

Adults and students can use the Character Growth Card to discuss differences and similarities between self-scores and teacher-scores, changes and progress over time, and/or variations in scores in different environments, situations, or class settings. After that conversation, students and adults can set goals together. It's important to note that this tool should not be used to diagnosis or compare children, nor to compare schools or programs. Please use it to help children focus on their own growth and development in these areas, and as a positive conversation starter.

<div style="text-align: right;"> <span style="display: inline-block; width: 10px; height: 10px; background-color: #ccc; margin-right: 5px;"></span> Q1           <span style="display: inline-block; width: 10px; height: 10px; background-color: #ccc; margin-left: 10px; margin-right: 5px;"></span> Q2           <span style="display: inline-block; width: 10px; height: 10px; background-color: #ccc; margin-left: 10px; margin-right: 5px;"></span> Q3           <span style="display: inline-block; width: 10px; height: 10px; background-color: #ccc; margin-left: 10px;"></span> Q4         </div> STUDENT NAME _____  GRADE _____ SCHOOL _____ DATE _____  <small>1 = Almost Never · 2 = Very Rarely · 3 = Rarely · 4 = Sometimes · 5 = Often · 6 = Very Often · 7 = Almost Always</small>			SELF-ASSESSMENT	AVERAGE TEACHER SCORE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
<b>CURIOSITY</b> Was eager to explore new things Asked questions to help s/he learn better Took an active interest in learning									
<b>GRATITUDE</b> Recognized what other people did for them Showed appreciation for opportunities Expressed appreciation by saying thank you Did something nice for someone else as a way of saying thank you									
<b>GRIT</b> Finished whatever s/he began Stuck with a project or activity for more than a few weeks Tried very hard even after experiencing failure Stayed committed to goals Kept working hard even when s/he felt like quitting									
<b>OPTIMISM</b> Believed that effort would improve his/her future When bad things happened, s/he thought about things they could do to make it better next time Stayed motivated, even when things didn't go well Believed that s/he could improve on things they weren't good at									
<b>SELF CONTROL (interpersonal)</b> Remained calm even when criticized or otherwise provoked Allowed others to speak without interrupting Was polite to adults and peers Kept temper in check									
<b>SELF CONTROL (school work)</b> Came to class prepared Remembered and followed directions Got to work right away instead of waiting until the last minute Paid attention and resisted distractions									
<b>SOCIAL INTELLIGENCE</b> Was able to find solutions during conflicts with others Showed that s/he cared about the feelings of others Adapted to different social situations									
<b>ZEST</b> Actively participated Showed enthusiasm Approached new situations with excitement and energy									