

Middle School Independence Scale and Your Child's Goals

	Beginning	Developing	Proficient	Advanced
Academic Behavior	Student experiences significant difficulty with academic behaviors. Student occasionally applies or does not apply skills or strategies and requires extensive interventions.	Student inconsistently or incompletely applies skills or strategies and requires targeted interventions.	Student consistently applies skills or strategies without the need for interventions. This includes: Note Taking, Study Skills, Participation in Class, Ownership in work, and Intrinsic motivation in work.	Student is demonstrating above-average academic behaviors and models for classmates. Student comprehensively or consistently applies and generalizes skills or strategies in a variety of situations.

Comments:
Goals:

	Beginning	Developing	Proficient	Advanced
Organization	Student experiences significant difficulty with organizational skills. Student occasionally applies or does not apply organizational skills and requires consistent assistance and reminders.	Student inconsistently or incompletely applies organizational skills with some assistance and reminders.	Student consistently applies organizational skills consistently without the need for assistance or reminders. This includes: arriving to class on time, writing down assignments accurately and completely, recording dates and events in agenda, maintaining an organized locker, bringing necessary materials to class and workspace, turning in work on time, and bring lunch, PE clothes, and water bottle to school each day.	Student is demonstrating above-average organizational skills and models for classmates. Student comprehensively or consistently applies organizational skills in the classroom and our community.

Comments:
Goals:

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Community Responsibility	Student rarely volunteers for community responsibilities.	Student sometimes volunteers for community responsibilities.	Student consistently volunteers for community tasks. Student often fulfills	Student has no difficulty contributing to community tasks and completing

	Student needs reminders and assistance in completing community jobs and classroom responsibilities.	Student fulfills community jobs and classroom responsibilities without reminders or assistance.	community tasks and classroom jobs without reminders or assistance.	assigned community duties. Student is able to model tasks and duties for fellow classmates. Student recognizes what tasks need to be done without teacher influence.
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Comments:

Goals:

	Beginning	Developing	Proficient	Advanced
Problem Solving	Student demonstrates consistent difficulty in problem-solving academic and social issues. Student needs consistent interventions and assistance with problem-solving.	Student demonstrates some difficulty in problem-solving either academic or social issues. Student needs some interventions and assistance with problem-solving.	Student demonstrates little to no difficulty in problem-solving both academic and social issues. Student needs little to no interventions or guidance.	Student demonstrates above-average skill in problem-solving. Student models appropriate behavior and skill for other classmates.

Comments:

Goals:

	Beginning	Developing	Proficient	Advanced
Social Development	Student demonstrates consistent difficulty in making social connections with peers. Student exhibits extremely inappropriate or withdrawn social behaviors that make these peer connections difficult. Student may have some difficulty accepting personal responsibility in social interactions. Student may, at times, exhibit a lack of respect for or an extreme lack of connection with classmates. Behavioral interventions are in place daily.	Student demonstrates some difficulty in making social connections with peers. Student exhibits some inappropriate or withdrawn social behaviors that make these peer connections difficult. Student may have some difficulty accepting personal responsibility in social interactions. Student may, at times, exhibit a lack of respect for or a lack of connection with classmates. Behavioral interventions are in place weekly.	Student demonstrates no difficulty making social connections with peers. Student demonstrates appropriate social behaviors that make peer connections easy to maintain. Student accepts personal responsibility in social interactions. Student demonstrates respect for classmates. Behavioral interventions are not needed.	Student is demonstrating above-average skill in making social connections with peers. Student demonstrates appropriate social behaviors that make peer connections easy to maintain. Student accepts personal responsibility in social interactions. Student demonstrates respect for classmates. Student models appropriate social behavior in our community.

Comments:

Goals: