

Attention and Focus

Knows What To Focus On

I figure out why the lesson or activity is important for me

I look for ways to compare new ideas to what I already know

I practice visualizing big ideas and details so I can repeat them or make a list

I avoid things that might distract me by pausing and refocusing myself

I know and use ways to refocus myself (like self-talk using cues, taking a break)

Stays Focused

I break large tasks into manageable chunks

I break up long work periods into small sessions

I create games or competitions in my mind to make learning fun

I ask myself what I am supposed to be doing and what options I have

I keep track of how long I am able to work and set goals to stretch myself

I have strategies for keeping up with the pace of work

Makes Transitions Smoothly

I remind myself of my focus or goal frequently

I can interrupt what I'm doing to shift my goals and priorities when needed

I create and use routines and sequences to move myself through steps

I use self-talk and lists to make plans for being on time and prepared

I adjust my sequence or plan to fit new situations

I don't let fear of failure or unknown consequences stop me from trying

Shows Persistence

I tell myself I am capable of learning anything if I keep trying and I can name strategies for doing this

I set goals and see the reason for reaching my goal

I celebrate my struggles because this is how I get smarter

I have back up plans for when things go wrong and I adjust as I go

I know how to ask for help and feedback when I'm stuck

When I want to quit, I revisualize my goal and try to do just a little more

Communication

Is a Good Listener

I listen so I can understand other's feelings, ideas and needs

I avoid interrupting or thinking about what I'm going to say when I am listening to others

I paraphrase or summarize key points I heard to make sure I understand before commenting

I make connections to what others say and note ways my experiences and ideas are the same or different

Contributes to Discussions

I am brief when adding my ideas and comments

I present my ideas clearly and in logical sequence

I balance how much I talk and how much I listen

I avoid repeating myself unnecessarily

I am willing to speak up and share my thoughts and concerns

I admit when I don't know and I ask clear questions

Encourages Others

I let my body language show my interest and appreciation

I notice when others need to talk and invite them by using open ended questions

I disagree in a way that respects the ideas and feeling of others

I share power by asking others to expand upon their ideas and share roles

I support my ideas and the ideas of others with facts, evidence and examples

Stays on Topic

I make sure my thoughts and ideas match the goal or topic

I bring the conversation back to the topic when it goes off

I avoid sidebar talking during the conversation

I know how to paraphrase to make sure I am following and understanding the conversation

I can summarize the main idea and supporting details of the discussion

Collaboration

Actively Participates

I have strategies that help me stay focused and avoid the things that distract me

I make sure my group has a long range and short range plans for the work

I provide useful ideas and research that help the group move forward

I actively look for and suggest solutions to problems

I know my role in the group and make sure I do my job.

Is Dependable

I schedule my time in a way that allows me to meet my deadlines

I use checklists to remember what materials I need to bring

I make backup plans for when things don't go well

I ask for help when I see that I may not be able to meet my commitments

I constantly look for ways to improve

Encourages Others

I listen to others and expand on or refine their ideas

I ask questions to make sure I understand the ideas of my group

I am careful to include every member of the group in discussions

I maintain a positive attitude about the task and group

I ask for and give group members helpful, constructive feedback

Is a Productive Group Member

I help the group figure out roles and responsibilities for each person

I make sure that tasks are shared evenly

I help the group compromise and come to consensus

I stay on topic so the group doesn't lose focus on the work.

Language Development

Background Knowledge

I can visualize what I am hearing by drawing or telling about it

I point to, label or match pictures and objects to words I hear or see

I compare and contrast a new things to what I already know

I retell in a logical sequence

I can fill in the blank when talking about topics I am familiar with

Receptive

I can imitate or respond appropriately to gestures, expressions and sounds

I can distinguish rhythm, sounds and intonation that are the same or different

I fill in the blanks in a conversation even if background noisy

I repeat and extend patterns for sounds and words

I respond accurately to statements by telling if I agree or disagree

I follow multiple-step directions

Expressive

I can communicate without using words including gestures, expressions, imitation

I imitate correct phrasing and sentence structure

I visualize a story in order and tell it to someone else

I can remember a song or poem so I can repeat it

If I hear a sentence starter I can expand on it

I participate in conversations by asking and answering questions that match the topic

Vocabulary

I know when it is appropriate to use formal, casual or intimate language

I categorize words, phrases and idioms that have similar meanings

I constantly work on vocabulary by using new words in my own conversations and writing

I draw and play games to learn unfamiliar words regularly

I try to figure out new words by using the words around it, pictures or roots and affixes.

Math

Applies Problem Solving Skills

I read and restate the problem or steps in my own words

I visualize the structure or patterns of problems and can show it with materials or simple drawings

I break complex problems into logical steps

I can think of ways to apply strategies to real life situations

I identify the correct operation and useful data

I make estimates and can justify my thinking

I can identify what number is greater and less than a given number

Improves Fluency with Basic Facts

I can demonstrate how to count on, and compose or decompose combinations of 5s and 10s without counting

I do skip counting, doubles and doubles plus without counting

I can see a quick image of arrays and create more than 1 equation showing how many I saw, without counting

I can explain and apply place value with fractions and whole numbers

I do mental math daily to practice composing and decomposing numbers

I play math games regularly and can name the strategies I am using

Shows Persistence

When I want to quit I try to do a few more problems or try one more way

I set personal goals and visually track my own progress

I give myself frequent breaks and then get right back to work to maintain energy and focus

I try multiple ways of getting my work done when I am stuck

I ask for help or resources when I am stuck

Self-Monitors

I see the real-life reasons for using math skills and can explain them

I know finishing first is not as important as doing good work, so I check my work for accuracy before the teacher checks it

I ask for modeling, guided practice and feedback to check my own skills and accuracy

I can explain which strategies work best for me and explain my reasoning when solving problems

I give myself quizzes on hard math skills and concepts weekly to check what I know

Memory

Takes in Information Accurately

I set a purpose or goal for doing the work before I get started

I use eyes, ears, hands and imagination to create mental and concrete images

I see fixing mistakes as the best way to learn

I focus on one job at a time – using about 8 seconds to think before I begin

I block out things that are distracting me

I can stop one task promptly so I can work on something else

I compare new information to what I already know

Organizes and Manages Information

I look for patterns like main idea/details, sequences and cause/effect

I find a way to get help when the pace is too fast or material is confusing

I balance my work time with short breaks

I know how to break big tasks or information down into manageable parts

I start with the most important ideas and then add to and improve my ideas or work

Stores Information Accurately

I create graphic organizers to see how new ideas are like the old ones I know

I ask for and give examples as I practice

I find multiple ways to remember ideas (songs, games, color, talking, drawing, ...)

I get enough sleep to allow my brain to make memories stick

I highlight key words, reorganize my notes or orally summarize what I know or what I need to do

I pace my practice sessions out over time rather than cram

Recalls Things Learned Before

I reorganize information in multiple ways over time

I think about how things are like what I already know and how they are different

I look for real-life ways to use new information

I think about what I heard, felt, smelled and saw so I can remember better

I know how to calm myself down to relieve stress

I use challenging memory games and activities to get better at remembering

I test myself regularly to see how much I remember

Motivation

Sees How a Task is Relevant

I can tell others the importance and usefulness of the work I do

I choose to do challenging work because I know that taking reasonable risks helps me learn more

I work to meet my goals instead of working just for rewards, grades and praise

I see how my effort and use of good strategies affects my own success

I see how what I am learning can be helpful outside of school

Accurately Assesses Strengths and Needs

I know my own strengths and use them to learn more

I know what skills I need to work on and I make plans for ways to improve

I know a variety of creative ways to approach learning and problem solving

I ask for help and feedback when I need it and know the right ways to ask

I track my own growth so I know when to keep doing what I am doing and when to ask for help

Sees How Effort Affects Success

I accurately estimate how much time and effort I need to be successful

I try to solve problems myself first and know ways to get help when I cannot

I look for a variety of ways to practice so I improve my skills

I keep a list of strategies that do and do not work for me

I use visual displays of my own growth to know when to make adjustments to my strategies

Contributes to a Positive Environment

I recognize ways to show respect and acceptance for teachers and the group

I make sure ideas and feelings of others are accepted and respected

I help my group get things done by working together

I ask for and use feedback ideas of others for improving my skills and work

I thank people for a job well done and give helpful hints for improving things

Organization

Sorts and Categorizes

I see and describe patterns that help me match things that go together

I separate things into groups (color, sound, shape, texture, use) and pick out things that don't fit the pattern

I sort by more than one likeness or detail

I sort important from unimportant ideas and things

I describe patterns and rules for how things are alike and different

Sequences Materials and Ideas

I can see the steps in my head or on paper for remembering directions, stories or how I make decisions

I put ideas or tasks in order by how important or urgent they are to help me choose what to do next

I have daily routines and procedures that help me reduce stress and find things easily and fast

I look for patterns that will help me predict what comes next and can explain what clues I used to decide

Makes Tasks Manageable

I break big tasks down into small steps to make things easier

I know what I want to achieve and I create a plan for how to get started

I figure out how much time is needed for each step and create a sequence

I make changes in the plan as needed so I can finish on time and with quality

I keep track of information and materials using reminders and checklists

I see how strategies I have used in the past can be useful in new situations.

Follows Through

I know why it is important to organize and I see how it will help me

I practice organizing things in easy ways first and then think of new ways that also could work

I know what strategies work for me and which ones do not

I have a system for double checking how well I sort and arrange my things and ideas that I use regularly

I know how to get help when I am stuck but I don't depend on others too much

Problem Solving

Makes Problems Manageable

I pause to calm myself and describe the problem or expectations in my own words

I can see how this problem is like others I have solved in the past

I ask myself which things I've done in the past can help me solve this problem

I ask myself how solving this problem will help me now or in the future

I can visualize and explain what I want things to look like or sound like when I'm finished

Creates a Plan

I set specific, realistic and measurable goals for myself

I break big goals or problems into smaller and more manageable parts

I think of options and the pros and cons of each choice before I decide what to do

I sequence what I need to do by how important it is or what needs to be done first

I estimate how long things will take and create a timeline that I check regularly

I anticipate roadblocks and have back-up options in case I need them

Assesses and Adjusts

I use models, rubrics and checklists to self-assess my progress

I collect data and get feedback on how well my plan is working and use it to improve my plan

I keep a list of strategies and resources that work for me

I stop to celebrate small successes along the way

I can explain how my effort, skills, strategies and decisions influenced my success

Margaret Searle & Marilyn
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Positive Relationships

Kind To Self

I know what my strengths and needs are and set goals so I can improve

I tell myself that it's okay to make mistakes and learn from them

I take time daily to think about what I am grateful for

I can label my emotions and say why I feel the way I do

I tell the truth without being harsh or blaming other people or myself

I speak up for myself without being rude or disrespectful

Caring To Others

I share my ideas and feelings with others so they get to know me

I help others without telling them what to do

I take time to get to know others by asking and answering questions

I make others feel appreciated and valued by listening to their ideas and feelings

I focus on what is going well and the good things people say and do

I frequently tell myself to be patient with others and with myself

Self-regulation

I recognize signs of stress in myself and others and can use self-calming skills

I recognize how my words and actions affect others and I try to stay positive

I appreciate and support rather than complaining and acting cranky

I ask for and allow people to help me when I am struggling

I let go of negative thoughts when someone hurt or frustrates me

I admit mistakes and apologize if I offend someone

Decision Making

I can predict how I and others' will reactions to a variety of situations

I don't share information that might hurt or embarrass others

I try to see things through the eyes of others before making decisions

I handle conflict by talking respectfully directly to the person I disagree with

People can trust me to do what I say I am going to do

I ask for and use the feedback of others to improve my relationships

Reading

Figures Out Unknown Words

I hear and distinguish sounds correctly and can match sounds to letters

I can predict the word by listening or reading the words or pictures around it

I count sounds & stretch out CVC words to hear each sound

I use movement, music, color, and visual aides to blend sounds

I spell out dictated words by sequencing sounds using letter tiles or writing

I hear and see patterns and can divide words into syllables

Expands Vocabulary

I use daily practice sessions to learn a few words at a time and practice for many weeks.

I find new words and use them in my speaking and writing right away

I use pictures, gestures, conversations or games to learn and practice new vocabulary

I use homonyms, synonyms and antonyms to clarify meanings

I uses common affixes and root words to determine meanings

Reads with Fluency

I use punctuation to make sense of text.

I read in phrases smoothly and accurately.

I read with expression to make sense of text.

I set personal goals for increasing words correct per minute and track my own progress.

I practice reading my personal writing to get better at reading fluently.

I use word shape, letter patterns and context clues to expand my bank of sight words

Comprehends Text

I think about what information I am looking for before I start reading or listening

I can visualize what is happening or what is described as I read/listen

I make predictions and ask myself questions as I read

I frequently pause to summarize what I have just read

I can match main ideas or predictions to details and find evidence for my answer

I self-monitor to make sure the text makes sense as I read

I try to see how what I am reading is like what I already know

Reading Comprehension

Preview and Plan

I know what kind of text this is and why I am reading it(my goal)

I scan the text to learn what it's about and how it's organized

I decide if the text is good for me and my reading goal

I ask myself what I already know about this topic or text

I create questions and predictions to think about as I read

I think about strategies that can help me before I start reading

I use text features to help me find and understand key ideas

Focus On What's Important

I use my goal to guide my reading & note making

I think about what is important to remember from each section

I make notes that highlight and organize important information

I notice how ideas are organized and I look for patterns I know (cause-effect, compare-contrast)

I use story structure (exposition, rising action...) to help me focus on important ideas

I summarize what I read to focus on key points

Actively Read & Respond

I read between the lines and construct my own ideas

I picture what is happening or being described as I read

I connect things I read to each other and to things I already know

I note what I think, feel and wonder about as I read

I look for facts and reasons to support my ideas and the author's

I ask myself questions to help me understand the text better

Monitor Success

I pause to see if what I am reading makes sense and I try new strategies when it doesn't

When words I don't know get in the way, I try to figure them out

I keep track of helpful strategies and make plans to use them again

I pause after each chunk to see if I can retell the important ideas

I check my predictions and make new ones as I read

I monitor my attention level and refocus myself if I need to

Review and Reflect

I can retell the main ideas or events

I review the parts of the text I need to remember

I reflect on what I read, why it's important, and how it can help me

I discuss my ideas with others to check and improve my thinking

I decide if I met my reading goal and what to do if I didn't

I reflect on what I did well and what I need to improve

I explain how my effort and strategies affect my success

Remote Learning

Demonstrates Tech Skills

I can use the keyboard efficiently, log-in, upload and submit work online

I can find and organize work in folders and share my work online

I know how to participate in chat rooms and video or phone conferences

I can use email, and navigate the virtual platform and apps used by my grade level

I can use key words to find online answers to my questions

I know what to do when links don't work and other tech problems occur

Organizes

I understand the purpose of the lessons and put my tasks in order of priority

I break up long work periods into small sessions

I create daily and weekly schedules and routines so I can get breaks, attend class and get work done on time

I use daily and weekly checklists to keep track of materials I need and tasks to be done

I keep track of how long I am able to work and set goals to stretch myself

I set up materials I need and a place to work that helps me concentrate

Communicates

I participate in online conversations by asking clear, thoughtful questions

I listen so I can repeat what others mean or are feeling by paraphrasing

I share my thoughts and concerns online and encourage others to speak

I know how and when to get help when I am stuck

I look for ways to check my work and solve problems with an online partner(s)

I can define and explain technology terms

Shows Persistence and Adaptability

I know that if I keep trying and use good strategies I can learn anything.

I set goals and know the reason these goals are important

I keep track of my learning progress, celebrate my accomplishments and adjust my plan as needed

I have back up plans for when things go wrong and I adjust as I go

I know that my brain learns best when it has to struggle to learn

When I want to quit, I try to do just a little more, so I learn how to persist

Resilience/Flexibility

Help Myself Feel Safe

I use my body clues to know when I need to relax or find a way to get more energy

I surround myself with positive people who listen and encourage me

I recognize what I need to work on and when to ask for help

I reframe negative things so I can be more positive and understanding

I make pictures in my head of what I want things to look like and feel like so I can set goals

I learn about how brains work so I understand new ways to manage my thinking

Manage Emotions

I accept my feelings, describe them accurately and plan how to respond

I know what triggers my stress and I know how to calm myself

I accept responsibility for my actions rather than blaming others and retaliating

I try to imagine what others are feeling before I act

I know how to recharge my emotional battery

I know appropriate ways to get power and attention without taking it from others.

Respond Positively to Setbacks

I stop and think of options before I act or give up

I use past successes as ways to solve future problems

I see mistakes and setbacks as ways to learn new things

I commit to small steps for reaching new goals

I set clear and reasonable goals for myself and make a little progress each day.

Build my own Self-Confidence

I identify my strengths and find new areas to improve

I don't think of myself as a victim. I know what I can change and I make a plan.

I develop plans and backup plans before I start something important

I know and use strategies for shifting my own energy up or down to match the situation

I adjust my pace, my priorities and my strategies to fit the situation

Self-Monitoring

Identifies Strengths and Needs

I can explain what good, better and best looks like and where I am on this scale

I can list my areas of strength

I frequently identify my own areas of strength and areas for improvement

I can describe about what I want my new strength to look like and sound like

I ask for help when I need it

I know what stresses me and I have ways to calm myself down

Sets Goals

I set specific and realistic goals for myself that help me grow and improve

I break the big goal into smaller goals

I can identify a sequence of small steps that will accomplish my goal

I make commitments to an action plan and follow through

I choose one or two small steps to start with right away

Tracks Growth

I keep track of my growth visually so I can see what I am accomplishing

I choose to monitor how often, how well or how long I do things when I want to improve

I decide on tools for collecting data and recording my growth

I collect and record my progress on a regular basis so I can see patterns

Reflects and Adjusts Plans

I can describe what I did and why I made my choices

I can explain what I do to help myself when things get hard

I can tell people what strategies work for me and which do not

I look at my data and decide what I need to do next

I consider other people's opinions and suggestions for improvement

I notice and care about how my choices affect other people

Self-Regulation/Impulse Control

Manages Feelings and Emotions

I know the difference between my wants and needs, actions and feelings

I read my own body signals and how to calm myself before stress sets in

I name my feelings and what causes me to feel that way

I know what I need to do more of and less of to make myself and others successful

I know strategies for adjusting my energy level up or down to fit the situation

Handles Setbacks Well

I look for ways to help solve problems rather than finding someone to blame

I use self-talk to slow down and calm down

When I feel like giving up, I come up with other options and try to do a little more

I know when I am bored or fearful and I adjust my thinking and focus

I see my mistakes as clues to help me know what to learn

Relates Well to Others

I figure out how my actions and words affect others and I try to improve things

I try to see things through the eyes of others (perspective)

I practice good listening and using thoughtful words, so being positive is a habit

I go out of my way to do and say kind and thoughtful things regularly

I ask for other people's advice so I can improve and make changes

If someone upsets me, I go to them directly to try to work things out

Adjusts to the Environment

I notice what is going on around me and how I can make things better for everyone

I predict what will probably happen for myself and other when I make certain choices

I know how to gain power, attention and control in positive ways

I look for ways to make things better for myself and others

I practice ways to adjust my energy level and communication to match the situation

Writing

Develops Fluency (Gets started)

I practice handwriting so it doesn't slow me down

I write non-stop for at least two minutes a day to get my ideas flowing

I get my brain going by talking about, using a graphic organizer or drawing my ideas

I try to use new vocabulary words in my own writing and speaking daily

I sequence lists of my main ideas and details before I begin writing

Clarity and Organization of Thoughts

I focus on my audience and purpose as I write

I visualize my ideas in a logical sequence and use transition words to connect these ideas

I recognize and fix awkward sentence structure (run-on sentences or short boring patterns)

I can identify essential from non-essential ideas

I use adjective and rich word choices to make my writing clear and interesting

I support ideas with facts, evidence and examples.

Edits and Revises Work

I use color coding or margin notes to see patterns, structures and missing pieces

I ask for and use frequent feedback or modeling to improve my writing

I use rubrics to self-check or give feedback to others

I know resources to help me with revisions and editing

I choose informal work done the week before to practice specific editing and revising skills

I use transition words to create variety in my sentence patterns

Knows How to Improve Skills

I build self-confidence by keeping a chart of my growth and a list of things that helped me be successful

I know that it is safe to make and admit mistakes because correcting errors is how I learn

I know how to break big writing tasks down into smaller parts so I don't get discouraged

I track the types of errors I usually make so I can set specific goals for improvement

I practice fun ways of writing daily, so it becomes easier for me