

Attention and Focus

Knows What To Focus On

I know what to pay attention to and I can figure out why it is important

I see how what I am doing is like what I already know

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

I know ways to calm and encourage myself so I can focus on paying attention

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

I know when and where to go for help when I'm stuck

Stays Focused

I pause frequently to see if I am on-task and I have a plan for refocusing myself

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

I have strategies to avoid things that distract me

When I get distracted, I know how to refocus myself (like self-talk using cueing)

I break large work periods and tasks into manageable chunks

I use brain breaks to process information and refocus

Makes Transitions Smoothly

I remind myself of my new focus or goal when I switch tasks

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 can apply and adjust what I know 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 keep my goal and the reason for reaching my goal in mind as I work

I celebrate my struggles because I know 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 I use feedback to get myself unstuck

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 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 the background is 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

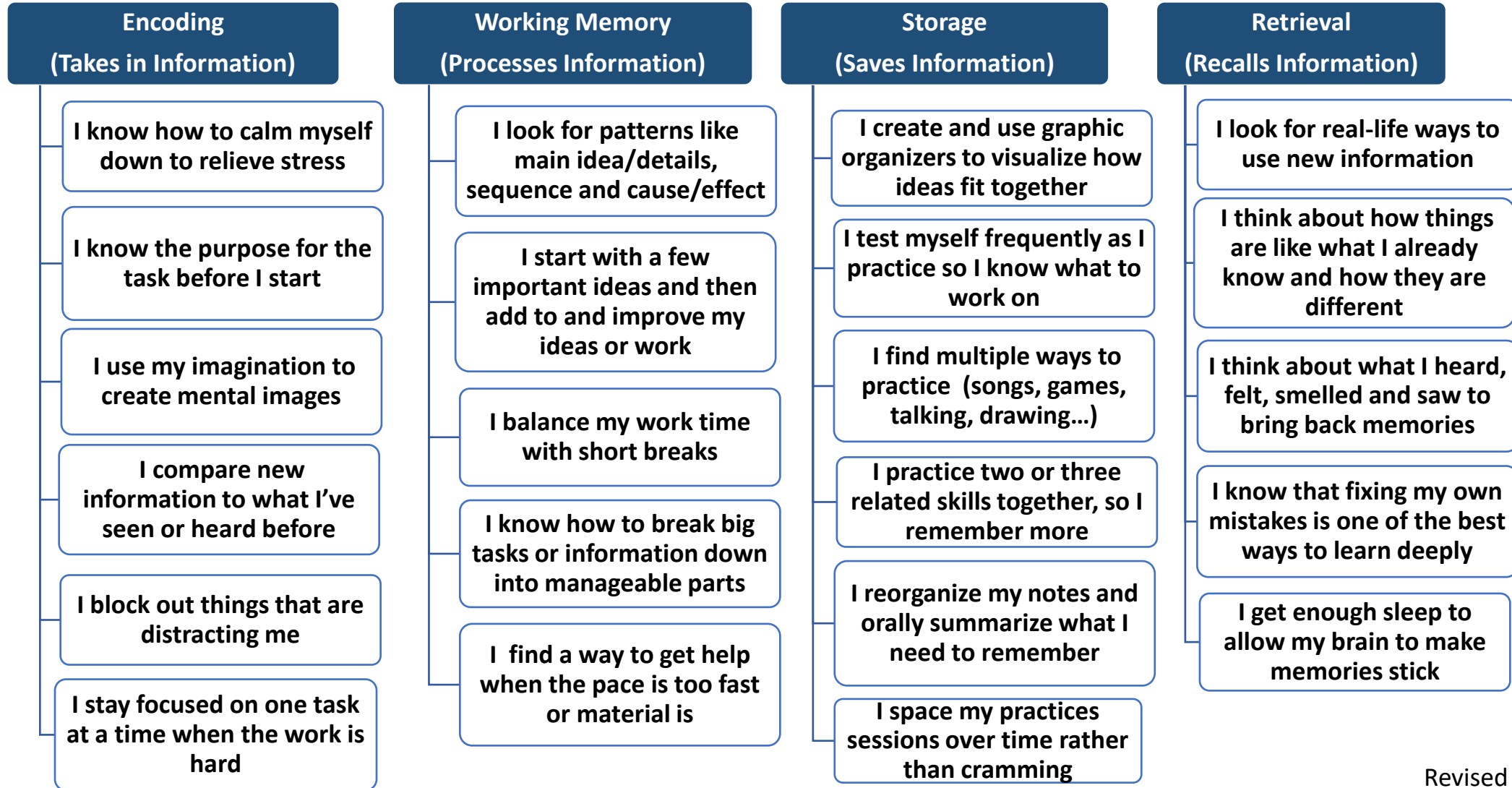
I know finishing first is not as important as doing good work, so I check my work for accuracy before the teacher checks it

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



Motivation

Sees How a Task is Relevant

I look for ways my learning can be helpful now, outside of school and in the future

I can visualize and describe my long and short-term goals and plans

I know ways to keep myself focused on my goals

I choose challenging work because I know that taking reasonable risks helps me learn and improve

I focus on meeting my goals instead of just working for rewards, grades and praise

Accurately Assesses Strengths and Needs

I know what good looks like and can identify my strengths

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

I seek feedback to learn new and creative ways learn and solve problems

When I don't see options, I find resources to help me generate choices

I track my own growth so I know what to keep doing and when to adjust or 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

When things get hard, I know how to keep myself from giving up too soon

I look for a variety of ways to practice and improve

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

Contributes to a Positive Environment

I use positive talk to keep myself and others engaged

I hold myself accountable for my own growth and behavior

I help my group get things done by asking good questions and working cooperatively

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

I reflect on my own contributions and thank others for jobs well done

Organization

Sorts and Categorizes

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

I separate things into groups 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 Time, Materials and Ideas

I see the steps 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 reduce my stress and find things easily and fast

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

Makes Tasks Manageable

I break big tasks into small steps to make things easier

I know my goals and I create a sequenced plan for getting started

I estimate how much time is needed for each step and create a timeline

I make changes as needed so I finish on time and with quality

I keep track of time, information and materials using visual reminders

I use successful past strategies to plan for new situations.

Follows Through

I see how being organized will help me save time and reduce stress

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 have paid attention to and handled details

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 decide if this is a big or small problem.

I can visualize and explain what things should look like or sound like before deciding on my goal

I think of things I've tried in the past that have helped and which things have not

I see mistakes I've made in the past as a helpful learning experience

I set specific and realistic goals for myself

Creates a Plan

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 what might get in the way and have back-up options in case I need them

I know when and how to ask for help

Assesses and Adjusts

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

I collect data and seek 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

Revised May, 2024

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

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, I 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

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

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

Resilience/Flexibility

Manage Emotions

I learn about how brains work so I understand ways of managing my own thinking

I accept my feelings, describe them clearly to help me respond positively

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

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

I identify challenges I've faced and things I've learned, so I can encourage myself

Responding to Challenges

I identify my strengths as well as skills I need so I have the power to improve.

When I am learning, I expect to make mistakes and I analyze them so I can try new strategies.

I am aware of negative self-talk and know ways to avoid being overly critical of myself and others

I seek out positive people who listen to, support and encourage me

When I need to get things done, I am careful so I can avoid mistakes.

Planning for Success

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

I regularly commit to small steps for reaching my goals

I pause to think of options before I act, speak or give up

I recall past successes as ways to solve future problems

I develop plans and backup plans before I start something important

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

Working with Others

I try to imagine what others may be feeling and thinking before I act or respond

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

I identify what I can change, what I cannot change and what I can influence before choosing my action plan

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

I am willing to be the first one to say hello or try something new

Self-Monitoring

Attitude

I believe it is in my power to improve, no matter how much or how little I already know

I can change negative self-talk if I recognizing it and rephrasing it positively

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

I know that challenging myself means expecting mistakes if I want to improve.

I know the difference among mistakes to learn from, sloppy mistakes and times when mistakes are to be avoided.

I look for more than just right answers. I look for better ways.

Planning growth

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

I have the vocabulary to assess and explain what makes work good

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

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

I make commitments to an action plan and follow through

Providing/Using feedback

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

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

Reflects and Adjusts Plans

I listen carefully to feedback and paraphrase to avoid misunderstandings

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

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

Provide clear, specific and helpful feedback to help myself and others

I consider other people's opinions and suggestions for improvement

I notice and care about how my choices affect other people

Revised August 2024

Searle Enterprises Inc.

Self-Regulation/Impulse Control

Manages Feelings and Emotions

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

I pause to read my own body signals so I can calm myself before stress sets in

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

I think of what I can do more of and less of to make myself and others successful

I know how my brain works and can use strategies for managing my impulses

Handles Setbacks Well

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

I use self-talk to turn mistakes into useful learning opportunities

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, fearful or frustrated and I use self-talk to adjust and refocus

I use memories of my mistakes and successes to figure out what to do next.

Relates Well to Others

I figure out how my actions and words affect others so I can make good decisions

I try to see other people's point of view (perspective)

I practice good listening and paraphrasing, so people know I hear what they say

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 good choices

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

Adjusts to the Environment

I notice what is going on around me and decide if my actions and responses fit the situation

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

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

I know what things distract, upset or annoy me and I make plans for reacting appropriately

I practice ways to adjust my energy level and communication to fit 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

Reading Comprehension

PREVIEW & PLAN

I know what kind of text this is & why I'm 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 the topic or text

I create questions & 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 & understand key ideas

FOCUS ON WHAT'S IMPORTANT

I use my goal to guide my reading & note making

I think about what's important to remember from each section

I make notes that highlight and organize important information

I notice how ideas are organized & look for patterns I know (cause-effect, comparison, etc.)

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

I summarize what I read to help me focus on key points

ACTIVELY READ & RESPOND

I picture what is happening or being described as I read

I read between the lines & construct my own ideas

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

I ask myself questions to help me understand the text better

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

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

MONITOR SUCCESS

I pause often to see if what I read makes sense, and I try new strategies when it doesn't

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

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

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

I check my predictions & make new ones as I read

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

REVIEW & REFLECT

I try to retell the main ideas or events

I review parts of the text that I want to understand or remember more clearly

I reflect on what I read, why it's important, & 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 I can do if I didn't

I reflect on what I did well and what I can do to improve

I can explain how my effort & strategy use affected my success