

**Figure 1. Self-Assessment**

	Strongly Disagree	Neutral	Strongly Agree
I am very comfortable with the idea that the outcomes of Reading Recovery teaching are not the same for all children.	•	•	•
I know how to create predictions of progress that are unique to the child as I begin teaching.	•	•	•
I integrate information effectively from each child's Observation Survey and Summary Sheet into predictions of progress.	•	•	•
I understand how to relate what a child can do now with the outcomes needed for that child at the end of the lesson series.	•	•	•
I use predictions of progress to maintain my long-term perspective on day-to-day teaching decisions.	•	•	•
I write notes focused on each child's strategic activities as observed and prompted on the lesson record form.	•	•	•
I revisit and revise each child's predictions of progress periodically throughout his/her lesson series.	•	•	•
Predicting the changes that will be needed for each child helps me to ensure that most children I teach are able to discontinue.	•	•	•

Source: Sharan A. Gibson, Trainer, San Diego State University

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