

LIFESKILLS EVALUATION – 2nd Trimester 2011

Your letter should be in **ink** or **word processed**, and **SIGNED** by you.

We would like it by **Thursday, March 10**, but if this is a problem then **Friday, March 11** will work as well.

Writing Situation:

You have spent another trimester getting to know yourself, your challenges and your successes. We would like you to focus on 3 specific Lifeskills for how they pertain to you doing your personal best work here at school. Last trimester you spoke about Responsibility, Effort and Organization. Now we want you to focus on Initiative, Problem Solving and Perseverance.

Directions For Writing:

First speak to **Initiative**. What do you do to successfully 'get done what needs to be done.' How do you manage your time and commitments so that you can succeed academically? Are you internally motivated (self-motivated) or are you externally motivated (need outside/adult intervention) in order to get your work done? Why do you think this is so at this stage of your life as you prepare to transition to high school and beyond?

Second speak to **Problem Solving**. How do you overcome challenges or difficulties that may prevent you from turning in your best work in a timely manner? Do you find ways to succeed in getting things done or find ways to delay getting things done? Why? Do you have recurring obstacles or challenges? Why do they continue to pose a challenge?

Third speak to **Perseverance**. How do you feel you have progressed in extending your best efforts this past trimester? Do you find ways to extend your efforts for a personal best result? What are some of your best strategies for pursuing excellence?

Fourth reflect on at least one (1) additional Lifeskill you feel you need to spend some time on to polish and improve. Why do you feel this one is important for you to work on? How will it positively impact your academic school performance?

Finally, take **ALL** of the above into account and **include in your letter**:

1. Include an **OVERALL Lifeskill grade. WRITE IT IN YOUR LETTER!!**
2. **Include** your Maturity score **IN YOUR LETTER!!**
3. **HIGHLIGHT** the **maturity index** descriptors, **AND** have your **PARENT SIGN IT!!**

Remember, this letter is both a record for yourself as well as an informational piece for the reader. Your reflections on your accomplishments and goals are important for your continuing growth as a student, person, and citizen.

Staple your letter ON TOP of this form/maturity index.

LIFESKILLS TO HELP ME DO MY PERSONAL BEST (LIFESKILLS from S. Kovalik & Associates)

ORGANIZATION	is my ability to plan, arrange, and implement in an orderly way
FLEXIBILITY	is my ability to alter plans when necessary.
PROBLEM SOLVING	is when I seek solutions in difficult situations and every day problems.
PERSEVERANCE	is my ability to continue on spite of difficulties.
RESPONSIBILITY	is so I can respond when appropriate, and be accountable for my actions.
EFFORT	for when I need to try my hardest.
INTEGRITY	is when I conduct myself according to a sense of what's right and wrong.
COMMON SENSE	is when I use good judgment.
COOPERATION	for when I work with others toward a common goal
PATIENCE	is for when I need to wait calmly for someone or something.
SENSE OF HUMOR	so I can laugh and be playful without hurting others.
CARING	is so I can feel concern for others.
CURIOSITY	is my desire to learn about the world around me.
COURAGE	is when I act according to my beliefs.
FRIENDSHIP	so I can make and keep a friend through mutual trust and caring.
INITIATIVE	is so I can do something because it needs to be done.
PRIDE	is the satisfaction I get from doing my personal best.
RESOURCEFULNESS	is to meet challenges and opportunities in an innovative & creative way.
JOIE de VIVRE	is my ability to enjoy each and every day to its fullest.

MATURITY LEVEL SELF-ASSESSMENT SCALE for _____

Highlight the statements or parts of statements which you feel best describe you.
Then highlight the level (number) you feel is correct. Don't forget **parent signature!**

HIGH MATURITY

shows a high degree of self-control

6

rarely if ever talks out in class, stays on task, able to stay in seat, resists temptation to waste time in group situations, able to self-direct to get work done on time

is very self-disciplined

does assignments in and out of class without prompting, rarely or never procrastinates, plans ahead, has a successful calendar/planner system, neat & orderly backpack/binder

is an asset to class

demonstrates/provides leadership, volunteers to take part in discussions, helps others, maintains positive relations with peers

5

has an exemplary attitude about school

is positive and enthusiastic about school, sees the connection between grades and work habits today and future performance

GRADE-LEVEL MATURITY

shows some degree of self-control

4

usually does not talk out, stays on task most of the time, mostly able to stay in seat, is mostly on-task in group situations

is somewhat self-disciplined

usually does assignments in and out of class without prompting, generally does work on schedule, is learning to plan ahead, working on a calendar/planner system, backpack and/or binder needs help

3

contributes to class

occasionally takes a leadership role, participates in discussions when called on, helps others, sometimes gossips about/ridicules peers

has a generally good attitude about school

likes school more for the chance to be with peers than anything else, tends to take the short term/easy way and has a hard time seeing the long term consequence of actions

RELATIVE IMMATURITY

little self-control

2

frequently talks out and needs teacher intervention, has a hard time staying on task, is often out of seat, needs supervision in group situations

little self-discipline

needs a great deal of prompting to get assignments done, frequently misses work, generally procrastinates, poor calendar/planner system, backpack/binders a mess

does not contribute to class

1

rarely takes a leadership role, participates only when called on or often makes remarks which are disruptive to discussion, does not usually help others or tends to distract others, engages in negative peer behavior

has a poor attitude about school

seems to dislike school, sees little connection between school and later life

I have discussed this with my son/daughter. Signed: _____