

Questions to Guide Open-Ended Notetaking during Parent Conversations

Questions focusing on parents' funds of knowledge/ identities	Notes taken during conversations	Teacher reflections
<p>What is a typical evening like in your home? A typical weekend? Describe these times together.</p>		
<p>Do you and your children have special interests, things you like to do together?</p>		
<p>Are there other special interests or activities that your child enjoys?</p>		
<p>How many family members live in your home?</p>		

Questions and Statements to Guide Open-Ended Notetaking during Student Conversations

Questions	Teacher notes	Teacher reflections
Do you like to reread some of your books?		
Tell me about your reading. I brought some books to the table. Do you like informational books (like these) or books of poems (e.g., <i>Where the Sidewalk Ends</i>) or books that tell a story? Or maybe something else?		
You told me yesterday that you don't like small-group reading. Tell me more about this. Why don't you like that activity?		

Examples of Notetaking Questions and Comments to Guide Conversations with Students about Book Selection

Questions and comments for book selection: <hr/> <hr/>	Student's response	Reflections and interpretations
<p>You seemed to like this book when we were reading it earlier.</p> <p>Why did you like this book so much?</p>		
<p>Tell me about your reading. Do you like to read?</p> <p>What do you like to read?</p>		
<p>What do you mean when you say you want to read harder books?</p>		
<p>Do you read at home? And what do you read?</p>		

FORM 3.2**Individual Student Data Conferencing with Care Template**

Student/ Date	Conference goal	What I learned from student	What I'll do with what I learned	What I observed about the student	How I think I did

Guide for Self-Evaluating Miscues

Student: _____ Date: _____

Questions I am asking myself	Student notes	Teacher observations/ summary notes
What are the miscues, and do they make sense?		
Were the miscues corrected? Should they have been?		
Do the miscues look like what was on the page?		
Do the miscues sound like what was on the page?		
Why do you think I made these miscues?		

(continued)

Guide for Self-Evaluating Miscues *(page 2 of 2)*

Questions I am asking myself	Student notes	Teacher observations/ summary notes
Did the miscues affect my understanding of the text?		
Did I reread to self-correct?		
When I self-corrected, did I use the strategy of decoding the word and/or thinking about meaning of the text or another strategy?		
Did I confirm that my self-correction made sense? Sounds like language?		
<p>Summary: What did I notice about my miscues? What did I learn about my reading? What do I want to learn next?</p>		<p>Summary of student performance and next steps:</p>

The Blob Tree Conference Note Template

Student:	1st Administration Date:	2nd Administration Date:	3rd Administration Date:

Vocabulary Knowledge Assessment Template

Word	No Clue!	I know a little about this word	I know a lot about this word
	Pre/Before	Pre/Before	Pre/Before
	Post/After	Post/After	Post/After
	Pre/Before	Pre/Before	Pre/Before
	Post/After	Post/After	Post/After
	Pre/Before	Pre/Before	Pre/Before
	Post/After	Post/After	Post/After
	Pre/Before	Pre/Before	Pre/Before
	Post/After	Post/After	Post/After
	Pre/Before	Pre/Before	Pre/Before
	Post/After	Post/After	Post/After

Language Detective Notetaking Form

Lesson:			
Student	Idea	Strategy used	Other information
Other notes:			

T-Chart Template

Focal student: Other student/s:	Date: Learning task:
Observations of What Student Says	Observations of What Student Does
Academic vocabulary used:	Actions:
Background knowledge student uses:	Literacy behaviors:
Skills and strategies taught in class that student uses:	Interactions with peer(s):
Teacher Analysis	Teacher Analysis
What does it mean?	What does it mean?
What should I do next?	

Qualitative Analysis for Informational/Expository Text Retellings

Directions: Listed below are qualities of retellings to guide your analysis of a students' informational/expository text retelling. A section for notes following each statement can be used for you to record your observations. You may want to add and/or delete statements to correspond to your teaching goals and the student's history of instruction.

Student: _____ **Date:** _____

The reader . . .	Expected responses by the reader	Yes, no, or partially, and student comments	Notes
1. Identifies most important main ideas—concept/theme/problem			
2. Explains supporting details for all important main ideas			
3. Generates inferences around main ideas			
4. Generates inferences around supporting details			
5. Summarizes parts or the whole text			
6. Draws on prior knowledge to support retelling			
7. Offers plausible opinions, interpretations, and/or critiques			

(continued)

Qualitative Analysis for Informational/Expository Text Retellings (page 2 of 2)

The reader . . .	Expected responses by the reader	Yes, no, or <i>partially</i> , and student comments	Notes
8. Generates questions			
9. Derives plausible conclusions not stated by the author			
10. Suggests applications of main ideas to real-world happenings, beyond the text			
11. Provides sequence, coherence, and completeness of ideas			
12. Provides incomplete retelling			
Summary:			

Scoring Protocol for Analyzing Concept Maps

Directions: Analyze the student's retelling by identifying students recall of the central concepts, major supporting ideas, and lower-level details (Gowin & Alvarez, 2005). The middle column is provided to record student statements and the third column is provided for teacher's notes and comments. Points are assigned according to the level of information generated in the retelling.

Student name: _____ **Date:** _____

Points assigned for level of recalled information <i>(noting correspondence to information generated on teacher map):</i>	Student comments:	Teacher notes:
<i>Level One</i> —Central concept(s) of text—5 points (for each central concept identified)		
<i>Level Two</i> —Major supporting details—4 points (for each)		
<i>Level Three</i> —Descriptive information/lower-level details—3 points (for each)		
<i>Level Four</i> —Descriptive information/lower-level details—2 points (for each)		
<i>Level Five and beyond</i> —Descriptive information/lower-level details—1 point (for each)		
Links drawn to indicate relationships across supporting details—10 points (for each cross link)		
Teacher summary of observations:		
Total score possible:		
Student's total score:		
Percentage of ideas represented in retelling: _____		

Qualitative Analysis of Text Retellings

Directions: Generate a written record (can be in summary form) of student's retelling in Part A of data form. Analyze quality of retelling by answering the questions in Part B and identifying strengths and needs and directions for instruction.

Part A. Student's retelling

Student: _____	Date: _____

Part B.

Questions	Teacher observations/analysis
1. Did student include information that is directly stated in the text?	
2. Did student generate plausible inferences about information that is stated directly or indirectly in the text?	
3. Did student include the main ideas or most important ideas of the text?	
4. Was student's retelling accurate?	

(continued)

Qualitative Analysis of Text Retellings *(page 2 of 2)*

Questions	Teacher observations/analysis
5. Did student explicitly apply comprehension strategies, such as connecting prior knowledge to text to support sense making, generate summary statements, generate generalizations or conclusions that relate to the real world, revise retelling during the process seeking accuracy, and/or make explicit connections across ideas?	
6. Did student identify and discuss/define appropriately possible new vocabulary, including disciplinary vocabulary, that was embedded in the text?	
7. Did student ask to look back at the text or illustrations/photos to support retelling?	
8. Did student provide personal, creative, or affective responses to the text?	
9. Was the retelling organized logically while representing accurate content?	
10. Did the retelling demonstrate appropriate language conventions (e.g., sense of audience, sentence structure, use of text vocabulary)?	
Teacher Summary: Patterns of strengths/needs	
Suggestions for instruction:	

Data Sheet for Collecting and Analyzing Think-Aloud Statements

Student: _____ Date: _____

Text segment	Student's think-aloud statements	Analysis of think-aloud statements

Questions and Notetaking for Responses to Questions

Student: _____ Date: _____

Text: _____

Questions/type	Student's responses	Teacher's notes/ observations

Record Form for Listening to a Student's Oral Reading

Name: _____ **Date:** _____

Text: _____

Text characteristics (circle those that apply):	Ind. level	Instr. level
Unusual language	Familiar topic	Unfamiliar topic
		Other (specify)

Record data about the three areas of affect, constrained skills, and strategies. Include specific examples as much as possible.

Specific things to observe for: _____

Affect when reading <ul style="list-style-type: none"> • Emotions • Attitude • Physical responses 	Constrained skills <ul style="list-style-type: none"> • Phonics (specify phonic elements) • High-frequency words • Oral reading fluency <ul style="list-style-type: none"> ◦ Accuracy, rate, prosody 	Reading behaviors <ul style="list-style-type: none"> • Figuring out unknown words • Use of cueing systems • Monitoring • Self-correcting • _____ • _____
What does the student do?	What does the student do?	What does the student do?
What does the student say?	What does the student say?	What does the student say?

(continued)

Record Form for Listening to a Student's Oral Reading *(page 2 of 2)*

Affect when reading	Constrained skills	Reading behaviors
What could it mean?	What could it mean?	What could it mean?
What does the student say about their own reading?		
Next steps and/or goals		

Record Sheet for Elkonin Sound Boxes

Name _____ Date _____

Target word	Number of phonemes and complexity	Segmenting ✓ = correct Record errors	Blending ✓ = correct Record errors

Select at least one target word. Ask student to tell you what they are doing. Record what the student says to document their understanding of segmenting and blending.

Analysis:

Next steps:

Teacher Self-Evaluation of Opportunities for Student Agency

Prompt (C) choice, (V) voice, (O) ownership	Notes	Daily, sometimes, or never
1. Students make choices about what they learn in the classroom. (C)		
2. Students make choices about how they learn in the classroom. (C)		
3. Students make choices about what activities they do in the classroom. (C)		
4. Students make choices about how they demonstrate their learning. (C)		
5. Students make choices about the books and other texts they read in the classroom. (C)		
6. Student voices are an important part of decisions about important things in the classroom. (V)		
7. Students share their ideas, opinions, and suggestions freely with me and their classmates. (V)		
8. Students set goals for their own learning. (O)		

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Teacher Self-Evaluation of Opportunities for Student Agency *(page 2 of 3)*

Prompt (C) choice, (V) voice, (O) ownership	Notes	Daily, sometimes, or never
9. Students understand learning is a process and try to solve their own learning challenges first before asking for help. (O)		
10. Students ask questions, seek input, and use feedback to revise their assignments and projects. (O)		
11. Students self-assess their own learning and progress. (O)		
12. Students are responsible for their own learning. (O)		
13. Students take learning risks. (O)		
14. Students understand getting stuck, being confused, and failing are part of the learning process. (O)		

Scoring and Analysis

How many prompts did you rate in each category?

Daily: _____

Sometimes: _____

Never: _____

What patterns do you see within or across the three components of Choice, Voice, Ownership?

- Choice (#1, 2, 3, 4, 5)
- Voice (#6, 7)
- Ownership (#8, 9, 10, 11, 12, 13, 14)

Teacher Self-Evaluation of Opportunities for Student Agency (page 3 of 3)

Action steps I plan to take to move toward the rating of *Daily*

Prompts to Address	Action Steps

Student Agency Questionnaire

Prompt	Circle the best response	Do you need help in this area?	If you marked <i>never</i> , explain why not.
1. I make choices about what I learn in the classroom.	Daily Sometimes Never		
2. I make choices about how I learn in the classroom.	Daily Sometimes Never		
3. I make choices about what activities I do in the classroom.	Daily Sometimes Never		
4. I make choices about how I demonstrate or show my learning.	Daily Sometimes Never		
5. I make choices about the books and other texts I read in the classroom.	Daily Sometimes Never		
6. I am involved in decisions about important things in the classroom.	Daily Sometimes Never		
7. I share my ideas, opinions, and suggestions freely with my teacher and classmates.	Daily Sometimes Never		
8. I set goals for my own learning.	Daily Sometimes Never		

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Student Agency Questionnaire *(page 2 of 2)*

Prom	Circle the best response			Do you need help in this area?	If you marked never, explain why not.
9. I understand that learning is a process and try to solve my own learning challenges before asking for help.	Daily Sometimes Never				
10. I ask questions, seek input, and use feedback to revise my assignments and projects.	Daily Sometimes Never				
11. I assess my own learning and progress.	Daily Sometimes Never				
12. I am responsible for my own learning.	Daily Sometimes Never				
13. I take risks when learning.	Daily Sometimes Never				
14. I understand that getting stuck, being confused, and failing is part of the learning process.	Daily Sometimes Never				
Tally of student responses for each rating	Daily	Sometimes	Never	Notes	Notes

Student Agency Questionnaire—
Data Summary, Analysis, and Plans for Use

Prompt (C) choice, (V) voice, (O) ownership	Tally of student responses	Notes and insights
1. I make choices about what I learn in the classroom. (C)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
2. I make choices about how I learn in the classroom. (C)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
3. I make choices about what activities I do in the classroom. (C)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
4. I make choices about how I demonstrate or show my learning. (C)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
5. I make choices about the books and other texts I read in the classroom. (C)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
6. I am involved in decisions about important things in the classroom. (V)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
7. I share my ideas, opinions, and suggestions freely with my teacher and classmates. (V)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

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Data Summary, Analysis, and Plans for Use *(page 2 of 4)*

Prompt (C) choice, (V) voice, (O) ownership	Tally of student responses	Notes and insights
8. I set goals for my own learning. (O)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
9. I understand learning is a process and try to solve my own learning challenges before asking for help. (O)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
10. I ask questions, seek input, and use feedback to revise my assignments and projects. (O)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
11. I assess my own learning and progress. (O)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
12. I am responsible for my own learning. (O)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
13. I take learning risks. (O)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
14. I understand that getting stuck, being confused, and failing are part of the learning process. (O)	<input type="checkbox"/> Daily <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

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Analysis of Student Agency Questionnaire	
What items did most students respond to with <i>daily</i> , <i>sometimes</i> , and <i>never</i> ?	
Is there a pattern for Choice (1-5), Voice (6-7) and Ownership (8-14)?	
Is there a pattern across the three sections (Choice, Voice, Ownership)?	
Is there a pattern for the areas where students report they need help? If so, describe.	
Is there a pattern for the reasons that students reported <i>never</i> for some prompts? If so, describe.	
Comparing results from Student Agency Questionnaire and Teacher Self-Evaluation of Opportunities for Student Agency	
How do the <i>Student Agency Questionnaire</i> results compare to the <i>Teacher Self-Evaluation of Opportunities for Student Agency</i> results? What is consistent? What is inconsistent? What insights can you draw from comparing these data?	
When comparing the results from the <i>Student Agency Questionnaire</i> and the <i>Teacher Self-Evaluation of Opportunities for Student Agency</i> , what confirms your perceptions? What surprised you? Why?	

Individual Student Conferences (if conducted)

Did the conferences confirm or refute findings from the questionnaires? Describe.

Important insights gained from the conferences.

Action Planning

Based on the available data, what specific prompts do you want to address in your classroom?

What specific action steps can you take to advance student agency in your classroom?

Student Self-Assessment Template

Student:	Date:
Question	Student response
What am I doing well that I should continue doing?	
What do I need to work on?	
What specific things can I do to improve?	
Teacher insights and notes on student learning:	
<p>Teacher insights and notes on student agency:</p> <ul style="list-style-type: none"> • Voice: • Choice: • Ownership: 	

Goal Setting Progress Template

Student: _____

Date	Goals	Attainment <ul style="list-style-type: none">• Full• Partial• Not attained	Notes

Portfolio Discussion Template

Student: _____ Date: _____

Prompts (student-selected pieces)	Notes
What piece do you want to add to your portfolio? <ul style="list-style-type: none"> • Tell me about it. • Why did you select it? • What does it show about you as a literacy learner? • What does it show about your strengths? 	
Prompts (teacher-selected pieces)	Notes
I would like to add this to your portfolio because: <ul style="list-style-type: none"> • What do you think it shows about you as a literacy learner? • What does it show about your strengths? 	
Prompts for portfolio review	Notes
As you look at your portfolio: <ul style="list-style-type: none"> • What do you notice? • What makes you proud? 	
Goal setting	Notes
Based on this portfolio review: <ul style="list-style-type: none"> • What goal do you want to set for yourself? • How can I help you reach that goal? 	

Teacher Reflection Questions for Using Insights from Portfolio Assessment

Reflection question	Responses
<p>As I look at my students' portfolios, what strengths do I see?</p> <ul style="list-style-type: none"> • What insights can I gain about my teaching and student learning opportunities in my classroom? 	
<p>What am I doing to use students' strengths to improve learning?</p> <ul style="list-style-type: none"> • What is working well? • What improvements can I make? 	
<p>As I reflect on my students' strengths, what aspects of my teaching do I think are supporting their learning?</p>	
<p>What advice did students share about how I can help them reach their goals?</p> <ul style="list-style-type: none"> • What action can I take to address their advice? 	
<p>What do I see as my strengths in literacy teaching?</p>	
<p>What goal do I want to set to improve my literacy teaching?</p>	

Recording Data for *Can You Help Me Understand?*

What I asked	What student said	What student showed me	My insights	I plan to . . .

Literacy Provision Inventory

(LITERACY KNOWLEDGE, CULTURAL, AND SOCIAL PROVISIONS)

Student name (preferred): _____ **Date:** _____

Background information													
<p>Tell me about your family:</p> <p>Who is in your family?</p> <p>Who lives with you?</p> <p>What language do you speak at home?</p>													
<p>Tell me about your favorite . . .</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">School subject:</td> <td style="width: 50%; border: none;">Sport or game:</td> </tr> <tr> <td style="border: none;">Food:</td> <td style="border: none;">Book or author:</td> </tr> <tr> <td style="border: none;">Animal:</td> <td style="border: none;">Famous person:</td> </tr> <tr> <td style="border: none;">Color:</td> <td style="border: none;">Place:</td> </tr> <tr> <td style="border: none;">TV show/video/movie:</td> <td style="border: none;">Thing to do in your free time:</td> </tr> <tr> <td style="border: none;">Song or type of music:</td> <td style="border: none;">Memory:</td> </tr> </table>		School subject:	Sport or game:	Food:	Book or author:	Animal:	Famous person:	Color:	Place:	TV show/video/movie:	Thing to do in your free time:	Song or type of music:	Memory:
School subject:	Sport or game:												
Food:	Book or author:												
Animal:	Famous person:												
Color:	Place:												
TV show/video/movie:	Thing to do in your free time:												
Song or type of music:	Memory:												
Literacy knowledge questions	Literacy knowledge responses												
<p>Tell me about your reading:</p> <p>What is easy for you?</p> <p>What is harder for you?</p> <p>What do you enjoy reading? Why?</p> <p>What do you not like to read? Why?</p>													

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Literacy Provision Inventory (page 2 of 5)

Literacy knowledge questions	Literacy knowledge responses
<p>Tell me about your writing:</p> <p>What is easy for you?</p> <p>What is harder for you?</p> <p>What do you enjoy writing? Why?</p> <p>What do you not like to write? Why?</p>	
<p>What do you do when you get stuck reading hard words?</p> <p>What do you do when you do not understand something you are reading?</p>	
<p>What are you proud of about your reading and writing?</p> <p>What do you want to work on with your reading and writing?</p>	
Insights about literacy knowledge:	

Literacy Provision Inventory (page 3 of 5)

Cultural provisions questions	Cultural provisions responses
What things do you do together with your family? What things do you do to help at home? Do you use reading and writing at home? If so, how? How do you spend time on the weekend?	
In your family, what are you the best at? What things are your family members best at?	
If someone just moved to your neighborhood, what would you want them to see or do and why?	
What are special things your family does to celebrate birthdays, holidays, or other important times?	
Insights about cultural provisions:	

Literacy Provision Inventory (page 4 of 5)

Social provisions questions	Social provisions responses
Tell me about your friends:	
If I asked your friend to tell me about you, what would they say?	
If you are working on a team, in a group, or with a partner, what are you best at?	
Do you prefer to work alone, with a partner, or in a group? Tell me why.	
What do teachers do that make learning hard or frustrating for you?	
What do teachers do that make learning enjoyable for you?	
Insights about social provisions:	
Follow-up questions to ask:	

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Strengths to leverage:

Instructional ideas to implement:

Ideas for grouping and curriculum development:

Photo Elicitation Interview Template

Student: _____ Date: _____

Prompt	Notes on student discussion of photos	Insights and next steps
Can you tell me about the photo(s) you took about how you use reading and writing outside of school?		
Can you tell me about the photo(s) you took of something you are proud of?		
Can you tell me about the photo(s) you took of something you are good at?		
Can you tell me about the photo(s) you took of something you find interesting and/or important?		

Important things I learned about the student:

Planning for PEI

Question	Ideas for photos	Photos I took	Photos I will share with my teacher
How do you use reading and writing outside of school?			
What is something that makes you feel proud?			
What are you good at doing?			
What is something interesting or important to you?			