Assessment and Conferring

Franklin Township Public Schools

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Taking a Running Record

When taking a running record the purpose is to observe as much of the student's reading behavior as possible. By analyzing these reading behaviors you can then decide what you need to support the student to learn to do next to improve their reading.

When Taking a Running Record

- You and the student sit comfortably;
- Your student has the text;
- You have a blank recording sheet, and do a brief introduction and ask the student to read aloud;
- You record everything the child says using the recognized conventions (resist the temptation to prompt or teach);
- It is important to ask the student a few questions after the reading to check more than literal understanding and to either have them retell the story ("If you were going to tell Jason this story what would you say?") or summarize the information in factual texts.

Things to Think About

Seen or unseen text?

Whether you use seen or unseen text affects the results you will get. As a general rule with early or struggling readers we usually start with seen text because it builds confidence; we all feel happier reading something aloud having had the opportunity to read it previously. However if the child reads every seen text accurately you are not getting the opportunity to observe their behaviors when solving difficult text (which is the whole point of the exercise) so praise them and then try an unseen You want it to be an objective record of the sources of information and strategies used so that you know what you need to teach afterwards. The recognized conventions provide a common language for teachers, which is useful when you and a colleague discuss a student.

Record line by line

As in the text, mark the end of a page with a line. This makes it easier to look back to check the words in the text.

The following example shows how to set out the record of the reading.

Student: _____ Date: _____

Title and pages: _____

Text (use conventional marks to indicate what students did)			Errors			Self corrections		
			M	S	V	M	S	V
✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ <u>horse</u> ✔ ✔ ✔ house								
✔ ✔ ✔ ✔ ✔ ✔ <u>bolder</u> ✔ ✔ ✔ ✔ ✔ ✔ builder								
✔ ✔ ✔ ✔								

Analyzing a Running Record

It is essential to complete an analysis of the sources of information/ cues used for errors and self-corrections and following this to make a statement on how the reader is using the sources of information - in other words what strategies (s)he is using.

The Three Main Sources of Information are:

meaning   (sometimes called semantic cues) **M**

structure   (sometimes called grammar or syntactic cues) **S**

visual   (sometimes called grapho-phonic cues) **V**

When analyzing the running record

- Read the sentence (as the child did) **up until the point of** an **error** and ask yourself "What led the student to make this mistake?". Try to determine if the student was using cues from meaning, structure of language, the visual information in the print, or a combination of these (often **M** and **S** seem to go together).

- Write a ✔ in the appropriate column for the source(s) used.

- For each self correction ask yourself what led the student to correct the error. Were they noticing more of the meaning? Perhaps it was the visual information.

- Write a ✔ in the appropriate columns to indicate the main source(s) of information used to self-correct. (You will need to check a column for the error and then check a column for the self correction).

- When you have completed the MSV analysis you may see obvious patterns of particular sources checked or not checked, for example, lots of V checked and no M or S.

- Look carefully at the strategies the student is using at difficulty points (how they are using the MSV cues).

- Are they **self-monitoring?** (noticing when they are wrong).

- Are they a risk taker? (attempting unknown words).

- What **searching** strategies do they use?
    - Do they look at the picture?
    - Do they go back to the beginning of the sentence and reread and stop?
    - Do they go back to the beginning of the sentence, reread and "get their mouth ready" for the problem word?

o Do they skip the word and read on?

o If they do this, do they come back to that word to attempt it?

o Do they sound the initial letter of the problem word?

o Do they try to chunk the word (e.g. to/day in today)?

o Do they try to sound the word out (e.g. /t./. /o/../d/../a/)?

o Do they use information they know about another word (e.g. *day* helps them figure out *lay*, *photograph* helps them figure out *biography*, *some* helps them figure out *sometimes*);

o Do they appeal to the teacher for help?

o Do they gaze in to space?

- Are they **crosschecking** the sources of information against each other? (Are they making sure it makes sense, sounds right and looks right?)

- Which of their errors are they self-correcting? (e.g. only when meaning is affected);

- Are they reading **fluently** and with **phrasing?**

- Are they looking through the book before they start the reading?

- Are they using knowledge of how the genre is likely to be structured?

- Are they reading diagrams, labels, captions, graphs, and other such features and combining them with the main text writing?

- Are they using features such as contents and index when available and appropriate?

- Are they predicting and confirming, using personal knowledge and what is in the text?

You then use this information to write a short description of what the student can do and identify the strategies the child needs to learn next. This information is then used to plan further teaching.

Conventions for Taking a Running Record

These recognized conventions provide a common language for teachers, which is useful when you and a colleague discuss a student.

- Every word the student reads correctly is marked with a check.
  √   √   √   √   √   √   √
  Mom went shopping to buy some sausages.

- Record all attempts and errors by showing the student's response above the text

  Child: she   see

- If the student self-corrects an error, record it as a self-correction, not an error.

  Child: <u>she</u> <u>SC</u>
  Text: said |

- If the student leaves out a word mark it with a dash. This counts as an error.

  Child: ——————
  Text: said

- If the student inserts a word record this.

  √   √   √   √   √   √ **big** √
  Mom went shopping to buy some – sausages

- If the student is told the word , record it with a T

  Child: <u>is</u> |——
  Text: said T

- If the child appeals (looks for help) tell them to try. If the child is unable to continue give them the word and record an **A**

  Child: is A |——
  Text: said | T|

- Repetition is not counted as an error but is recorded by an R , as well as the number of repeats if more than 1

  R or **R3**
  √   √

-             Record R for repeats plus an arrow going back to where the repetition began if the child repeats a number of words

  √   √   √   √   √   √   **R** √
  Mom went shopping to buy some sausages

- If the student becomes confused say "Try that again" and record **TTA.**

Wibble Wobble Albatross

F & P   Level G

Text	E	SC	Errors	SC
W ✓ ✓ I leaves ✓ ✓ / learns	1		Ⓜ Ⓢ Ⓥ [I]	
✓ ✓ ✓ ✓ ✓ ✓ ✓ sc ✓ li likes 3 R ✓ ✓ ✓ t R ✓ / lives time	1		Ⓜ Ⓢ Ⓥ [I]	M S Ⓥ
✓ gl R ✓ ✓ ✓ / glides T	1		M S Ⓥ [I]	
✓ r ✓ ✓ ✓ ✓				
✓ ✓ ✓ ✓ ✓ ✓				
✓ ✓ ✓				
✓ ✓ ✓ ✓				
✓ ✓ ✓				
His sc his R sc ✓ ✓R it sc / It has sea	1 / 1 / 1		Ⓜ Ⓢ V / M S Ⓥ / M S V	Ⓜ Ⓢ Ⓥ / Ⓜ Ⓢ Ⓥ / Ⓜ Ⓢ Ⓥ
✓ ✓ ✓ ✓				
Now sc R ✓ ✓ walks R3 a / No wobbles about T	1 / 1 / 1		Ⓜ Ⓢ Ⓥ [I] / Ⓜ Ⓢ Ⓥ [IM] / M S Ⓥ [I]	M S Ⓥ
W ✓ ✓ ✓ ✓ a ✓				
✓ ✓				
✓ ✓				

What we know about Rory's reading

General

Rory is six years old and has been at school for 1 year 3 months. He has an older brother at the same school. He enjoys school and is keen to learn.

Reading

The running record of Rory's reading shows he :

- Is willing to attempt unknown words.

- Uses meaning and structure to make predictions

- Uses beginning sounds when faced with real challenges (gl for glides, a for about)

- Rereads when meaning is lost.

- Self corrects some of his errors mainly uses visual cues.

- Uses the punctuation and is beginning to read with fluency and phrasing.

Retelling:

- was brief but when prompted he could add information that showed he understood the story.

Conferences with Rory

- Rory enjoys reading and thinks he is a good reader.

- He enjoys listening to stories.

- Interested in dinosaurs, whales and basketball

- Likes non-fiction with photographs.

- Has lots of books at home

- Goes to the library on Saturday mornings

Observations of Rory during the program

- Willing to participate in shared reading and guided reading discussion

- Has all the early concepts of print

- Can select material to read that is appropriate

- Quickly settles with a book

- Knows the difference between books to look at and books he can read.

- Very good at prediction.

Prompts to Support the Use of Strategies

To support the control of emergent reading behaviors:
    Read it with your finger.
    Did it match?
    Were there enough words?
    Did you run out of words?
    Look in the picture
        You said   did that make sense?
        You said   what sound would that start with?
    Read and find - (a known or new word)
    Read it again and get your mouth ready
    Read it fast like talking

To support the reader's use of self-monitoring or -checking behaviour:
    Were you right?
    Where's the tricky word? (after an error)
    What did you notice? (after hesitation or stop)
    What's wrong?
    Why did you stop?
    What letter would you expect to see at the beginning? At the end?
        It could be   but look at
    Check it. Does it look right and sound right to you?
    You almost got that. See if you can find what is wrong.
    Try that again.

To support the reader's use of all sources of information:
    Does that make sense?
    Does that look right?
    Does that sound right?
    You said (...,), Can we say it that way?
        You said (   ). Does that make sense?
    What's wrong with this? (repeat what child said)
    Try that again and think what would make sense.
    Try that again and think what would sound right.
        You said   but does it look right?
    What could you try?
    Do you know a word that ends with those letters?
    What do you know that might help?
    What can you do to help yourself?

To support the reader's self-correction behavior: Something wasn't quite right.
    Try that again.
    I liked the way you worked that out.
    You made a mistake. Can you find it?
    You're nearly right. Try that again,

To support phrased, fluent reading:
    Can you read this quickly?
    Put your words together so it sounds like talking. Read it like this.....

Student Name: Michael **Class:** 5/103

Text Title:		Level:		Date:	Oct 12
Text Title:	The Real Hero	Level:		Date:	Jan 1
Text Title:		Level:		Date:	
Text Title:		Level:		Date:	
Text Title:		Level:		Date:	

	Level 1	Level 2	Level 3	Level 4
Predicting	§ Beginning to use relevant prior knowledge to predict likely outcomes § With support is beginning to monitor predictions and compares them with the actual text § Not yet able to explains how forming and justifying predictions helps own reading comprehension	§ Uses relevant prior knowledge (e.g. relevant personal experiences, text structure, text features, and knowledge of author) to form predictions § Beginning to monitor predictions formed before and during reading, and compares them with the text § With support can explain how forming and justifying predictions helps own reading comprehension	§ Uses relevant prior knowledge (e.g. relevant personal experiences, text structure, text features, and knowledge of author) to form and beginning to justify predictions § Monitors predictions formed before and during reading, and compares them with the text § Explains how forming and justifying predictions helps own reading comprehension	§ Uses relevant prior knowledge (e.g. relevant personal experiences, text structure, text features, and knowledge of author) to form and justify predictions § Confirms and/or modifies predictions in light of new information § Reflects on how forming and justifying predictions helps own reading comprehension
Questioning	§ With support is beginning to generate questions before, during and after reading	§ Beginning to generate questions before, during and after reading § Beginning to use questioning to monitor comprehension	§ Is able to ask questions that focus the reading and or make several reason predictions. § Uses questioning to monitor understanding and begins to make inferences § With support can explain how questioning helps with comprehension	§ Able to ask thoughtful questions and adjust questions in light of evidence from the text. § Uses questioning to monitor understanding and make inferences. § Explains how questioning helps own reading comprehension
Text Structures and Features	§ is beginning to identify the features and structure of some text types.	§ Can identify a range of text structures and features § Is beginning to use the structure of a range of text types to locate information § Is beginning to predict text organization in familiar genres. § Is developing preferences for reading particular genres.	§ Can describe and use the structure of a wide range of text types. § Uses text structure to locate information and predicts text organization in familiar genres. § Expresses preferences for reading particular genres.	§ Confidently uses the structure of a wide range of text types to locate information and predicts text organization in familiar genres. § Can explain how using text structure helps § Own reading comprehension.
Visualizing	§ Sketches "mind pictures before and after the reading of the text § With prompting supports visual images with evidence § With support is beginning to check visual images	§ Visualizes throughout the reading of the text § Beginning to support visual images with evidence from the text § Beginning to check visual images made before or during reading, throughout the reading of a text	§ Connects visual images to the author's purpose § Supports visual images with evidence from the text § Checks visual images made before or during reading, throughout the reading of a text	§ Connects visual images to the author's purpose § Visualizes throughout the reading of the text justifying visual images with evidence from the text § Changes visual images according to text evidence
Summarizing	§ Can include one or two events in own language. May include irrelevant information and or misinterpretation.	§ Partial summary that includes some relevant information. § May connect one or two sections of the text	§ Adequate summary that includes relevant information. § Make some links through the texts. Includes some supporting evidence	§ Connects important ideas to each other and uses text to support comments § Integrates information with prior understandings
Think Aloud	§ Difficulty describing the any of the strategies used when reading § Difficulty supporting thinking with evidence from the text	§ Can identify 1 or more of the strategies used when reading § Beginning to support thinking with evidence from the text § With support is beginning to identify how the use strategies helped comprehension	§ Identifies and discusses strategies used § Supports thinking with evidence from the text § Is beginning to identify how the use strategies helped comprehension	§ Effective explanations of the use of a range of strategies used with examples from text § Changes direction of thinking during reading according to text evidence § Identifies how the use of strategies helped with comprehension

Next Steps:

Next Steps:

Date	Title:	Text Level	Color - pink
Date	Title:	Text Level	Color -yellow
Date	Title:	Text Level	Color - green
Date	Title:	Text Level	Color - blue
Date	Title:	Text Level	Color - orange

		Level 1	Level 2	Level 3	Level 4
Reading Strategies		When reading, does the reader: • Attempt unknown words? • Use meaning, structure and some print information to make prediction on unknown words? • Use all sources of information in an integrated way? • Reread and self correct when meaning is lost?			
Fluency		• Reads primarily in a word-by-word fashion • Occasional two-word and three-word phrases may occur, but these are infrequent • Author's meaningful syntax is generally not preserved • Passage is read without expression or intonation • Reading seems labored and difficult	• Some word-by-word reading may be present • Reads primarily in two-word phrases with occasional three or four word phrases • Word groupings may be awkward and unrelated to the larger context of the sentence or passage • Passage is read with little or inappropriate expression or intonation	• Reads primarily in three or four word phrases • Some smaller phrases may be present • Most of the phrasing is appropriate and preserves the author's syntax • Some of the text is read with appropriate expression and intonation	• Reads primarily in longer, meaningful phrases • Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure or meaning of the passage • The reading preserves the author's syntax • Most of the text is read with appropriate expression and intonation
COMPREHENSION	Prediction/ questioning	Questions /prediction unrelated or illogical. Does not adjust predictions in light of new information from the text	Able to ask 1 or 2 questions related to the text or make reasonable predictions. Beginning to rethink prediction when more information is available	Is able to ask questions that focus the reading and/or make several reasoned predictions. Changes predictions according to text evidence (decides)	Able to ask thoughtful questions before and while reading and make and adjust predictions in light of evidence from the text reading.
	Summarizing	Can include one or two events in own language. May include irrelevant information and or misinterpretation.	Partial summary that includes some relevant information. May connect one or two sections of the text	Adequate summary that includes relevant information. Make some links through the texts. Includes some supporting evidence	Connects important ideas to each other Uses text to support comments Integrates information with prior understandings
	Think Aloud	Difficulty describing any of the strategies used	Can describe 1 or more of the strategies used when reading	Adequate explanation of strategies used with examples from text	Effective explanations of the use of a range of strategies used with examples from text
Next Steps Date :					

How then can I conference with my readers and get the information I need to differentiate their learning?

The two components of a good Reading **CONFERENCE**

Component One: ***Talk with the students about what they are doing as readers***
- **Listen to your student** – Tell them what they are doing well as a reader. Ask them what genres of books have you been reading?
- **Ask open-ended questions** – Can you comprehend/understand this story?
- **Ask assessment questions-**What level are you reading at? What strategies are you using?
- **Listen to the students read** – Look for fluency and comprehension.

Component Two: ***Talk with students on how to be better readers***
- Give the students **constructive feedback**. Discuss components of the reading comprehension strategy you are using at the moment? Open ended Questions?
- **WE TEACH** – an aspect of reading e.g. a skill or strategy from the list in your pocket
- Ask the student to **'have a go'** at what they've just learned.
- Link the conference to the student's independent reading – let the student know we **expect them** to work on that aspect! **Write on a sticky note, hand it to them.**
- SHOW the student you **care** about them as a **reader– and as a person**

Conference Questions - Reading

Open-ended
- What do you think of the book so far?
- What do you think about….?
- Are you reading at home? How is that going?
- Does anyone read to you at home (out of school)?
- What is your next goal as a reader?
- What type of books do you like to read?
- Would you pick your favorite part and read it to me?
- Are there any confusing parts?
- Is this book 'Just Right' for you?
- What's going well in your reading? What can I help you with?
- What do you think about your reading list so far?
- Would you recommend this book to other students? Why?
- How are you using the strategies we used in our mini lesson?

Visualizing
- What is visualizing to you?
- Using your senses (hear, sight etc) what are you thinking about in your head?
- If the main character is using their senses what is going on in their head?

Summarizing
- What is summarizing to you?
- Tell me what's been going on so far?
- Can you retell in your own words the **main idea** in the story?
- Can you summarize the text in your own words?
- Can you summarize the last page you have read?

Predicting
- What is predicting to you?
- What do you think is going to happen next in the story?
- What do you think is going to happen a little bit later on and at the end of the story?
-

Think Aloud
- What is thinking aloud to you?
- Can you tell me out loud what you are thinking?
- Using your own words, can you retell in as much detail as possible what's going on in the story?

Test Structure and features
- What are text structures to you?
- Show me some of the text structure that proves this is a non-fiction text?
- How are you using this text structure for your understanding?

Questioning and wondering
- What is questioning and wondering to you?
- Ask me a question about this book and I will look it up to find the answer!
- Do you have any questions for me?

Blooms Taxonomy – Gradient of Questioning

1. KNOWLEDGE:
- What is_____?
- Where is_____?
- Who were the main_____?
- Why did_____?
- How would you show_____?
- How did_____happen?
- Can you list three_____?
- How would you describe_____?
- Can you recall_____?
- How would you explain_____?
- Who was_____?
- What is the best one_____?

2. COMPREHENSION
- How would you explain_____?
- How would you identify_____?
- How are these characters alike_____?
  different_____?
- Which does not belong_____?
- What is the difference between_____?
- What relationship exists between____?
- What patterns exist_____?
- What could be a reason for_____?
- How would you differentiate between___?
- What can you interpret from the
  graph/table_____?
- State in you own words_____.

3. APPLICATION
- How would you make use of_____?
- How does_____apply to_____?
- How would you modify_____?
- Understand what conditions would____?
- Illustrate a way to_____?
- Using what you have learned how would
  you solve_____?
- How would you apply what you have read
  to construct_____?
- How would you use the facts to
  investigate_____?

4. ANALYSIS
- Determine what could have caused_____.
- Discuss the pros and cons of_____.
- Explain why it is not possible for_____.
- How would you order_____?
- Justify your conclusion.
- Why do you think_____?
- What are the components of_____?
- What is the reason for_____?
- What observations can you make from_____?
- What evidence will support/refute_____?
- What relationship exists between_____?
- What inference can you make/were made____?
- What assumptions can you make/were made about_?
- What is your analysis of_____?
- What ideas validate_____?
- What conclusions can you make_____?
- Under what conditions_____?

5. SYNTHESIS
- Create/propose an alternative to_____.
- How would you improve_____?
- Devise a way to_____.
- Hypothesis the reason for_____.
- Design a fair test for_____.
- Predict the outcome of_____.
- Develop a model to represent_____.
- Think of an original way to represent_____.
- What solutions would you suggest
  for_____?
- Elaborate on_____.
- What could be done to integrate____?
- What changes would you make to revise_____?

6. EVALUATION
- Based on evidence explain your choice_____.
- Explain the ideas of_____.
- How else would you_____?
- How would you critique_?
- How would you interpret_____?
- How would you verify____?
- How would you prove/disprove_____?
- State a case that would support/reject_____.
- What is the most important_____?
- What data was used to evaluate_____?
- What would you conclude about_____?

• Using what you know how would you design_____? • What other way would you demonstrate___? • Show me a way to reorganize_____. • Why does_____work?	• What is the significance of_____? • What criteria would you use to assess_____? • What choice would you have made_____? • What is you opinion of_____? • Which_____is valid? • Would it be better if_____why?

STRATEGIES

Prediction/Prior knowledge (Schema)
with text to self, text to text and text to world connections
Visualizing
Questioning
Inferring
Text Structures & Features
Summarizing

SKILLS (Fluent Readers Double Red and above)
Sequence
Details
Main Idea
Drawing Conclusions
Compare and Contrast
Character Analysis
Author's Purpose
Fact and Opinion
Cause and Effect

FIX UP SKILLS   (Emergent Readers Red and below)
Look at the picture to help yourself
Get your mouth ready to say the word
Look at how the word begins
Ask yourself 'Does that make sense?'
Ask yourself 'Does that sound right?'
Start the sentence again
Predicting the upcoming word
Skip the word and go on. Now what do you think it is?
Think about a word that looks like that one
Ask yourself a question and try to answer it.
Retell what you have read.
Adjust your reading pace: slow down or speed up.

* remember that a good reader does not do just one of these strategies but uses many of these to help him or her through the tricky part.

Reading Conference dates with my class…

Name_____	Name_____	Name_____	Name_____	Name_____
Name_____	Name_____	Name_____	Name_____	Name_____
Name_____	Name_____	Name_____	Name_____	Name_____

Name_____	**Name_____**	**Name_____**	**Name_____**	**Name_____**
Name_____	**Name_____**	**Name_____**	**Name_____**	**Name_____**

Informal Reading Conference
Name:_____

- ♦ Date_____
- ♦ Comprehension
  Strategy_____
- ♦ Bring me a book that you can read pretty well.

Title of
Book_____
Genre_____

- ♦ Why did you choose this book?

- ♦ What is the reading level of this book for you?
  _____ Hard_____ Easy_____Just Right

- ♦ Tell me what the book is about so far

- ♦ Read this part of the book for me (Take notes as the child reads silently or orally)

- ♦ Tell me what you remember about what you just read

- ♦ Lets discuss your strengths and what you need to work on.
  Strengths

- ♦ Date_____
- ♦ Comprehension
  Strategy_____
- ♦ Bring me a book that you can read pretty well.

Title of
Book_____
Genre_____

- ♦ Why did you choose this book?

- ♦ What is the reading level of this book for you?
  _____ Hard_____ Easy_____Just Right

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- ♦ Let's discuss your strengths and what you need to work on.
  Strengths

Informal Reading Conference

Name_____

Date_____

♦ Bring me a book that you can read pretty well.

Title of Book_____

Genre_____

♦ Why did you choose this book?

♦ What is the reading level of this book for you?
      ____ Hard____ Easy____Just Right

♦ Tell me what the book is about so far

♦ Read this part of the book for me (Take notes as the child reads silently or orally)

♦ Tell me what you remember about what you just read

♦ Lets discuss your strengths and what you need to work on.
     Strengths

     Goals

Samples of Reading Conference Notes

Summarizing

- Recapped the story and summarized the plot.
- Retold in detail focusing on the key points.

Main Idea
- Stated the key meaning of the excerpt.
- Was able to discern the key recurring theme in the text.

Drawing Conclusions
- Elaborated on an opinion.
- Concluded that_____happened because of _____.

Connections
- Made text to world, self or text connections
- Made connections from books by the same author.
- Reflected on a previous entry.
- Related the story to student's own life.
- Showed personal reactions to the story.
- Connected themes in books.

Author's purpose
- Appreciated the richness of the author's choice of words.
- Showed empathy with the characters.
- Questioned the author's purpose for writing.
- Wondered why the author made a particular decision about some aspect of the text.
- Critiqued authors and shared what they would do differently.

Text Structures & Features
- Noticed the size of the print and other elements of the text layout.
- Noticed and commented on illustrations and details.

Prediction / Prior Knowledge
- Requested information about books by the same author.
- Reflected on their writing in relation to the author's.
- Gave an example from the text.
- Discussed possible outcomes.
- Thoughtful predictions made.

Inferring
- Able to understand hidden message.
- Was able to read between the lines.
- Inferred what could be the next part of the text and gave reasons.
- Commented on the mood of the story.

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Questioning

- Posed questions to resolve meaning.
- Asked questions related to characters.

Compare and Contrast
- Explored bigger issues beyond the text.
- Able to explore the differences and similarities between characters and events.

Visualizing
- Was able to use their senses to create a mind picture.
- Students clearly used senses and prior experiences.

Sequence
- Retells story in order of key events.
- Was able to add opinions as they recalled.

Details
- Noted interesting yet not essential details.
- Was affected by a particular detail in the book.

Fact and Opinion
- Can distinguish between fact and opinion.
- Added their own opinion and/or fact to the storyline.

Cause and Effect
- Was able to see how one event caused another.
- Commented on the positives/negatives of a particular behavior.

Character Analysis
- Compared the world of characters to their world.
- Compared a character to a TV show or a movie.
- Understood character development form beginning to end.
- Discussed traits or characteristics of a character.

General Reading behaviors
- Expressed an interest in the topic.
- Gave reasons for abandoning the story.
- Shows enjoyment of books through talk and extension.
- Explained their struggle with a text.
- Reflected on themselves as readers.
- Recommended books and authors.
- Participates with confidence and enthusiasm.

Dexter's Conferences

A variety of conference structures help to create a writing community in which writers are "empowered to make decisions to improve their writing".

Did you notice...

What You Saw...	New Understandings...

Independent Conference with Dexter
Notice the language of conferring…
 	
   ■ *Starting the conversation…*
"Do you feel like you know where you're going with this piece?"
 	
   ■ *Sharing a vision…possibilities for improving the writing…*
"How about just trying to make this transition clearer, and then sharing it with someone else?	

Peer Conference
 	
Writer leads the conversation…
   ■ Rereads writing aloud.
   ■ Asks for feedback: Does everything **make sense?**
   ■ Peer's responses reflect teaching about the language of conferring…
      "I really like when…"
      "I don't really get…"	

Talking about her writing…
   ■ How did Jenna's conference with Dexter, and then with her peer, support her in "re-visioning" her writing?
 	
   ■ Did she maintain ownership of her writing throughout the process? How?	

Sue Ann's Fishbowl Conference
Peer Conferences – Using fishbowl structure for demonstration

Did you notice?...

What You Saw...	New Understandings...

Mini-Lesson:
Language of conferring/peer conferences
 	
Notice the following points:
• Role-Playing a conference for whole group: What does peer conference look like/sound like/feel like?
 	
• Authentic modeling: Why did the teacher choose to use her own writing in the fishbowl conference?
 	
• Revision Focus: Focusing the writing by revising the beginning. How did Sue Ann weave a revision strategy into her fishbowl conference?
 	
• Authentic writing community – how did Sue Ann demonstrate that "fellow writers" help each other by...?
   1. Noticing what the writer has done well
   2. Providing immediate feedback on a particular point – offering "vision" or "possibilities" – not a quick "fix"
 	
Whole Group feedback:
Focusing on the language of conferring:
How did Sue Ann bring all the students back into the conversation about the language of conferring? What did she ask them to observe?	

Independent Practice/Peer Conference: • Engagement and Ownership: Did the writer maintain ownership over the piece? • What is the role of "talk" during the Writing Workshop? How are talking and writing mutually beneficial?	
Share/Debrief: "All writers face common challenges in their writing". • Regrouping: How did Sue Ann refocus the whole group back to the ideas presented in the mini-lesson? • How did she provide multiple opportunities for the students to think about, talk about and practice revising beginnings?	

THE TWO COMPONENTS OF A GOOD WRITING CONFERENCE

Component One: ***Talk with the students about what they are doing as writers***

- **Listen to your student** – What are you doing well as a writer? How is the writing process going for you?
- **Ask open-ended questions** – How is it going?
  What are you doing as writer today? Can I offer you any assistance with a part of your writing?
- **Ask assessment questions** – What do you want me to understand about your essay? How do you feel about this part of your essay?
- **Read the students writing** – Look to see if the components of the genre are included. Decide what to teach the child that will help him become a better writer.

Component Two: ***Talk with students on how to be a better writer***

- Give the students **constructive feedback**. Discuss components of the genre of writing you are studying
- **WE TEACH** – an aspect of writing e.g. structure, developing ideas, genre, meaning, details, conventions voice etc
- Ask the student to **'have a go'** (apply) what they've just learned.
- Link the conference to the student's independent writing – let the student know we **expect them** to work on that aspect!
- SHOW the student you **care** about them as a **writer – and as a person**

Possible Writing Conference Questions:

Open Ended Questions:
- Would you like me to read your work?
- Would you like to read your work to me?
- How's it going today in your writing?
- What are you doing today as a writer?
- What work are you doing as a writer this period?
- What do you need help with today?
- What do you really want the reader to know here?
- What kind of details do you really want the reader to know?
- What is the key message you want us to hear?
- Do you want us to infer something here- to read between the lines?
- Could you say more about that?
- Is there something here that doesn't quite fit……..?
- Is there anything here that is inconsistent with what you said before?
- What do you think a reader might be thinking here?
- What do you mean by…?
- Are you doing anything to try and persuade the reader?
- Have you skipped any important parts?
- Could you explain what you mean by…?
- What's the focus of your piece?
- How are you going to do this work?

Assessment questions:

- How did you [pick the idea for your draft] this time?
- What strategies are you going to use to do this work?
- How are you planning to get started with your draft?
- Have you done some of the [revision work] you tried in your last piece?
- I'm not sure about the setting, have you been clear with this or have I missed something?
- What kinds of revisions have you made?
- Have you planned out your draft?
- Whose voice is heard mainly in the text?
- Have you tried out what we talked about today in the mini-lesson?
- Remember how we talked yesterday in the mini-lesson about [revision strategies]? Have you used any of them to help you revise?
- Why did you pick these places to [add-on]?
- Why did you decide to [structure your draft this way]?
- Are you happy with how the main/characters are seen because I hear..?
- What values and interests does the main character have?

Writing Conference Dates at a Glance

Name_____	Name_____	Name_____	Name_____	Name_____
Name_____	Name_____	Name_____	Name_____	Name_____
Name_____	Name_____	Name_____	Name_____	Name_____
Name_____	Name_____	Name_____	Name_____	Name_____

Name_____	Name_____	Name_____	Name_____	Name_____

Writing Conference Log

Student's Name _____

Strengths	Areas for Improvement/ teaching point

Samples of writing conference notes:

Meaning
- Word choice strengthens meaning.
- Author conveys thoughts well and clarifies writing

Structure
- Piece is focused / Stays on topic
- There's a smooth transition that gives your sentences flow.
- Creates a good lead sentence (hook).
- Creates a good concluding sentence.
- Uses structure from other text mentor or modeled text.
- Ties story together with appropriate and interesting sentences.
-
Genre
- Trying to write in different genres.
- Uses Genre specific organizers
- Uses text structure appropriate to the genre

Detail
- Relevant details are added to the piece.
- Beginnings and endings are strong.
- Good organization and development of ideas
- Uses logical order beginning, middle and end.

Voice
- Dialogue sounds natural and reveals characters feelings and thoughts.

- Makes attempts to use dialogue but needs assistance to develop voice.
- Metaphor and simile are used accurately and effectively.
- Uses language with clarity and voice to communicate meaning.
- Sentences are interesting and varied.
- The writer's craft –voice, word choice, use of language is evident.
- Shows evidence of book language, (once upon a time) specialized vocabulary.

Conventions
- Used correct grammar.
- Makes concerted attempts to use correct grammar.
- Punctuation correctly used.
- Makes concerted attempts to punctuate correctly.
- Substitutes ordinary words with rich vocabulary.
- Uses subject/verb agreement.
- Beginning to combine sentences.

Pre-Writing
- Gathers ideas and information in notebook both inside and out of school.
- Takes time to think.
- Looks through writer's notebook for ideas.
- Student generates own topics.
- Talks with others about topic.
- Generates lots of ideas.
- Uses graphic organizers to effectively plan before writing
- Plans before writing.

Drafting and Revising.
- Evidence of revising
- Evidence of rereading.
- Adds and deletes words or ideas.
- Rethinks and revises their writing.
- Rearranges words, sentences, or phrases
- Uses writer's checklist/Student friendly revision list

Editing
- Notices most errors in spelling by circling words.
- Uses resources to check piece (dictionary, checklist-thesaurus).
- Rethinks and edits their writing.
- Uses a variety of spelling strategies to approximate difficult words.
- Uses writer's checklist/Student friendly editing list

Publishing
- Publishes one writing project every two-three weeks.

- Incorporates revisions into final copy.

STUDENTS SHOULD WRITE DAILY FOR A MINIMUM OF 30 Minutes

Video Reflection Guide

Junie B Jones By Barbara Park – Rebecca and Christina	A Picture book of Rosa Parks by David Adler – Carol and Quanisha
What are some specific things you notice about Rebecca's conversational tone?	How does Carol help Quanisha broaden her comprehension of Rosa Parks?
How does Rebecca encourage Christina to read more challenging books?	What are some of the open-ended questions she asks?
How does Rebecca help Christina to make connections with similar books?	How does Carol assist Quanisha to make connections with the word 'local'?
How do Rebecca's open-ended questions help Christina to understand her reading preferences?	In what ways does Carol encourage Quanisha to continue enjoying her book selections? Non-Fiction vs. Fiction.

RUBRIC FOR ASSESSING A BIRTHDAY PARTY

CRITERIA	1 I need to go home and do my plans!	2 Can't stay! I have to go home and do the laundry!	3 Can I spend the night?	4 Can I stay in the spare room forever?
FOOD	Steamed broccoli and carrots	Mom's tuna fish and macaroni and cheese casserole	Full Italian Buffet with Beer	Full Seafood Buffet with Lobster and wine
GIFTS	New underwear from the local 99 cent store	School supplies	All the "Sex and the City" Videos	Diamonds from Tiffany's
ENTERTAINMENT	My sister's poetry reading	Dancing with the Stars at home	American Idol live	Robin Williams Live
GAMES	Go fish and slap jack	Musical chairs to Broadway show tunes	Virtual reality Headsets	Full contact Twister—no chaperones

Blank Rubric

Elements	Level 1	Level 2	Level 3	Level 4