

# Student Self Assessment for Parent Teacher Conferences



Directions: A week before conferences, students fill out the survey.

Collect it and use it to guide the conversation during conferences.

Having your students opinion/voice is so helpful.

Me llamo \_\_\_\_\_ Hora \_\_\_\_\_

1. Describe areas where you have been successful in Spanish this year.
2. Describe areas where you can improve in Spanish. How will you do that? (Be specific. Not just “study more”)
3. How often do you study for Spanish? **How** do you study for vocab quizzes? And for tests? Describe what you actually do.

4. How often have you come for help outside of class.

Not needed    Never                      1-2 times                                      3-5 times                                      weekly

5. How much has your Spanish improved this year?

Not at all              A little                                      What I would have expected (average)  
more than I expected

**Rank your performance in the following areas:**

**A. Studying for quizzes/tests**

1      2      3      4      5      6      7      8      9      10  
Never                                      Sometimes                                      Often

**B. Completion of HWK**

1      2      3      4      5      6      7      8      9      10  
Never                                      Sometimes                                      Often

**C. Being prepared for class (having books/HWK/etc)**

1      2      3      4      5      6      7      8      9      10  
Never                                      Sometimes                                      Often

**D. Class participation**

1      2      3      4      5      6      7      8      9      10  
Never                                      Sometimes                                      Often

# Describe your engagement in class:

	4	3	2	1
Listening	<p>Almost 100% of the time I am tracking the conversation, eyes on speaker, sitting up straight, hands free.</p>	<p>Most of the time I am tracking the conversation, eyes on speaker, sitting up straight, hands free. When the teacher reminds the class to engage, I quickly get my brain back in the game.</p>	<p>I sometimes track the conversation.</p> <p>My eyes wander from the speaker and my posture does not help my brain engage.</p> <p>When the teacher reminds the class to engage, I may need reminders to get my brain back in the game.</p>	<p>My posture &amp; eye contact do not demonstrate much effort on my part to engage with the conversation.</p>
Supporting flow of language	<p>-I answer the teacher's whole class with a word or two.</p>	<p>-I answer most of the teacher's whole-class questions with a word or two.</p>	<p>-I answer some of the teacher's whole-class questions with a word or two.</p>	<p>-I rarely engage with the flow of language.</p>
Use of Spanish/ English	<p>-I exert self-control to not blurt in English unless the teacher needs the class to call out ideas in English.</p> <p>-I display positive peer leadership when other students are speaking in English. You signal them to stop so that our class' conversation can flow easily without English.</p>	<p>-I mostly exert self-control to not blurt in English but this is an area for you to work on.</p>	<p>-I blurt in English frequently. My use of English makes the flow of language in class difficult for others to follow.</p>	<p>-I do not answer many of the teacher's whole-class questions.</p> <p>-I have a lot of changes to make in order to help the communication flow in class.</p>



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