Principles of AfL in a Lucy Calkins Unit of Study

**Speakers**
Rob Strong: 2nd grade self contained
Molly Reed: 5th grade ELAR
PRINCIPLES OF ASSESSMENT FOR LEARNING

- Teachers can understand the principles of Assessment for Learning
- Teachers will learn and practice the use of formative assessment tools and other classroom practices that cultivate a learning orientation and growth mindset in students.
- Teachers will better understand how to measure and report student achievement accurately and use the assessment process to improve learning for all students.
Pre-assessment Time!

What do you already know about AfL?
Why Assessment for Learning?

- Assessment AND instruction, not assessment and ALSO instruction
- For students to learn the most from our instruction, there needs to be continuous formative assessment.
- In order for our teachers to embrace the cycle of instruction, learning, and assessment, they need to see them as a marriage of best practice, rather than another thing to do and document.
### Seven Strategies of Assessment for Learning

<table>
<thead>
<tr>
<th>Where Am I Going?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Provide a clear and understandable vision of the learning target.</td>
</tr>
<tr>
<td>Strategy 2: Use examples and models of strong and weak work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where Am I Now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 3: Offer regular descriptive feedback during the learning.</td>
</tr>
<tr>
<td>Strategy 4: Teach students to self-assess and set goals for next steps.</td>
</tr>
</tbody>
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<tr>
<th>How Can I Close the Gap?</th>
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<tbody>
<tr>
<td>Strategy 5: Use evidence of student learning needs to determine next steps in teaching.</td>
</tr>
<tr>
<td>Strategy 6: Design focused instruction, followed by practice with feedback.</td>
</tr>
<tr>
<td>Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress.</td>
</tr>
</tbody>
</table>

Purpose of pre-assessment

- To measure student proficiency in relation to the TEKs
- To inform teaching and to involve students in the learning process
- To allow learner an opportunity to set a goal for the learning
- To see areas that may need pre-teaching
Ways to use pre-assessment

- Use pre-assessments to analyze strong responses in order to **create success criteria** for well-developed responses to each question
- Students can have an opportunity to **self-assess/reflect** using co-created criteria
- As a tool for conferring with students: looking at where they are in relation to the criteria and standards and begin giving effective **feedback** on student work
- **Sort samples** of strong and weak responses
Pre-assessment with Units of Study

- After completing pre-assessment, students sort provided examples of student responses.
- Students co-create criteria of what makes a strong response.
- Then reveal the “expert” criteria.
- Can be utilized as a tool for reviewing as well.
## Interpretation Book Clubs: Analyzing Themes
### Grade 5: Fiction, Unit 1

### Preassessment Sample Responses
Following are sample responses for each question, at a range of levels. These samples will help students notice if they have done similar work in their responses, and thus will be a helpful part of their self-assessment. These can also serve as mentor texts to help your students to identify specific ways they can lift their work to the next level.

<table>
<thead>
<tr>
<th>Question</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read lines 46–49 from “Stray” below. How is this part of the story important to the whole?</td>
<td>I think that this part of the story shows the problem. Doris wants to keep the dog but her parents won't let her. She says things to try to change their minds.</td>
<td>This part of the story shows the problem. Doris wants to keep the dog but her parents won't let her. This part builds tension because Doris tries to convince her parents to change their minds. She tells them that the dog is good. But they ignore her. They don't want a pet because they are poor.</td>
<td>This part of the story reveals the problem. Doris wants to keep the dog but her parents won't let her. This part builds tension because Doris tries to convince her parents to change their minds. Doris says “She's a good dog, isn't she?” and “She's not much trouble.” This dialogue shows how much Doris wants the dog. But her parents ignore her. They don't want a pet because they can't afford it. But later in the story, they do end up letting her keep the dog. This part shows the idea that if you try really hard, you can get what you want.</td>
</tr>
<tr>
<td>2. Analyzing Parts of a Story in Relation to Whole</td>
<td>Responses at this level tend to name which story element was featured in a particular part of the story (in this case, “the problem”). Student responses also include the importance of the particular part to the rest of the story.</td>
<td>Responses at this level discuss how a particular part affects or is affected by other parts of the story. Students name the story element that is featured in this part and also include specific details from other parts of the story, perhaps to explain a decision or change.</td>
<td>Responses at this level use literary language to explain how a particular part of the story is important to the whole story. In addition to discussing the story element(s) featured in this part, students may also discuss how this part supports a larger idea or theme in the text. Fifth-grade responses may also consider the author's word choice or craft techniques, and often quote the text.</td>
</tr>
</tbody>
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Learning Targets

Being clear up front about what learning looks like is the first step
Student Involvement

● In order for students to become the owners of their learning, they must be part of the process.
● Students need clear, concise learning targets in order to determine where they are in the learning.
● Model! Model! Model!
● Practice! Practice! Practice!
The term *learning targets* refers to any statement of what students are to know and be able to do as a result of instruction.
Criteria for Quality Learning Targets

- Targets should be clear to students
- Targets should describe learning, not activities
- Targets should be student friendly
- Targets should have words or parts clarified that might be confusing
- Targets should be broken down into meaningful smaller chunks.
Possible learning targets

- I can use my schema and evidence from my text to make inferences about character traits.
- I can use my schema and evidence from my text to make inferences about a character’s desires.
- I can analyze story elements to determine their significance to character development.
Targets Should be Clear
Learning vs. Activity
Learning vs. Activity

- Non-example: Activity
  I can record the phases of the moon.

- Example: Learning
  I can recognize patterns that help me make predictions, when recording the phases of the moon.
Today we will know that by asking: who? where? and what? questions we will better understand a story.

Today we will know how to separate the sounds in a three-letter word and say the beginning, middle and end sound.

Reading K.RL.1

Phonics K.RF.2
Today I will -
So that I can -
I’ll have it when -

play “Clean your backyard”
work on throwing for distance (Far)
I can throw the ball onto the other side.

CRITERIA for SUCCESS
Best Players -
Reading:

I can point to the words so that I can keep track.
Reading: I can generate debatable ideas about a character in order to have a deeper understanding of who they are.

Writing: I can use “camera angles” when writing a story in order to give my reader a variety of detail.
Targets should have words or parts clarified that might be confusing.
Social Contract

I can work on my effort in order to make sure I am finishing all of my work on time.

Math

I can use arrays in order to multiply numbers.

Science

I can describe an animal’s habitat in order to explain why its surroundings are important to it.
Targets should be broken down into meaningful smaller chunks.
Lucy Calkins teaching points:  
2nd Grade Example:

“Today I want to remind you that writers can add details to their texts in order to give the reader more information.”
Lucy Calkins teaching points:
4th Grade Example:

“Today I want to remind you that learning is all about making connections. When you read more than one text on a topic, it is important to pause in the midst of reading the second text (or the third) and think, ‘How does this connect to what I already learned? Does this add on to what I learned earlier? Change what I learned earlier?”
Strong and Weak Work

Help students come to hold an understanding about accuracy and quality similar to yours
STRONG AND WEAK WORK

- Teachers will focus on the importance of both the teacher and the student holding the same understanding of quality.

- As staff implement what is learned, students will learn to evaluate their own work using the same quality criteria teachers do.

- Learn to involve students in the process of developing and using rubrics through the co-creating criteria process.
Units of Study

Ready to use strong and weak work.

Have examples accessible to students.

Students can mark up the examples and then leave as a source for others to use.

I forg pncls
then I gut thm
but I fell
dmm
One day, I forgot to bring the pencils to the writing center. So during the lesson, I walked to my desk, got the bucket of pencils, and started over to the writing center.

The students were sitting on the floor.
The next day I let JuJu run around the living room again. I saw JuJu chewing on the rug. I said, "No JuJu!" When I hugged him, my hands were shaking because I was mad.
I let my dog run around my living room. I went to get a glass of water and when I came back he was chewing on the lamp cord. I yelled, "no JuJu!" and grabbed him away from there as fast as I could. When I hugged him my hands were shaking because the lamp almost fell on him.
In July 23 2018, I went to Florida so I could meet 4 of my cousins, 2 aunts, and 2 uncles. I got to go on the airplane. I was very exited!!! The ride was 2 hours long. I played fun games on the way and my mom let us have candy. I had fun!!!
When I sol The region zeuhl Chalsen
I was sepreisad but We Can Not
Go in Siumd The chasl Thow
and I Went To bisney World
because I Nevre Went and I Love
disney World.
Weak
- Did not follow the prompt
- Went off topic several times
- No vivid verbs
- No "mind movie"
- Telling not showing
- Mostly/all seed words
- Several punctuation mistakes
- "Easy" words are spelled wrong
- Few/no details
- Doesn't hook the reader
- Just wanted to be done
- Little/no Figurative Language
- Left the reader feeling confused

Strong
- Followed the prompt
- Stayed on topic
- Action (vivid verbs)
- Builds suspense
- "Mind Movie"
- Showing not telling
- Brainy Words
- No clunky words
- No punctuation mistakes
- No spelling mistakes
- Elaborate details
- Used Figurative Language effectively
- Kept what the writer was saying relatable
- Readable

What Makes a Good Friend?
"Good Friends are..."

Respectful
- Respectful
- Fair

Grateful
- Grateful
- Helpful

Honest
- Honest
- Truthful
- Action P. Brevenger

Self-Assessment:
- Grade 3
This is my cat Lucy. She is a Tabby. She is black and white. My cat loves her cat house. I love her very much.

This is my cat Lucy. She is a Tabby. She is black and white.

This is my cat Lucy. She is a Tabby.
Formative Assessments

“To adjust teaching and learning as needed”
What are formative assessments?
Formative Assessments can occur...
Formative Assessments can occur......

BEFORE THE LESSON
Circle Map Thinking

* Create circle map
Fist to Five

I do not understand what we are learning at all today.

I completely understand!
Four Corners

- Students will move to the corner of the room that matches the answer they think is correct.
- They need to be able to explain in words why their answers is correct and/or defend their answers.
- You can provide sentence frames to help students with the answers.
What shape has 3 sides?

A. △

B. ○

C. □

D. □
Unbricking a kiln after a firing is like a person uncovering buried treasure.

A. NO CHANGE
B. someone
C. a potter
D. OMIT the underlined portion
Radioactive pools of toxic waste are okay for others to live in; even acid cannot kill them.

A. NO CHANGE

B. are all right for others to live in;

C. are home to still others;

D. suit others to a tee;
Admit Tickets

Admit slips are exactly like Exit Slips, but they are done at the beginning of the class.

Students may be asked to reflect on their understanding of their previous night's homework, or they may reflect on the previous day's lesson if the question required a longer response time.
Agree Or Disagree?

State your opinion and then explain why you agree or disagree.
Agree
Or
Disagree?

Can be utilized in a grand discussion or taking sides of the room.
Agree
Or
Disagree?

A proper noun must always be a name.
A square is always a rectangle but a rectangle is not a square.
Agree
Or
Disagree?

You can start with a smaller number
and subtract a bigger number.
Formative Assessments can occur......

AFTER THE LESSON
*need four sticky notes labeled A, B, C, D
Two-Minute Writing

Take 15 seconds to think about what you have learned today. You will have two minutes to write.
Two Stars and a Wish

What are two things you like about your partner’s work?

What is one suggestion (or wish) for improvement on your partner’s work?
Paint the Picture

Draw a picture that clearly illustrates what you have learned about _______ today. Your picture will need to stand alone without words or labels.
Construct a **ONE** sentence summary that explains the most important thing about our lesson today.
Nickel/Dime Sentence

Students write a sentence using 5 or 10 words to describe their learning.
The Muddiest Point

Write down one to two ideas that were the least clear (or a little muddy) today during the lesson.
Exit Tickets
Formative Assessments can occur......

**During the lesson**
Turn and Talk
Have students place their response on a Post-it and then place on their number on a number chart.
Anecdotal note / Teacher Checklists

Observations

ANECDOtal NOTES Date

<table>
<thead>
<tr>
<th>Concept/Skill</th>
<th>Mastered</th>
<th>Progressing</th>
<th>Emerging</th>
</tr>
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<tbody>
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<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
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<th>10</th>
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<thead>
<tr>
<th>Enrichment</th>
<th>Follow Up</th>
<th>Follow Up</th>
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</table>

Roll a dice. Draw the dots in the ten frame to show that number. Then, write the number on the line.

5
Learning/Response Log

The act of writing about thinking helps students become deeper thinkers and better writers.
<table>
<thead>
<tr>
<th>Multiplication War</th>
<th>Multiply It</th>
<th>Word Problems #33 &amp; #34</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can</td>
<td>Free choice</td>
<td>Tangrams</td>
</tr>
<tr>
<td>What time is it?</td>
<td>Cover all</td>
<td>roll - slide - cover</td>
</tr>
</tbody>
</table>
B-buddy games
U-using manipulatives
I-independent reading/ work
L-learning about numbers
D-doing math
Snowball Fight
Inner/Outer Circle
NOW WHAT?
PLANNING/PLC TIME

Your data from formative assessments can be used to drive further instruction/intervention.
Use the data to decide student grouping and differentiation.

Compare teacher data and results.
Track Your Students
**FEEDBACK**

- Teachers will be given the tools to provide student feedback that is timely, specific, and individualized.

- Teachers will learn to balance constructive, next-step feedback with success feedback so that students are empowered to identify next steps in their own learning.

- Teachers will learn systems and tools so students can use feedback to improve the quality of their work.
**Name:**    

**Learning Target:** Narrate an event

---

**I can** draw a picture showing something that happened.

**Date:**

---

**I can** draw a picture that shows the beginning, the middle, and the end of something that happened.

**Date:**

---

**I can** add details to my picture that help explain what happened.

**Date:**
That's Good! Now This:

Example 1

That's good!

Now this:

Example 2

MY TEACHER'S COMMENTS:

That's good!

Now this:

MY COMMENTS:

What I did:

Please give special attention to:
Elementary Assessment Dialogue Form
Elementary Assessment Dialogue Form

Name: ___________________________ Date: ___________________________

Assignment: ____________________ Feedback Focus: ____________________

MY OPINION

★ My strengths are ________________________________

★ What I think I need to work on is ______________________________

MY TEACHER’S FEEDBACK

★ Strengths: _______________________________________

★ Work on: _________________________________________

MY PLAN

★ What I will do now: ________________________________

_____________________________
Elementary Assessment Dialogue Form

Name: Alana  Date: May 17 2019
Assignment: Non-fiction book  Feedback Focus:

MY OPINION
★ My strengths are spelling, drawing

What I think I need to work on is color, more writing/pages

MY TEACHER’S FEEDBACK
★ Strengths: You have an incredible amount of detail and I liked the way you used a text feature (a diagram) to help the reader understand!

Work on: This is almost like a zoom-in of a larger story. I still don’t understand what Roblox is or how to play it!

MY PLAN
What I will do now: explain how to move, add more detail, more pages.
Elementary Assessment Dialogue Form

Name: Victoria  Date: 5/16/
Assignment: Non-fiction book  Feedback Focus: 

MY OPINION
★ My strengths are: my writing/Deerawing
What I think I need to work on is: my pictures

MY TEACHER'S FEEDBACK
★ Strengths: Your book had a good amount of detail and you did a good job using different kinds of text features.
Work on: Revising. This looks more like a rough draft than a final copy. Rewrite the story to make the sentences clearer and prettier.

MY PLAN
What I will do now:


Self Assessment and Goal Setting
Sit with students and develop attainable, realistic goals.

Suggestion 3: Share results with students individually.
Stars and Stairs

Describe what the student did well in the “star” area. Offer specific intervention feedback in the “stairs” area.
Stars and Stairs

GOAL is Effective Feedback
I understand the characteristics of effective feedback, and I direct my students’ attention to the intended learning, pointing out strengths, and offering specific information to guide improvement.

Step 1
Link feedback to learning targets

Step 2
Limit advice to an amount students can act on

Step 3

What I do well.

What I can do next.
Tiny Topics

1. chest
2. Hams
3. Winter Day
4. Kenneth
5. Leo
My Writing Goal
My Writing Goal is

Date: 11/14/18

ca/bel ler
And my pic/s.
And my Puk/S
Big Wads.

Tiny Topics

1. Star Wars
2. Dino Mites
3. Playing
4. Eating
5. Mind Reader
6. Write
7. Rokcs
8. Haums
9. Flags
10. Reading
My Writing Goal

Date 4/18/18

I need to practice using good adjectives.

TINY TOPICS

1. Cuphead
2. Roblox
3. Fortnite
4. Hello Neighbor hide and seek
5. Bratzella
6. Xbox one
7. Minecraft
### My Writing Goal:

**Use words and pictures to tell my story.**

- [x] Not yet
- [x] Starting
- [x] I've got to do it
- [x] I do it!

**I stretch my words out and write the sounds I hear.**

- [x] Not yet
- [x] Starting
- [x] I've got to do it
- [x] I do it!

**I use the word wall.**

- [ ] AE
- [ ] EA
- [ ] EE
- [ ] EY
- [ ] I
- [ ] O
- [ ] OH
- [ ] OY

**I use spaces between my words.**

- [x] Not yet
- [x] Starting
- [x] I've got to do it
- [x] I do it!

**I use punctuation in the end of each sentence.**

- [x] Not yet
- [x] Starting
- [x] I've got to do it
- [x] I do it!

**I use capitals at the beginning.**

- [ ] AE
- [ ] EA
- [ ] EE
- [ ] EY
- [ ] I
- [ ] O
- [ ] OH
- [ ] OY

**I use lower case letters in the right spots.**

- [x] Not yet
- [x] Starting
- [x] I've got to do it
- [x] I do it!

**I add details to my stories.**

- [x] Not yet
- [x] Starting
- [x] I've got to do it
- [x] I do it!
<table>
<thead>
<tr>
<th>Specific</th>
<th>What EXACTLY do I want to happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td>I will know I have reached my goal when...</td>
</tr>
<tr>
<td>Attainable</td>
<td>With hard work, is it possible to reach this goal by the deadline?</td>
</tr>
<tr>
<td>Realistic and Relevant</td>
<td>My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:</td>
</tr>
<tr>
<td>Time-Bound</td>
<td>I will reach my goal by:</td>
</tr>
</tbody>
</table>

- Clearly defined spaces
- When it's passed to read
- Yes
- Yes
- End of year
<table>
<thead>
<tr>
<th>Grade 4</th>
<th>NOT YET</th>
<th>STARTING TO</th>
<th>YES!</th>
<th>Grade 5</th>
<th>NOT YET</th>
<th>STARTING TO</th>
<th>YES!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development</strong></td>
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<td></td>
<td><strong>Development</strong></td>
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<tr>
<td><strong>Elaboration</strong></td>
<td></td>
<td></td>
<td></td>
<td>I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.</td>
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<tr>
<td>I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Craft</strong></td>
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<td></td>
<td>I showed why characters did what they did by including their thinking.</td>
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<tr>
<td>I showed why characters did what they did by including their thinking.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>I made some parts of the story go quickly, some slowly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.</td>
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<tr>
<td>I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.</td>
<td></td>
<td></td>
<td></td>
<td>I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning.</td>
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<tr>
<td>I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.</td>
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<td>I varied my sentences to create the pace and tone of my narrative.</td>
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<tr>
<td><strong>Language Conventions</strong></td>
<td></td>
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<td></td>
<td><strong>Language Conventions</strong></td>
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<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td>I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.</td>
<td></td>
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</tr>
<tr>
<td>I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Punctuation</strong></td>
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<td>I used commas to set off introductory parts of sentences, such as <em>One day at the park, I went on the slide;</em> I also used commas to show talking directly to someone, such as <em>Are you mad, Mom?</em></td>
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<tr>
<td>When writing long, complex sentences, I used commas to make them clear and correct.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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Tracking, Reflecting on, and Sharing Learning
The process of learning includes the ability to monitor progress and adjust strategies with the aim of attaining mastery.
"Before" and "After"

I have become better at **writing on the lines**.

My "before" picture: **My letters jumped around.**

My "after" picture: **They all sit on the line.**

Figure 7.11 and attach samples of their work that match their "before" and "after" descriptions. Figure 7.12 shows examples of "before" and "after" statements accompanied by short descriptions of the evidence of current status.

Students can write a paper reflecting on their growth. One way to do this is
### Reflecting on the First Nine Weeks

#### NAME: ______________________  DATE: ______________________

#### Overall
This grade/class is ________________________, (harder, easier or about what I expected)

#### Socialization
The first nine weeks, I socialized:  
- Too much  
- Enough  
- Not enough

The first nine weeks, my parents think I socialized:  
- Too much  
- Enough  
- Not enough

#### Homework
- I complete homework on time in ALL classes.  
  - Yes  
  - No
- I check my agenda book AT HOME EVERY night.  
  - Yes  
  - No
- I have a comfortable, well-lit place for doing homework.  
  - Yes  
  - No
- I have a regular homework time.  
  - Yes  
  - No
- I complete my homework before picking up the phone or turning on the TV etc . . .
  - Yes  
  - No

#### Study Habits
The first nine weeks, I studied:  
- Too much  
- Enough  
- Not enough

The first nine weeks, my parents think I studied:  
- Too much  
- Enough  
- Not enough

I typically wait until the night before a test to study.
  - Yes  
  - No

#### Class
- I ask questions in class
  - Too much  
  - Enough  
  - Not enough
- I feel comfortable asking teachers for help.
  - Yes  
  - No
- I participate in classroom discussions.
  - Yes  
  - No
Reflecting on My Social Studies Achievement

Name: ______________________

Please complete the following stems with thoughtful responses and complete sentences. You may use your social studies binder to help you review your work so far this year.

So far, this year, I have learned . . .
I still have questions about . . .
I can find answers to these questions by . . .
I need more practice on . . .
My goal for the end of the grading period is . . .

Source: Reprinted with permission from Brenda Doyle, Olentangy Local Schools: Lewis Center, OH. Unpublished classroom materials.
Figure 7.15

Weekly Reflection

Week of ______________

Three interesting things that I learned this week are:

1.
2.
3.

One thing that I am proudest of in my student notebook this week is:

One thing that I want to improve on next week is:

Next week I want my teacher to do the following:

Source: Reprinted with permission from Jessica Hendershot, Olentangy Local School District: Lewis Center, OH. Unpublished classroom materials.
Reflections About My Week

This week, I did my very best on

Making something that I can,
But now I can.

I think I could have done better on

Writing boring sentences in class
When we start writing.

Some goals I have for next week are

Getting smarter at things I don't know.

Overall, this is how I would rate my week:

BEST EVER!!!!  Super!  Pretty good.

I could have done better.  I need to work harder.
Reflections About My Week

Attn: 1/26/19

This week, I did my very best on
doing my writing on anime/
research and matters day writing.

I think I could have done better on
helping my class not get
10 minutes of sitting out in
recess.

Some goals I have for next week are
writing even more sentences,
in writing like 10 sentences.

Overall, this is how I would rate my week:

BEST EVER!!!!! Super! Pretty good.

I could have done better. I need to work harder.
Reflections About My Week

This week, I did my very best on:

Riding
Reading.

I think I could have done better on:

Not
Taking
Doing my math.

Some goals I have for next week are:

To
Not
Tone
Do Good.

Overall, this is how I would rate my week:

BEST EVER!!!!
Super!
Pretty good.

I could have done better.
I need to work harder.
Math: I learned how to estimate numbers
Reading: I learned how to build stamina as a reader
Writing: I learned how to write a powerful story
Social Studies: I learned how to measure distance on a map
Science: I learned How to use a Triple Beam Balance
This week at school I have learned about

Reading: In reading I am learning how to identify important characters, their physical and character traits, and make a T-chart with it. We are currently reading a book called "Holes". The main character is Stanley Yelnats. He is overweight and an only child. But he is also determined and hopeful.

Math: I am learning how to divide fractions. Keep, Change, Flip. 8/5 Divided by 8/4, would turn into, 8/5 x 4/8.

Science: We are learning how asteroids can not reach through earths thick atmosphere and how asteroids can easily get through the moons thin atmosphere. If an asteroid/comet is in the path to hit earth, most of the asteroid will burn up in the atmosphere before it even hits earth. But craters will not burn before it hits the moon because the moons atmosphere is thin and weak. We did a lab with sand in a bucket with tape as the atmosphere. We dropped big and small marbles as asteroids, more marbles made it into the moon bucket than earths bucket.

Writing: We learned about the UNI prefix. Like Unicorn, a magical fabled horse with ONE horn.

Social studies: I have started learning about the events that happened before, during, and after the westward expansion for the colonies. Like the California gold rush. A man traveled all the way to California and found gold in the rivers. So everyone was urged to expand out to California to find gold. This
When I got my dog I was so happy my family named him Annie. We taught him how to play Sean. It was easy mostly cause when he was asleep he looked like he was playing dead. I like my dog cause he plays rough with the big kids but not with my baby sister.
Second draft recorded and uploaded to SeeSaw
Dear Parents,

Your child has been working on an end of the year project and would like to make a personal presentation—just for you! It should only take 15 minutes or so. Please complete this survey and return it to school tomorrow.

- I would prefer to come during the school day on Monday, June 2 (between 8:30 and 10:30).
- I would prefer to come with my child after school (between 1:30 and 2:00) this week.
  Please circle which day you prefer: Thursday or Friday.
- I am unable to come to the school. Please send my child’s project home at the end of the year.

Thank you for supporting your child’s education!

—Mrs. Fujikawa
Help Us Celebrate!

Please come listen to your child share their hard work. Students will be reading their informational books, followed by a game of revolutionary war dodgeball.

Where: Your child’s homeroom
When: Friday, November 30th
2:00 - 2:45
Post-assessment!