

3rd Grade

3rd
Na

Math
Add 1 behaviors

Date _____

	Not Yet	Almost There	Yup I Did It	Went Beyond
and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know which strategy is the most efficient to help me solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use models to support my understanding and to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can articulate my mathematical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module 2/3 Learning Targets				
Multiplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.OA.1 → Multiplication				
Adding Subtracting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
word problem				

Name: _____

Date: _____

5th Grade Math (Self-Assessment Checklist)

Directions: Rate your level of consistency (or success) with each learning target and math behavior.
Consider your performance on assignments that assess each learning target and math behavior.

		Always	Sometimes	Rarely	Never
Math Behaviors	I make sense of problems and persevere in solving them				
	I thoughtfully reflect on and explain my math problem solving.				
	I use models appropriately to support mathematical thinking (e.g. number lines, arrays, and/or coin equivalents).				
	I recognize that problems can be solved in multiple ways.				
Math Learning Targets	I read and write decimals to the thousandths using base-ten numerals, number names, and expanded form				
	I compare and order decimals to the thousandths based on meanings of the digits in each place value.				
	I use place value understanding to round decimals up to the nearest hundredth.				
	I add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.				
	I multiply and divide decimals, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between multiplication and division.				

Name: _____ 3rd Grade Social/Emotional Checklist

Date: _____

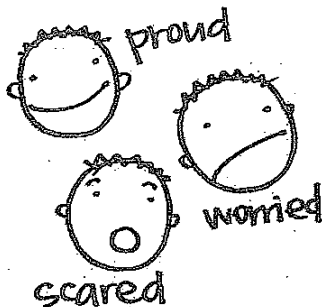
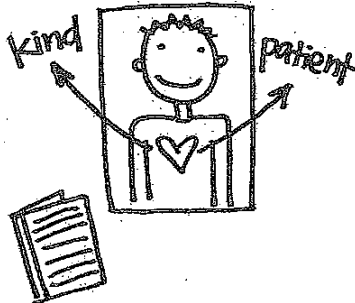
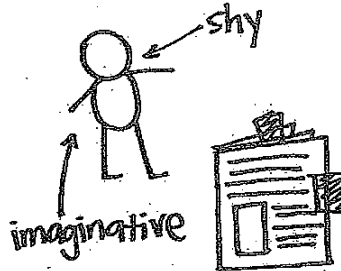
PILLARS	TARGET BEHAVIOR	Not Yet	Starting to	YES
Persistence	I keep trying even when it's hard.			
	I know my strengths and know what tools I can use when I need them.			
Engagement	I have positive relationships with teachers and my classmates.			
	I show a positive attitude about school and I always try to do my personal best.			
Work Habits	I try my best to complete my schoolwork.			
	I follow directions.			
Organizational Skills	I manage my time and my materials.			
	My work demonstrates care and effort.			
Communication/ Collaboration Skills	I handle peer conflict and communicate in a positive manner.			
	I interact with adults and classmates in a respectful manner.			
Self-Regulation	I am mindful my own behavior during work time and transitions.			
	I ask for help when I need it.			

Name: _____

Date: _____

Grade 3		NOT YET	STARTING TO	YES!	EXCEEDS
	Structure				
Overall	I taught readers information about a subject. I put in ideas, observations, and questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I got readers ready to learn a lot of information about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . I also used words to show what didn't fit such as <i>however</i> and <i>but</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				
Elaboration	I wrote facts, definitions, details, and observations about my topic and explained some of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draft	I chose expert words to teach readers a lot about the subject. I taught information in a way to interest readers. I may have used drawings, captions, or diagrams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions				
Spelling	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft. I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I punctuated dialogue correctly, with commas and quotation marks. I put punctuation at the end of every sentence while writing. I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Reading Self-Assessment Rubric

	Level 2	Level 3	Level 4
<p>Inferring about Characters and Other Story Elements</p> <p>Character Traits</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about the big things the main character does, says, and thinks. <input type="checkbox"/> I wrote about what these big things show about the character's feelings. <input type="checkbox"/> If the main character faces a problem and solves it, I wrote about how the character does that. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote an idea about the kind of person a character is, telling a trait (and not a feeling). <input type="checkbox"/> When a character makes a big decision, I could use what happened earlier and the character's traits to tell why the character made that choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about how the character is complicated. He/she is more than one way (has multiple traits). <input type="checkbox"/> I also wrote about what's going on inside the character (motivations and wants). <input type="checkbox"/> When I thought and wrote about a character, I showed that I knew that small actions can signal something big. 
<p>Supporting Thinking with Text Evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When asked, I could point to the part of the text that gave me my ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> I supported my ideas with details from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I used details from different parts of the text to support my ideas and discussed how those details supported my ideas.

3rd
Na

Math
Add 1 behaviors

Date _____

	Not Yet	Almost There	Yup I Did It	Went Beyond
and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know which strategy is the most efficient to help me solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use models to support my understanding and to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can articulate my mathematical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module 2/3 Learning Targets				
Multiplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurement of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.OA.1 → Multiplication				
Adding Subtracting word problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

5th Grade Math (Self-Assessment Checklist)

Directions: Rate your level of consistency (or success) with each learning target and math behavior. Consider your performance on assignments that assess each learning target and math behavior.

		Not at all	Sometimes	Most of the time	Always
Math Behaviors	I make sense of problems and persevere in solving them				
	I thoughtfully reflect on and explain my math problem solving.				
	I use models appropriately to support mathematical thinking (e.g. number lines, arrays, and/or coin equivalents).				
	I recognize that problems can be solved in multiple ways.				
Math Learning Targets	I read and write decimals to the thousandths using base-ten numerals, number names, and expanded form				
	I compare and order decimals to the thousandths based on meanings of the digits in each place value.				
	I use place value understanding to round decimals up to the nearest hundredth.				
	I add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.				
	I multiply and divide decimals, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between multiplication and division.				

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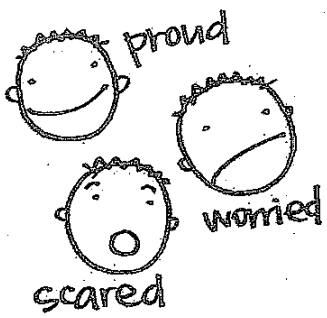
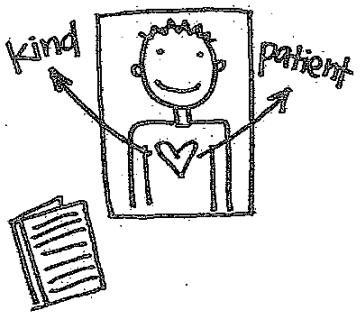
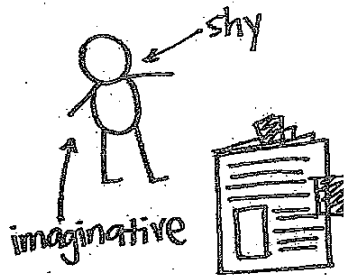
Date: _____

PILLARS	TARGET BEHAVIOR	Not Yet	Starting to	YES
Persistence	I keep trying even when it's hard.			
	I know my strengths and know what tools I can use when I need them.			
Engagement	I have positive relationships with teachers and my classmates.			
	I show a positive attitude about school and I always try to do my personal best.			
Work Habits	I try my best to complete my schoolwork.			
	I follow directions.			
Organizational Skills	I manage my time and my materials.			
	My work demonstrates care and effort.			
Communication/ Collaboration Skills	I handle peer conflict and communicate in a positive manner.			
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