DQB SKILL CHART

**Tracking Growth and Goal Setting**

**Objective:** students will be able to chart their baseline scores for Quarter 1 analyze their results, set goals for their future assignments and performance assessment and share them with parents/guardians at home.

**Directions:** chart your scores for each domain like you’ve done before. Graph your proficiency level for each indicator (bullet point) in the skill domain. Set a goal for each domain using skills from the rubric to specifically pinpoint what you will do to show growth in that domain.

**Argument**

Adv

Prof/Adv

Prof

Dev/Prof

Dev

Emer/Dev

Emer

Adv

Prof/Adv

Prof

Dev/Prof

Dev

Emer/Dev

Emer

Adv

Prof/Adv

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Dev/Prof

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My goal for improving my argument score is to focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Skills I will have to work on in class and at home are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In order to do this, I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evidence:**

Adv

Prof/Adv

Prof

Dev/Prof

Dev

Emer/Dev

Emer

F. Scott Fitzgerald’s *The Great Gatsby*

Langston Hughes “Mother to Son”

Robert Frost “Road Not Taken”

Adv

Prof/Adv

Prof

Dev/Prof

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Emer/Dev

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Prof/Adv

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My goal for improving my evidence score is to focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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**Analysis:**

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Prof/Adv

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Dev/Prof

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Emer/Dev

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Prof/Adv

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Dev/Prof

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Emer/Dev

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Adv

Prof/Adv

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Dev/Prof

Dev

Emer/Dev

Emer

F. Scott Fitzgerald’s *The Great Gatsby*

Langston Hughes “Mother to Son”

Robert Frost “Road Not Taken”

My goal for improving my analysis score is to focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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**Organization:**

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Prof/Adv

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Dev/Prof

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Emer/Dev

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Prof/Adv

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Dev/Prof

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Emer/Dev

Emer

F. Scott Fitzgerald’s *The Great Gatsby*

Langston Hughes “Mother to Son”

Robert Frost “Road Not Taken”

My goal for improving my organization score is to focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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**Conventions:**

My goal for improving my conventions score is to focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

F. Scott Fitzgerald’s *The Great Gatsby*

Langston Hughes “Mother to Son”

Robert Frost “Road Not Taken”

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**End of 3rd Quarter**

Parent/Guardian signature and optional comment:

**Beginning of 3rd Quarter**

Parent/Guardian signature and optional comment: