PERSONAL BEST (PB) AND GROWTH RESOURCES

Research References
Martin, A.J. (2012). The role of Personal Best (PB) goals in the achievement and behavioral engagement of students with ADHD and students without ADHD. *Contemporary Educational Psychology*, 37, 91-105.

Practitioner References (www.lifelongachievement.com to order)

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

4-6 Points
Overall, below Personal Best
– Needs some work

7-9 Points
Overall, around or above Personal Best
– Keep up the good work

10 Points
Achieved personal excellence
– Keep up the excellent work

This student can get closer to his/her PB by:
1. ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
   ____________________________

This student can sustain his/her PB by:
1. ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
   ____________________________

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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? __________________________________________

<table>
<thead>
<tr>
<th>Describe the steps involved in reaching your PB</th>
<th>✓ when achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First, I will</td>
<td></td>
</tr>
<tr>
<td>2. Next, I will</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

☐ 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 ____________  
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)

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

✓ 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

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

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ATTACHMENT: D
GROWTH-BASED ASSIGNMENT COVER SHEET

Student Name: ____________________________ Subject: ____________________________ Class: ______

Assignment/Task Name: ____________________________________________________________

Central Aims of Assignment/Task: ________________________________________________

<table>
<thead>
<tr>
<th>Main Criteria for Assessment</th>
<th>Could do Much Better</th>
<th>Satisfactory Work</th>
<th>Good Work</th>
<th>Excellent Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Improvement on previous assignment/task (or maintains high standard)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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:

__________________________________________________________
SMITHVILLE HIGH SCHOOL
GROWTH-BASED ASSIGNMENT COVER SHEET

Student Name: John Taylor  Subject: Geography  Class: GEOG9C

Assignment/Task Name: Soil Salinity in Under-developed Nations

Central Aims of Assignment/Task: To understand soil salinity and how and where it occurs
To understand its human and environmental impacts
To develop knowledge of possible solutions to soil salinity

Main Criteria for Assessment

<table>
<thead>
<tr>
<th>Main Criteria for Assessment</th>
<th>Could do Much Better</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Descriptions and explanations</td>
<td>1</td>
<td>✓</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Organisation and presentation of information</td>
<td>1</td>
<td>✓</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Use and labelling of quality maps and other visuals</td>
<td>1</td>
<td>2</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td>4. References and sources</td>
<td>1</td>
<td>✓</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Improvement on previous assignment/task (or maintains high standard)</td>
<td>1</td>
<td>2</td>
<td>✓</td>
<td>4</td>
</tr>
</tbody>
</table>

Main Strengths in Student’s Work

1. High impact and creative visuals – good selection of images that communicated points effectively
2. Answered all parts of the task (previous assignment only partly completed)
3. Thoughtful solutions to salinity identified (benefiting from asking teacher for help to find resources)

What to do for future improvement (or to maintain high standard):

1. Clearly organise/structure your answer in the order the question was asked – and use sub-headings
2. Ensure you link all important information/detail to sources/references in your Bibliography
3. Print out your next assignment and proof read (and correct) before handing in

STUDENT GROWTH GOALS (student to complete)

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

1. Follow the question in order and use better headings
2. Start it earlier than I did last time
3. Read it carefully before I hand it in

In my next assignment/task, the mark I am aiming for is: 15 / 20

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

- Not freak out or give up – I’ll do the assignment one bit at a time and ask my teacher for help if I need it

MARK 13 / 20

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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).

<table>
<thead>
<tr>
<th>Reasons why I’ve done well in schoolwork</th>
<th>Reasons why I haven’t done so well in schoolwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>(skills, behaviors, and thoughts in my control)</td>
<td>(skills, behaviors, and thoughts in my control)</td>
</tr>
<tr>
<td>Eg. “I studied really hard”</td>
<td>Eg. “I went out the night before the test”</td>
</tr>
<tr>
<td>Eg. “I started my homework early”</td>
<td>Eg. “I wasted a lot of time when I did the essay”</td>
</tr>
<tr>
<td>Eg. “I asked for help when I didn’t understand the task”</td>
<td>Eg. “I pretended I knew it, when I didn’t”</td>
</tr>
</tbody>
</table>

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.

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

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.