Positive Relationships

**Kind To Self**
- I know what my strengths and limitations are and use both to improve.
- I use self-talk to say it’s okay to make mistakes and learn from them.
- I take time daily to think about what I am grateful for.
- I can label my emotions and why I feel the way I do.
- I tell the truth without being harsh to or blaming others or myself.
- I speak up for myself without being rude or disrespectful.

**Caring To Others**
- I share my ideas and feelings with others so they get to know me.
- I help others without telling them what to do.
- I take time to get to know others by asking and answering questions.
- I make others feel appreciated and valued by listening to understand.
- I focus on what is going well and the good things people say and do.
- I use self-talk to remember to be patient with others.

**Self-regulation**
- I recognize signs of stress in myself and others and can apply self-calming skills.
- I recognize how my words and actions affect others and try to stay positive.
- I appreciate and support rather than complaining and being cranky.
- I ask for and allow people to help when I am struggling.
- I let go of negative feelings if my feelings are hurt or I am frustrated.
- I admit mistakes and apologize if I offend someone.

**Decision Making**
- I can predict my and others’ reactions to a variety of situations.
- I keep confidences when others share sensitive information with me.
- I try to see a situation through the eyes of others before making a decision.
- People can trust me to do what I say I am going to do.
- I seek and use the feedback of others to improve my relationships.
Attention and Focus

Knows What To Focus On
- I figure out why the lesson or activity is important for me
- I look for ways to compare new ideas to what I already know
- I practice paying attention to ideas and details so I can repeat them or make a list
- I block out things that might distract me by deciding when I can make time for the distraction later
- I know to use movement to refocus myself, like wiggling my toes

Stays Focused
- I break large tasks into manageable chunks
- I break up long work periods into small sessions
- I can shift my goals and priorities when needed
- I create games or competitions in my mind to make learning fun
- I know when and where to go for help when I'm stuck
- I keep track of how long I am able to work and set goals to stretch myself
- I keep up with the pace of instruction
- I adjust my sequence or plan to fit new situations

Makes Transitions Smoothly
- I don't let fear of failure or unknown consequences stop me from trying
- I create and use routines and sequences to move myself through steps
- I use self-talk to make a plan so I am on time and prepared
- I have back up plans for when things go wrong and I adjust as I go

Shows Persistence
- I believe I am capable of learning to do the work if I keep trying
- I set goals and see the reason for reaching my goal
- I celebrate struggles because this is how I get smarter
- I ask for help and feedback when I'm stuck
- When I want to quit I try to do just a little more so I get my second wind

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Manages Feelings and Emotions

- I know the difference between wants and needs, actions and feelings
- I read my own body signals and calm myself before stress sets in
- I name my feelings and what makes them appear
- I know what I need to do more of and less of to make myself and others successful

Handles Setbacks Well

- I look for ways to help solve problems rather than finding out who to blame
- I use self-talk to slow down and calm down
- When I feel like giving up, I come up with other options and try to do a little more
- I know when I am bored or fearful and I adjust my thinking and focus
- I see my mistakes as clues to help me know what to learn

Establishes Relationships

- I figure out how my actions and words affect others and try to improve things
- I try to see things through the eyes of others (perspective)
- I practice good listening and using thoughtful words so it is a habit for me
- I go out of my way to do and say kind and thoughtful things regularly
- I ask for other people’s advice so I can improve and make changes
- If someone upsets me I go to them directly to try to work things out

Adjusts to the Environment

- I notice what is going on around me and how I can make things better for everyone
- I predict what will probably happen for myself and other when I make certain choices
- I know how to gain power, attention and control in positive ways
- I look for ways to make things better for myself and others
- I practice ways to adjust my energy level and communication to match the situation

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Figures Out Unknown Words

I hear and distinguish sounds correctly and can match sounds to letters.

I can predict the word by listening or reading the words or pictures around it.

I count sounds & stretch out CVC words to hear each sound.

I use movement, music, color, and visual aides to blend sounds.

I spell out dictated words by sequencing sounds using letter tiles or writing.

I hear and see patterns and can divide words into syllables.

Expands Vocabulary

I use daily practice sessions to learn a few words at a time. Practice is then distributed over time.

I find new words daily and use them in my speaking and writing right away.

I use pictures, gestures, conversations or games to learn and practice new vocabulary.

I use homonyms, synonyms and antonyms to clarify meanings.

I use common affixes and root words to determine meanings.

Reads with Fluency

I use punctuation to make sense of text.

I read in phrases smoothly and accurately.

I use pictures, gestures, conversations or games to learn and practice new vocabulary.

I use homonyms, synonyms and antonyms to clarify meanings.

I use common affixes and root words to determine meanings.

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Comprehends Text

I set or recognize a purpose before reading or listening to text.

I can visualize what I read.

I make predictions and ask myself questions to link to prior knowledge as I read.

I can find new words daily and use them in my speaking and writing right away.

I use pictures, gestures, conversations or games to learn and practice new vocabulary.

I use homonyms, synonyms and antonyms to clarify meanings.

I uses common affixes and root words to determine meanings.

I practice reading my personal writing to get better at reading fluently.

I self-monitor to make sure the text makes sense as I read.
Motivation

Sees How a Task is Relevant
- I can tell others the importance and usefulness of the work I do
- I choose to do challenging work because I know that taking reasonable risks helps me learn more
- I work to meet my goals instead of working just for rewards, grades and praise
- I try to see how what I am learning can be helpful outside of school

AccuratelyAssesses 
Strengths and Needs
- I know my own strengths and use them to learn more
- I know what skills I need to work on and I make plans for ways to improve
- I know a variety of creative ways to approach learning and problem solving
- I ask for help and feedback when I need it and know the right ways to ask

Sees How Effort Affects Success
- I accurately estimate how much time and effort I need to be successful
- I try to solve problems myself first and know ways to get help when I cannot
- I look for a variety of ways to practice so I get better at my skills
- I keep a list of strategies that do and do not work for me
- I have visual displays of my own growth and make adjustments when I am not making progress

Contributes to a Positive Environment
- I recognize ways to show respect and acceptance for teachers and the group
- I make sure ideas and feelings of others are accepted and respected
- I help my team get things done by working together
- I ask for and use feedback ideas of others for improving my skills and work
- I thank people for a job well done and give helpful hints for improving things
Help Myself Feel Safe

I pay attention to my body clues and know when I need to relax or find energy
I surround myself with positive people who listen and encourage me
I recognize what I need to work on and when to ask for help
I reframe negative things rather than fret over them and decide what I can do
I make pictures in my head of what I want things to look like and feel like when I'm finished working

Manage Emotions

I accept my feelings, describe them accurately and then move on
I know what triggers my stress and I know how to calm myself
I accept responsibility for my actions rather than blaming others
I try to imagine what others are feeling before I act
I know how to recharge my emotional battery

Respond Positively to Setbacks

I stop and think of options before I act or give up
I use past successes as ways to solve future problems
I see mistakes and setbacks as ways to learn new things
I commit to small steps for reaching new goals
I set clear and reasonable goals for myself and make a little progress each day.

Build my own Self-Confidence

I identify my strengths and find new areas to improve
I don’t think of myself as a victim. I know what I can change and I make a plan.
I develop plans and backup plans before I start something important
I know and use strategies for shifting my own energy up or down to match the situation
I adjust my pace, my priorities and my strategies to fit the situation
<table>
<thead>
<tr>
<th>Takes in Information Accurately</th>
<th>Organizes and Manages Information</th>
<th>Stores Information Accurately</th>
<th>Recalls Things Learned Before</th>
</tr>
</thead>
<tbody>
<tr>
<td>I set a purpose or goal for doing the work before I get started</td>
<td>I look for patterns like main idea/details, sequences and cause/effect</td>
<td>I create graphic organizers to see how new ideas are like the old ones I know</td>
<td>I reorganize information in multiple ways over time</td>
</tr>
<tr>
<td>I use eyes, ears, hands and imagination to learn new material</td>
<td>I find a way to get help when the pace is too fast or material is confusing</td>
<td>I ask for and give examples as I practice</td>
<td>I think about how things are alike and different</td>
</tr>
<tr>
<td>I see fixing mistakes as the best way to learn new things</td>
<td>I balance my work time with short breaks</td>
<td>I find multiple ways to remember ideas (songs, games, color, talking, drawing, …)</td>
<td>I look for real-life ways to use new information</td>
</tr>
<tr>
<td>I focus on one job at a time – using about 8 seconds to think before I begin</td>
<td>I know how to break big tasks or information down into manageable parts</td>
<td>I get enough sleep to allow my brain to make memories stick</td>
<td>I think about what I heard, felt, smelled and saw so I can remember better</td>
</tr>
<tr>
<td>I block out things that are distracting me</td>
<td>I start with the most important ideas and then add to and improve my ideas or work</td>
<td>I highlight key words, reorganize my notes or orally summarize what I know or what I need to do</td>
<td>I know how to calm myself down to relieve stress</td>
</tr>
<tr>
<td>I can stop one task promptly so I can work on something else</td>
<td></td>
<td>I pace my practice sessions out over time rather than cram</td>
<td>I use challenging memory games and activities to get better at remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I test myself regularly to see how much I remember</td>
<td></td>
</tr>
</tbody>
</table>
Organization

Sorts and Categorizes
- I see and describe patterns that help me match things that go together
- I separate things into groups (color, sound, shape, texture, use) and pick out things that don’t fit the pattern
- I sort by more than one likeness or detail
- I sort important from unimportant ideas and things
- I describe patterns and rules for how things are alike and different

Sequences Materials and Ideas
- I can see the steps in my head or on paper for remembering directions, stories or how I make decisions
- I put ideas or tasks in order by how important or urgent they are to help me choose what to do next
- I have daily routines and procedures that help me reduce stress and find things easily and fast
- I look for patterns that will help me predict what comes next and can explain what clues I used to decide

Makes Tasks Manageable
- I break big tasks down into small steps to make things easier
- I know what I want to achieve and I create a plan for how to get started
- I figure out how much time is needed for each step and create a sequence
- I make changes in the plan as needed so I can finish on time and with quality
- I keep track of information and materials using reminders and checklists

Follows Through
- I know why it is important to organize and I see how it will help me
- I practice organizing things in easy ways first and then think of new ways that could work
- I know what strategies work for me and which ones do not
- I have a system for double checking how well I sort and arrange my things and ideas that I use regularly
- I know how to get help when I am stuck but I don’t depend on other too much

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**Problem Solving**

**Defines the Problem**
- I break big goals or problems into smaller and more manageable parts.
- I can visualize and explain what things should look like or sound like when I'm finished.
- I figure out what information I have that is useful and what information I still need.
- I can restate the problem or expectations in my own words.
- When I am solving problems I can identify what is going well and what I don’t understand.

**Creates a Plan**
- I set realistic goals for myself.
- I sequence what I need to do by how important it is or what needs to be done first.
- I look for patterns that have helped in the past.
- I estimate how long things will take and create a timeline that I check regularly.
- I think of pros and cons of solutions before I decide what to do.
- I anticipate roadblocks and have back-up options in case I need them.

**Assesses and Adjusts**
- I use models, rubrics and checklists to self-assess my work.
- I collect data and get feedback on how well my plan is working and use it to improve my plan.
- I keep a list of strategies and resources that work for me.
- I stop to celebrate small successes along the way.
- I see mistakes and setbacks as learning opportunities and I don’t give up.
- I can explain how my effort, skills, strategies and decisions determine my success.
Math

Applies Problem Solving Skills
- I read and restate the problem or steps in my own words
- I visualize the structure or patterns of problems and can show it with materials or simple drawings
- I break complex problems into logical steps
- I can think of ways to apply strategies to real life situations
- I identify the correct operation and useful data
- I make estimates and can justify my thinking

Improves Fluency with Basic Facts
- I can demonstrate how to count on, and compose or decompose combinations of 5s and 10s without counting
- I do skip counting, doubles and doubles plus without counting
- I can see a quick image of arrays and create more than 1 equation showing how many I saw without counting
- I can explain and apply place value with fractions and whole numbers
- I do mental math daily to practice composing and decomposing numbers
- I play math games regularly and can name the strategies I am using

Shows Persistence
- When I want to quit I try to do a few more problems or try one more way
- I set personal goals and visually track my own progress
- I give myself frequent breaks and then get right back to work to maintain energy and focus
- I try multiple ways of getting my work done when I am stuck
- I ask for help or resources when I am stuck

Self-Monitors
- I see the real-life reasons for using math skills and can explain them
- I know finishing first is not as important as doing good work so I check my work for accuracy before the teacher checks it
- I ask for modeling, guided practice and feedback to check my own skills and accuracy
- I can explain which strategies work best for me and explain my reasoning when solving problems
- I give myself quizzes on hard math skills and concepts weekly to check what I know

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**Self-Monitoring**

### Identifies Strengths and Needs
- I can explain what good, better and best looks like and where I am on this scale
- I can list my areas of strength
- I frequently identify my own areas of strength and areas for improvement
- I can describe about what I want my new strength to look like and sound like
- I ask for help when I need it
- I know what stresses me and I have ways to calm myself down

### Sets Goals
- I set specific and realistic goals for myself that help me grow and improve
- I break the big goal into smaller goals
- I can identify a sequence of small steps that will accomplish my goal
- I make commitments to an action plan and follow through
- I choose one or two small steps to start with right away

### Tracks Growth
- I keep track of my growth visually so I can see what I am accomplishing
- I break the big goal into smaller goals
- I can identify a sequence of small steps that will accomplish my goal
- I make commitments to an action plan and follow through
- I choose one or two small steps to start with right away

### Reflects and Adjusts Plans
- I can describe what I did and why I made my choices
- I can explain what I do to help myself when things get hard
- I can tell people what strategies work for me and which do not
- I look at my data and decide what I need to do next
- I consider other people’s opinions and suggestions for improvement
- I notice and care about how my choices affect other people

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**Communication**

**Is a Good Listener**
- I listen so I can understand others' feelings, ideas and needs
- I avoid interrupting or thinking about what I’m going to say when I am listening to others
- I paraphrase or summarize key points I heard to make sure I understand before commenting
- I make connections to what others say and note ways my experiences and ideas are the same or different

**Contributes to Discussions**
- I am brief when adding my ideas and comments
- I present my ideas clearly and in logical sequence
- I balance how much I talk and how much I listen
- I avoid repeating myself unnecessarily
- I admit when I don’t know and I ask clear questions

**Encourages Others**
- I let my body language show my interest and appreciation
- I notice when others need to talk and invite them by using open ended questions
- I disagree in a way that respects the ideas and feeling of others
- I share power by asking others to expand upon their ideas and share roles
- I support the ideas of others with facts, evidence and examples

**Stays on Topic**
- I make sure my thoughts and ideas match the goal or topic
- I bring the conversation back to the topic when the conversation goes off
- I avoid sidebar talking during the conversation
- I know how to paraphrase to make sure I am following and understanding the conversation

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Collaboration

Actively Participates
- I have strategies that help me stay focused on the task and avoid the things that distract me.
- I make sure my group has a long range and short range plan for the work.
- I provide useful ideas and research that helps the group move forward.
- I actively look for and suggest solutions to problems.
- I know my role in the group and make sure I do my job.

Is Dependable
- I schedule my time in a way that allows me to meet my deadlines.
- I use checklists to remember what materials I need to bring to meetings.
- I make backup plans for when things don’t go well.
- I ask for help when I see that I may not be able to meet my commitments.
- I constantly look for ways to improve for the next time.

Encourages Others
- I listen to others and expand on or refine their ideas.
- I ask questions to make sure I understand the ideas of my group.
- I am careful to include every member of the group in discussions.
- I maintain a positive attitude about the task and group.
- I ask for and give group members helpful, constructive feedback.

Is a Productive Group Member
- I help the group figure out roles and responsibilities for each person.
- I make sure that tasks are shared evenly.
- I help the group compromise and come to consensus.
- I stay on the topic so the group doesn’t lose focus on the work.
Develops Fluency (Gets started)

- I practice handwriting so it doesn’t slow me down
- I write non-stop for at least two minutes a day to get my ideas flowing
- I get my brain going by talking about, using a graphic organizer or drawing my ideas
- I try to use new vocabulary words in my own writing and speaking daily
- I sequence lists of my main ideas and details before I begin writing

Clarity and Organization of Thoughts

- I focus on my audience and purpose as I write
- I visualize my ideas in a logical sequence and use transition words to connect these ideas
- I recognize and fix awkward sentence structure (run-on sentences or short boring patterns)
- I can identify essential from non-essential ideas
- I use adjective and rich word choices to make my writing clear and interesting

Edits and Revises Work

- I use color coding or margin notes to see patterns, structures and missing pieces
- I ask for and use frequent feedback or modeling to improve my writing
- I use rubrics to self-check or give feedback to others
- I know resources to help me with revisions and editing
- I choose informal work done the week before to practice specific editing and revising skills

Knows How to Improve Skills

- I build self-confidence by keeping a chart of my growth and a list of things that helped me be successful
- I know that it is safe to make and admit mistakes because correcting errors is how I learn
- I know how to break big writing tasks down into smaller parts so I don’t get discouraged
- I track the types of errors I usually make so I can set specific goals for improvement
**Background Knowledge**

- I can visualize what I am hearing by drawing or telling about it
- I point to, label or match pictures and objects to words I hear or see
- I compare and contrast a new concept with what I already know
- I retell experiences I have had in a logical sequence
- I can fill in the blank when talking about topics I am familiar with

**Receptive**

- I can imitate or respond appropriately to gestures, expressions and sounds
- I can distinguish rhythm, sounds and intonation that are the same or different
- I fill in the blanks in a conversation even if background noise is loud
- I repeat and extend patterns for sounds and words
- I respond to statements by telling if I agree or disagree
- I follow one and two-step directions

**Expressive**

- I can communicate without using words including gestures, expressions, imitation
- I imitate correct phrasing and sentence structure
- I visualize a story in order and tell it to someone else
- I can remember a song or poem so I can repeat it
- If I hear a sentence starter I can expand on it
- I participate in conversations by asking and answering questions that match the topic

**Vocabulary**

- I know when it is appropriate to use formal, casual or intimate language
- I categorize words, phrases and idioms that have similar meanings
- I constantly work on vocabulary by using new words in my own conversations and writing
- I draw and play games to learn unfamiliar words regularly
- I try to figure out new words by using the words around it, pictures or roots and affixes.

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