**Middle School Developmental Milestone Rubric**

**6th through 8th Graders**

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| **Name of Observer:**  Sandra Byrd | **School:**  W. A. Pattillo Middle School |
| **Class and Grade Observed:**  8th (P.E., Math, Cafeteria) | **Date of Observation:**  November 9, 2016 |

**Developmental Needs/Characteristics**

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| --- | --- | --- | --- | --- |
| **Physical Needs/Characteristics** | **Observed** | **Not Observed** | **Not Applicable** | **Comments** |
| Become a little more clumsy as height and weight change quickly | **X** |  |  | A few of the students are shared they have grown at least 6 inches in the over the summer. |
| Start showing uneven development in skills like agility, balance, strength and flexibility; may be able to run fast, but not gracefully |  | **X** |  |  |
| Have a difference between body and brain growth; may be more mature physically or emotionally | **X** |  |  | Conversations observed in the cafeteria are typical conversations about friends, music, and boyfriends or girl friends. Some students’ physical sizes and dress appear to be more mature than others. |
| Experience fluctuations in basal metabolism causing restlessness and listlessness |  | **X** |  |  |
| Need more rest since much energy is being used for growing | **X** |  |  | A few comment about being tired. When asked about their sleep habit, most admit to going to bed after 10 PM. A few even stated, they go to bed after 11 PM. |
| Mature at various rates of speed | **X** |  |  |  |
| Are highly physical |  | **X** |  |  |
| Overly concerned with bodily changes and sexual development | **X** |  |  | Several of the girls were pulling makeup and/or mirrors out of their purses during lunch. |
| Lacking in good nutritional habits | **X** |  |  | 18 of 20 students observed going through the lunch line purchased chips with their lunch. |

**Developmental Needs/Characteristics**

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| **Intellectual Needs/Characteristics** | **Observed** | **Not Observed** | **Not Applicable** | **Comments** |
| Are highly curious (Questions things) |  | **X** |  |  |
| Prefer active to passive learning experiences | **X** |  |  | Students participated more during the active activities (e.g., teacher asked that student move to different sides of the classroom to indicate their choice). |
| Related to real-life problems and situations (Want to contribute and make money) | **X** |  |  | Students discussed getting a job in Tarboro is difficult due to the number of business wanting to stay there after the flood. |
| Egocentric (self-centered) | **X** |  |  |  |
| Begin developing a worldview, including a basic set of values | **X** |  |  |  |
| Enjoy human behaviors | **X** |  |  | Students are able to sit and talk with their friends at lunch. |
| Seek constant approval and reinforcement |  | **X** |  |  |
| Intellectually curious about the real world | **X** |  |  | One of the students asked the teacher about her daughter’s job. |

**Developmental Needs/Characteristics**

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| **Psychological Needs/Characteristics** | **Observed** | **Not Observed** | **Not Applicable** | **Comments** |
| Erratic and inconsistent in behavior |  | **X** |  |  |
| Highly sensitive to criticism |  | **X** |  |  |
| Moody, restless, and self-centered |  | **X** |  |  |
| Optimistic and hopeful | **X** |  |  |  |
| Bow to peer pressure to be liked others; have experiences with bullying | **X** |  |  |  |
| Experience mood swings |  | **X** |  |  |
| Seek independence | **X** |  |  | Students express their desire to make decisions. |
| Emotionally vulnerable; highly sensitive to the opinions of others |  | **X** |  |  |

**Developmental Needs/Characteristics**

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| --- | --- | --- | --- | --- |
| **Social Needs/Characteristics** | **Observed** | **Not Observed** | **Not Applicable** | **Comments** |
| Rebellious towards authority figures (i.e., parents, teachers, administrators) | **X** |  |  |  |
| Confused and frightened by new school/social settings |  | **X** |  |  |
| Fiercely loyal to peer group values | **X** |  |  | I repeatedly observed students saying, “Thanks by friend!” |
| Often aggressive and argumentive |  | **X** |  |  |
| Need frequent affirmation of love from adults |  | **X** |  |  |
| Exhibits immature behavior |  | **X** |  |  |
| Tend to overreact when criticized or embarrassed | **X** |  |  | Student became defiant when teacher asked him to wait and go get water later. |
| Experiment with new identities |  | **X** |  |  |

**Developmental Needs/Characteristics**

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| --- | --- | --- | --- | --- |
| **Moral & Ethical Needs/Characteristics** | **Observed** | **Not Observed** | **Not Applicable** | **Comments** |
| Idealistic | **X** |  |  |  |
| Have strong sense of fairness |  | **X** |  |  |
| Reflective and introspective in thought and feelings |  | **X** |  |  |
| Confront moral and ethical questions head on | **X** |  |  |  |
| Ask large ambiguous questions about the meaning of life | **X** |  |  |  |
| Show compassion for underdog situations and environmental issues | **X** |  |  |  |
| Impatient with pace of change | **X** |  |  |  |
| Slow to acknowledge own faults and flaws | **X** |  |  |  |

**Comments:**

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=SIGNED= November 9, 2016

**Signature Date**