



Conference Guidelines for Upperclassmen

11th and 12th grade students will lead their conferences in October 2026 after first quarter is complete. The goal of these conferences is to help each student take ownership of his growth as a learner, working with parents and teachers. The student's team of teachers will be assembled for each conference, and although parents attend with the student, students are the primary participants in the conversation with teachers (parents are primarily auditors at the high school conferences.). Students should prepare written notes to anchor their opening self-reflection. The teachers, in turn, will respond to the student's self-evaluation and a conversation will ensue. Each high school student will need to:

- Prepare a one-page (2-3 minute) self-evaluation to present at conferences.
- Sign up for a conference with parents to attend together.
- Students must attend conference dressed in school uniform.

Self-Reflection Form

The purpose of this form is to help you prepare for semester conferences with your teachers. We would like you to think about how the year is going so far for you. We ask you to reflect carefully on your own performance in the following areas and that you end by writing a one-page (2-3 minute) self-evaluation that you will present at the beginning of the conference.

Here are the kinds of questions the student should reflect upon while preparing a self-assessment:

1. In **Humane Letters**, have I completed the daily readings and considered each text carefully? Have I approached each text with humility, openness, and a sense of wonder? Have I listened attentively to other students during discussion? Have I participated frequently and enthusiastically during discussion? Do my comments reflect a deep engagement with the text? Have I spoken clearly, using good English and sound reasoning? Have I practiced proper comportment in the classroom? Have I written coherently, using good grammar, spelling, and style? Does my interpretive commentary have depth and specificity? Have I developed sound theses, topic sentences, and supporting paragraphs?
2. In **Science and Math**, have I mastered the basic material, practiced problem-solving, prepared thoroughly for quizzes and exams, and utilized class time to learn from the teacher and my fellow students? Have I shown an attentiveness to detail in my work? Have I exhibited a sense of wonder when attempting to solve problems or to explain phenomena? Have I gone beyond the minimum requirements in an effort to deepen my understanding of the subject as a whole?
4. In **Foreign Languages**, have I read the texts carefully? Have I spoken clearly in class discussions, with careful attention to grammar and vocabulary? Have I been willing to accept corrections by my teacher and peers when I make mistakes in my speech and writing? Have I tried to incorporate new vocabulary and grammatical structures as they are introduced in class? Have I enthusiastically offered my own ideas, translations and commentary in class?
5. In **all my subjects**, have I pursued and achieved excellence? If not, what level of achievement have I reached? What are my strengths in each discipline and as a student in general? Where are my primary areas for improvement during the second semester? What, specifically, can I do to improve in these key areas?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.