

Student name \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## Memory Skills\*

	Current Level of Competency			
	Emerging	Developing	Gaining Consistency	Effectively Sustained
<b>Good Encoding to Short-Term Memory</b>				
Can create visual images of the information				
Can keep pace with spoken instruction or directions				
Comprehends details and sequences				
Can break task into manageable parts				
Can stay focused on relevant information				
Can switch efficiently from one task to another				
<b>Good Processing in Working Memory</b>				
Can adequately hold information to copy or work on				
Can keep track of steps in a process				
Has ability to see patterns and relationships				
Can match language with concepts and symbols				
Can self-correct through ability to focus on purpose and details				

	Current Level of Competency			
	Emerging	Developing	Gaining Consistency	Effectively Sustained
<b>Good Storage in Long-Term Memory</b>				
Little reliance on rote learning				
Uses a strong pathway or multiple pathways to learn material				
Can link or categorize new learning with existing knowledge				
Makes consistent effort despite relevance of information				
Shows willingness to ask for help or access resources when stuck				
<b>Good Retrieval from Long-Term Memory</b>				
Internalizes instructor modeling and guided practice				
Makes connections (similarities and differences) to previous knowledge				
Able to see the real-life application				
Uses multiple pathways for faster retrieval				
Can manage test anxiety, especially for long tasks				

\*Pertains to Noncognitive Factor "Learning Strategies"

(Based on Root Causes - Searle Enterprises Inc., 2014)