

The Learning Record

Elementary

School _____ Teacher _____ School Year _____

Name _____ Grade _____ Birth Date _____ Gender _____

Languages Read	Written
Spoken	Understood

Detail any aspect of hearing, vision, or coordination affecting language/literacy/math. Give the source/date of the information.

Name all staff involved with the student's development.

PART A To be completed during the first quarter

A1 Record of discussion between student's parent(s) and classroom teacher (LR Handbook for teachers K-6, Part A)

Signed Parent(s) _____ Teacher _____ Date _____

A2 Record of language/literacy/math conference with student (LR Handbook for teachers K-6, Part A2)

Date _____

PART B To be completed near the end of the 3rd quarter as summaries of information collected in quarters 1 through 3.



B1 Talking and Listening

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

Please comment on the student's development and use of spoken language in different social/curriculum contexts, in English and/or other languages: evidence of talk for learning and thinking; range and variety of talk for particular purposes; experience and confidence in talking and listening with different people in different settings.

What experiences and teaching have helped/would help development in this area? Include discussions with other staff or parent(s).



B2 Reading Refer to the appropriate reading scale.

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

Please comment in your own words 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 reading in all areas of the curriculum; the student's pleasure and involvement in story and reading, alone 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? Include discussions with other staff or parent(s).



B3 Writing Refer to the appropriate writing scale.

(LR Handbook for Teachers K-6, 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 writer; the range, quantity and variety of writing in all areas of the curriculum; the student's pleasure and involvement in writing, both narrative and non-narrative, alone and in collaboration with others; the influence of reading on the student's writing; growing understanding of written language, its conventions and spelling.

What experiences and teaching have helped/would help development in this area? Include discussions with other staff or parent(s).



B4 Mathematics Refer to the appropriate math scale.

Please comment on the student's progress and development, and degree of confidence and independence as a thoughtful and reflective user of mathematics; the range, quantity and variety of experiences in all areas of mathematics; the students pleasure and involvement in mathematics, alone and in collaboration with others; the range of strategies and approaches used to analyze, solve, and interpret problem situations; and the growing understanding of important mathematical ideas.

What experiences and teaching have helped/would help development in this area? Include discussions with other staff or parent(s).

Signed: Classroom Teacher _____ Date _____

Other Staff Contributor(s) _____ Date _____

Placement on the scales at the end of the 3rd quarter Reading _____ Writing _____ Math _____

PART C To be completed during the fourth quarter

(LR Handbook for Teachers K-6, Part C)

C1 Comments on the record by the student's parent(s)

C2 Record of language/literacy/math conference with student

C3 Information for receiving teacher This section is to ensure that information for the receiving teacher is as up to date as possible. Please comment on changes and development in any aspect of the student's learning since Part B was completed.

What experiences and teaching have helped/would help development in this area? Include discussions with other staff or parent(s).

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

Signed: Parent(s) _____ Date _____

Classroom Teacher _____ Date _____

Other Staff Contributor(s) _____ Date _____

Name _____

Grade _____



1. Talking & Listening: observation notes

The space below is for recording examples of the student's developing use of talk for learning and for interacting with others in English and/or other languages.

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

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

The matrix sets out some possible contexts for observing talk and listening. It may be useful for addressing reading or writing development as well. Observations made in the space below can be plotted on the matrix to record the range of social and curriculum contexts sampled.



LEARNING CONTEXTS	SOCIAL CONTEXTS				
	pair	small group	student with adult	small or large group with adult	
collaborative reading and writing activities					
play, dramatic play, drama & storying					
environmental studies & historical research					
math & science investigations					
design, construction, crafts & arts projects					

(LR Handbook for Teachers K-6, Part B)

Dates	Observations and their contexts

2 Reading and Writing: observation notes
(Reading and writing in English and/or other languages)

(LR Handbook for teachers K-6, Part B)

Date		Reading Record observations of development as a reader across a range of contexts and kinds of reading.
Date		Writing Record observations of development as a writer (including, when appropriate, stories dictated by the student) across a range of contexts and kinds of writing.



3 Mathematics: observation notes
(Working in English and/or other languages)

Record observations of the student's developing understanding of important mathematical ideas and ability to thoughtfully use mathematics to analyze and solve a problems across a range of areas and contexts.

Observations made in the space below can be plotted on the matrix to record the range of social contexts and curriculum areas sampled.

Areas of Mathematics	SOCIAL CONTEXTS				
	individual	pair	small group	student with adult	small or large group with adult
Number sense					
Patterns, functions, and algebra					
Geometry and measurement					
Statistics and Probability					

Dates	Mathematical observations



4 Reading Samples (Reading in English and/or other languages)

(LR Handbook for teachers K-6, Part B)

To include reading aloud and reading silently

Sample 1

Sample 2

Dates		
Title or book/text (literary or information)		
Known/unknown text		
Sampling procedure used: informal assessment/ running record/ miscue analysis		
Overall impression of the student's reading: <ul style="list-style-type: none"> • confidence and degree of independence • involvement in the book/text • way in which the student reads the text aloud 		
Strategies used when reading aloud: <ul style="list-style-type: none"> • drawing on previous experience to make sense of the book/text <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> * playing at reading * using book language * reading the pictures * focusing on print (directionality, 1:1 correspondence, recognition of certain words) </div> <ul style="list-style-type: none"> • using semantic, syntactic and graphophonic cues • predicting • self-correcting • using several strategies or over-dependence on one 		
Student's response to the book/text: <ul style="list-style-type: none"> • personal response • critical response (understanding, evaluating, appreciating wider meanings) 		
What this sample shows about the student's development as a reader. Experiences/support needed to further development.		

* Early indicators that the student is moving into reading



4 Reading Samples (Continued)

Sample 3

Sample 4 (Optional)

Dates		
Title or book/text (literary or information)		
Known/unknown text		
Sampling procedure used: informal assessment/ running record/ miscue analysis		
Overall impression of the student's reading: <ul style="list-style-type: none"> • confidence and degree of independence • involvement in the book/text • way in which the student reads the text aloud 		
Strategies used when reading aloud: <ul style="list-style-type: none"> • drawing on previous experience to make sense of the book/text <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> * playing at reading * using book language * reading the pictures * focusing on print (directionality, 1:1 correspondence, recognition of certain words) </div> <ul style="list-style-type: none"> • using semantic, syntactic and graphophonic cues • predicting • self-correcting • using several strategies or over-dependence on one 		
Student's response to the book/text: <ul style="list-style-type: none"> • personal response • critical response (understanding, evaluating, appreciating wider meanings) 		
What this sample shows about the student's development as a reader. Experiences/support needed to further development.		

* Early indicators that the student is moving into reading



5 Writing Samples (Writing in English and/or other languages)

Writing to include students' earliest attempts at writing

Sample 1

Sample 2

Dates		
<p>Contexts and background information about the writing</p> <ul style="list-style-type: none"> • how the writing arose • how the student went about the writing • whether the student was writing alone or with others • whether the writing was discussed with anyone while the student was working on it • the kind of writing (e.g., list, letter, story, poem, personal writing, information writing) • complete piece of work/extract 		
<p>Student's own response to the writing.</p>		
<p>Teacher's response:</p> <ul style="list-style-type: none"> • to the content of the writing • to the student's ability to handle this particular kind of writing • overall impressions 		
<p>Development of spelling and conventions of writing.</p>		
<p>What this writing shows about the student's development as a writer</p> <ul style="list-style-type: none"> • how it fits into the range of previous writing • experience/support needed to further development 		



5 Writing Samples (Continued)

Sample 3

Sample 4 (Optional)

Dates		
<p>Contexts and background information about the writing</p> <ul style="list-style-type: none"> • how the writing arose • how the student went about the writing • whether the student was writing alone or with others • whether the writing was discussed with anyone while the student was working on it • the kind of writing (e.g., list, letter, story, poem, personal writing, information writing) • complete piece of work/extract 		
<p>Student's own response to the writing.</p>		
<p>Teacher's response:</p> <ul style="list-style-type: none"> • to the content of the writing • to the student's ability to handle this particular kind of writing • overall impressions 		
<p>Development of spelling and conventions of writing.</p>		
<p>What this writing shows about the student's development as a writer</p> <ul style="list-style-type: none"> • how it fits into the range of previous writing • experience/support needed to further development 		



6 Mathematics Samples

(Working in English and/or other languages)

Sample 1

Sample 2

Dates/areas of mathematics		
Task/activity and specific mathematical ideas		
Context <ul style="list-style-type: none"> • how the task arose (student/ teacher generated, interview, on-demand task, homework assignment, investigation, presentation, formal/informal, etc.) • time allotted • problem, review, etc. • working alone or with others 		
Student's engagement with task: <ul style="list-style-type: none"> • confidence, persistence, degree of independence • involvement in the activity • how challenging was the activity 		
Doing Mathematics <i>strategies and approaches</i> <ul style="list-style-type: none"> • using own methods • making choices about plans, materials, ways of working <i>communicating</i> <ul style="list-style-type: none"> • interpreting information • explaining thinking • recording methods and results • interpreting solutions • listening to others' explanations <i>connecting and reasoning</i> <ul style="list-style-type: none"> • using mathematical relationships • developing arguments and proofs 		
Student's response to task: <ul style="list-style-type: none"> • personal response (pleasure, interest) • critical response (understanding, analyzing, evaluating, reflecting on learning) 		
Mathematical knowledge and understanding exhibited		
What this sample shows about the student's mathematical development. Experiences/support needed to further development.		