

Appendix E: Assessment Blackline Masters

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Self-assessment Checklist

Nombre: Louis

Grado: 6

Fecha: Abril 2

<i>Yo puedo ...</i>	<i>Sí</i>	<i>No Todavía</i>
talk about how Spanish and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Spanish and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Self-assessment Checklist

<i>Nombre:</i>	<i>Grado:</i>	<i>Fecha:</i>
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<i>Yo puedo ...</i>	<i>Sí</i>	<i>No Todavía</i>

Self-assessment Rating Scale

Nombre: Sophia

Grado: 5

Fecha: Abril 22

<i>Yo puedo ...</i>	<i>Nunca</i>	<i>A Veces</i>	<i>Normalmente</i>	<i>Siempre</i>
• tell someone I'm happy	●	●	●	●
• tell someone I'm sad	●	●	●	●
• tell someone I'm angry	●	●	●	●
• tell someone I'm tired	●	●	●	●
• show someone I'm surprised	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: All criteria in this sample address outcome A-2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

Nombre:

Grado:

Fecha:

<i>Yo puedo ...</i>	<i>Nunca</i>	<i>A Veces</i>	<i>Normalmente</i>	<i>Siempre</i>
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•

Peer-assessment Checklist

Nombre:	Nicole	Grado:	6	Fecha:	el 14 de febrero
Nombre del compañero(a):	Janelle	Actividad:	Poema con el Nombre		

Mi compañero(a) puede...	Sí	No Todavía
write a descriptive word in Spanish for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

Me gusta: you picked really good Spanish words to describe yourself—some of them were from our new vocabulary list.

Tu puedes mejorar en: check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

<i>Nombre:</i>	<i>Grado:</i>	<i>Fecha:</i>
<i>Nombre del compañero(a):</i>	<i>Actividad:</i>	

<i>Mi compañero(a) puede ...</i>	<i>Sí</i>	<i>No Todavía</i>

Me gusta: _____

Tu puedes mejorar en: _____

Self-assessment Checklist and Goal Setting

Nombre: Tah	Grado: 4	Fecha: el 1º de febrero
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<i>Yo puedo ...</i>	<i>Sí</i>	<i>No Todavía</i>	What I am going to do next ...
say hello and goodbye	✓		Say hello and goodbye in Spanish to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing " <i>Feliz Cumpleaños</i> "		✓	Sing " <i>Feliz Cumpleaños</i> " to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

Note: This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

<i>Nombre:</i>	<i>Grado:</i>	<i>Fecha:</i>
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<i>Yo puedo ...</i>	<i>Sí</i>	<i>No Todavía</i>	<i>What I am going to do next ...</i>

Long-term Goal Setting

Nombre: Douglas

Grado: 4

Fecha: el 1º de febrero

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Spanish.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Mexico.

To achieve this goal, I will: research Mexico on the Internet and ask my neighbour, Mrs. Gonzales, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Mexico and, maybe, showing a movie.

My parents can help me by: buying me a book on Mexico for my birthday and taking me to Mexico on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

Nombre:

Grado:

Fecha:

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me by: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me by: _____

My parents can help me by: _____

Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A-3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A-3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A-3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A-3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Marc	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Andreas	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun	<input type="radio"/> Yes	<input checked="" type="radio"/> Not Yet
Su Mei	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the Spanish alphabet	<input type="radio"/> Yes	<input checked="" type="radio"/> Not Yet
Jack	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the Spanish alphabet	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Ali	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Spanish alphabet	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Maya	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Spanish alphabet	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Philip	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Spanish alphabet	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the Spanish alphabet	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the Spanish alphabet	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet

Checklist and Comments 1

Grade: 4	Date: May 3	Activity: Individual Q and A
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Specific Outcome: S–2.3a use simple productive strategies, with guidance

Student Names:	Has met the outcome:	
	Yes	Not Yet
• <u>Jan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Al</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Freddie</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Kevin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Su Mei</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Abe</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Nour</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Benjamin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Franco</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Spanish; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students’ performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 1

Grade:	Date:	Activity:
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Specific Outcome: _____

Student Names:	Has met the outcome:	
	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: _____

Checklist and Comments 2

Grade: 4	Date: October 5	Activity: Telephone conversations (invitations)
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Specific Outcome(s): A-3.2a respond to offers, invitations and instructions;
 LC-1.1a pronounce some common words and phrases comprehensibly;
 LC-1.1b use intonation to express meaning; LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

<u>Lance</u> _____ can: (Student name)		
	Yes	Not Yet
• invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:
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Specific Outcome(s): _____

_____ can: (Student name)	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		

Could improve: _____		

Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt
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Specific Outcome: A-3.3b encourage other group members to act appropriately

Student meets the outcome:				
Student Names:	Never	Sometimes	Usually	Always
• <u>Jeremy</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Raj</u>	●	●	●	●
• <u>Sunita</u>	●	●	●	●
• <u>Alicia</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Billy</u>	●	●	●	●
• <u>Dimitri</u>	●	●	●	●
• <u>Kim</u>	●	●	●	●
• <u>Tran</u>	●	●	●	●
• <u>Frida</u>	●	●	●	●
• <u>Tim</u>	●	●	●	●
• <u>Tania</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Lilly</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wes</u>	●	●	●	●

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

Rating Scale 2

Grade: 4	Date: November 12	Activity: Unit: My Family
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Specific Outcome(s): A-1.1a share basic information; e.g., their name; A-1.1b identify people, places and things; LC-1.2c write some words of personal significance; LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC-2.5a produce simple written words and phrases in guided situations; S-2.3a use simple productive strategies, with guidance

Student Name: Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	○	●	●
• identified the people in his or her family correctly	●	●	○	●
• used words relevant to the family correctly	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used a dictionary to find new words related to the family	○	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

Rating Scale 2

Grade:	Date:	Activity:
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Specific Outcome(s): _____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Rating Scale 3

Grade: 5	Date: March 10	Activity: Reading out some familiar words
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Specific Outcome(s): LC-1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (Language Competence/ phonology)

Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rubric (Grade 4)

Name: Jeanne	Date: October 17	Activity: Conversation—making plans with a friend
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	Consistently responds to offers, invitations and instructions.	Frequently responds to offers, invitations and instructions. The occasional error does not interrupt the message.	Sometimes responds to offers, invitations and instructions; however, the message is unclear .	Rarely responds to offers, invitations and instructions. The overall message is difficult to understand .
Content A-3.2b	Consistently asks or offers to do something.	Frequently asks or offers to do something. The occasional error does not interrupt the message.	Sometimes asks or offers to do something; however, the message is unclear .	Rarely asks or offers to do something. The overall message is difficult to understand .
Pronunciation LC-1.1a	Consistently uses proper pronunciation.	Frequently uses proper pronunciation. The occasional error does not interrupt the message.	Sometimes uses proper pronunciation. Although there are several errors, the overall message is still understandable.	Rarely uses proper pronunciation. The overall message is difficult to understand .
Intonation LC-1.1b	Consistently uses proper intonation.	Frequently uses proper intonation. The occasional error does not interrupt the message.	Sometimes uses proper intonation. Although there are several errors, the overall message is still understandable.	Rarely uses proper intonation. The overall message is difficult to understand .
Vocabulary LC-1.3a	Consistently uses words related to making plans with a friend.	Frequently uses words related to making plans with a friend. The occasional error does not interrupt the message.	Sometimes uses words related to making plans with a friend. Although there are several errors, the overall message is still understandable.	Rarely uses words related to making plans with a friend. The overall message is difficult to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.

Rubric

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist (Grade 4)

Name: Ellen	Date: November 14	Activity: Telephone Conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	Consistently responds to offers, invitations and instructions.	Frequently responds to offers, invitations and instructions. The occasional error does not interrupt the message.	Sometimes responds to offers, invitations and instructions; however, the message is unclear .	Rarely responds to offers, invitations and instructions. The overall message is difficult to understand .
Content A-3.2b	Consistently asks or offers to do something.	Frequently asks or offers to do something. The occasional error does not interrupt the message.	Sometimes asks or offers to do something; however, the message is unclear .	Rarely asks or offers to do something. The overall message is difficult to understand .
Pronunciation LC-1.1a	Consistently uses proper pronunciation.	Frequently uses proper pronunciation. The occasional error does not interrupt the message.	Sometimes uses proper pronunciation. Although there are several errors, the overall message is still understandable.	Rarely uses proper pronunciation. The overall message is difficult to understand .
Intonation LC-1.1b	Consistently uses proper intonation.	Frequently uses proper intonation. The occasional error does not interrupt the message.	Sometimes uses proper intonation. Although there are several errors, the overall message is still understandable.	Rarely uses proper intonation. The overall message is difficult to understand .
Vocabulary LC-1.3a	Consistently uses words related to making plans with a friend.	Frequently uses words related to making plans with a friend. The occasional error does not interrupt the message.	Sometimes uses words related to making plans with a friend. Although there are several errors, the overall message is still understandable.	Rarely uses words related to making plans with a friend. The overall message is difficult to understand due to errors.
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

<input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance
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