**Chumash Skills Worksheets**

On the second day of class, the students in the class all filled out the self-assessment of their skills relating to Chumash[[1]](#footnote-1). The purpose of this was to both have the students reflect on their own skills and also to see where each student might be. Knowing some of the students from before made it even more interesting to see how they rated themselves on particular skills.

Students worked on the Skills Sheets for the first 20 minutes of each block period (generally 3 times a week). Some of the skills were worked on with partners, some individually. Students worked at their own pace, and where necessary, adjustments were made for individual students to do less than the material included in the sheets. For example, I told some students who were really struggling with the grammar to conjugate only one of the verbs on the first skills sheet. Another student who finished the 2nd sheet early was given the task of going back through that particular chapter and translating the verses on her own. A third student, who had very limited background, was given practice with Hebrew handwriting and extra reading practice to do instead of the skills worksheets.

Up to this point, students were graded based on their efforts and working on task during the time allotted for skills work. My plan for the next few months is to have the students choose 1 of the skills that has been introduced in the 1st 3 skills worksheets and work on that skill more intensively, with an individualized plan of their goals and how to get there, with an assessment at the end of 2 weeks to show the progress made. Then each student will move on to a different skill of their choice in which to grow in a similar way.

Throughout the process, it was emphasized to the students that they were being graded not on their abilities, but on their efforts in working on the skills activities and willingness to grow in their skills. They were encouraged to work at their own pace, that each student is better at different skills, but has room to grow in all of these skills.

1. The skills checklist was adapted from a checklist made by Rabbi Jonny Gordon, Limudei Kodesh Faculty at Kohelet Yeshiva High School during the 2015-2016 school year. [↑](#footnote-ref-1)