in four categories. Most of these have more than one component.

### CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY

- ◆ sharing responsibility for their social and physical environment
- ◆ participating and contributing to the class and to small groups

### SOLVING PROBLEMS IN PEACEFUL WAYS

- ◆ managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views
- ◆ using effective problem-solving steps and strategies

### VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS

- ◆ treating others fairly and respectfully; showing a sense of ethics
- ◆ recognizing and defending human rights

### EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES

- ◆ knowing and acting on rights and responsibilities (local, national, global)
- ◆ articulating and working toward a preferred future for the community, nation, and planet—a sense of idealism

The framework is pragmatic. It does not provide a comprehensive definition of social responsibility, but it is useful in organizing a wide and varied range of competencies and dispositions. It enabled the development of the standards, it helps to make connections with the theoretical and research background, and it provides an easily understood starting point for implementation.

The framework accommodates the wide range of behaviours and competencies associated with social responsibility. During development, as new contexts, competencies, and examples emerged, they were readily assigned to one of the four categories. It is important to note that there is overlap among the categories. Many skills and dispositions could easily be assigned to two categories. Further, any real example of social



behaviour is likely to involve two or more of the categories—they are neither discrete nor independent.

On the other hand, the complexity of human behaviour also influences how these standards are used and interpreted. For example, in using the standards to evaluate the behaviour of celebrities, politicians, and historic figures (a common implementation activity), students and teachers are often struck by the variations in ratings from one category to another. A person who, for example, may exemplify high levels of exercising democratic rights and responsibility may show much lower levels of solving problems in a peaceful way or valuing diversity and defending human rights.

## Reference Set and Curriculum Connections

**T**he standards for social responsibility in this document are a continuation of the work begun in the reference sets *Evaluating Group Communication Skills Across Curriculum* and *Evaluating Problem Solving Across Curriculum*.

This framework focuses attention on the participatory view of citizenship that is valued in Canadian policy and curriculum documents, and it delivers a strong, implicit message that social responsibility is not restricted to a particular curriculum.

While social responsibility is not assigned to a specific grade or curriculum, the social responsibility standards do address selected outcomes from several curriculum areas, including applied skills, English language arts, fine arts, career and personal planning, physical education, and social studies. The standards can be used as one part of classroom assessment for relevant learning outcomes in these areas.



*Most teacher assessment and evaluation of social responsibility comes from accumulating observations in a wide variety of situations. Each activity or incident contributes a small amount of information. However, taken together they can provide a useful profile of student development.*

# Performance Standards for Social Responsibility

**S**ocially responsible individuals show “community-mindedness” in their responses to school, local, national, and global issues and events. This attitude is the basis of a functioning and flourishing democratic society. Human and social development is one of the goals of the BC school system. This broad goal further specifies that students are expected to “develop a sense of social responsibility and a tolerance and respect for the ideas and beliefs of others” (*Mandate for the School System, Province of British Columbia, 1989*). This is a goal that is shared by families and communities.

**The standards are intended for use in the context of ongoing classroom and school activities.**

## Social Responsibility in BC Schools

In school, students have a wide range of opportunities to observe, model, discuss, and demonstrate socially responsible behaviour. Social responsibility is sometimes the primary focus of activities (e.g., learning problem-solving steps for conflict resolution; addressing community issues; learning about human rights), but more often it is a secondary focus of other school activities. Teachers, families, and students themselves want to know what skills and attitudes students have developed and how effectively they apply these in everyday situations.

Currently, the standards are being implemented in schools throughout the province as a way of:

- ◆ monitoring school improvement
- ◆ improving school and classroom climate
- ◆ dealing with school issues (e.g., fighting, vandalism)
- ◆ enhancing subject-specific learning activities or units (e.g., study of the Holocaust)
- ◆ giving direction to leadership, service and social justice clubs
- ◆ assessing the progress of individual students

## Supporting Existing Programs and Policies

**The performance standards do not introduce new issues or outcomes; rather, they are an assessment and evaluation resource that supports existing school and classroom programs.**

**T**he performance standards provide a broad framework to assist in monitoring and evaluating a variety of school and classroom programs that aim to enhance how students get along and develop responsible behaviours (e.g., anti-bullying, multiculturalism, anti-racism, cooperative learning). The standards may also be useful in helping teachers meet the requirement to report on student behaviour, attitudes, work habits, and efforts specified in *Student Reporting (Policy Circular Number 97-04)*.

The standards are not intended to replace existing programs or curricula. They do not introduce new issues or outcomes. Rather, they are an assessment and evaluation resource that supports existing BC programs.

The standards for social responsibility synthesize material from several BC resources and programs (e.g., Integrated Resource Packages for physical education, English, social studies, technology education, languages, career and personal planning, home economics, and the primary program).

While the content of the performance standards currently exists in various BC curriculum and program resources, the format specifying levels of expectations in this area is new. **Because this is a new focus for formal performance standards, the current materials are considered to be a work-in-progress.** The ministry is committed to continuing work on performance standards for social responsibility and welcomes comments.

## Organization

The BC performance standards for social responsibility have been tailored for specific age groups. There are four clusters.

- ◆ Grades K to 3
- ◆ Grades 4 to 5
- ◆ Grades 6 to 8
- ◆ Grades 8 to 10

There is some overlap in the clusters to allow for the varying placement of Grade 8 in school organizations. The grades 6 to 8 cluster would be most useful for teachers where Grade 8 is in a middle school. The grades 8 to 10 cluster would be easier to use in a grades 8 to 10 school.

## Levels of Performance

**T**he BC performance standards describe and illustrate the following four levels of student performance.

### NOT YET WITHIN EXPECTATIONS

- ◆ there is little evidence of progress toward expected knowledge, skills, and attitudes
- ◆ the situation needs intervention

### MEETS EXPECTATIONS (MINIMAL LEVEL)

- ◆ there is evidence of progress toward expected knowledge, skills, and attitudes
- ◆ the student needs support in some areas

### FULLY MEETS EXPECTATIONS

- ◆ there is clear evidence of expected knowledge, skills, and attitudes

### EXCEEDS EXPECTATIONS

- ◆ there is evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes

**The performance standards describe and illustrate four levels of performance.**

# Key Components

**Like all measurement, ratings of social responsibility are subject to error. A single rating or a rating by one individual will always be, to some extent, subjective.**

The performance standards provide the following resources that teachers, administrators, students, and parents can use to enhance and monitor school and student growth.

**Quick Scale.** The Quick Scale describes four levels of performance for each category of the framework.

**Elaborated Scale: Grades 4 to 5 Social Responsibility**  
Section 3: Valuing Diversity and Defending Human Rights

In this case, the student will understand a case or event involving social responsibility and apply it to the

Meets the Expectations (Minimal level)	Meets the Expectations (Minimal level)	Meets the Expectations (Minimal level)	Meets the Expectations (Minimal level)
<p><b>Observation may include:</b></p> <ul style="list-style-type: none"> <li>• connects characteristics of social others</li> <li>• supports and defends in class and real-world situations</li> <li>• focuses on core needs and wants common to others</li> </ul>	<p><b>Observation may include:</b></p> <ul style="list-style-type: none"> <li>• usually respectful of others' thoughts, feelings, and opinions</li> <li>• shows awareness and interest in core features of various cultures, customs, and traditions</li> <li>• can describe some basic human rights, values, and traditions</li> </ul>	<p><b>Observation may include:</b></p> <ul style="list-style-type: none"> <li>• fair and respectful of others, including those who differ in variety of views</li> <li>• shows awareness and interest in an increasing variety of cultures, customs, and traditions</li> <li>• can describe some basic human rights, values, and traditions</li> </ul>	<p><b>Observation may include:</b></p> <ul style="list-style-type: none"> <li>• consistently fair and respectful, recognizing and respecting the cultural interest and pride in the multicultural nature of Canada</li> <li>• can describe basic human rights and give examples, often using action taken against injustice</li> </ul>

**Quick Scale: Grades 4 to 5 Social Responsibility**  
This Quick Scale presents summary information from the four categories in one page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In elaborated scales, each of the four categories is presented in a separate page.

Expect	Meets the Expectations (Minimal level)	Meets the Expectations (Minimal level)	Meets the Expectations (Minimal level)	Exceeds Expectations
<p><b>CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY</b></p>	<ul style="list-style-type: none"> <li>• usually cheerfully ignores the feelings and needs of others</li> <li>• shows little concern for the group or class and has difficulty following basic rules for working together</li> </ul>	<ul style="list-style-type: none"> <li>• usually friendly if asked, will help or include others</li> <li>• generally willing and cooperative in classroom and group activities, may need some support</li> </ul>	<ul style="list-style-type: none"> <li>• friendly, courteous, and helpful</li> <li>• contributes and shows concern for classroom and group activities</li> <li>• voluntarily shows responsibility in classroom and group activities</li> </ul>	<ul style="list-style-type: none"> <li>• friendly and kind, and often seeks approval to help or include others</li> <li>• voluntarily shows responsibility in classroom and group activities</li> </ul>
<p><b>RESOLVING PROBLEMS IN SOCIAL SITUATIONS</b></p>	<ul style="list-style-type: none"> <li>• does not take responsibility of their own or another's views or a conflict situation needs to blame and put others off</li> <li>• has difficulty stating problems or issues, and may be unable to suggest or choose appropriate strategies</li> </ul>	<ul style="list-style-type: none"> <li>• tries to state feelings and suggest ways others might respond to resolve conflict, but usually expressing the need for adult help</li> <li>• can identify simple problems or issues and generate some strategies, tends to rely on the support of others</li> </ul>	<ul style="list-style-type: none"> <li>• tries to manage anger, tries to calm, and apply logical reasons to resolve conflict, usually knows when to get adult help</li> <li>• can explain simple problems or issues and generate and select socially logical strategies</li> </ul>	<ul style="list-style-type: none"> <li>• considers others' views and uses some effective strategies for resolving conflict, shows respect, responsibility and shows good judgment about when to get adult help</li> <li>• can explain an increasing variety of problems or issues and generate and select strategies</li> </ul>
<p><b>VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS</b></p>	<ul style="list-style-type: none"> <li>• understands/does not respect opinions of others</li> <li>• shows respect to some others</li> </ul>	<ul style="list-style-type: none"> <li>• usually respectful of others' opinions</li> <li>• shows respect to some others</li> </ul>	<ul style="list-style-type: none"> <li>• usually respectful of others' opinions</li> <li>• shows respect to some others</li> </ul>	<ul style="list-style-type: none"> <li>• fair and respectful, shows growing concern for fair and just treatment of everyone</li> </ul>
<p><b>UNDERSTANDING SOCIAL AND COMMUNITY RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>• tends to be apathetic about social and community issues</li> </ul>	<ul style="list-style-type: none"> <li>• willing to participate in actions that others may lead</li> <li>• shows interest in social issues, but may be unclear on the purpose or impact of these issues</li> </ul>	<ul style="list-style-type: none"> <li>• shows a growing sense of responsibility in the classroom and school, shows interest in social issues, but may be unclear on the purpose or impact of these issues</li> </ul>	<ul style="list-style-type: none"> <li>• shows a strong sense of responsibility in the classroom and school, shows interest in social issues, and is able to help identify and suggest ways to help others</li> </ul>

**Elaborated Scales.** For each category of the framework, an elaborated scale identifies a range of typical skills and behaviours that may be observed.

**Samples.** Samples include tasks developed by practising teachers to provide opportunities to assess student work in social responsibility as well as scenarios describing student behaviour observed by teachers. Teachers may use the tasks as given or as models. Tasks should first be reviewed for issues sensitive to the class or community.

Two types of samples are included to illustrate the levels of performance described in the standards.

- ◆ student work (e.g., problem-solving, reflections, responses to literature)
- ◆ scenarios written by teachers, describing their observations of actual classroom, school, and playground incidents

**Sample 1: Making Choices**

**CONTEXT**  
Students in this classroom frequently talked about making responsible choices and solving problems. The teacher had emphasized the importance of empathy—of trying to “put yourself in someone else’s shoes.”

**PROCESS**  
The teacher read a story to the students to engage them in problem-solving. The first activity asked students to consider the problems and choices faced by story characters; the second activity asked them to think about choices in their own lives.

**Part One: Advice to Mei Ling**  
The teacher chose Mei Ling and the Chugan. At a certain point in the story, the teacher paused and asked students to write down any advice they had for the character: “If you could talk to Mei Ling right now, what advice would you give her?”

**Part Two: A Difficult Decision**  
After listening and responding to the story, students were asked to write about a time in their own lives when they learned a lesson or had to make a hard choice.

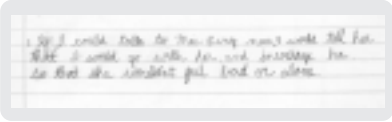
**NOTE:**  
Teachers in other classrooms completed similar activities using other stories including *A Promise is a Promise* and *From Mouse and Country Mouse*.

# Examples

**1 FULLY MEETS EXPECTATIONS**

**2 Teacher's Observations**  
This student shows empathy for Mei-Ling and offers encouragement and support: "I would go with her and encourage her so that she wouldn't feel bad or alone." In describing a personal problem, the student offers a simple solution.

- notices opportunities to help or include others
- tries to resolve conflicts independently
- shows empathy and can describe others' feelings
- generates some ideas to fit specific problems



**3 TRANSCRIPT**  
**Advice to Mei-Ling**  
If I could talk to Mei-Ling now, I would tell her that I would go with her, and encourage her so that she wouldn't feel bad or alone.

**A Difficult Decision**  
A difficult choice I made was when I was playing with my friend and my cousin came over that never liked her and they were fighting so my cousin played with my sister and my friend played with me.

GRADES 4 TO 5 ..... 71

**For each sample there is one example of student performance at most levels.**

- 1 Level of Performance.**
- 2 Teacher's Observations.** These are comments by the teacher and relevant observations chosen from the *Elaborated Scale*.
- 3 Student Product.** This shows either a reproduction of the student's work or a portion of the student's original and a transcript of the entire piece. (Names of students and teachers have been changed where this information could be used to identify individuals.)

**NOTE:**

Scenarios do not include examples of student products.

## Supporting School and Student Growth

**Any decision about an individual student's level of social responsibility should be based on an accumulation of observations and samples over time.**

**T**he BC performance standards are intended to support instructional decision making. Teachers may want to consider the following questions as they plan instruction.

- ◆ How do these standards match my/our expectations for students at this level?
- ◆ What kinds of instructional strategies and learning opportunities will help most students develop the skills they need to meet these expectations?
- ◆ What additional support and interventions will be needed to help *all* students meet these expectations?
- ◆ Am I taking into account the cultural diversity in my classroom?
- ◆ If there are some students for whom these expectations are *not* appropriate, what expectations should they meet?
- ◆ What evidence do I/we need to collect to find out if students are making progress towards the expectations?

Most teacher assessment and evaluation of social responsibility comes from accumulating observations in a wide variety of situations. Each activity or incident contributes a small amount of information. However, taken together they can provide a useful profile of student development. Most teachers try to focus observations on a small number of students during each activity. Over time, they are able to record a variety of observations for all students.



## Using the Performance Standards for Social Responsibility

**T**he social responsibility standards provide a framework for enhancing and assessing social responsibility in BC schools. Although they follow the same format as other BC performance standards (e.g., numeracy, reading, writing), they are unique in many ways. In using these standards to track the growth of schools and students, the following factors should be kept in mind.

- ◆ Use of the standards is voluntary; they are not mandated.
- ◆ The standards are intended for use in ongoing classroom and school activities. They should not be used as a stand-alone measure.
- ◆ Decisions about an individual student's level of social responsibility should be based on an accumulation over time of observations and samples that reflect a variety of contexts. For example, a student may fully meet expectations for solving problems in one context but have difficulty in another. The reported level of social responsibility for a student should be based on as broad a sample of situations as possible.
- ◆ Like all measurement, ratings of social responsibility are subject to error. A single rating or a rating by one individual will always be, to some extent, subjective. The scales and samples help to make assessment systematic, based on standard criteria; however, they cannot eliminate differences in perception from one person to another.
- ◆ The standards can provide a framework and some common language for discussing the social responsibility of an individual student or group of students.
- ◆ Self-evaluation is key in the development of social responsibility. Whenever possible, students should monitor and evaluate their own development.
- ◆ The ratings of students, classes, and schools are likely to vary substantially from one category to another. In most cases, a profile of strengths and areas to work on will be more valid and useful than one overall rating. For example, a group of students may show evidence of contributions to their classroom and school and may work actively to improve their community, but they may have difficulty with interpersonal problems and diversity.
- ◆ While the basic framework reflects broadly accepted values that have been articulated nationally and internationally, schools should recognize that appropriate ways of demonstrating these qualities may vary from one cultural context to another.
- ◆ These standards are the first attempt to establish a framework for the broad area of social responsibility in the form of a rating scale. This is a living document. As this resource is used in an increasing variety of school situations, the insights and skills that administrators, teachers, students, and parents develop will contribute to new versions of this document.