

Name _____

Date _____

**5th Grade Academic and Personal Behaviors:
Self-Assessment (Written Response)**

Glow: What is your most successful behavior? Provide an example(s) of how you have achieved this behavior.

Grow: What is the area in which you can improve and use to set a goal? How will you practice this?

Name_____

Date_____

**5th Grade Social Emotional (Behavior)
Self-Assessment (Checklist)**

Target Behaviors	4 Always	3 Most of the time	2 Sometimes	1 Rarely
PERSISTENCE				
I persevere through a task even when it is hard.				
I use tools and people as resources to support my learning.				
I set and work towards goals.				
ENGAGEMENT				
I actively participate in class discussions.				
I demonstrate a positive attitude about my school.				
I have confidence in who I am and accept others for who they are.				
WORK HABITS/ORGANIZATIONAL SKILLS				
I start and complete tasks in a timely manner.				
I accept criticism and suggestions in a positive manner in order to help me improve upon a task.				
I always try my best.				
COMMUNICATION/COLLABORATION SKILLS				
I communicate in a respectful manner to both peers and adults.				
I work well in groups and partnerships by listening to others' ideas and contributing my own.				
I manage conflicts well with others.				
SELF-REGULATION				
I follow directions and classroom expectations without reminders.				
I transition efficiently and effectively.				
I stay focused on the task and limit all distractions.				

Name _____ Date _____

**5th Grade Writing:
Self-Assessment (Written Response)**

Glow Which writing strategy do you feel you have put the most effort into?

How can you prove you have mastered this skill? How would you teach it to someone?

Grow Choose one writing strategy to focus on as a goal.

Why is this important to your learning?

What specific steps would you take in order to practice this?

Name: _____

Date: _____

Opinion Writing Checklist

Grade 5				Grade 6				
	Structure	NOT YET	STARTING TO	YES!		NOT YET	STARTING TO	YES!
Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I not only staked a position that could be supported by a variety of trustworthy sources, but also built my argument and led to a conclusion in each part of my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote an introduction that helped readers to understand and care about the topic or text. I thought backwards between the piece and the introduction to make sure that the introduction fit with the whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.				I not only clearly stated my claim, but also named the reasons I would develop later. I also told my readers how my text would unfold.			
Transitions	I used transition words and phrases to connect evidence back to my reasons using phrases such as <i>this shows that . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitional phrases to help readers understand how the different parts of my piece fit together to support my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	I used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Opinion Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
Ending	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a conclusion in which I restated the main points of my essay, perhaps offering a lingering thought or new insight for readers to consider. My ending added to and strengthened the overall argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. I wrote more than one paragraph to develop a claim or reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I included and arranged a variety of evidence to support my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used trusted sources and information from authorities on the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I discussed and unpacked the way that the evidence went with the claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I explained how my evidence strengthened my argument. I explained exactly which evidence supported which point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I acknowledged different sides to the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
Craft	I made deliberate word choices to had an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose words deliberately to be clear and to have an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I reached for the precise phrase, metaphor, or image that would convey my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I reached for precise phrases, metaphors, analogies, or images that would help to convey my ideas and strengthen my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made choices about how to angle my evidence to support my points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I chose <i>how</i> to present evidence and explained why and how the evidence supported my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used shifts in my tone to help my readers follow my argument; I made my piece sound serious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions				Language Conventions			
Spelling	I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed. I made sure to correctly spell words that were important to my topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and it was <i>common</i> to . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect extra information in some of my sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a variety of punctuation to fix any run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Name _____ Date _____

**5th Grade Reading:
Self-Assessment (Written Response)**

Currently, I am reading at a level _____

I am...	above grade level	at grade level	approaching grade level
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I enjoy reading genres such as _____

I'm supposed to read 40 minutes each day...

I do most of the time	I do some of the time	I need to improve on
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I feel that reading is _____ because _____

Most recently in reading we have been working on _____

Glow

The reading strategy I have put the most effort into is _____

An example from my reading post assessment on Social Media that shows I have mastered this skill is

I would teach this reading strategy to someone by _____

Grow

One area of reading I would focus on as a goal is _____

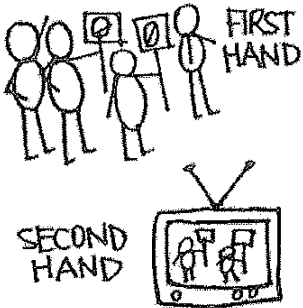
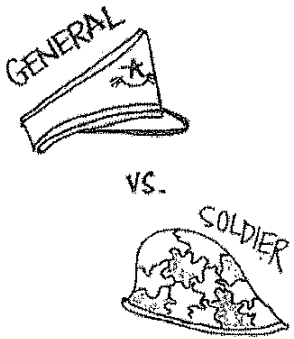
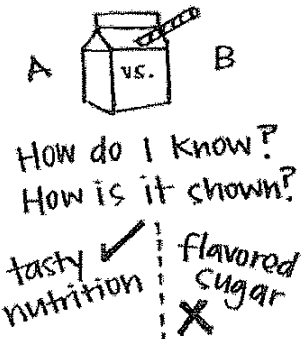
I would practice this skill by _____

Informational Reading Self-Assessment Rubric


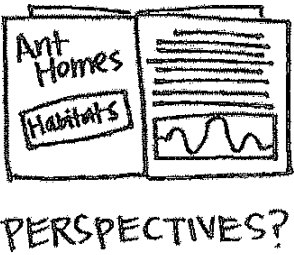
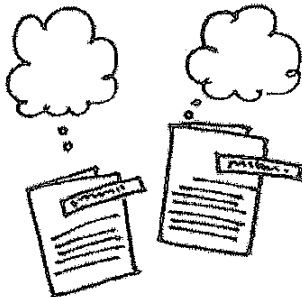
	Level 4	Level 5	Level 6
Main Idea(s) and Supporting Details/Summary	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about the main idea(s). <input type="checkbox"/> I included a few carefully selected details that link to the main idea. <input type="checkbox"/> I used the text structure in my response. <input type="checkbox"/> I wrote a brief summary. <input type="checkbox"/> I kept my own opinions separate from the ideas in the text. <p style="text-align: center;">SUMMARIZE!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about more than one main idea. <input type="checkbox"/> I included carefully selected details that support each main idea. <input type="checkbox"/> I wrote a brief summary. <input type="checkbox"/> I kept my own opinions separate from the ideas in the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about several main ideas or a central idea. <input type="checkbox"/> I identified the idea that seems the strongest. <input type="checkbox"/> I supported my ideas/claims with specific details or quotes, and chose evidence that is the strongest. <input type="checkbox"/> I kept my own opinions separate from the ideas in the text.

(continues)

Informational Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
Analyzing Perspective	<p><input type="checkbox"/> I named the point of view of the writer—firsthand or secondhand.</p> <p><input type="checkbox"/> I wrote about how the author's point of view probably affected the information that was/ wasn't revealed in the text.</p> 	<p><input type="checkbox"/> I named the point of view and discussed how the author's point of view probably affected the slant in which the information was presented or the choice of information.</p> <p><input type="checkbox"/> I noted when the texts showed different points of view.</p> <p><input type="checkbox"/> I wrote reasons why the narrator probably thought/felt as s/he did (when possible).</p> 	<p><input type="checkbox"/> I noted the details that reveal the author's perspective, and I wrote about how these details do so.</p> <p><input type="checkbox"/> I identified how the author's perspective was related to his or her vested interests or roles.</p> <p><input type="checkbox"/> I noted when two texts showed different points of view and/or when there were different points of view in one text.</p> 

Informational Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
Cross Text(s) Synthesis	<div> <input type="checkbox"/> I put together information and ideas about a topic from different texts or parts of a longer text. <input type="checkbox"/> I organized the information into categories (if possible). </div> <div>  </div>	<div> <input type="checkbox"/> I put together information and ideas about a subtopic. <input type="checkbox"/> I included information from several sources. <input type="checkbox"/> I formed categories (my own headings) and sorted the information that way. <input type="checkbox"/> When one author said one thing and another, something different, I could notice this. I tried to explain the differences. Was one text a firsthand account and the other, secondhand? </div> <div>  </div>	<div> <input type="checkbox"/> I sorted information/ideas into subtopics or categories. <input type="checkbox"/> I included information from several sources. <input type="checkbox"/> I explained which information came from which source. <input type="checkbox"/> I noted when one author says one thing and another, something different, and I try to understand and explain the differences in their information or ideas. </div> <div>  </div>

Name _____

Date _____

**5th Grade Math:
Self-Assessment (Written Response)**

Glow (Learning Target): Which learning target do you feel you have put the most effort into?

How can you prove you have mastered this skill? How would you teach it to someone?

Grow (Learning Target): Choose one learning target to focus on as a goal.

Why is this important to your learning?

What specific steps would you take in order to practice this?

Name _____

Date _____

5th Grade Math:
Self-Assessment (Written Response)

Glow (Behavior): Which math behavior do you feel you have put the most effort into?

How have you practiced this behavior?

Grow (Behavior): Choose one behavior target to focus on as a goal.

Why is this important to your learning?

What specific steps would you take in order to practice this?

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.

	Math	1 Not Yet	2 Getting There	3 Yup, did it	4 Went beyond
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.				