

LIFESKILLS EVALUATION – FALL 2011

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

We would like it by **Thursday, November 17**, but if this is a problem then **Friday, November 18** will work as well.

Writing Situation:

You have spent the past trimester getting to know yourself, getting to know us, getting to know classmates, and getting to know about how you learn and do your personal best. We would like you to focus on 3 specific Lifeskills as well as 2 others of your choosing specifically in how they pertain to you doing your personal best work here at school.

!!!! **8th graders**, speak to **improvements** from last year. Extra Credit (organization) **attach LAST YEARS letter...**

Directions For Writing:

First ¶ speak to **Responsibility**. Are your assignments done on time and according to all directions?(refer to grade print-outs for half credit and missing work...) How often do you need to explain why something is late, missing, incomplete or not done on time? **Why** is this?

Second ¶ speak to **Effort** How often are you actually proud of the projects, papers, & assignments you do? Do you find ways to succeed in getting things done or find ways to delay getting things done? How do you feel your best work is compared to that of your classmates? What are some of your reasons for the difference?

Third ¶ speak to **Organization**. What system (specifically) do you use to keep track of your assignments and responsibilities? How effective is your system given your grades in your subjects (Language Arts, Science, Math, Social Studies, Health & PE). What obstacles do you think you need to overcome (if any) to become more organized?

Fourth ¶ reflect on at least one (1) other Lifeskill you feel you are particularly successful with that positively impacts your academic school performance?

Fifth ¶ 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? How will it positively impact your personal life? How often do you require adult intervention to resolve issues between yourself and others?

Finally, take all of the above into account and give yourself:

1. An **overall Lifeskill grade**.
2. Highlight the **maturity index** descriptors, have your **parent sign it**, AND
3. **Include** your Maturity score **in your letter**.

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 to the front of this form.

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 sign!

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

1 **does not contribute to class**

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: _____