

TEACHER ASSESSMENT FORM

Directions: Please read over the following criteria, think about the student's performance in class, and circle the appropriate number based on the following:

- 4—According to the Honors Readiness criteria, the student is in the top 10% of current students.
- 3—According to the Honors Readiness criteria, the student is in the top 33% of current students, but not the top 10%.
- 2—According to the Honors Readiness criteria, the student is in the middle 33% of current students.
- 1—According to the Honors Readiness criteria, the student is in the bottom 33% of current students.

HONORS READINESS CRITERIA	ASSESSMENT			
1. Reads widely, with perception <ul style="list-style-type: none"> • accepts responsibility for “making meaning” from the text • generalizes and abstracts • relates literary works to other human experiences, including his/her own, in an insightful manner 	4	3	2	1
2. Writes with proficiency, clarity, fluency, and strong voice; demonstrates ability to use the nuances of language to forge and to communicate thought in powerful and meaningful ways	4	3	2	1
3. Displays a range of thinking abilities <ul style="list-style-type: none"> • <i>Critical thinking</i> (generalizes and abstracts; applies and connects; distinguishes among fact, inference, and opinion) • <i>Fluent thinking</i> (generates numerous relevant responses) • <i>Flexible thinking</i> (suggests/takes a variety of different approaches) • <i>Original thinking</i> (offers creative ideas, insight, responses beyond the obvious) • <i>Elaborative thinking</i> (expands upon ideas; discusses in detail; relates examples) 	4	3	2	1
4. Demonstrates genuine interest in learning and commitment to high-level performance in English <ul style="list-style-type: none"> • <i>Risk Taking</i> (expresses/defends own ideas; chances failure or criticism; performs well under conditions devoid of structure) • <i>Curiosity</i> (is inquisitive; asks the questions; explores ideas) • <i>Imagination</i> (visualizes; builds mental images; reaches beyond boundaries) • <i>Complexity</i> (seeks many alternatives; delves into intricate problems or ideas) 	4	3	2	1
5. Actively accepts responsibility for contributing to the overall quality of the class experience <ul style="list-style-type: none"> • offers his/her own insightful thoughts and interpretations • considers, responds to, elaborates on ideas offered by others 	4	3	2	1
6. Overall assessment of student's readiness for Honors English	4	3	2	1

Student _____ Current grade level _____ Current Teacher _____

1st trimester grade: _____ 2nd trimester grade: _____

Teacher comments based on overall assessment: