

MAYBE A WEEK OF ENTRANCE AND EXIT SLIPS WOULD START TO GIVE ME A CLEARER IDEA OF WHAT THEY ARE UNDERSTANDING. IT WILL HELP DETERMINE WHERE I CAN HELP THEM FIND A STRATEGY TO WORK FOR THEM.

Dec - Jan

REPORTS ARE COMING SOON AND I STILL NOTICE SOME INCONSISTENCIES. MAYBE I CAN SCHEDULE SOME MINI-CONFERENCES WITH SOME OF THE GROUPS. WHERE TO BEGIN?

AWW MAN, I CAN'T REMEMBER ANYTHING WE LEARNED LAST CLASS, AND MY NOTES SUCK!

THAT'S COOL. YOU CAN USE MY NOTES. HE SAID GROUPS COULD WORK TOGETHER.

STUDENT CONFERENCING

SUMMARIZING AND SYNTHESIZING

JOHNNY, I CAN TOTALLY UNDERSTAND THESE SKETCHES. YOU'VE MADE ONES FOR MOST OF THE IMPORTANT IDEAS. BUT YOU'RE RIGHT, YOUR NOTES REALLY DIDN'T POINT TO THE IMPORTANT STUFF. WHY DON'T YOU WRITE MY NOTES BY YOUR SKETCHES?

NICE! SCOTT CAN SHOW OFF HIS NOTE-MAKING SKILLS.

CAN I PHOTOCOPY YOUR NOTES?

SOMEDAYS I FEEL SO CLUELESS. WHAT DID WE LEARN TODAY?

HMMM... SCOTT AND MATT ARE PERFECT TOGETHER. I SHOULD HAVE A MINI-CONFERENCE WITH SCOTT ABOUT NOTE MAKING. MAYBE I'LL HAVE HIM WRITE A QUICK EXPLANATION WHENEVER HE DOES A DRAWING SO IT'S FRESH IN HIS MIND. STEPHANIE DOESN'T PARTICIPATE MUCH, DOES SHE? MAYBE A JIGSAW STRATEGY OR TWO WILL GET HER MORE ACTIVE AND CHALLENGED IN A GROUP SETTING.

THINKING ABOUT REPORTS

SUMMATIVE ASSESSMENT

SCOTT IS MOSTLY IN THE FIRST COLUMN OF THE REPORT, AS HE CONTINUES TO NEED GUIDED PRACTICE WITH BEFORE-READING STRATEGIES. HE HAS COLLECTED JOURNAL ENTRIES (DRAWINGS FOR THE MOST PART), SOME WEBS, AND A WORD SPLASH FOR HIS PORTFOLIO. WITH HIS LOG OF READING (BLM-69) NOW IN HIS PORTFOLIO, HE IS PRACTISING TALKING ABOUT HIS READING GOAL AND THE EVIDENCE OF HIS LEARNING WITH HIS COOPERATIVE GROUP MEMBERS. I THINK HE WILL BE ABLE TO SHARE THESE WORK SAMPLES AND TALK ABOUT HIS LEARNING TO HIS PARENTS AT HIS STUDENT-LED CONFERENCE NEXT WEEK. THE FORMATIVE ASSESSMENT PROCESS AND THE INFORMATION GATHERED ABOUT LEARNING HAS MADE THE SUMMATIVE ASSESSMENT VERY STRAIGHTFORWARD.

NEXT STEPS:

WITH THIS SUMMATIVE REPORT, I CAN CLEARLY SEE THAT I WILL BE GOING BACK INTO THE FOUNDATION DOCUMENT TO SEARCH FOR A DIFFERENT STRATEGY TO MODEL AND GUIDE SCOTT'S SKILLS IN PREDICTING AND QUESTIONING. HE ALSO NEEDS MORE OPPORTUNITY TO USE SPECIALIZED VOCABULARY. I WONDER IF A THREE-POINT APPROACH MIGHT BE WORTH TRYING TO BUILD ON HIS DRAWING STRENGTHS. HIS JOURNAL ENTRIES SHOW DETAILED SKETCHES OF CHARACTERS FROM HIS INDEPENDENT READING, AND MAPS FROM OUR SOCIAL STUDIES TEXT SET. I WILL GROUP STEPHANIE, DALE, TERRY, JAIME, AND SCOTT TO MODEL AND GUIDE A THREE-POINT APPROACH WHILE THE OTHER GROUPS WORK AT THEIR WORD CYCLES AND THEIR MATH VOCABULARY. THE GRADE 8 ASSESSMENT PROCESS HAS NOT ONLY HELPED ME REFLECT MORE CLOSELY ON STUDENT LEARNING. I ALSO SEE MY STUDENTS ENGAGED IN REFLECTING UPON THEIR GOALS TO BECOME CRITICAL READERS OF A WIDER VARIETY OF TEXTS.

- GOOD READERS
- THINK ABOUT WHAT THEY ALREADY KNOW
- ASK QUESTIONS BEFORE, DURING, AND AFTER READING
- MAKE INFERENCES DURING AND AFTER READING
- SOLVE PROBLEMS DURING READING
- REMEMBER IDEAS DURING READING
- SUMMARIZE IDEAS DURING AND AFTER READING
- MAKE CONNECTIONS TO SELF, TEXTS, AND THE WORLD



MAKING SUMMATIVE JUDGEMENTS
BASED ON--

STUDENT'S AND
MY REFLECTIONS

PART 2

EXPOSITORY WRITING: WRITING TO LEARN-WRITING TO COMMUNICATE

WELL, ANOTHER SCHOOL YEAR... NEW STUDENTS AND NEW GOALS. MY GOAL THIS YEAR IS TO SUPPORT A COMMUNITY OF WRITERS, AND I NEED TO PUT MORE EMPHASIS ON TEACHING EXPOSITORY WRITING AND FORMATIVE ASSESSMENT. I WONDER WHAT MY STUDENTS' WRITING GOALS WILL BE.

WHAT DOES QUALITY JOURNAL WRITING LOOK/SOUND LIKE?

GOAL STATEMENT: I SEE/NOTICE

I HEAR I THINK/WONDER



TALK ABOUT HOW YOU FEEL ABOUT YOURSELF AS A WRITER. BEFORE I READ, IN GROUPS, BRAINSTORM OR WEB YOUR IDEAS. WHILE I READ ALOUD, YOU CAN SKETCH OR MAKE JOT NOTES ABOUT HOW THE AUTHOR IS FEELING.

HMMMM...I SHOULD HAVE THEM WRITE A LETTER TO SOMEONE...MAYBE KEEP A JOURNAL THAT WE CAN KEEP UP THROUGHOUT THE YEAR?

JOURNAL WRITING IS A GOOD STARTING POINT. THE AUDIENCE IS CLEAR - THE STUDENTS AND MYSELF. THE PURPOSE TOO IS EVIDENT - WRITING TO LEARN, AND IT'S A GREAT ASSESSMENT STRATEGY TOO. THE TEXT SET ON JOURNALS WILL BE USEFUL - THERE ARE SO MANY GREAT READ-ALOUNDS. LET'S START WITH "AUTHOR: A TRUE STORY" BY HELEN LESTER.

I ONLY WRITE EMAILS...I LIKE TO BLOG. DOES THAT COUNT?

WRITE A LETTER TO ME SHARING YOUR FEELINGS AND THOUGHTS ABOUT YOU AS A WRITER. WHAT DO YOU THINK I SHOULD KNOW ABOUT YOU? TELL ME ABOUT YOUR WRITER'S NOTEBOOK.

I MOSTLY SKETCH IN MY JOURNAL, BUT I WRITE LITTLE NOTES BESIDE MY SKETCHES.

I KEEP A DIARY, BUT I ALWAYS FORGET TO WRITE DOWN THE DATE. WHEN I LOOK BACK, I CAN'T REMEMBER WHEN THINGS HAPPENED.

I NEVER THOUGHT ABOUT...

IT HAS TO HOOK ME RIGHT AWAY, OR I LOSE INTEREST

WRITER'S NOTEBOOK FOR JOTTING DURING READ-ALOUND, GALLERY WALK...

I CAN'T GET STARTED. THERE ARE SO MANY IDEAS. HOW DO I KNOW WHAT'S IMPORTANT?

THE LETTERS I HAD THE STUDENTS WRITE REALLY GAVE ME A GOOD OVERVIEW OF THEM AS WRITERS. THIS IS VALUABLE ASSESSMENT INFORMATION. WE SHOULD DISCUSS NEXT WEEK WHAT GOOD WRITERS DO. I SHOULD GET SOME DIVERSE SAMPLES OF WRITING TO SHOW THEM. MAYBE WE SHOULD HAVE A GALLERY WALK OF THEIR FAVOURITE SCIENCE BOOKS. THEN WE CAN DO SOME GOAL SETTING FOR THE START OF THE YEAR. IT'S GOING TO BE A BUSY YEAR! I AM GOING TO HAVE THEM CONTINUE WITH THEIR WRITER'S NOTEBOOKS, TOO.

Teacher Planner - September
Goal/purpose - to learn about my student's expository writing skills, strategies, and attitudes through a variety of learning teaching experiences while introducing content curricula. [Teaching/Instructional Focus: Criteria for Journal Writing.]

WED. SEPT. 7	THURS. SEPT. 8	FRI. SEPT. 9
ELA - The Cloud - The Rain Science - Brainstorming/Mapping (FF1) 8-46:26; 8-47:14; 8-24:8; 8-23:8; 8-26:4; 8-37:6	ELA - Read Aloud - Hummingbirds Science - Buildings Social Studies - What writing quality journal look? (LT: 6L3)	Science - Journals; drawing; sketching (FF1) 8-48
MATH FRENCH	MATH FRENCH	MATH GYM
SOCIAL STUDIES	BAND/ART	FRENCH

- WRITING TO LEARN:
- ▷ BRAINSTORMING WEBS
 - ▷ DRAWING/SKETCHING
 - ▷ SORT AND PREDICT
 - ▷ CONCEPT MAPS
 - ▷ LEARNING LOSS/ JOURNALS
 - ▷ NOTE MAKING
 - ▷ GOALS AND ACTION PLAN
 - ▷ LAPS
 - ▷ SQ3R/SQ4R

- WRITING TO COMMUNICATE
- ★ LAB REPORTS
 - ★ LETTERS
 - ★ DIARY
 - ★ BIOGRAPHY
 - ★ POWERPOINT PRESENTATION
 - ★ POSTER
 - ★ NEWSPAPER REPORT
 - ★ JOURNALS
 - ★ SCIENCE SOCIAL STUDIES OR ENGLISH LANGUAGE ARTS INQUIRY PROJECTS

SEPT... WEEK 1

EXPLORING JOURNAL WRITING THROUGH LITERATURE