Na Add 1 behaviors		Date			<del></del>
Add 1 behavior		Not Yet	Almost There	Yup I Did I†	Went Beyond
	and				
I know which strategy is the efficient to help me solve a pr	I				
I can use models to support understanding and to solve pro	·				
Module 2/3 Learning	tical }				
Module 2/3 Learning Muttiplication Measurement 3.0A.1-3 Muttiplication	of				
Adding Subtracting word problem	ſ				

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.

		No. 191	ingerica Generalis Generalis	
N N	I make sense of problems and persevere in solving them			
Behaviors	I thoughtfully reflect on and explain my math problem solving.			
Math Be	I use models appropriately to support mathematical thinking (e.g. number lines, arrays, and/or coin equivalents).			
8	I recognize that problems can be solved in multiple ways.			
	I read and write decimals to the thousandths using base-ten numerals, number names, and expanded form			
ets S	I compare and order decimals to the thousandths based on meanings of the digits in each place value.			
Learning Targets	I use place value understanding to round decimals up to the nearest hundredth.			,
Math Learni	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:	-			

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PILLARS	TÄRGET 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.			
	I have positive relationships with teachers and my classmates.			
Engagement	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.		-	
Origin Zurional Smits	My work demonstrates care and effort.			
Communication/ Collaboration	I handle peer conflict and communicate in a positive manner.			<b>*</b>
Skills	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.			

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TARREST AND	Grade 3	NOT YET	STARTING TO		EXCEEDS
	Structure				
Overall .	L taught readers information about a subject. I put in ideas, observations, and		Ů.		Į į
	guestions. A file of the second of the secon				1
Lead	I wrote a beginning in which I got readers ready to learn a lot of information about				
	the subject.		-		
Transitions:	Lused words to show sequence such as <i>before, after, then,</i> and <i>later.</i> Lalso used words to show what didn't fit such as <i>however</i> and <i>but.</i>		<u>.</u>		
Ending	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	·		П	
Viganization	I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.	П		П.	
	pevelopment I in the last the second of the				
. Haboration	Wrote facts, definitions, details, and observations about my topic and explained some of them.			П	
Craft.	I chose expert words to teach readers a lot about the subject. I talight information in a way to interest readers. I may have used drawings, captions, or diagrams.	<u>і</u>			
	Language Conventions:				
Spelling	liused what I knew about spelling patterns to help me spell and edit before I wrote	П	ůП		
	my final draft.  I got help from others to check my spelling and purictuation before I wrote my final draft.			* *.	
Punctuation	I purictuated dialogue correctly, with commas and quotation marks.				
	I put punctuation at the end of every sentence while writing.				<b>П</b>
	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.				

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	Narrative F	leading Self-As:	sessment Rubri
	Level 2	Level 3	Level +
Inferring about Characters and Other Story Elements Character Traits	☐ I wrote about the big things the main character does, says, and thinks. ☐ I wrote about what these big things show about the character's feelings. ☐ If the main character faces a problem and solves it, I wrote about how the character does that.  Provided  Graved	□ I wrote an idea about the kind of person a character is, telling a trait (and not a feeling). □ 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.	□ I wrote about how the character is complicated. He/she is more than one way (has multiple traits). □ I also wrote about what's going on inside the character (motivations and wants). □ When I thought and wrote about a character, I showed that I knew that small actions can signal something big.
Supporting Thinking With Text Evidence	□ When asked, I could point to the part of the text that gave me my ideas.	□ I supported my ideas with details from the text.	☐ I used details from different parts of the text to support my ideas and discussed how those details supported my ideas.

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Math Add 1 behaviors  $3^{rd}$ Na Date. Almost Yup I Went Not There Did It Yet Beyond and I know which strategy is the most efficient to help me solve a problem. I can use models to support my understanding and to solve problems. Module 2/3 Learning Module 2/3 Learning Multiplication
Neasurement of 3.0A. 1 > Multiplians\_ Adding Subtracting rd Word problem -

Name:		Date:
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## 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.

		NG YAY	Egrethal Spinetral		e en
<b>S</b>	I make sense of problems and persevere in solving them				
Behaviors	I thoughtfully reflect on and explain my math problem solving.				
Math Bel	I use models appropriately to support mathematical thinking (e.g. number lines, arrays, and/or coin equivalents).				
<b>N</b>	I recognize that problems can be solved in multiple ways.	•			
	I read and write decimals to the thousandths using base-ten numerals, number names, and expanded form			· .	
ets	I compare and order decimals to the thousandths based on meanings of the digits in each place value.				
Learning Targets	I use place value understanding to round decimals up to the nearest hundredth.				
Math Learnir	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	Nöt Yet	Starting to	YES
	I keep trying even when it's hard.			
Persistence	I know my strengths and know what tools I can use when I need them.			ş
	I have positive relationships with teachers and my classmates.			
Engagement	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.			
	I manage my time and my materials.			
Organizational Skills	My work demonstrates care and effort.			
Gommunication/	I handle peer conflict and communicate in a positive manner.			٠
Collaboration Skills	I interact with adults and classmates in a respectful manner.			
CZU DSSII 21:22	I am mindful my own behavior during work time and transitions.			
Self-Regulation	I ask for help when I need it.			

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	Grade 3 Structure	NOT NOT	STARTING TO		EXCEEDS
Overall	I taught readers information about a subject. I put in ideas, observations and questions.		Ü		П
Lead	I wrote a beginning in which I got readers ready to learn a lot of information about the subject.	<u> </u>			
/mansidions	I used words to show sequence such as <i>before, after, 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>	П.	E .		
Ending	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond	· □			
Organization	I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.			П	. [] l <sub>2</sub>
	Development			The second	
Laboration	I wrote facts, definitions, details, and observations about my topic and explained some of them.				
Craft.	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.			<u></u>	
	-Language Conventions:				
Spelling	Jused 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 purictuation before I wrote my final draft.				
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.			Ü	

		Narrative R Level 2	eading Self-Ass Level 3	sessment Rubri Level 4
'a	Inferring about Characters and Other Story Elements Character Traits	□ I wrote about the big things the main character does, says, and thinks. □ I wrote about what these big things show about the character's feelings. □ If the main character faces a problem and solves it, I wrote about how the character does that.	□ I wrote an idea about the kind of person a character is, telling a trait (and not a feeling). □ 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.	☐ I wrote about how the character is complicated. He/she is more than one way (has multiple traits). ☐ I also wrote about what's going on inside the character (motivations and wants). ☐ When I thought and wrote about a character, I showed that I knew that small actions can signal something big.
	Supporting Thinking with Text Evidence	□ When asked, I could point to the part of the text that gave me my ideas.	□ I supported my ideas with details from the text.	☐ I used details from different parts of the text to support my ideas and discussed how those details supported my ideas.