



Thriving Scale Education Screening Tool

Attendance

8	Attendance above 95% in last 12 months.
7	Attendance above 95% in last 6 months.
6	Attendance between 90% and 95% in last 12 months.
5	Attendance between 81% and 89% in last 12 months.
4	Attendance between 71% and 80% in last 12 months.
3	Attendance below 70% in last 12 months.

School Stability

8	Has not changed schools in last 24 months.
7	Has not changed school in last 12 months.
6	Changed schools 1 time in the last 12 months.
5	Changed schools 2 times in the last 12 months.
4	Changed schools 3 or more times in the last 12 months.
3	Changed schools 4 or more times in the last 12 months.

CST ELA Achievement

8	Scored advanced on most recent ELA CST.
7	Scored proficient on most recent ELA CST.
6	Scored basic on most recent ELA CST.
5	Scored below basic on most recent ELA CST.
4	Student scored in the far below basic level on his or her most recent ELA CST.
3	Student scored in the far below basic level on the last two or more ELA CSTs.

CST Math Achievement

8	Scored advanced on most recent MATH CST.
7	Student scored in the proficient level on his or her most recent MATH CST.
6	Student scored in the basic level on his or her most recent MATH CST.
5	Student scored in the below basic level on his or her most recent MATH CST.
4	Scored far below basic on most recent MATH CST.
3	Student scored in the far below basic level on the last two or more MATH CSTs.

Credit Accrual (8th to 9th Grade)

7	On track after the first grading period in the 9th grade with the number of credits required to graduate high school in 4 years.
6	Enrolled in all the right courses in 9th grade to be on track with credits.
5	Enrolled in only some of the right courses to take in 9th grade to be on track with credits.
4	Wishes to graduate from high school but does not yet have a plan to enroll in specified number of credits to graduate in 4 years.
3	Student doesn't expect to graduate from high school.

Credit Accrual (10th to 12th Grade)

8	Accruing credits at rate beyond what is required to complete high school in 4 years.
7	On track with credits to graduate within 4 years of beginning high school.
6	Accrued between 90% and 99% of the credits needed to be on track to graduate within 4 years.
5	Accrued between 70% and 89% of the credits needed to be on track to graduate within 4 years.
4	Accrued between 50% and 69% of the credits needed to be on track to graduate within 4 years.
3	Accrued 49% or fewer of the credits needed to be on track to graduate within 4 years.

On Track with A to G

8	On schedule to complete required a-g courses AND 2 or more advanced level courses.
7	On schedule to complete required a-g courses.
6	Only 1-2 courses behind in completing required a-g courses.
5	Taken some a-g courses and, with an intensive plan, can catch up with required a-g courses to go on to college.
4	Taken some a-g courses, but it may not be possible for the student to catch up on requirements.
3	Taken no a-g courses.

Performance on CAHSEE

8	Passed BOTH the ELA and Math portions of the CAHSEE, and ONE or BOTH with scores between 400-450.
7	Passed BOTH the ELA and Math portions of the CAHSEE.
6	Taken the CAHSEE and passed ONLY ONE of the two portions.
5	Taken the CAHSEE one or more times and scores are MUCH BELOW PASSING level (275-299) on ONE of the two portions and CLOSER TO PASSING level (300-349) on the other.
4	Taken the CAHSEE one or more times and score are MUCH BELOW PASSING level (275-299) on both portions.
3	Student has not taken the CAHSEE.

Enroll First Year Post Secondary

8	Applied and been accepted to a 4-year college.
7	Applied and been accepted to a 2-year college.
6	Applied and not been accepted to college.
5	Demonstrated interest in applying to college or vocational program, but needs SOME assistance to apply.
4	Interest in applying to college or vocational program, but needs A LOT of assistance to apply.
3	No plans to attend college or vocational program.

Talents/Interests

8	Excelling with a talent that provides pleasure and self-esteem.
7	Has a talent that provides pleasure and self-esteem. Student is actively engaged in pursuing this talent.
6	Has a talent, interest, or hobby <i>with the potential</i> to provide pleasure and self-esteem.
5	Identified interests but needs assistance converting those interests into a talent or hobby.
4	No identified talents, interests or hobbies.
3	No identified talents, interests or hobbies and has no interest in exploring options to begin to build interests.

Use of Enrichment Resources/Extracurricular Activities

8	Taking a leadership role in one or more activities, such as extracurricular activities, library or community events on an ongoing basis.
7	Actively participating in one or more activities.
6	Signed up for activities but does not actively or regularly participate.
5	Was involved in an activity but was suspended because of behavior, poor attendance or grades.
4	Interested in getting involved, doesn't know what activities he/she would enjoy.
3	Has significant difficulties making constructive use of leisure time. Is getting into trouble after school and on the weekends.

Building Mentor/Adult Relationships

8	Demonstrates <i>strong</i> abilities in building relationships with adult mentors and is able to reach out to adults for help and guidance when needed.
7	Demonstrates <i>some</i> ability in building relationships with adult mentors and, <i>with some support</i> , is able to reach out for help and guidance when needed.
6	Identified some adults in his/her life that may be helpful but does not feel able to build relationships with them.
5	<i>Somewhat fearful</i> or distrustful of adults but sees potential for adults to be supportive of his/her educational aspirations.

4	<i>Highly fearful</i> and distrustful of adults and does not see potential for adults to be supportive of his/her educational aspirations.
3	Actively pushes away adults, acts out in negative ways toward them and does not recognize wrong-doing of those actions.

Building Peer Relationships

8	Very strong skills in building relationships with her/his peers. Actively seeks out positive friends and chooses to work (or play) with them, initiates efforts to resolve conflicts, and is often the leader in the group.
7	Established strong relationships with a group of peers that are positive, chooses to work (or play) with them much of the time, and is able, for the most part, to resolve conflicts when they arise.
6	Has some ability to build or establish relationships with peers that are positive, chooses to work (play) with them some of the time. Needs support to resolve conflicts when they arise.
5	Wants to work (play) more with peers but has trouble avoiding friends with negative influences. Needs help to know how to seek out positive relationships and to resolve conflicts.
4	Sees some benefit to working (playing) with peers but mostly works (or plays) on their own.
3	Displays preference to work (or play) on his own and does not see benefit of working with other children or youth. Rarely helps peers and is not able to resolve conflicts.

Behavior at School

8	Behavior at school is a positive role model for others.
7	No disciplinary actions or suspensions within the past 12 months.
6	One or two disciplinary actions 7-12 months ago and no suspensions within the past 12 months.
5	One or two disciplinary actions within the last 6 months ago OR one suspension 7-12 months ago.
4	One or two disciplinary actions within the last 6 months OR one suspension within the last 6 months.
3	<i>Three or more</i> disciplinary actions within the past 6 months OR more than one suspension <i>within the last 6 months</i> .

Future Expectations

8	Clear expectations of attending a 4-year college or above.
7	Clear expectations of attending a 2-year college.
6	Clear expectations of pursuing a specific vocational or military goal.
5	Taken steps to learn more about college, vocational and/or military interests.
4	Some vocational or military interests but hasn't taken steps to learn more.
3	Student is not yet able to articulate future goals and does not see college or vocational school as an option.

Character

Review the following five areas of positive character development and identify one you believe the student is currently or has most potential of excelling in and one the student has the greatest challenges with.

Zest: Actively participates, shows enthusiasm, and/or invigorates others.

5	Mostly
4	Sometimes
3	Not at all

Grit: Finishes things he/she begins, tries very hard even after experiencing failure, and/or works independently with focus.

5	Mostly
4	Sometimes
3	Not at all

Optimism: Gets over frustrations or setbacks quickly, and/or believes that effort invested will improve his/her future.

5	Mostly
4	Sometimes
3	Not at all

Self-Control: Remains calm when criticized or provoked, allows others to speak without interruption, is polite to adults and peers, and/or keeps temper in check.

5	Mostly
4	Sometimes
3	Not at all

Curiosity: Is eager to explore new things, asks and answers questions to deepen understanding, and/or actively listens to others.

5	Mostly
4	Sometimes
3	Not at all