

Name:

Date:

Academic and Personal Behaviors Self Assessment

	4 Always	3 Most of the Time	2 Sometimes	1 Rarely
Persistence				
I stay on task even when it is hard.				
I set and work towards goals.				
I take opportunities to revise work based on feedback.				
Engagement				
I actively listen in a variety of settings.				
I participate in discussions.				
Work Habits/Organization Skills				
I check iLearn to keep track of and complete assignments in thorough and timely manner.				
I start classwork right away.				
I bring necessary supplies and assignments to class.				
I write name and heading on assignments.				
I complete homework and assignments in a thorough and timely manner.				
Communication/Collaboration Skills				
I negotiate peer relationships appropriately.				
I work well with others.				
I take turns speaking.				
Self-Regulation				
I take responsibility for my own actions.				
I follow classroom expectations without reminders.				
I communicate with peers and adults in respectful and appropriate manner.				
I ask for help when needed.				
I listen and follow directions the first time.				
I transition effectively and efficiently.				
I accept criticism and suggestions in a positive manner.				

6th Grade

Name:

Date:

GLOW with EVIDENCE

GROW with EVIDENCE

GOAL

Academic and Personal Behaviors Self-Assessment Model:

Glow with Evidence

One thing I'm proud of in my academic and personal behaviors is how I'm using my *organizational skills* by making sure to check iLearn weekly to keep track of my assignments. **My evidence for this is** that I have no missing work currently in any of my subjects.

Grow with Evidence

One thing I want to work on in my academic and personal behaviors is my *communication skills* in negotiating peer relationships. **My evidence for this is** that last week I yelled at Amy when she asked me a question, instead of politely asking her to wait.

Goal

My goal for my academic and personal behaviors is to take a deep breathe before responding to my peers who are frustrating me, in order to speak in a calm, polite tone.

Name: _____

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Opinion Writing Checklist

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
	Structure				Structure			
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"/>
Lead	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"/>				

TCRWP Middle School Narrative Reading Learning Progression – Levels 3-9

	Level 3	Level 4	Level 5	Level 6
ANALYTIC READING				
Analyzing Perspective	<p>When asked about a character's perspective, I can talk about how the character feels about something important to the story (another character, the setting, an event).</p> <p>I use what the character does, says, and thinks to support my ideas.</p>	<p>When asked about a character's perspective, I can talk about how the character feels about something important in the story (other characters, the setting, an event).</p> <p>I use everything I know about the character's life experience (where he or she is from, what groups he or she belongs to) to explain why the character feels this way.</p>	<p>When asked, I can talk about how different characters have different perspectives about events, characters, settings, and issues.</p> <p>I consider the characters' different life experiences as well as the roles they play in their lives (daughter, friend, student, and so on) to compare and explain their perspectives.</p>	<p>When asked, I can compare characters' perspectives about key story elements (character, setting, problems).</p> <p>I consider the characters' different experiences and roles in the story to compare and explain their perspectives.</p> <p>I also notice when characters may represent types of people and typical perspectives, or when characters develop perspectives that are surprising.</p>

TCRWP Middle School Narrative Reading Learning Progression – Levels 3-9

	Level 3	Level 4	Level 5	Level 6
INTERPRETIVE READING				
Determining Themes/ Cohesion	At the end of a story, I can say a few sentences about the big life lesson (the theme) that a character has learned.	I read, asking, “What’s this story really about?” and I come up with tentative ideas that I test as I read on. I have an internalized checklist of what makes a good interpretation—that the theme applies to most of the story, that it suggests a life lesson. I know that often the theme becomes most clear at the end, but then I can look back and see the theme trace through other parts, such as times when a character makes a decision or realizes something big.	I read, asking, “What seem to be the big themes of this story?” I can figure out a couple of themes that are especially significant, noting which are best supported. To think about these, I tie together what several significant parts of the story seem to mean . I know themes are shown not only by the content of the text, but also in the way it is written.	As I read, I gather up parts of the story that support particular themes. I also actively look for themes that seem more hidden. As new parts of the story suggest new meanings, my understanding of a story’s theme becomes more nuanced.

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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>
	I used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>it was common to . . .</i>	<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"/>	<input type="checkbox"/>
Punctuation	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 _____

SELF-ASSESSMENT Rubric for Covering and Surrounding- Area/Perimeter
Directions: Check a box for each item that matches your understanding.

CCSS.MATH.CONTENT.6.G.A.1

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Item	I consistently struggled and I'm still not sure I understand.	I struggled somewhat but now I understand more than I did.	I had to work, but I feel confident that I understand now.	I understood it pretty easily and I feel confident.	This came easily I knew it before we learned it in class.
Finding the area of a parallelogram. #1, #3					
Finding the area of a triangle. #2, #30					
Finding the perimeter of an irregular shape. #4					
Finding the area of an irregular shape. #4.					
Finding the perimeter of triangles and parallelogram.					
Finding the missing base or height for the triangle when the area is given. #17					
Finding the area of a trapezoid. #55					

*add
two
practice
standards*

models / pers.

Please write about one area you are very proud of.

Glow:

Write about one area you are still working on.

Grow:
