

Student Name: _____

Date: _____

KEY

- B- Beginning** “This is new to me, I don’t feel so confident, I need to practice more.”
- I- Intermediate** “I have done this before and I am building confidence. I am trying new things.”
- A- Advanced** “I feel skilled and confident with this and ready for new, harder challenges.”
- N/O- Not Observed** This behavior has not been observed by advisor

INDEPENDENCE

Independence combines self-direction with an awareness of community needs. The independent person utilizes resources and skills to create diverse opportunities that benefit the individual and the community. The process of becoming independent is a cycle of inquiry, reflection, and revision.

USE OF RESOURCES	B	I	A	N/0
Research and find relevant resources				
Know how to access instructions and follow them				
Know where to find places that will help you stay focused				
Use resources responsibly				
Seek assistance when needed				
Understand how to use the school governance and Constitution				

REFLECTION	B	I	A	N/0
Assess your present performance				
Reflect on both what one did learn and didn’t learn				
Set goals to improve present performance				
Revisit reflections over time and use them to understand personal changes				
Demonstrate awareness of what you’ve learned and why it matters				

PASSIONS, INTERESTS AND GOALS	B	I	A	N/0
Ask questions				
Be willing to try new activities.				
Investigate curiosities				
Translate learning needs into learning goals, plans, and activities				
Commit to working on goals to completion or revising goals as needed				
Share findings/discoveries				

ORGANIZATIONAL SKILLS	B	I	A	N/0
Keep track of responsibilities, obligations, meetings, due dates, and belongings				
Demonstrate time management skills				
Demonstrate planning skills				
Be prepared for activities and classes				

COMMUNITY MEMBERSHIP

Students have important roles to play in classroom, school, neighborhood, city, regional, and the world community. When students meet their rights and responsibilities as community members they increase a personal sense of belonging while contributing to the success of a culturally diverse, socially just, ecologically sustainable, and democratic society.

COOPERATION	B	I	A	N/O
Work in groups together for a common goal				
Give and take, compromise and make solutions				
Lead and participate				
Demonstrate sensitivity to issues of equality and inclusion in group dynamics				
Understand and fulfill the roles and responsibilities involved in group success.				
Work cooperatively within diverse populations				
Recognize when others need help and offer it				
Make choices about seating, partners and groups that have academic and social benefits				

COMMUNICATION	B	I	A	N/O
Hear and understand perspectives different than their own				
Demonstrate active listening skills: eye contact, not interrupting, asking clarifying questions and responding back				
Demonstrate assertive communication skills: articulating thoughts, feelings and needs directly and honestly				
Use language appropriate to audience				
Receive and give directions and instructions				
Use multiple forms of communication effectively including speaking, writing, and nonverbal				
Recognize that all settings have different communication expectations and demonstrate flexibility				
Practice nonviolent conflict resolution				
Engage in the school's democratic structures				

SERVICE	B	I	A	N/O
Participate in service activities				
Identify and reflect on the impact of their service				
Reflect on their personal role within their communities and how that shapes their identity				
Demonstrate respect for leadership, whether it be a student, a teacher, or any other person in the community				

FLUENCY IN ACADEMIC AREAS

Students need to master certain academic skills in order to achieve success in their lives. These skills help provide the foundation for current and future learning in their lifelong pursuit of knowledge. These skills represent what students should master by the end of 2nd grade.

NUMERACY	B	I	A	N/O
Identify basic shapes				
Have a basic understanding of how a clock works				
Have a sense of the passage of time				
Use some math tools; ie. Rulers, scales and calculators.				
Match objects to numerals				
Classifies objects (size, color, shape, etc)				
Know basic addition and subtraction facts.				
Count by 2's, 5's, and 10's.				
Can recognize place value.				
Be able to group numbers to make combinations that make sense to them.				
Write numbers in the correct way.				

LITERACY	B	I	A	N/O
Understands how books work.				
Recognize the upper and lower case letters of the alphabet				
Write letters in the correct way.				
Have a type of reading you enjoy				
Have a way of responding to literature.				
Write basic sentences using inventive or conventional spelling.				
Know when to use capital letters and punctuation.				
Be able to write neatly, so that others can read it.				
Be able to use writing to express one's self and share with others.				
Knows what plot, setting and character are.				
Be able to spell the first 100 most common words.				

SOCIAL SCIENCES	B	I	A	N/O
Have some understanding of the globe and land and water masses				
Understand that people have a wide range of differences, some based on place, some on culture, some on personal situations				

SCIENCE AND TECHNOLOGY	B	I	A	N/O
Asks questions and seeks out answers about the world around them.				
Collects data and information to make sense and draw conclusions about their world.				
Have a sense of how Earth fits into the universe or solar system				

ARTS	B	I	A	N/O
Know ways to express one's self artistically				
Know primary colors and be able to blend for other basic colors				

HEALTH, WELLNESS AND SAFETY	B	I	A	N/O
Memorize own address, phone number and parents' full names				
Know how to get help in an emergency				
Know how to get to a safe place in an emergency				
Understands the importance of healthy eating and exercise				

STUDENT'S REFLECTIONS

ADVISOR COMMENTS AND SUGGESTIONS

ADVISER _____ DATE _____