Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Effort Self-Assessment**

Please read each descriptor carefully, and then place a dot on each line, representing your objective opinion of your abilities in these areas during Term One.

Note: you may need to use more than one dot in each area—for example, if you feel that there is a difference between your organization and your handing in assignments on time, then put two dots and label one “organization” and label the other “assignments.

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging***“I need direct support.”* | **Developing***“I am beginning to do this on my own.”* | **Applying/Proficient***“I can do this independently.”* | **Extending***“I can teach others.”* |
| **Responsibility:** Hands in assignments on-time and comes prepared to learn with materials organized. |
| **Cooperation:** Demonstrates respectful, positive, and inclusive behavior when working with groups, partners, teachers, and the class as a whole. |
| **Self-Regulation:** Maintains a positive attitude, uses school-appropriate strategies to regulate their own behavior, and is able to stay on-task. |

When I place dots in the Effort scale, this is what I consider:

**Responsibility:** organization of desk and desk area between transitions during the day and how you leave it at the end of the day, organization of binders, and following prompts to file papers; homework—is it done and to what degree is it done?; and assignments—do they come in on time and what degree of thoroughness and attention to detail do they demonstrate?

**Cooperation:** just as it says—to what degree are you actively demonstrating respect, positivity, and inclusiveness in the class as a whole, in partnerships and groups, and with me, other staff, and students from other classes?

**Self-Regulation:** regulating your inner world so that you are able to lean in to learning, with a positive attitude, and stay on-task and be attentive during instructions, in group and partner work, and during work blocks.

**Responsibility**

|  |
| --- |
| Share with us why you placed your dot(s) where you did. Please use a specific example (or examples) to help make this opinion clear to us. |
|  |
| What is one goal you have for yourself in this area for Term Two? Please do your best to think S.M.A.R.T. |
|  |
| What is one thing you can do tomorrow to help yourself take a positive step toward achieving that goal? Again, please do your best to be specific.  |
|  |

**Cooperation**

|  |
| --- |
| Share with us why you placed your dot(s) where you did. Please use a specific example (or examples) to help make this opinion clear to us. |
|  |
| What is one goal you have for yourself in this area for Term Two? Please do your best to think S.M.A.R.T. |
|  |
| What is one thing you can do tomorrow to help yourself take a positive step toward achieving that goal? Again, please do your best to be specific.  |
|  |

**Self-Regulation**

|  |
| --- |
| Share with us why you placed your dot(s) where you did. Please use a specific example (or examples) to help make this opinion clear to us. |
|  |
| What is one goal you have for yourself in this area for Term Two? Please do your best to think S.M.A.R.T. |
|  |
| What is one thing you can do tomorrow to help yourself take a positive step toward achieving that goal? Again, please do your best to be specific.  |
|  |

. **Sleep**

|  |
| --- |
| Tell us about your current relationship to sleep. How would do describe your sleep on a typical school night?  |
|  |
| What are the things that help you have a restful, deep sleep? |
|  |
| What are the things that can make sleep difficult for you? |
|  |
| What is one thing you could try tonight in order to improve the quality of your sleep? |
|  |