**Personal Attributes**

The student . . .

* is an enthusiastic learner.
* tackles new challenges seriously/eagerly and with a positive attitude.
* arrives at school each day with a smile, ready to learn.
* is an active participant in small group discussions.
* puts evident effort into his work as he completes assignments with quality in mind.
* shows perseverance in all they do; shows resilience; shows grit.
* has many insightful ideas to share with the class; takes healthy risks in their learning.
* is kind, caring, and friendly character makes her a role model for classmates.
* has a cheery demeanor that has made her a friend to many in our classroom.
* uses common sense to problem solve independently and in a positive manner.
* is respectful of others; shows empathy

**YOU ARE REFLECTING ON TRIMESTER 1:**

1. WHAT TWO COMMENTS WOULD YOU GIVE YOURSELF ABOUT BEHAVIOR AND/OR HABITS OF WORK?
2. WHAT TWO COMMENTS WOULD YOU GIVE ABOUT YOUR PROGRESSION OF LEARNING?
3. SET ONE GOAL FOR NEXT TRIMESTER.
4. WHAT IS ONE ACTIVITY OR LESSON YOU ENJOYED OR WAS HELPFUL?
5. WHAT IS ONE ACTIVITY YOU WOULD LIKE TO DO NEXT TRIMESTER?

* adapts easily to new situations.

**Behavior**

The student . . .

* consistently makes good choices in all parts of the school day.
* demonstrates behavior that sets the standard for our class.
* is able to separate work and social times.
* is polite to adults and peers in and out of the classroom.
* manages his feelings and emotions well in the classroom.
* reacts appropriately in adverse situations.
* is a role model for our class with his good behavior.
* is always willing to help a classmate.
* values what others have to say; treats others fairly.
* takes the thoughts and feeling of others into account before speaking or acting.
* handles disagreements with peers appropriately and diplomatically.

**Work Habits**

The student . . .

* always completes daily assignments in a timely manner.
* returns homework on time and well done.
* stays focused on the task at hand; uses class time constructively.
* consistently uses personal best effort on a daily basis.
* completes work with quality in mind; is a self-motivated worker.
* demonstrates hard work and produces quality results.
* is an inquisitive learner who enjoys analyzing situations and making new discoveries in all parts of the school day.
* actively engages in working carefully and conscientiously.
* pays attention to detail in daily work; follows directions.
* works independently and stays on task…. OR works very well with others in a group.
* uses higher level thinking strategies to apply learned skills to new situations.
* has a passion for [subject area] that shows through the resolve he puts into every assignment.
* shows perseverance on challenging assignments.
* is able to transition easily from one activity to the next.

**Communication**

* effectively participates in a range of conversations with diverse partners.
* builds on other’s ideas and expresses her own clearly and persuasively.
* is an active participant in small and/or large group discussions.
* is an active listener and important member of group discussions.
* asks and answers questions that demonstrate understanding.
* asks questions or seeks clarification when needed.
* listens well and shares ideas frequently; shares appropriate and relevant information.
* listens to the ideas, opinions, and comments of others without interrupting.
* responds appropriately to other’s comments during partner/turn-and-talk time.

**Reading**

* retells events from a story in a sequential manner; can organize history chronologically.
* reads closely to determine what the text says explicitly and makes logical inferences from it.
* goes back to the text and cites evidence to support conclusions drawn from the text.
* describes how people in history are connected to events and explains how they impact history.
* analyzes how two or more texts are similar; makes connections between reading and real life.
* uses taught reading strategies well to gain meaning, especially . . .
* uses strategies such as making connections, asking questions about the text, and inferencing to aid their comprehension.
* uses text features and search tools to efficiently locate information relevant to a given topic.
* uses information gained from illustrations to demonstrate understanding of the text.
* reads and comprehends informational texts, including those for science and social studies.

**Writing**

* shows strong knowledge and application of historical writing and/or analysis
* has shown very good/great improvement in spelling and word work over the past several weeks.
* conveys their thoughts and ideas clearly; writes sentences that are complete thoughts.
* writes opinion pieces with well thought-out, supportive reasoning.
* shows a strong grasp of organization in her writing. She stays on topic and uses relevant details.
* uses details to expand upon the great written thoughts she is already putting on paper.
* uses strong descriptive language, allowing the audience to clearly visualize what is being described. Uses text and / or quotes to support ideas.
* uses an appropriate voice in her writing that allows her personality to come through in her written pieces; can write from a historical point of view.

**Set a Goal**

While the students are learning and growing, there is always room for improvement. Provide at least one specific goal that you will be working on next trimester. Use all of the comments above to help you set your goals. Simply add beginnings such as:

* I would benefit from . . . (this can be to support or challenge yourself)
* This quarter I will be working on . . .
* I would like to work on . . .
* I need to pay closer attention to . . .
* One area for improvement is . . .