

The Learning Record

Secondary

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

Teacher(s) responsible for recording

PART A To be completed during the first quarter

A1 Record of discussion between student's parent(s) and class teacher

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

Discussion 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)

Date _____

PART B To be completed at the end of the third quarter by the teacher, 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? Include discussions with other staff or parent(s).



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? Include discussions with other staff or parent(s).



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? 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 approached 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: Student _____ Date _____

Teacher _____ 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 _____

Teacher _____ Date _____

Student _____ Date _____

Data Collection

Secondary (Grades 6 to 12)

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...)

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

The matrix sets out possible contexts for observing talk and listening. It may also be useful in suggesting a variety of contexts in which to assess reading or writing development. Observations noted below can be plotted on the matrix to record the range of social and learning contexts sampled.

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.

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

Dates	Observer	Observations and their contexts Consider growth in confidence/independence, experience, strategies, knowledge/understanding. LR Handbook for Teachers 6-12, Part B1)

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

(LR Handbook for teachers 6-12, Part B)

Date	Observer 	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. (LR Handbook for Teachers 6-12, Part B2)
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Date	Observer 	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. (LR Handbook for Teachers 6-12, Part B3)
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3 Mathematics: observation notes
(Working in English and/or other languages)

Not yet available for secondary schools

	SOCIAL CONTEXTS				
Areas of Mathematics					

Dates	Mathematical observations



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

(LR Handbook for teachers 6-12, Part B)

Attach a photocopy of the text to indicate its complexity, unless it is familiar to most teachers at the grade level.

Sample 1

Sample 2

Dates		
Title or book/text		
Context for this sample of reading: <ul style="list-style-type: none"> • Read independently, with a peer, in a small group, with the whole class • Assigned/ self-chosen • Purpose of reading: pleasure, usefulness, other purpose 		
Student impressions about the reading: <ul style="list-style-type: none"> • Growing ability to handle confusions, challenges • Appreciations • Connections with other reading or experiences • Expectations fulfilled or unfulfilled 		
What this selected sample shows about the student's development as a reader. <ul style="list-style-type: none"> • What the student had to know or understand to read this text well • What the student did if s/he did not understand the text • How the sample fits into the range of the student's prior reading experiences • Experiences/support needed to further development (Use the appropriate reading scale to help the teacher and student decide on the next steps.) 		



4 Reading Samples (Continued)

Sample 3

Sample 4 (Optional)

Dates		
Title or book/text		
Context for this sample of reading: <ul style="list-style-type: none"> • Read independently, with a peer, in a small group, with the whole class • Assigned/ self-chosen • Purpose of reading: pleasure, usefulness, other purpose 		
Student impressions about the reading: <ul style="list-style-type: none"> • Growing ability to handle confusions, challenges • Appreciations • Connections with other reading or experiences • Expectations fulfilled or unfulfilled 		
What this selected sample shows about the student's development as a reader. <ul style="list-style-type: none"> • What the student had to know or understand to read this text well • What the student did if s/he did not understand the text • How the sample fits into the range of the student's prior reading experiences • Experiences/support needed to further development (Use the appropriate reading scale to help the teacher and student decide on the next steps.) 		



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

Writing to include students' earliest attempts at writing

Sample 1

Sample 2

Dates		
Title/Topic		
Context for this sample of student writing: <ul style="list-style-type: none"> • How the writing arose—assigned or self-chosen • Whether the student wrote alone or with others • Whether the writing was discussed with anyone while the student was working on it • Kind of writing (e.g., poem, journal, essay, story) • Complete piece of work or extract 		
Student's response to the writing: <ul style="list-style-type: none"> • To the context of the writing • To the student's ability to handle this particular kind of writing • Overall impressions 		
Rhetorical effectiveness of the writing		
Development of use of writing conventions		
What this selected sample shows about the student's development as a writer. <ul style="list-style-type: none"> • how it fits into the range of the student's previous writing • experience/support needed to further development 		



5 Writing Samples (Continued)

Sample 3

Sample 4 (Optional)

Dates		
Title/Topic		
Context for this sample of student writing: <ul style="list-style-type: none"> • How the writing arose—assigned or self-chosen • Whether the student wrote alone or with others • Whether the writing was discussed with anyone while the student was working on it • Kind of writing (e.g., poem, journal, essay, story) • Complete piece of work or extract 		
Student's response to the writing: <ul style="list-style-type: none"> • To the context of the writing • To the student's ability to handle this particular kind of writing • Overall impressions 		
Rhetorical effectiveness of the writing		
Development of use of writing conventions		
What this selected sample shows about the student's development as a writer. <ul style="list-style-type: none"> • how it fits into the range of the student's previous writing • experience/support needed to further development 		



6 Mathematics Samples

(Working in English and/or other languages)

Not yet available for secondary schools

Dates/areas of mathematics		
Task/activity and specific mathematical ideas		
Context		
Student's engagement with task:		
Doing Mathematics		
Student's response to task:		
Mathematical knowledge and understanding exhibited		
What this sample shows about the student's mathematical development. Experiences/support needed to further development.		