Standard 5(d) Rationale: *Guides students in goal-setting and assessing their own learning.*

I chose a Student Self-Analysis to justify this criterion. I used this self-analysis with my freshman at the end of each quarter during my first year teaching. I used it in several different ways. However, in all instances, it helps me guide students in goal-setting and assessing their own learning. I had my students who were chronically behind or failing in my class fill it out when I first pulled them in for extra "catch-up" help. In this instance, it served as a tool for discussion on how we were going to get them caught up. It really helped the student see on their end what they could change in their study habits to make a significant improvement in their grade. Often, we were able to come up with simple strategies like completing study guides, or reviewing the night before a test. This gave the student direction, but also choice and voice in the method we used to catch them up and keep them doing well. I also used this form on a general basis with my freshmen. I had my classes complete this analysis and I use them as a conversation tool at Parent-Teacher Conferences. It was very useful in making the students think about what it takes to actually maintain the grade to which they were aspiring. I currently use it as a conversation tool for my students (especially seventh graders) who seem to be struggling to make the transition for middle school academic expectations. When I bring the student in for "catch-up time" I will have them complete this analysis and we will use it to talk about their expectations for what should be required to be successful and compare them to our school's expectations for success. These are usually very eye-opening conversations for the student. Then we lay out some strategies for the student to maintain academic success.

Standard 5(d) Artifact:

<u>Student Self-Analysis</u>

Name:
Period:

My grade at midterm time was (give your best guess if you don't know):

The trends/transformations in my performance from unit 1 to unit 2 can best be described/characterized as

My level of satisfaction with this grade is: (low)   1   2   3   4   5   (high)

I do / do not spend time reading and preparing for class each day.

Amount spent on average? Amount of time (on average) it takes you to read one section in the book? Has this changed since the beginning of the year?

Which strategies do you use? (For each item mark either A-always, S-sometimes, or N-never)

_____ Pre-reading and scanning chapter(s) before reading

_____ Examining material in the book both before and after it is covered in class

_____Taking notes while reading

_____Taking notes while reading by using the chapter outline as a guide

_____Taking notes in class

_____Writing for 5-10 minutes immediately after reading about what I learned

_____Creating vocabulary lists based on the bold words

_____Asking questions in class when there is a confusing aspect to a homework assignment

_____Reviewing class notes and reading work together

_____Creating and answering potential exam questions (both MC and essay)

_____Working with classmates in a study group

_____Using the website of the book for practice MC questions and focus questions

_____Other (specify/list):

Have you met with Mr. Kelly individually?   Yes   No

How often do you have assigned reading done prior to class?

        (always) 1   2   3   4   5 (never)

What three things do you think you can do to perform better [closer to your academic goal(s)].

Describe where/when you typically study.

Describe in detail how you study for the tests and quizzes. Highlight different strategies that you have tried as we have completed units 1 and 2.

Suggestions for things Mr. Kelly could do to help you learn and perform better: