

The Learning Record

Secondary

School	School Year	Grade Level
Name	Birth Date	Gender
Languages Read Spoken	Written Understood	

Teacher(s) responsible for recording

PART A To be completed during the first quarter

A1 Record of interview with student's parent(s) or caregiver

(LR Handbook for Teachers 6-12, Part A)

Interview may be conducted by the teacher or the student and may have taken place in writing, by phone, or in face-to-face conference.

Date _____

A2 Record of language/literacy/math conference with student

(LR Handbook for Teachers 6-12, Part A2)

Signed: Student

Date

PART B To be completed at the end of the third quarter, using evidence of student progress collected in portfolios and on the Data Collection Form.



B1 Talking and Listening

(LR Handbook for Teachers 6-12, Part B1)

Consider evidence of this student's development and use of spoken language in different contexts, in English and/or other languages: use of oral language in cooperative groups or presentations to communicate experience and ideas, to listen actively to the ideas of others, to apply subject matter content in performing classroom tasks, etc.

What experiences and teaching have helped/would help development in this area?



B2 Reading Refer to the appropriate reading scale.

(LR Handbook for Teachers 6-12, Part B2)

Please comment on the student's progress and development as a reader in English and/or other languages: the stage at which the student is operating; the range, quantity and variety of text; the pleasure and involvement in reading, individually or with others; the range of strategies used when reading; and the student's ability to reflect critically on what is read.

What experiences and teaching have helped/would help development in this area?



B3 Writing Refer to the appropriate writing scale.

(LR Handbook for Teachers 6-12, Part B3)

Please comment on the student's progress and development as a writer in English and/or other languages: the degree of confidence and independence as a learner who writes; the range, quantity and variety of writing, for both personal and academic purposes; the student's pleasure and involvement in writing and thinking, for both narrative and non-narrative text, and alone and in collaboration with others.

What experiences and teaching have helped/would help development in this area?

Teacher

Date

Placement on the scales at the end of the 3rd quarter

Reading

Writing

C1 Comments on the record by the student

C2 Comments on the record by the teacher:

C3 Future directions for learning: What experiences and teaching would help this student's development?

Placement on the scales at the end of the 4th quarter Reading Writing

Signed: Student

Date

Teacher

Date

Data Collection

Secondary

Name _____

Grade _____



1 Talking & Listening: observation notes

Record below, the student's use of talk for learning and for communicating with others in English and/or other languages about that learning.

Include different kinds of talk (e.g., planning an event, solving a problem, expressing a point of view, reporting on the results of an investigation, interpreting a poem...)

Include comments on the student's experience and confidence in the social dimensions of talk (e.g., initiating a discussion, listening to another contribution, qualifying former ideas, encouraging others...)

Observations may be added by the student or the teacher.

LEARNING CONTEXTS	SOCIAL CONTEXTS				
	pair	small group	student with adult	large group	
collaborative learning activities					
dramatic/visual interpretation					
presentation					
problem solving discussion					
literary discussion					

Refer to taped documentation, if available.

Talking and Listening. Consider growth in confidence/independence, experience, strategies, knowledge/understanding, and reflectiveness.

Date	Observation



2 Reading and Writing: observation notes

(Reading and writing in English and/or other languages)

Reading

Record observations of the student's development as a reader across a range of contexts and kinds of reading. Consider growth in confidence/independence, experience, strategies, knowledge/understanding, and reflectiveness.

Date	Observation



3. Writing

Record observations of the student's development as a writer across a range of contexts and kinds of writing. Consider growth in confidence/independence, experience, strategies, knowledge/understanding, and reflectiveness.

Date	Observation



Reading Sample 1

Date _____

Name _____ Grade Level _____ Course _____

Background information

- What you read (author/title)
- Type of text (essay, poem, novel, reference, textbook, magazine, etc.).
- Whether you had read the text before
- Whether you read it alone or with others
- How much time did you spend in reading this text?
- What was your purpose for reading, and was it assigned or self-chosen?
- Documentation included

Student response

- What did you have to know or understand in order to read this text well?
- How do you feel about the content of what you read?
- What parts were challenging?
- What did you do to work through the challenges?
- What reading strategies did you use?
- What does your documentation show about how you read this text?
- What aspects of reading accomplishment (see the Reading Scale) does this demonstrate?

Teacher response

- How does this reading fit into the previous range of reading?
- What experiences, instruction, or support might help further the development of reading skills?

Goals and comments

- Goals this sample suggests you need to work on?
- Goals this sample shows you've achieved?



Writing Sample 1

Date _____

Name _____ Grade Level _____ Course _____

Background Information

- What the sample represents (essay, journal, letter, etc.)
- Status: draft, final version, complete, excerpt?
- Process you went through in creating it (include evidence of the process)
- Feedback you received and how you used it
- Written alone or with others; teacher assigned or self-chosen
- Documentation included

Student response

- How do you feel about the content of this writing, and what was enjoyable, easy, or challenging?
- What is your impression of the quality of the writing, and on what criteria do you base your self-assessment?
- What aspects of the Writing Scale does this document demonstrate?
- How does this fit into the range of previous your writing?
- What resources, experiences, or activities were helpful to you?
- What experience and support do you need to further your development?

Teacher response

- How does this fit into the range of previous writing?
- What experiences, instruction, or support might help further the development of writing skills?

Rhetorical effectiveness

- How well did you handle the thinking and writing requirements of this kind of writing? Include and refer to relevant assignment, prompt, and/or rubric)
- What might be the effect of this on your intended audience?

Writing conventions

- What does this piece show about the conventions of written English (spelling, punctuation, usage, etc.)

Goals and comments

- Goals this sample suggests you need to work on?
- Goals this sample shows you've achieved?



Talking and Listening Sample 1

Date _____

Name _____ Grade Level _____ Course _____

Background information

- What type of talking and listening activity is part of this experience?
- Where and with whom did you work?
- Describe the process you used to make your participation effective?
- What you did and why?
- Were you a speaker and/or listener?
- Who was your audience for this talking and listening activity?
- Documentation you included.

Student response

- How much your understanding increased through discussing and listening, planning a presentation, and presenting?
- What new insight did you gain?
- How effectively did you meet the requirements of this assignment, and on what criteria do you base your self-assessment?
- What made you feel particularly powerful as a learner?
- What aspects of reading accomplishment (see the Reading Scale) and/or writing accomplishment (Writing Scale) does this demonstrate?

Teacher response

- How does this talking and listening experience fit into the range of previous experiences?
- What experience or support is needed to further development as a speaker and listener?

Goals and comments

- Goals this sample suggests you need to work on?
- Goals this sample shows you've achieved?