



**International Center
for Leadership
in Education**

Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Student Success Skills</i>			
Grade Span			ICLE Application Model			
<i>K-4 x</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

Instructional Focus:

Writing - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening - Students listen for a variety of purposes appropriate to the grade level.

Performance Task

1. Divide the class into small groups and ask students to individually list characteristics of a successful student. Ask them to share their lists. Each group should come to consensus on its "top 10" skills.
2. Have each group report back to the class. As a large group come up with an agreed upon list of 15 characteristics. Discuss how the characteristics listed relate to in-school and out-of-school situations.
3. Have students self assess their own characteristics using this list.
4. Ask students to write in their journals their goals for improvement and ways to achieve them.
5. An alternate activity would be to use the worksheet that is provided (Student Success Skills Chart).

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Follow oral or written directions. (ela 4)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Understand ways an author uses language and text characteristics to aid comprehension. (ela 70)

Scoring Guide:

	4 Exceptional	3 Admirable	2 Acceptable	1 Amateur
Group Participation	All students enthusiastically participate	At least ¾ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by ½ the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation; some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Journals Grammar Penmanship	Geometry	Life Science
Communications Discussion Listening	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart

Signs of Student Success

Characteristics	Rank	How Do I Rate
Is a good listener		
Helps others		
Respects others		
Follows directions		
Completes work on time		
Speaks clearly		
Cooperates with others		
Is Friendly		
Obeys rules		
Uses time wisely		
Is honest		
Works independently		
Is responsible		
Is kind to others		
Contributes to the group		
Others:		
1		
2		
3		