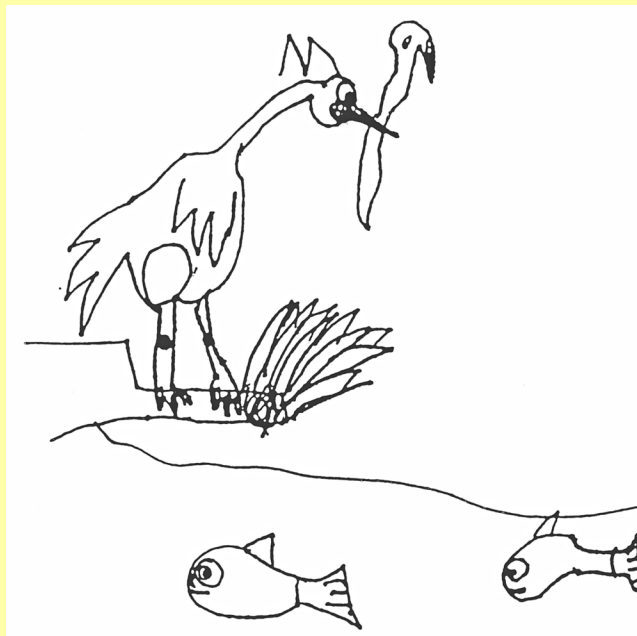


Gathering Information About Our Students

Ideas and Forms
for
Teachers, Students, and Parents



by Linda Pierce Picciotto

In This Booklet You Will Find:

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- An explanation of the forms
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For Teachers

- Class-list forms for note taking
 1. narrow-spaced, single-sided
 2. wider-spaced, double-sided
 3. a. checklist for right-handed teachers
b. checklist for left-handed teachers!
- A form for recording group work

For Students

- My Lily Pad Report
- My Own Report Card-Social and Emotional Development
- My Own Written Report Card
- I Worked in a Group
- My Writing Progress
- My Student-Led Parent Conference

For Parents

- Observations by Parents or Guardians
- Parent-Teacher Conference

Here are the different “class list” forms:

Single sided

Form 1: Lunch hour outside recess
 Date: Wed. Nov 5
 Subject: Lunch hour outside recess
 Students: Adam, Amanda, Andrea, Armando, Carl, Carol, Charles, Dee, Edward, Ellen, Emily, Eric, Frank, Janet, Jerry, Mary, Melissa, Paul, Polly, Sarah

Form 2: recreation play/area
 Date: Thu. Jan 15
 Subject: recreation play/area
 Students: Adam, Amanda, Andrea, Armando, Carl, Carol, Charles, Dee, Edward, Ellen, Emily, Eric, Frank, Janet, Jerry, Mary, Melissa, Paul, Polly, Sarah

You will use this form when you don't need a lot of space for comments and when you want to see all of the students' names on one side of the paper. You can use it to keep track of what the students do during activity time or on project days, for example, or to note which book each student

selected as a “just right for me” book. Take a copy of the form on a clipboard to the gym, to the library, to music class, or outside so you can take notes in different settings.

Since there isn't much room to write, you may find codes useful. For example, I used “C” to mean cooperative play, “A” to mean associative play, and “S” to mean solitary play. I often record which children are working or playing together, as well.

Double sided

When you need more room to write, you will choose this form. You can include all student names on one paper if you photocopy the lines on both sides. Make notes about reading progress as you listen to students read the daily news or a book of their choice, note how students work while solving a math problem, or how they respond to certain questions during an individual conference. Sometimes I'll ask a

Form: Math - adding w/nickels, dimes
 Date: March 2
 Subject: Math - adding w/nickels, dimes
 Students: Adam, Amanda, Andrea, Armando, Carl, Carol, Charles, Dee, Edward, Ellen, Emily, Eric, Frank

To use this form, first make one photocopy of it. Then fill in each lily pad with an activity, school program, or special event that occurred that term that you want your students to consider. Since I teach very young children I add little drawings to some of the lily pads to help them keep their place. When you have completed the master form, you run off a class set and give one to each student, along with three crayons, colored pencils, or felt pens: green, yellow, and red. I ask my students to stay with me as I explain each item instead of moving ahead on their own. I want to be sure they understand what each one means, and if they race ahead they may be just using their favorite color or not really thinking about the individual activities. After I explain each one, I stop and ask them to fill in the rectangle at the top of the lily pad with GREEN if they like that activity very much, YELLOW if they like it a little or just sometimes, or RED if they dislike it. They should leave it blank if they never participate in that particular activity.

My Lily Pad Report

Name _____ Date _____

Color the rectangles:

GREEN = I like this very much
 YELLOW = I like this a little or just sometimes
 RED = I don't like this
 leave white = I didn't do this

Print letters in the circles to tell how much each thing helps you learn:

L = a lot
 S = some
 N = not much

Now for the circles! The students use a pencil for this part. I usually begin this next step right away, but if your students seem tired you might want to do it at a later time. I go back over the lily pads, again asking the students to stay with me. I say, for instance, "Look at #6, Writing Workshop. Put your finger on it so I can see you know where you are. Does writing workshop, where you write your own sentences and then discuss your writing with me, help you to learn to write? Print an L in the circle if you think it helps you a lot, an S if it helps you some, or an N if it doesn't help you very much or not at all."

You have to be careful about taking any of the responses too seriously, since some students make their choices for unexpected reasons. Melissa colored LIBRARY red because she sometimes forgets her books. Sarah colored PAINTING red because she paints more at home than at school. Carl doesn't really know why he colored LEGO yellow, because it's his favorite activity!

Parents like this report. They have interesting conversations with their child when they look it over together.

My Own Report Card Social and Emotional Development

This form has a list of statements about students' work habits and social skills. I ask students to consider each statement after I have read and explained it and then to draw the appropriate symbol at the end of the line in response. The symbols stand for **almost always; usually; sometimes; no, not yet; and no, not really.**

MY OWN REPORT CARD
Social and Emotional Development

almost always ☐ usually ☐ sometimes ☐ no, not yet ☐ no, not really ☐

1. I listen well during lessons and discussions.....
2. I listen to and follow directions.....
3. I ask questions if I do not understand something.....
4. I begin my assignments promptly and keep working until they are finished.....
5. I work without bothering others.....
6. I wait my turn to speak.....

I am very impressed about how honest children are when they complete this form. If there is a big difference between my perception and a student's, a discussion is in order! A review of this sheet forms part of the Student-Led Parent Conference schedule.

Before photocopying this form, you may want to change some of the statements to reflect the social goals in your classroom or school.

My Own Written Report Card

Use this form when your students have the writing skills to complete it without too much difficulty. You can change or add to the headings so you can include different subjects that were emphasized during the term, such as drama or a special social studies or all-school event.

I ask my students to complete this report card in their own words, using their own spelling. What can they say about their own work, interests,

Forms for Parents

Observations by Parents

The form for observations by parents or guardians gives teachers an easy way to collect written information from parents or caregivers. The replies are always interesting, and they often give us important information.

You can photocopy the form double-sided. Some teachers send the form home to gather information at the beginning of the school year and some prefer to wait until later, perhaps just before writing the first report.

Observations by Parents

Student: Frank Teacher: Linda Date: Sept.

Teachers are interested in how you see your child at home. Please take a minute to make notes about his or her social and academic development, interests, attitudes, strengths and special needs. When you write, use phrases or brief comments.

Your child's interactions with other children or with siblings: Friends are important to him and he has certain expectations of them. Problems arise when they fall short of these expectations. Although their short-comings are rather mild to me, he takes them quite seriously and we have many conversations about forgiveness, tolerance, understanding, etc. I think he's a little confused about human nature and therefore a little frustrated.

Your child's interests and activities at home: enjoys reading books, playing board games, watching movies, playing cards, drawing (we do a lot of that) and making 'stuff'.

riding in the skiff.

going to parks

Soccer + running

Your child's previous or present experiences that you consider significant: Frank is an only child and has spent a lot of time by himself or in the company of other adults. The three of us spend a lot of time together.

Your child's structured activities outside school (sports, music, art lessons...?): "dance + drama" once a week

Saturday morning soccer

swimming twice a week

skating sometimes.

Observations by Parents

Student: Frank Teacher: Linda

Your child's attitude towards school and/or learning: not enthusiastic first thing in the morning, but when asked about school he says he likes it.

somewhat unsure about his ability to

enjoys being with his friends but is a

noisy crowd

Your child's behaviour: comfortable on the "fringe" of the or cheated

gets very angry when he feels he's

has high expectations of himself

easily frustrated

considerate towards younger ch

Your child's special needs (environment, rules, learning style...): he needs to know exactly what is e

instruction has to be very clear

doesn't like to be overly notice

prefers a low key atmosphere

new to absorb

Your child's physical development: very co-ordinated

good muscle development

hand-eye coordination in

Anything else? Frank is a very cooperative

I'm hoping that as his

spontaneity will blossom

Thank You

Gathering Information About Our Students—Ideas and Forms for Teachers, Students, and Parents by Linda Pierce Picciotto is based on her best-selling book *Evaluation: A Team Effort*, published by Scholastic. 24,000 copies were sold in Canada and the U.S. This new booklet is a collection of 12 forms to photocopy that have proven to be very useful to teachers. In the first part of the booklet she explains how to use each form and provides some background information.

Linda developed the four **Forms for Teachers** to help her organize her notes about her students so that she would have them at hand for report card writing or conferring with parents. Many primary and intermediate teachers in her school and in other schools use them.

There are six **Forms for Students**. They love to complete the forms, and using them helps them start on the path to being more aware of and increasingly responsible for their own learning and behaviour. They make a good addition to the report card package, for parents love to discuss them with their children. The Lily Pad Report is especially popular! These are geared for primary students, but they can be adapted by teachers of older children.

Included in the booklet are two **Forms for Parents**. One is designed to collect information about children and families that will help teachers come to know their students better, and the other provides a way to record what decisions have been made at a conference.

Linda also describes the way Student-Led Parent Conferences work at her school and illustrates two possible forms teachers can use to develop their own forms to use in their conferences or perhaps at a special family evening in the classroom.