

_____ •
_____ •
_____ •

I am shooting to improve on:

LEXILE: _____

Spring score	Area of focus
--------------	---------------

_____ •
_____ •
_____ •

I am shooting to improve on:

LEXILE: _____

Winter score	Area of focus
--------------	---------------

_____ •
_____ •
_____ •

I am shooting to improve on:

LEXILE: _____

Fall score	Area of focus
------------	---------------



is shooting for success

HOW IS MY LEARNING GOING?

_____ 's record of work

I really enjoyed learning about

because

What I found interesting was

The work I found easiest was

The work I found most difficult was

What I would like to find out more about is

I think I could learn better if I

Setting My Personal Learning Goals

Name: _____ Date: _____

Evidence Used to Create My Goals:

Based on My Analysis of the Evidence, I have a good understanding of the following concepts:

Based on My Analysis of the Evidence, I must improve my understanding of the following concepts:

My plan of action to improve my understanding of the concepts identified in the analysis of the evidence includes:

I will:	When?	Date Completed

Student Self-Assessment

The goal is for students to assess their own progress. Of course, they need our help. We can help by providing opportunities and time for reflection after assignments are completed. In our rush to get things completed, we often forget this very important step. We can help by providing clear and meaningful assessment criteria against which students can judge and evaluate the work they do.

Time for Reflection

A few simple questions can serve as a guide and a springboard for reflection and self-assessment:

- What was I trying to accomplish?
- How did I go about completing the assignment and solving problems I had along the way (process)?
- What did I do well (strengths)?
- What did I have difficulty with (weaknesses)?
- What have I learned/what would I do differently?

The self-assessment/reflection is a memo; it's a note chatting about the assignment. It is the most important part of any assignment. Meaningful reflection takes practice. This is as true for students as it is for teachers. You can best support your students in their efforts at self-assessment by providing regular, uninterrupted time for students to think about their progress. At first, you may need to guide their reflection with questions such as these:

- What did I learn today?
- What did I do well?
- What am I confused about?
- What do I need help with?
- What do I want to know more about?
- What am I going to work on next?

As students participate in the self-assessment process, they will have many opportunities to collect pieces of their writing and react to things they have read. Individual student conferences can help guide these periods of self-reflection and reinforce the idea that collecting and evaluating work are important steps in self-assessment.

Recount genre

	name
	date
	title

Before I began this topic I thought that

But when I read about it I found out that

I also learnt that

Furthermore I learnt that

Finally I learnt that

Recount genre

	name
	date
	title

Although I already knew that

I have learnt some new facts. I learnt that

I also learnt that

Another fact I learnt

However the most interesting thing I learnt was



ENUMERATION FRAME

Recount genre

	name
	date
	title

I found interesting for several reasons.
 I discovered that

I also learnt

It was interesting that

Finally

As you can see

DID I COMPLETE?:
 Word Work N Y Comprehension N Y SS Y N
 Writing N Y Independent Reading N Y RR Y N

Component	My Total Score	Teacher Total Score
Centers		
IR		
R.W. Reflection		

I CAN Learning Target No.	My Score	Teacher Score	My Strengths	What I need to Do/Growths:
1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
2	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
3	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
4	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
5	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
6	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
7	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
8	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		

End of Week REFLECTION Identifying Your Strengths and Focusing on Further Work

- Where am I at?
 - Where am I going?
 - What do I need to do to get there?
- I need to learn how to monitor My own progress by asking myself:

<input type="radio"/> N <input type="radio"/> Y	Did I like reading workshop?
<input type="radio"/> N <input type="radio"/> Y	Did I have enough time to complete?
<input type="radio"/> N <input type="radio"/> Y	Did I feel confident?
<input type="radio"/> N <input type="radio"/> Y	Did I like the center activities?
<input type="radio"/> N <input type="radio"/> Y	Did I like the independent reading menu?

Name: _____ Reading Group: _____ Date: _____

Level	Meaning	Specific Commentary
4	Excellent	'Wow!'
3	Proficient	'Yes!'
2	Adequate	'On the right track, BUT' teacher will need to make decisions about appropriate intervention to help you improve.
1	Limited	'No, but there is some basis for making improvement.' Teacher will need to make decisions about appropriate intervention to help you improve.
Insufficient / Blank		<p>No score is awarded because there is insufficient evidence of my performance based on the requirements of the assessment task.</p> <p>I need to learn how to monitor MY <u>own</u> progress by asking myself:</p> <ul style="list-style-type: none"> • Where am I at? • Where am I going? • What do I need to do to get there? <p> <input type="checkbox"/> Scrap it <input type="checkbox"/> Reteach task <input type="checkbox"/> Complete different <input type="checkbox"/> Redo the task to have you: must decide whether be made.' Teacher </p>

Reading Workshop - RUBRIC

I CAN:

- (1) Follow all the directions all of the time.
- (2) Make sure my work is neat and shows evidence that you gave a statement, a reason, and an example from my instruction to support my thinking.
- (3) Spend all of my class time focused on the work and the task.
- (4) Complete the Reading Workshop Menu as I am asked to do for the week assigned.
- (5) Organize my work and have little convention (C.U.P.S.= Capitalization, Usage, Punctuation, Spelling) errors.
- (6) Clean up my area and turn in my work to the assigned area.
- (7) Keep my voice level quiet and seek out 3 before seeing the teacher.
- (8) Follow the NORMS of social behavior for the Reading Workshop Time.

Name:	Reading Group:	Date:
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SELF-MONITORING SHEET - THINK ALONGS

Thinkalongs	always	sometimes	never
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I know when I don't understand something

I ask myself questions to understand the story

I make a picture in my mind to help me understand the story

I reread to help myself understand

I personalize the ideas and relate them to my own experiences. I think about something I know that fits into the new information.

I reread when I don't know what a sentence means.

Sometimes I predict what will happen next in a story.

Name: _____
Date: _____

Name _____ Self-assessment form

Taking the Test

Today I feel _____

During the test, I felt _____

I think the test was _____

because _____

The easiest part of the test was _____

The hardest part of the test was _____

If I took the test again, I would _____

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