Gifted Student Self-Advocacy · Grades 3–5 / 6–8 · 15 minutes · FREE

Learning Readiness Reflection

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Look back at an adjustment and decide what it taught you about your learning.

After you try a new challenge or support, reflection helps you and your teacher decide what to do next. Be honest — an adjustment that did not help is useful information too.

> **Your steps**
> 1. Describe the adjustment you tried.
> 2. Rate how well it helped.
> 3. Give evidence of your learning.
> 4. Choose your next step.

1. What we tried

Describe the adjustment.

The skill or unit	The adjustment we agreed on
How long I tried it	What I produced or learned

2. Did it help?

Circle one rating for each and add evidence.

Question	Not yet · Some · A lot	Evidence
I learned something new		
The challenge level fit me		
I kept up my responsibilities		
I would try this again		

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Learning Readiness Reflection · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. Next steps

Plan forward.

Keep, change or stop the adjustment?	What I learned about how I learn
My next learning goal	What I will tell my teacher

My next step

The most surprising thing I learned about my learning was…

Optional stretch · Grades 6–8

Write advice for a younger student trying the same adjustment.

Optional teacher / parent follow-up: Reflection is descriptive and growth-focused. A “not yet” result is information, not failure.

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