

TEACHING THAT MAKES SENSE

# SAGIS Assessment

*A Non-Graded Model Based on Strengths,  
Accomplishments, Goals, Instruction, and Support*

by  
**Steve Peha**



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*“Learning begins with teaching that makes sense.”*

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# Assessment That Makes Sense, Part 2

Teachers, parents and students: these thinking skills strategies are brought to you by our Newspapers In Education program. This strategy provides sensible advice on a sensitive topic that affects every teacher and every student.

## Putting it All Together

The key to effective assessment, evaluation, and reporting is to determine the information we need. Too often, we spend time gathering and recording information that isn't very useful. Fortunately, common sense (something all too rare in this area of education) tells us that we need only track five types of information:

- (1) Strengths.** We need to know what each student is good at because new learning is always related to previous learning. Every student has strengths, and it is part of a teacher's role to identify and nurture them. Students who are not exhibiting strengths need different work to do.
- (2) Accomplishments.** To assess learning, we need to know what students have done. We need authentic work samples and some informal accounting of the circumstances by which they were created.
- (3) Goals.** By looking at what students can do and how they do it, we can determine where they need to go next. This is the heart of the assessment process. To teach effectively, teachers need to have clear learning goals for all students. Students and parents also need to be aware of these goals.
- (4) Instruction.** Once a teacher has made an assessment, he or she has the task of planning appropriate instruction.

Specific instruction should be targeted to help specific students reach specific goals.

**(5) Support.** Students need help outside of class to reach their goals. Parents often want to help but don't know exactly what to do. Support information is vital if teacher, parent, and student are to work together effectively.

The advantage of recording information in this format is that assessment, evaluation and reporting can be accomplished simultaneously in an integrated fashion.

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## Issue 39: Assessment That Makes Sense, Part 2 (3 of 3)

The Effective Learning Series is part of a 35-week curriculum for improving basic thinking skills. Useful for teachers, home schoolers, parents and students alike, new issues appear in The Seattle Times on Monday, Wednesday and Friday. If you missed any in this series, you can order back issues by calling Circulation back copies at 206/464-2001.

## Example

### SAGIS: An Example of Assessment That Makes Sense

The SAGIS approach (pronounced "say-jiss") is a method of assessment, evaluation, and reporting that works well for teachers, students and parents alike. The key to this approach is that it displays information directly, in common language, without resorting to complex calculations or criteria.

In the SAGIS approach, teachers keep track of five important types of student information: Strengths, Accomplishments, Goals, Instruction and Support.

Here's a SAGIS report for a 3rd grader in writing:

### Strengths

- Chooses good topics.
- Listens attentively during sharing and asks good questions.
- Uses audience feedback to improve his pieces.
- Reads own writing expressively.

### Accomplishments

- Has published: personal narrative, autobiography, a book review, movie review for class newspaper, and writing contest piece. Has a second book review in drafting.
- Fairly accurate self-assessment.
- Has begun touch typing practice.

### Goals

- Share earlier in the writing process to avoid re-starts
- Use more editing strategies to avoid complete re-copying/re-writing.

- Meet deadlines regularly: his perfectionism is getting in the way of his ability to complete tasks.

### Instruction

- Conference with him early in the writing process to more closely monitor his progress on individual pieces.
- Help him see that he is often using commas in place of periods.
- Conference with him during editing to review editing marks and their uses.
- Encourage him to use editing marks instead of re-copying.

### Support

- Watch closely for perfectionist tendencies. Make sure he doesn't try so hard on things that he misses out on learning opportunities.
- Monitor how often he wants to redo things from scratch at home.
- Monitor your interactions with him around school and non-school activities to assess where he might be developing his concerns about perfectionism.

## Advanced Activity

The SAGIS approach can be used on just about any activity. Introduce it to students and have them assess themselves on something they feel they are good at. Ask them to articulate the kinds of instruction and support they would like to read their goals.

## In the Newspaper

Take a look at several days of the newspaper and have your students perform a SAGIS assessment of the paper as a whole. See if they can come up with sensible goals and ideas for instruction that the people who make the paper would understand and appreciate. Stress the importance of constructive comments and point out that there's nothing negative in the SAGIS format.

## On the Web

You'll find more information about assessment in The Seattle Times NIE section of the Teaching That Makes Sense Web site. You can even download free copies of articles or send them to your friends via e-mail. Just go to [www.ttms.org](http://www.ttms.org).

For more information about NIE, visit [seattletimes.com/nie](http://seattletimes.com/nie).



# Could this be a report card?

**Erin Coomes**

3RD GRADE • SUNRISE ELEMENTARY • ROOM 406 • MRS. GOFFE • 1ST QUARTER • 1999-2000

WRITING				
STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Chooses good topics.</li> <li>★ Uses good word choice.</li> <li>★ Uses strong feelings; lots of voice.</li> <li>★ Reads pieces with expression; commands attention of her audience.</li> <li>★ Pieces have purpose.</li> <li>★ Accepts feedback and uses it to improve.</li> <li>★ Listens well; offers good feedback.</li> <li>★ Uses good lead strategies.</li> </ul>	<ul style="list-style-type: none"> <li>★ Published: Personal narrative, autobiography, book review, newspaper article, and Veteran's Day contest piece (some after the deadline.) Also has a second book review in drafting and a third book review in pre-writing.</li> <li>★ Developed a sense of paragraphing.</li> <li>★ Binder is well organized.</li> <li>★ Has learned the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>★ Meet deadlines more consistently.</li> <li>★ Visit less with other students, and use work time more efficiently.</li> <li>★ More personal narratives.</li> <li>★ Become a peer editor and perhaps an editor our class newspaper.</li> <li>★ Begin typing instruction.</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk with her about deadlines and set up a monitoring system.</li> <li>★ Talk about working during work time and will set up a self-monitoring system if necessary.</li> <li>★ Require her to write 3 personal narratives this term.</li> <li>★ Talk with her about being a peer editor.</li> <li>★ Start working with our classroom typing program.</li> </ul>	<ul style="list-style-type: none"> <li>★ Help her at home to keep track of important deadlines.</li> <li>★ Is she aware that talking during work time is causing her to miss deadlines?</li> <li>★ Talk with her about childhood memories; encourage her to use the best ones for pieces in class.</li> <li>★ Continue typing practice at home; make sure she is touch typing using the "home row".</li> </ul>

READING				
STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Reads a variety of genres: fiction, poetry, non-fiction, magazines, etc.</li> <li>★ Reads expressively.</li> <li>★ Great tutor: models expressive reading and positively supports her first grade reading buddy.</li> <li>★ Understands humor: as in "Amelia Bedlia" books.</li> <li>★ Understands author's purpose.</li> <li>★ Shares regularly.</li> <li>★ Works well with her 1st grade buddy.</li> </ul>	<ul style="list-style-type: none"> <li>★ Has read: Stellanina, Olive, the Other Reindeer, Winds in the Willows--10 pps., The Tale of Peter Rabbit, Lady and the Tramp, Story of the Statue of Liberty, One Hundred and One Dalmations,--pp. 2-12, Martha Speaks, Duck Tails, Webby saves the Day, Berenstain Bears.</li> <li>★ Developed an interest in series books.</li> <li>★ Understands book review format.</li> </ul>	<ul style="list-style-type: none"> <li>★ Encourage her to become a reading tutor for other kids in class.</li> <li>★ Encourage her to develop a knowledge of and preference for a particular author.</li> <li>★ Encourage her to read more challenging books—a particularly more substantial chapter books.</li> <li>★ Assess her own strengths as a reader particularly as they relate to her strengths in writing.</li> </ul>	<ul style="list-style-type: none"> <li>★ Show her how to help others through her ability to read expressively.</li> <li>★ Talk with her about reading books by a certain author based on other books she has read.</li> <li>★ Find her the right books to help her reach the next level in a way that she feels comfortable with.</li> <li>★ Talk with her about how it is that she writes at a much higher level than she is reading.</li> </ul>	<ul style="list-style-type: none"> <li>★ Have her read for you out loud at home and praise her use of expression.</li> <li>★ When the next book order comes out look for a good author—Beverly Cleary, Roald Dahl, etc. Encourage her to try some of their chapter books.</li> <li>★ Talk to her about books she would like to read.</li> <li>★ Talk with her about how she feels about her reading. (She's very good at it. We'd just like her to try some harder books.)</li> </ul>

MATH				
STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Notebook is very well organized; clear and easy to read.</li> <li>★ Enjoys our beginning algebra work.</li> </ul>	<ul style="list-style-type: none"> <li>★ Writes real life math stories with well thought out solutions.</li> <li>★ Trades in addition and borrows in subtraction using traditional and alternative strategies.</li> </ul>	<ul style="list-style-type: none"> <li>★ Master basic addition and subtraction facts in mental math. (She does better on paper than she does in her head.)</li> <li>★ Consistently get 8 or more out of the 10 daily mental math problems correct.</li> </ul>	<ul style="list-style-type: none"> <li>★ More work with graph paper and triangle strategies.</li> <li>★ Talk to her about how to visualize math problems.</li> </ul>	<ul style="list-style-type: none"> <li>★ Provide graph paper for her at home.</li> <li>★ When she does math homework encourage her to visualize the numbers in her head as she works out problems.</li> </ul>

A plan book? A grade book? A curriculum guide? Assessment data? It could be all of these. It could be all of your classroom record keeping.





## Interactive Planning, Assessment, and Reporting

**E**very teacher has to plan. But we all know what happens to even the best laid plans. Every teacher has to assess. That's just part of the job; teachers do it all the time whether they are conscious of it or not. And every teacher has to report student progress. But no teacher should have to spend hour after frustrating hour recording information, processing data, and filling out forms that don't help them teach, don't help their students learn, or don't help parents and other adults support children effectively outside of school. And yet, this is exactly what most planning, assessment, and reporting is like today.

"This is so very true! In my experiences over the last 33 years, I have to admit that most (about 31) of those years I would sit down with a district textbook, write down objectives, outcomes, etc., all based on the information from the text. I never really thought about basing my teaching on my kids, I just followed along with the district curriculum. But now I'm following my students by teaching to their individual needs, and the difference is amazing. I'm having my best year ever, my students are doing better, and I haven't looked in a single textbook all year."

Most teachers treat planning, assessment, and reporting as three separate and loosely related activities. They plan first even though accurate planning is hard to do before you know much about your students. Then, somewhere in the process of executing their plan—most often at the end—they attempt to assess student learning. But often those assessments are based on inauthentic activities that tell them little about what children have really learned, and by assessing at the end of an instructional unit, the data gathered is of little use to anyone (this traditional "teach first, test later" approach is completely backwards and that's why it's not effective). Finally, at the end of a quarter, trimester, or semester teachers sit down, often for hours on end, with all the information they've gathered, and try to put it into some kind of standardized report.

"I would spend hours correcting papers and recording scores into a grade book, and then at the end of each quarter I would somehow try to come up with grades that represented what my students had learned. It was always impossible to capture each child's performance in a grade or with those standardized comments, so I would end up spending even more time writing lengthy narratives to try to make up for it. I realize now that it was all pretty much a waste of time because none of it—not the planning, or the correcting, or the grading, or even the narratives—had anything to do with what my students needed to learn or what I needed to do to help them."

The typical results are these: **1)** What happens in the classroom on a day-by-day basis rarely matches the pre-conceived plan, or if it does, it's only because the teacher ignores the individual needs of the students; **2)** The assessment data that teachers gather is rarely used to guide instruction because it's typically gathered at the end of a unit right before moving on to the next area of study; **3)** The reports teachers spend so much time on rarely convey any meaningful information about student learning.



"I found that the only way I could actually stick to my plans was to be a total fanatic. And that's what I was. It didn't matter what the kids were learning, I just pushed right ahead. I had a principal who held us to our plans and I wasn't going to be caught off guard. Meanwhile, the assessment information I was supposed to collect really ended up being more of a report about what I'd taught during the unit. It was more about me than it was about the kids. And when the unit ended, I just moved on to the next one. Some kids made progress while others didn't, but because I was teaching to a textbook it didn't really matter. I just followed the Teacher's Guide. When it came time for progress reports, it was very hard for me to offer detailed information about individual students. I remember one year looking back on the reports I'd written previously: it was mostly vague "teacher" comments that I wrote just to make myself sound smart—like I really knew the kids, when in reality I didn't know them very well at all, at least not like I do now."

The problem is not with planning, assessment, or reporting per se. After all, these are just the necessary parts of every teacher's craft. The problem is that we don't put these three essential elements together in a sensible way that accounts for how they interact.

"Before I switched to this new approach everything I did seemed unrelated. And when we started using continuums, things didn't get much better—and I was on the committee that designed them! I realized that all I was doing was checking things off, and sometimes I didn't even know what those check-offs meant. I wasn't following a textbook quite as much but I was now following a continuum that I didn't understand, one that didn't seem to match my kids or my teaching style. No matter how I looked at it, it just didn't add up. I know now that I wasn't teaching to the needs of my kids—and believe me, there's really no other way to do it. As far as real assessment goes, we have never been well trained in what we are supposed to assess and how to go about it. But I was amazed—and challenged!—to find that this new approach actually helped me to improve my assessment skills while I was assessing. I found that the things I was supposed to look for were built right in. And each assessment could be different for each child. As a result, I feel much more confident now about assessing my students and teaching to their individual needs. I also learned—and this was the challenging part—where I need to improve in my ability to teach and to observe my students accurately."

Planning, assessment, and reporting should be closely related in a teacher's work because they are inseparable in a teacher's craft. Instructional planning should be determined by assessment information gathered *before* instruction begins. And in the end, reporting should be a simple plain-English analysis of what a student has learned, along with an inventory of what has been taught and what needs to be learned next in order for that student to be successful. To achieve all this in an efficient and effective way, planning, assessment, and reporting must be combined into a single, purposeful task that provides teachers with meaningful insight into their work. This is the idea behind *i*PAR: Interactive Planning, Assessment, and Reporting.

There are three main components to *i*PAR (pronounced "eye-par"):

- ★ **SAGIS** (pronounced "say-jiss") is a method of recording and reporting individual student progress relative to instruction. It is the heart of the *i*PAR system. The acronym stands for **S**uccesses, **A**ccomplishments, **G**oals, **I**nstruction, and **S**upport.
- ★ **SCaN** (**S**uccesses, **C**hallenges, and **N**ew Instruction) is a planning tool teachers can use to identify the successes they are experiencing, the challenges that need to be addressed, and the new material they plan to introduce next.
- ★ **ClipNotes** are simple, two-sided printouts teachers can carry on a clipboard and use to record student progress while monitoring their instructional goals.

"Having just finished my first quarter conferences with this approach, I know that parents are overwhelmingly pleased. These were the easiest conferences I've ever had; I felt so prepared, and many parents commented on how well they felt I knew their kids. And what's even better is that I have already planned for the next quarter because the assessment part and the planning part fit together so easily. I put my assessment information into SAGIS, used SCaN for my overall planning, and then created my ClipNotes for each subject. Now each day I just take out a copy of my ClipNotes and start teaching. As I observe and conference individually with students, I make brief notes about their progress. I can keep track of everything I'm doing while I teach, and I'm actually gathering assessment data, following my plan, and filling out my progress reports more or less at the same time."

Finally, because planning, assessment, and reporting are such important aspects of teaching, the methods we use to perform these activities should make us more effective teachers. In order to be effective, teachers need to know three things:

- ★ **They need to know their subject:** *i*PAR helps teachers to know their subject better by encouraging them to make instructional decisions based on authentic activities and tangible results.
- ★ **They need to know their students:** *i*PAR helps teachers know their students better by encouraging them to make more frequent and more accurate observations of student behavior and attitudes.
- ★ **And they need to know themselves:** *i*PAR helps teachers to know themselves better by showing them where they are strong in each subject area and where they may need some assistance. It also helps them to identify the specific questions they need to ask in order to acquire the information they need to improve.

In short, *i*PAR helps to produce not only better teaching but better teachers as well. By using *i*PAR, teachers can actually improve in their craft simply by using the tools on a regular basis as part of their normal planning, assessment, and reporting work.

"I can't believe how much I've changed this year! And a lot of it is because I'm teaching in this new way. For the first time in my long career teaching really makes sense. I am focused on my students. I know what I'm doing every day, and for once I know why I'm doing what I'm doing because it's always based on whatever has happened the day before. I've still got a lot to learn, but at least now I'm asking the right questions and I know where to go to find the right answers."



# Assessment is...

*The gathering of information for the purpose of guiding instruction.*

As in...

“When I looked at their last published pieces, I noticed that many kids were having trouble with run-on sentences.”

A good assessment...

- ★ Uses specific and appropriate language to describe the data gathered and the patterns that are observed.
- ★ Is based on authentic data gathered in an authentic manner from within an authentic context.

Before you perform any assessment, ask yourself: "How do I plan to use the data I am gathering to guide my instruction?" If you don't know what you're going to do with the data, don't waste time gathering it.

# Evaluation is...

*A decision made based upon the information gathered through assessment.*

As in...

"Because I noticed that many kids were not using periods and capitals correctly, I'll teach some sentence punctuation mini-lessons in writing and support that with simple inquiry activities during reading time where I'll have the kids identify sentence boundaries by ear using expressive reading techniques."

A good evaluation...

- ★ Includes a specific plan of action.
- ★ Uses the assessment data as its rationale.

Before you create an evaluation, ask yourself this question: "How do I know that the plan I have outlined will address the needs I have identified through assessment?"

# Reporting is...

*The way assessment and evaluation information is communicated to others.*

As in...

(See "SAGIS" example elsewhere in this document...)

A good report...

- ★ Is presented in a form that is accessible to the audience, and written in language they understand.
- ★ Is constructive in nature: it provides its audience with information that can be used to construct specific solutions to issues of concern.

Before you produce a report, ask yourself this question: "What is my purpose in sharing this information?"

# What is an authentic activity?

*Something real that real people in the real world really do, done the way real people really do it, for real reasons that really matter.*

*Something real...*

- ★ Is the activity performed in the real world?
- ★ Can I show the kids a real world model?
- ★ Can we develop real world criteria to describe the model?

*...that real people in the real world really do,...*

- ★ Who does this?
- ★ Can we learn about real people who do this real activity?
- ★ Under what circumstances do they do it? Why do they do it? How do they do it?

*...done the way real people really do it,...*

- ★ How do real people do this?
- ★ What is their "work process"?
- ★ What strategies do they use to solve the problems they encounter?

*...for real reasons that really matter.*

- ★ Why do people do this?
- ★ Who is the audience?
- ★ How can we provide a "real world" social context for this activity in the artificial world of school?

There's nothing wrong with doing inauthentic activities. We do them all the time in our own lives. In the classroom we do them to build community, ease tension, or just to have fun. Not everything we do in school need be authentic, nor is there any such thing as a completely authentic school activity. (School is artificial after all.) But authentic activities should account for *most* of what our children do in school because the more authentic an activity is the more likely it is that children will develop authentic skills from doing it.

There is one area in our work where we should always stress authenticity and that is in assessment. *Assessment information is only useful to the extent that it accurately reflects a student's authentic abilities and guides our authentic instruction.* We cannot accurately assess our students' abilities, or guide authentic instruction, when we base our analyses on the results of inauthentic tasks.

# What is authentic assessment?

*A real way of gathering performance information that a real person would really use in the real world.*

*A real way of gathering real performance information...*

- ★ How is information gathered about this activity in the real world?
- ★ What information is worth gathering?
- ★ Why do people in the real world do this?

*...that a real person...*

- ★ What role does this person play in the real world?
- ★ In the real world, what is this assessor's relationship to the person being assessed?
- ★ How does the assessor communicate assessment information to the person being assessed?

*...would really use...*

- ★ What information can be gathered without affecting the results?
- ★ What information can be used to guide our instruction?
- ★ How is specific instruction connected to specific outcomes?

*...in the real world.*

- ★ How is this assessment information used in the real world?
- ★ What are the assessor's ultimate real-world goals?
- ★ What is the value of the assessment process?

Whenever we collect assessment data we need to ask ourselves how we know we can trust the data we collect. One way to increase the reliability of assessment data is to make sure that we gather it by authentic means. This doesn't mean we have to throw out all data gathered by traditional academic techniques. It simply means that whenever possible we should base our instructional decisions on data that has been gathered in an authentic way, and that we should always strive to reduce the amount of time, effort, and energy we put into inauthentic methods of gathering assessment data such as tests, worksheets, textbook exercises, and so on.

The best way to insure that our data is reliable is to offer students as many choices as we possibly can. Whenever there is choice, there is at least some measure of authenticity because the learner is directly responsible for guiding some parts of the activity. Learners also perform better in situations where they feel they have some control over how they are to complete a task.



- [1] Establish a safe learning environment.
- [2] Put students in authentic problem-solving situations.
- [3] Assess students through informal observation to determine their strengths.
- [4] Provide many opportunities for students to produce authentic work and note their accomplishments.
- [5] Assess authentic work and set developmentally appropriate goals for each student.
- [6] Survey individual goals for patterns that can be addressed through whole class instruction.
- [7] Plan for the next assessment period: build on current successes, address current challenges, introduce new material.
- [8] Align the instructional plan with state and district standards.
- [9] Execute the plan through carefully chosen whole class mini-lessons and small group work, but primarily through focused individual conferences.
- [10] Adjust the plan as needed; set new goals for individual students; follow the students by basing each day's teaching on what has occurred previously.

November 17, 1999

Dear Parents,

This year in Room 406 we are piloting a new kind of progress report called SAGIS: Strengths, Accomplishments, Goals, Instruction, and Support. We have chosen this report because we feel it is the best way we can answer the five most important questions you have about your child's education:

- ★ What are my child's **STRENGTHS** in reading, writing, and math?
- ★ What has my child **ACCOMPLISHED** this term that shows those strengths?
- ★ Based on my child's accomplishments, what **GOALS** do you have for my child next term?
- ★ What **INSTRUCTION** will my child receive in order to meet these goals?
- ★ Based on the instruction you will be offering in class, how can I **SUPPORT** my child at home?

Some parents seek an answer to a sixth question: How does my child compare to other children in the same grade? If you would like a detailed assessment of how your child compares to other 3rd graders across the country, we would be happy to provide this assessment to you in writing. It is our belief, however, that your child's ranking relative to other children in the same grade is not relevant to their success, your support, or our instruction.

In addition to the SAGIS report, you also have two other sources of information about your child: 1) The Gates-MacGinitie test; and 2) The Enumclaw School District report card.

The Gates-MacGinitie test provides information about a child's reading vocabulary but is not a good indicator of literacy development. To properly assess your child's reading performance, and to plan appropriate instruction, we use much more accurate and thorough techniques. If you would like information about the assessment techniques we use in reading, we would be happy to provide that for you.

The Enumclaw School District report card was designed to indicate your child's growth over time. However, we have found in previous years that Mrs. Goffe's students often exhibit abilities that are not represented here. We have also found that we cannot use this tool to guide our teaching. The SAGIS report, by contrast, helps us follow your child closely, by listing all significant indicators that we observe. It then helps us to design accurate and effective instruction that meets your child's individual needs.

In the SAGIS report we have noted the best information we have at this time on your child's growth in each of the three major subject areas. The report describes how your child is doing, how we expect your child to develop next term, and what you can do to support your child at home.

We're very excited about the SAGIS report and we hope you like it, too. However, if you don't like it, we need to hear from you right away so that we can provide you with whatever other information you would like. If you have any questions for us, or any suggestions about how we can communicate with you more effectively, please let us know as soon as possible.

We're having a great year and we hope that you are, too. Thank you for taking the time, effort, and energy to help us create the best education possible for your child.

Sincerely,

Esther Goffe, Judy Bruggeman, and Steve Peha



# Mitch Stewart

WRITING				
STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Chooses good topics.</li> <li>★ Listens attentively during sharing and asks good questions.</li> <li>★ Uses audience feedback to improve his pieces.</li> <li>★ Extremely conscientious.</li> <li>★ Reads his own writing expressively.</li> </ul>	<ul style="list-style-type: none"> <li>★ Has published: personal narrative, autobiography, a book review, movie review for newspaper, and Veteran's Day contest piece. Has a second book review in drafting.</li> <li>★ Fairly accurate self-assessment.</li> <li>★ Has begun touch typing practice.</li> </ul>	<ul style="list-style-type: none"> <li>★ Share more often earlier in the writing process to avoid re-starts and getting too far ahead of himself.</li> <li>★ Improve use of capitals and periods.</li> <li>★ Use more editing strategies to avoid complete re-copying/re-writing.</li> <li>★ Meet deadlines more regularly: his perfectionism is getting in the way of his ability to complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>★ Conference with him early in the writing process to more closely monitor his progress on individual pieces.</li> <li>★ Help him see that he is often using commas in place of periods.</li> <li>★ Conference with him during editing to review editing marks and their uses.</li> <li>★ Encourage him to use editing marks instead of re-copying.</li> </ul>	<ul style="list-style-type: none"> <li>★ Watch closely for perfectionist tendencies. Make sure he doesn't try so hard on things that he misses out on learning opportunities.</li> <li>★ Monitor how often he wants to redo things from scratch at home.</li> <li>★ Monitor your interactions with him around school and non-school activities to assess where he might be developing his concerns about perfectionism.</li> </ul>

READING				
STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Chooses books at appropriate levels.</li> <li>★ Reads a wide variety of texts: fairy tale, fiction, non-fiction, newspapers, magazines, etc.</li> <li>★ Summarizes well: uses only relevant details.</li> <li>★ Has a good vocabulary: can often explain to others what words mean.</li> <li>★ Excellent expressive reader.</li> <li>★ Works well with 1st grade reading buddy.</li> <li>★ Can determine author's purpose and main idea..</li> </ul>	<ul style="list-style-type: none"> <li>★ Has read: Pokemon, Mrs. Piggie Wiggle, 1,000 Facts about the Earth, Alaska Critters, Loveable Lyle, McGwire and Sosa, Hurricane Floyd, Use Your Brain, Patrick Harrington Bollmer Speaks, Cecily Small and Rainy Day Adventures, Mrs. Peter Rabbit, Curious George.</li> <li>★ Has written two book reviews.</li> <li>★ Has learned basic book review format and has started to experiment with his own approaches.</li> </ul>	<ul style="list-style-type: none"> <li>★ Read more challenging books.</li> <li>★ Write more complex book reviews that include more detail and an expansion of our basic book review form.</li> <li>★ Develop a knowledge of and preference for a particular author.; encourage him to begin an author study.</li> </ul>	<ul style="list-style-type: none"> <li>★ Provide him with more complex texts: he recently asked for a Harry Potter book. (He just started it.)</li> <li>★ Show him some other ways of structuring a book review.</li> <li>★ Talk with him about reading books by certain authors based on other books he has read. I'd like him to identify a favorite author by the end of next term. (Maybe the author of the Harry Potter series?)</li> </ul>	<ul style="list-style-type: none"> <li>★ Take him to a good kids bookstore ("All for Kids" or "University Bookstore" in Seattle), or to the library, and have him pick out a few books for upper elementary age readers: Roald Dahl, Gary Paulson, Avi, more Harry Potter books, etc...</li> <li>★ Talk with him about the books he is reading using "The 5 Facts of Fiction" and "The 5 Big Questions."</li> </ul>

MATH				
STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ His writing in math is well organized: it's clear and easy to read.</li> <li>★ Shares frequently.</li> <li>★ Writes out math problems very thoroughly: explains his thinking well.</li> </ul>	<ul style="list-style-type: none"> <li>★ Has mastered basic addition and subtraction facts.</li> <li>★ Works well with multi-digit addition and subtraction using both alternative and traditional strategies.</li> <li>★ Consistently scores 9 or better out of 10 on mental math.</li> </ul>	<ul style="list-style-type: none"> <li>★ Develop mastery of basic multiplication and division facts.</li> <li>★ Write more challenging math problems.</li> <li>★ Encourage him to become a math tutor for other kids.</li> </ul>	<ul style="list-style-type: none"> <li>★ Continue with graph paper and triangle strategies; write real life problems using multiplication and division.</li> <li>★ Show him examples of more complex problems. Encourage him to pick problems from his everyday life.</li> <li>★ Show him how to help others through his ability to think clearly and explain math procedures.</li> </ul>	<ul style="list-style-type: none"> <li>★ Make him aware of when he uses math in his life: with money, time, dates, sports, games, etc...</li> <li>★ Ask him to talk you through some of the math he does at home.</li> <li>★ Help him to become aware of when he might encounter multiplication and division in his life.</li> </ul>

# Jaqueline Grant

## WRITING

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Includes lots of detail.</li> <li>★ Strong sense of purpose.</li> <li>★ Shows strong feelings.</li> <li>★ Chooses good topics.</li> <li>★ Meets deadlines.</li> <li>★ Shows a good understanding of basic writing conventions.</li> <li>★ Keeps binder well organized.</li> </ul>	<ul style="list-style-type: none"> <li>★ Published a personal narrative, autobiography, two book reviews, newspaper article, and a Veteran's Day contest piece. Has a second book review and a third narrative in drafting with a third book review in pre-write.</li> <li>★ Fairly accurate self-assessment of best piece.</li> <li>★ Has begun touch typing practice.</li> </ul>	<ul style="list-style-type: none"> <li>★ Do more pre-writing. Specifically, more use of the Idea-Details and What-Why-How strategies.</li> <li>★ Read own pieces more expressively.</li> <li>★ Assert her own preferences more when receiving feedback from the audience.</li> <li>★ Help her to improve her sense of paragraphing.</li> </ul>	<ul style="list-style-type: none"> <li>★ Re-visit pre-writing strategies and conference with her during pre-writing.</li> <li>★ Encourage her to project more when she reads in front of the class.</li> <li>★ Validate what she's doing well and encourage her to only make the changes that she truly wants to make.</li> <li>★ Help her to analyze paragraphs in published books and begin to articulate the rules of paragraphing.</li> </ul>	<ul style="list-style-type: none"> <li>★ Encourage Jaqueline to assert her preferences and opinions about things.</li> <li>★ Talk with Jacqueline about the pieces she is writing. Ask her questions that will bring out things that she feels strongly about.</li> </ul>

## READING

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Can summarize what she has read.</li> <li>★ Can say why she has chosen a particular book.</li> <li>★ Chooses books at appropriate level.</li> <li>★ Fluent oral reader.</li> <li>★ Loves to share.</li> <li>★ Very good tutor for her 1st grade buddy reader.</li> </ul>	<ul style="list-style-type: none"> <li>★ Has read a variety of books: chapter books, series books, non-fiction, newspaper, etc. (She did not turn in her reading list because she was absent. We'll update and include this information on her next report.)</li> <li>★ Has published two book reviews and is working on a third.</li> <li>★ Oral reading has slowed to an appropriate pace.</li> </ul>	<ul style="list-style-type: none"> <li>★ Read more non-fiction.</li> <li>★ Improve her ability to summarize by analyzing main idea and author's purpose.</li> <li>★ Encourage her to choose more challenging books.</li> <li>★ Improve expression in oral reading: project more; more emphasis on important words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>★ Introduce her to non-fiction books in areas of personal interest.</li> <li>★ Use "Five Big Questions"—especially #3 and #4.</li> <li>★ Offer her a selection of harder books and talk with her about how to know if they are appropriate.</li> <li>★ Encourage her to project more and to identify significant parts of text for emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>★ Model expressive reading for her and talk with her about what you do to make the text come alive.</li> <li>★ Encourage her to read non-fiction books in her interest areas.</li> <li>★ Share your own reading of non-fiction texts.</li> </ul>

## MATH

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Her writing in math is well organized; it's clear and easy to read.</li> <li>★ Shares frequently.</li> <li>★ Very consistent in her work production.</li> </ul>	<ul style="list-style-type: none"> <li>★ Successfully solves multi-digit addition problems using traditional and alternative strategies.</li> <li>★ Has command of basic addition and subtraction facts.</li> <li>★ Consistently scores 9 or better out of 10 on mental math.</li> <li>★ Has begun to write out her solutions more thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>★ Improve work with borrowing in subtraction.</li> <li>★ Seek new challenges independently.</li> <li>★ Improve understanding of place value.</li> </ul>	<ul style="list-style-type: none"> <li>★ Spend more time exploring subtraction. Re-visit subtraction strategies. Make sure she can use the traditional strategy as well as the alternative strategies.</li> <li>★ Encourage her to do more peer tutoring.</li> <li>★ Conference with her about her understanding of place value and formulate a specific plan.</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk with her about her math homework: ask her to explain to you what she's doing and why she's doing it.</li> <li>★ Can she help her younger brother with math?</li> <li>★ Talk with Jacqueline about math in your life. Let her help out around the house whenever possible.</li> </ul>

# Jared Farmer

## WRITING

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Meets deadlines.</li> <li>★ Has a good command of basic writing conventions.</li> <li>★ Listens well during sharing time and asks good questions.</li> <li>★ Asks for feedback to improve his writing.</li> <li>★ Has a large vocabulary; volunteers to give definitions of words for the class.</li> </ul>	<ul style="list-style-type: none"> <li>★ Published a personal narrative, autobiography, book review, movie review, and Veteran's Day contest piece. Has a personal narrative and a second book review in drafting, with a third book review in pre-writing.</li> <li>★ Began touch typing practice.</li> <li>★ Learned to use the Writing Process.</li> </ul>	<ul style="list-style-type: none"> <li>★ Listen more carefully to directions, follow through the first time they are given; use work time more effectively.</li> <li>★ Do more pre-writing: more use of the Idea-Details and What-Why-How strategies.</li> <li>★ Ask questions in a respectful tone of voice.</li> </ul>	<ul style="list-style-type: none"> <li>★ Speak to him about listening and, if necessary, set up a self-monitoring system to help him be more aware of how he is using work time.</li> <li>★ Re-visit pre-writing strategies and conference with him during pre-writing.</li> <li>★ Discuss and set up good questioning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk with Jared at home about his writing so he can develop more pride in his work.</li> <li>★ Share and discuss the details about pieces you have read in books or newspapers.</li> <li>★ Include Jared in family discussions which involve questioning others on their opinions or thoughts in a respectful way.</li> </ul>

## READING

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Large vocabulary; often volunteers to give definitions of words for the class.</li> <li>★ Enjoys reading; chooses to read during free time after work is completed.</li> <li>★ Chooses both fiction and non-fiction to read.</li> <li>★ Loves to share; easily and eagerly shares thoughts and opinions while discussing literature.</li> </ul>	<ul style="list-style-type: none"> <li>★ Has read: Schmemnoff Discoveries, Holes, Escape from the Black Forest, The Iron Scepter, Harry Potter and the Sorcerer's Stone, Penguin Group, The Tower of Gaborhe.</li> <li>★ Has written two book reviews.</li> </ul>	<ul style="list-style-type: none"> <li>★ Write more complex book reviews that include more relevant details.</li> <li>★ Experiment with our basic book review form.</li> <li>★ Slow down and read with expression; take extra care to pronounce words more clearly.</li> <li>★ Improve his interactions with his 1st grade buddy: he needs to be more patient and more supportive.</li> </ul>	<ul style="list-style-type: none"> <li>★ Show him some other ways of structuring a review.</li> <li>★ Re-visit expressive reading; remind him to project more and to speak more clearly.</li> <li>★ Assign him to a different buddy; talk to him about how he can be kinder and more responsive to this new child.</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk about books that you have read. Discuss the relevant details and lessons learned from your reading.</li> <li>★ Have Jared read for you. If he reads quickly, remind him that fast reading is not good reading; good reading is slow, expressive, and clearly spoken.</li> <li>★ Talk with Jared about how he interacts with his 1st grade buddy. Find out why he is so impatient and why he sometimes ignores his buddy or refuses to help.</li> </ul>

## MATH

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Loves mental math problems.</li> <li>★ Has a good understanding of place value.</li> <li>★ Has a good understanding of algebraic equations.</li> </ul>	<ul style="list-style-type: none"> <li>★ Good command of basic addition and subtraction facts; consistently gets 9 or 10 on daily mental math.</li> <li>★ Works successfully in multi-digit addition and subtraction with both traditional and alternative strategies.</li> <li>★ Uses measurement strategies well.</li> </ul>	<ul style="list-style-type: none"> <li>★ Improve organization of notebook: go page-by-page, organize material more neatly, etc..</li> <li>★ Solutions to real life story problems need to be written specifically in the format we have designed.</li> <li>★ Write more challenging math problems.</li> <li>★ Encourage him to become a math tutor for other kids, and to support other learners more effectively.</li> <li>★ Improve mastery of multiplication and division facts.</li> </ul>	<ul style="list-style-type: none"> <li>★ Speak to him about how to use the fronts and back of pages and how to keep the problems easy to read.</li> <li>★ Conference with him about writing out the solutions to real life math problems.</li> <li>★ Show him examples of more complex problems from real life.</li> <li>★ Show him how to help others through his ability to think clearly and explain math procedures.</li> <li>★ Encourage him to continue using his graph paper and triangle strategies.</li> </ul>	<ul style="list-style-type: none"> <li>★ Encourage him to use his math knowledge to help you solve problems around the house.</li> <li>★ Talk with him and make him aware of complex math problems in your daily life. Discuss the steps you use to solve your own math problems.</li> </ul>

# Erin Coomes

## WRITING

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Chooses good topics.</li> <li>★ Uses good word choice.</li> <li>★ Uses strong feelings; her spirit comes out in her pieces.</li> <li>★ Reads own pieces with expression; presents well; commands the attention of her audience.</li> <li>★ Pieces have purpose.</li> <li>★ Accepts feedback and uses it to make her pieces better.</li> <li>★ She is an attentive listener who offers good feedback to others.</li> <li>★ Uses good leads strategies.</li> </ul>	<ul style="list-style-type: none"> <li>★ Published: Personal narrative, autobiography, book review, newspaper article, and Veteran's Day contest piece (some of these after the deadline.) Also has a second book review in drafting and a third book review in pre-writing.</li> <li>★ Developed a sense of paragraphing.</li> <li>★ Binder is very well organized.</li> <li>★ Has learned the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>★ Meet deadlines more consistently.</li> <li>★ Visit less with other students, and use work time more efficiently.</li> <li>★ More personal narratives.</li> <li>★ Become a peer editor and perhaps an editor our class newspaper.</li> <li>★ Begin typing instruction.</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk with her about deadlines and set up a monitoring system.</li> <li>★ I will speak to her about working during work time and will set up a self-monitoring system if necessary.</li> <li>★ Require her to produce 3 personal narratives this term.</li> <li>★ Talk with her about being a peer editor, see if she is interested, and pair with appropriate students.</li> <li>★ Start working with our classroom typing program.</li> </ul>	<ul style="list-style-type: none"> <li>★ Help her at home to keep track of important deadlines.</li> <li>★ See if she is aware that her talking during work time is causing her to miss deadlines.</li> <li>★ Talk with her about childhood memories and encourage her to use the best ones for pieces in class.</li> <li>★ Continue with typing practice at home but please make sure she is touch typing using the correct "home row key and finger relationships.</li> </ul>

## READING

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Reads a variety of genres; fiction, poetry, non-fiction, newspapers, magazines, etc.</li> <li>★ Reads expressively.</li> <li>★ Great tutor: models expressive reading and positively supports her first grade reading buddy.</li> <li>★ Understands humor: as in "Amelia Bedlia" books.</li> <li>★ Understands author's purpose.</li> <li>★ Shares regularly.</li> <li>★ Works well with her 1st grade buddy.</li> </ul>	<ul style="list-style-type: none"> <li>★ Has read: Stellaluna, Olive, the Other Reindeer, Winds in the Willows--10 pps., The Tale of Peter Rabbit, Lady and the Tramp, Story of the Statue of Liberty, One Hundred and One Dalmations,--pp. 2-12, Martha Speaks, Duck Tails, Webby saves the Day, Berenstein Bears.</li> <li>★ Developed an interest in series books.</li> <li>★ Understands book review format.</li> </ul>	<ul style="list-style-type: none"> <li>★ Encourage her to become a reading tutor for other kids in class.</li> <li>★ Encourage her to develop a knowledge of and preference for a particular author.</li> <li>★ Encourage her to read more challenging books—a particularly more substantial chapter books.</li> <li>★ Assess her own strengths as a reader particularly as they relate to her strengths in writing.</li> </ul>	<ul style="list-style-type: none"> <li>★ Show her how to help other readers through her ability to read expressively.</li> <li>★ Talk with her about reading books by a certain author based on other books she has read.</li> <li>★ Find her the right books to help her reach the next level in a way that she feels comfortable with.</li> <li>★ Talk with her about how it is that she writes at a much higher level than she is reading. (Perhaps she's just never challenged herself in reading or has some personal concerns about it.)</li> </ul>	<ul style="list-style-type: none"> <li>★ Have her read for you out loud at home and praise her use of expression.</li> <li>★ When the next Scholastic book order comes out look for a good author--Beverly Cleary, Roald Dahl, etc.. Encourage her to try reading some of their chapter books.</li> <li>★ Talk to her about new books she would like to read.</li> <li>★ Talk with her about how she feels about her reading. (She's very good at it. We'd just like her to try some harder books.)</li> </ul>

## MATH

STRENGTHS	ACCOMPLISHMENTS	GOALS	INSTRUCTION	SUPPORT
<ul style="list-style-type: none"> <li>★ Notebook is very well organized; clear and easy to read.</li> <li>★ Enjoys our beginning algebra work.</li> </ul>	<ul style="list-style-type: none"> <li>★ Writes real life math stories with well thought out solutions.</li> <li>★ Trades in addition and borrows in subtraction using traditional and alternative strategies.</li> </ul>	<ul style="list-style-type: none"> <li>★ Master basic addition and subtraction facts in mental math. (She seems to be able to do better on paper than she does in her head.)</li> <li>★ Consistently get 8 or more out of the 10 daily mental math problems correct.</li> </ul>	<ul style="list-style-type: none"> <li>★ More work with graph paper and triangle strategies.</li> <li>★ Talk to her about how to visualize math problems.</li> </ul>	<ul style="list-style-type: none"> <li>★ Provide graph paper for her at home.</li> <li>★ When she does math homework encourage her to visualize the numbers in her head as she works out problems.</li> </ul>

# It's Easier Than it Looks

In a message dated 10/25/99 6:39:39 AM Pacific Daylight Time, sshelton@indep.k12.mo.us writes:

> Hi Steve,  
>  
> I am working to assess my students using SAGIS. I have stumbled upon a  
> mental block. I am having trouble identifying concise ways to list  
> their strengths and I am having trouble with the Support column.  
>  
> Shannon

Dear Shannon,

Yeah, it takes a bit of a “rethink” to start doing this. Each of us who has tried it has bumped into this little road block. Just shows you how far we've strayed over the years from simple “plain English” ways of talking about kids.

Here's what I do when I get stuck:

- [1] I realize that I don't need a different set of descriptors for every kid. In fact, when I assess the kids I teach, I find they all get the same basic set of items. Why? Well, those are the things I teach them and look for in their work to guide my teaching. So most kids should come out with very similar information although there's plenty of opportunity to individualize it as needed.
- [2] I realize that I don't need very many descriptors to tell the story I want to tell. Three or four in each column does the trick. This is very different from contemporary report cards where there are sometimes dozens of things to check off. The difference here is that we're checking off only the ones that really matter for each kid.
- [3] I think about what really makes the difference between successful learners and unsuccessful learners. Again, there are only a few basic things for me. Attitude and effort are very big for me. I'm sure you have a few key things that you look for. Stick with these.

Finally, I have some guidelines I keep in mind for coming up with items in each column:

## The STRENGTHS Column

A strength is something a student brings to all of his or her learning. It's an attitude or belief. It's also a habit. For example, here are some strengths that I think make a difference:

*Shares regularly; Asks good questions; Takes risks; Uses audience feedback; Tries hard even when things aren't going well; Finds unusual solutions to common problems; Finds multiple solutions to the same problem; Works hard consistently; Always willing to help others, Etc...*

Strengths are things kids bring to their work; they are not the work itself.

### **The ACCOMPLISHMENTS Column**

Accomplishments represent tangible evidence that learning is occurring. Obviously, any student work counts here. But so do things that don't manifest themselves in paper records. For example, in one 3rd grade class the kids are learning how to do expressive readings. There's no paper record of these so I will be noting how many some kids have done and the quality of their work. For kids who are very reluctant, sometimes just sharing for the first time is an accomplishment.

An accomplishment is something a student has done that shows evidence of growth.

### **The GOALS Column**

This is the easiest column for me. It's just what I want the kid to do next. I try to include a mix of items that I know I'll be covering with the entire class as well as a couple that are unique to each kid. Whole class items will be covered in mini-lessons; individual items will be covered in conferences.

A goal is simply something I want the child to be able to do in the next reporting period. It can be the development of a strength or a specific accomplishment.

### **The INSTRUCTION Column**

This is another easy column for me. All I do is list the instructional techniques I'm going to use to help the student achieve the goals. This can be mini-lesson content, specific activities or assignments, or just a series of conversations I plan to have with a student in conference.

Instruction is what I'm going to do to help students reach their goals.

### **The SUPPORT Column**

This can be tricky but only because we're not used to thinking about it. Many teachers start from the assumption that parents won't help their kids at home, or that they don't know how and won't want to learn. Even though this may be true, it's not a good place to start.

What I do before I write this column is look at the kid and make a vision of what I believe to be the ideal home support system. Then, I write that up in a few short bullet points. I try to treat each parent as though they're all Moms and Dads of the Year. Eventually, most of them start to act that way.

What I know is that in order to grow kids need the following things:

- ★ **Time:** I ask parents to make sure their kids have time to read, write, talk, do homework, etc... And that the time they are putting in is quality time.
- ★ **Choice:** I encourage parents to give their children a range of choices with regard to how they study and do their school work at home.
- ★ **Audience:** I ask parents to be good audiences for their children. I tell them to be curious not corrective when working with their kids, and I stress the role that their approval has in their child's development.
- ★ **Purpose:** I want parents to help their children understand the reasons why we do the things we do. Often, this simply means sharing their own reasons for

doing things. Frankly, it just comes down to being honest and open with children in a way that they can respect and feel comfortable with.

- ★ **Models:** I ask parents to model their own literacy and problem-solving skills, and to include their children in many of the basic adult learning experiences they encounter.
- ★ **Advice:** I caution parents about giving advice to their children with regard to school work. I tell them that they must hold themselves to giving out advice that is TRUE, USEFUL, and UNDERSTANDABLE. And if they're not SURE that what they have to offer their children meets all three of these criteria, then they should simply leave the advice giving to me. One technique I try to teach to every parent is the technique of turning a criticism or a concern into a question. That's a wonderful way to support a learner.

I can offer ideas to parents for support in each of these six categories but I never do all six. I try to limit my advice to three or four crucial things at the most. In the end, I just want parents to spend time with their kids doing simple things like reading or helping them with math. And I always want them to have fun and to make their kids feel loved and very safe.



## Writing Plan

SUCSESSES – Things that are going well.	Procedures	Strategies	Qualities
Students averaged 5-6 published pieces each in Q1.	Continue to set tight deadlines.	Have kids put deadlines on TO DO lists; ask them to review deadlines weekly.	
Good variety of forms.			Present more diverse models.
Students love to write.	Stick to 1-hr-a-day schedule; don't miss a day.		
Students love to share.	Begin small group sharing; do more sharing with other classes.	Introduce different ways of sharing.	Create criteria for good sharing.
Everyone published in first class newspaper.	Put out 1 issue per month.		Review professional and student papers.
Everyone knows and uses the Writing Process.	Take status by writing process stage.		Have kids teach WP to 1st graders.; talk about "circular" nature of WP.
Everyone is using their binder.		Continue with monthly binder clean-out.	Create criteria for a good binder.
Students are choosing good topics.		What's a Good Idea?; CPA	Create criteria for good topics.
Many have begun paragraphing.	Require editing pass for paragraphs.	Formalize paragraphing rules.	
Many are beginning to add more detail.	Require 1 detail strategy during writing process.	Review detail strategies.	
<b>Comments</b> I am extremely pleased with how things have gone this first quarter. We've made more progress in nine weeks than we usually make in the whole first semester. I have pushed these kids harder and they have responded. When I consider that they haven't had much experience with workshop-style teaching, the Writing Process, or choosing topics, I'm even more impressed with how far they've come. Shelby's comment last month was very telling: "At first I didn't like this writing because it was too hard. But I'm glad I did it because I can really write now."			

CHALLENGES – Things that need to be improved.	Procedures	Strategies	Qualities
A little too noisy during work time.	Short periods of silent writing.	Use "Are you talking?" self-monitoring; change some seating assignments.	Create criteria for work time.
Carelessness with spelling.	Require spelling edit pass.	More use of Have-A-Go sheets; more emphasis on Word Wall.	Talk more about what good spellers do to check their spelling; create checklist. Introduce spell check on the computer.
Carelessness with periods and caps.	Require separate edit pass.	Expressive reading; reverse conventions reading; review rules for sentence punctuation.	Show models from last year's class.
Inaccurate self-assessment.	Introduce Assessment stage of WP.	Teach Six Traits assessment using sample assessment sets.	ML: What's a good assessment?
Some overly critical commenting during sharing.	Questions only during sharing.	Ask "WHY" and "HOW" questions.	ML: What's a good comment?
Class is getting a bit competitive.	More peer review and editing.		Talk about working together.
Author Pockets are looking shabby.	Require kids to clean up own pockets.		ML: What should your pocket look like?; What kind of work should you put in your pocket?
<b>Comments</b> This group continues to be somewhat of a management challenge. I think I need to be a bit tougher with them. I need to provide a bit more structure for how we behave during work times. I want them to take more pride in their work and in the way they treat each other. They're a rough bunch and at time they are rough on each other. I need to do more to increase the sense of community in the room and to make the kids who are hanging back feel more safe about taking risks.			

NEW STUFF – Things we're going to start on.	Procedures	Strategies	Qualities
Fiction writing.	Require pre-write with 5 Facts of Fiction.	5 Facts of Fiction.	Analyze books w/5 Facts of Fiction.
More advanced book reviews.	Book review checklist.	T-A-D for plot summary.	Analyze models from last year's class.
Commas for separating clauses.		Phrase-by-phrase reading.	Analyze models; Conventions reading.
Apostrophe for possession.		Apostrophe rules.	Analyze models; Conventions reading.
Homonyms.	Require editing pass for homonyms	Use Homonym Word Wall.	Set up Homonym Word Wall
Classroom newspaper editorial staff.	Set up deadlines and editing procedures.		ML: Who works at a newspaper?
Keyboarding.	Set up schedule for typing practice.	Use keyboarding program.	ML: Good typing is slow and accurate.
Punctuating dialog.	Require editing pass for dialog.	Rules for dialog punctuation.	Analyze models; Conventions reading.
<b>Comments</b> I'm very excited about introducing fiction writing using the Five Facts of Fiction. The kids have been clamoring to write stories and now I think they're ready. We'll also be using Five Facts of Fiction in reading and with our book reviews so they should have plenty of chances to get good at it. We're really going to get the newspaper going formally this term. I need to set up the staff and the editorial procedures. I also need to get these kids typing so I don't have to do it for them. Finally, I want them to buckle down and really work hard on their conventions.			

# Writing Plan Aligned with Standards for Washington State

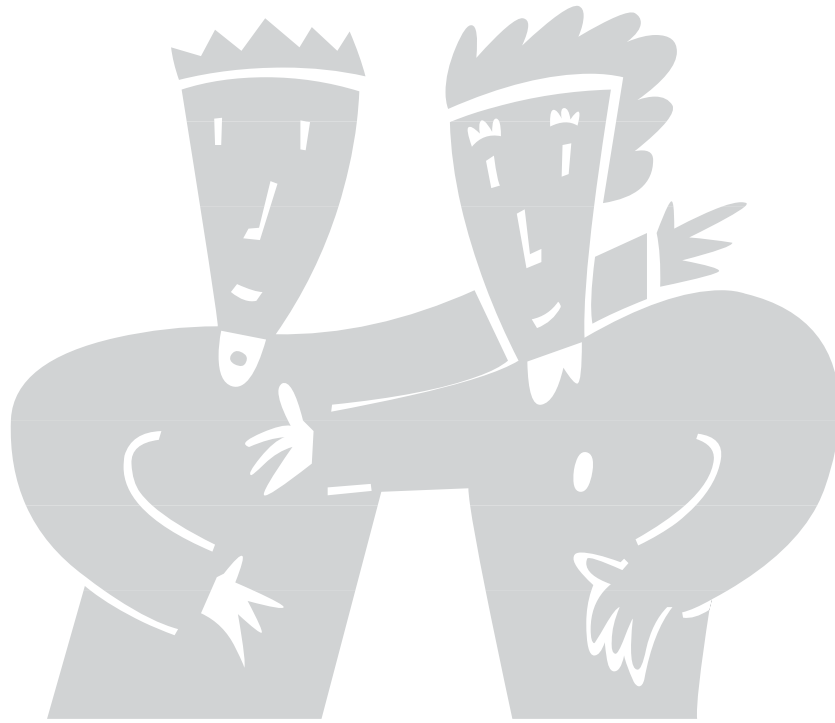
PROCEDURES – Guidelines for the community.	STRATEGIES – Tools for problem solving.	QUALITIES – Standards for good work.
<p><b>Continue to set tight deadlines.</b> WR 3.5 Publishes.</p> <p><b>Stick to 1-hr-a-day schedule; don't miss a day.</b> [None]</p> <p><b>Begin small group sharing; sharing with other classes.</b> WR 4.2 Seeks and offers feedback. CO 3.1 Uses language to interact effectively with others. CO 3.2 Works cooperatively as a member of a group.</p> <p><b>Put out one issue per month of class newspaper.</b> WR 2.1 Writes for different audiences. WR 2.2 Writes for different purposes. WR 2.3 Writes in a variety of forms. WR 3.5 Publishes.</p> <p><b>Take status by writing process stage.</b> WR 3.1 - WR 3.5. Drafts...Publishes.</p> <p><b>Require editing pass for paragraphs.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Require one detail strategy during writing process.</b> RE 2.1 Comprehends important ideas and details. WR 3.1 Prewrites.</p> <p><b>Short periods of silent writing.</b> WR 3.2 Drafts.</p> <p><b>Require spelling edit pass.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Require separate edit pass for periods and caps.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Introduce Assessment stage of the writing process.</b> WR 4.1 Assesses own strengths and needs for improvement. WR 4.2 Seeks and offers feedback.</p> <p><b>Questions only during sharing.</b> CO 1.2 Listens and observes to gain and interpret information. CO 4.2 Seeks and offers feedback.</p> <p><b>More peer review and editing.</b> WR 3.3 Revises. WR 3.4 Edits. CO 4.2 Seeks and offers feedback.</p> <p><b>Require kids to clean up own author pockets.</b> WR 3.5 Publishes.</p> <p><b>Require pre-write with "5 Facts of Fiction."</b> RE 1.4 Understands elements of literature: fiction. RE 2.3 Thinks critically and analyze authors' use of language, style, purpose, and perspective. RE 3.3 Reads for literary experience. WR 3.1 Prewrites.</p> <p><b>Expand book review checklist.</b> RE 2.3 Thinks critically and analyze authors' use of language, style, purpose, and perspective. RE 4.3 Develops interests and shares reading experiences. WR 2.3 Writes in a variety of forms.</p> <p><b>Require editing pass for homonyms.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Set up deadlines for newspaper and determine production procedures.</b> CO 4.3 Analyzes mass communication. CO 4.4 Analyzes how communication is used in career settings.</p> <p><b>Set up schedule for typing practice.</b> WR 3.5 Publishes.</p> <p><b>Require editing pass for dialog.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Use keyboarding program.</b> WR 2.4 Writes for career applications.</p>	<p><b>Use "Are you talking?" self-monitoring.</b> CO 1.1 Focuses attention. CO 1.2 Listens and observes to gain and interpret information.</p> <p><b>More use of Have-A-Go sheets and Word Wall.</b> WR 1.3 Applies writing conventions.</p> <p><b>Expressive reading; reverse conventions reading; re-view rules for sentence punctuation.</b> RE 1.3 Reads fluently, adjusting for purpose and material. RE 2.1 Comprehends important ideas and details. RE 3.3 Reads for literary experience. WR 1.3 Applies writing conventions. CO 2.5 Uses action, sound, and/or images effectively to support presentations.</p> <p><b>Teach 6-Traits assessment with sample assessment sets.</b> RE 2.3 Thinks critically and analyze authors' use of language, style, purpose, and perspective. WR 4.1 Assesses own strengths and needs for improvement. WR 4.2 Seeks and offers feedback.</p> <p><b>Ask "WHY" and "HOW" questions.</b> CO 1.1 Focuses attention. CO 1.2 Listens and observes to gain and interpret information. CO 1.3 Checks for understanding by asking questions.</p> <p><b>Have kids put deadlines on TO DO lists; ask them to review deadlines weekly.</b> WR 3.5 Publishes.</p> <p><b>Introduce different ways of sharing.</b> CO 1.1 Focuses attention. CO 1.2 Listens and observes to gain and interpret information. CO 2.1 Communicates clearly to a range of audiences.</p> <p><b>Continue with monthly binder clean-out.</b> [None]</p> <p><b>What's a Good Idea?</b> WR 1.1 Develops concept and design.</p> <p><b>Formalize paragraphing rules.</b> WR 1.3 Applies writing conventions.</p> <p><b>Review detail strategies.</b> WR 1.1 Develops concept and design.</p> <p><b>5 Facts of Fiction.</b> RE 1.4 Understands elements of literature – fiction. RE 2.1 Comprehends important ideas and details. RE 2.2 Expands comprehension by analyzing, interpreting, and synthesizing information and ideas. RE 2.3 Thinks critically and analyze authors' use of language, style, purpose, and perspective. RE 3.3 Reads for literary experience.</p> <p><b>Content-Purpose-Audience,</b> RE 2.1 Comprehends important ideas and details. RE 2.2 Expands comprehension by analyzing, interpreting, and synthesizing information and ideas. RE 2.3 Thinks critically and analyze authors' use of language, style, purpose, and perspective. RE 3.1 Reads to learn new information.</p> <p><b>Transition-Action-Details for summary in book reviews.</b> RE 1.4 Understands elements of literature – fiction. RE 4.3 Develops interests and shares reading experiences. WR 1.1 Develops concept and design. WR 2.3 Writes in a variety of forms.</p> <p><b>Phrase-by-phrase reading.</b> RE 1.3 Reads fluently, adjusting for purpose and material. RE 2.2 Expands comprehension by analyzing, interpreting, and synthesizing information and ideas.</p> <p><b>Apostrophe rules.</b> WR 1.3 Applies writing conventions.</p> <p><b>Use Homonym Word Wall.</b> WR 1.3 Applies writing conventions.</p> <p><b>Rules for dialog punctuation.</b> WR 1.3 Applies writing conventions.</p>	<p><b>Create criteria for good sharing.</b> CO 3.2 Works cooperatively as a member of a group. CO 4.1 Assesses strengths and need for improvement.</p> <p><b>Review writing samples; present diverse models.</b> RE 2.3 Thinks critically and analyze author's use of language, style, purpose, and perspective. WR 2.1 Writes for different audiences. WR 2.2 Writes for different purposes. WR 2.3 Writes in a variety of forms.</p> <p><b>Have kids teach WP to 1st graders.</b> WR 3.1 – WR 3.5 Drafts...Publishes. CO 2.1 Communicates clearly to a range of audiences. CO 2.4 Uses effective language and style.</p> <p><b>Create criteria for a good WP binder.</b> WR 3.1 – WR 3.5 Drafts...Publishes.</p> <p><b>Create criteria for good topics.</b> WR 1.1 Develops concept and design. WR 4.1 Assesses own strengths and needs for improvement. WR 4.2 Seeks and offers feedback.</p> <p><b>Talk about what good spellers do to check their spelling; create checklist. Introduce spell check on computer.</b> WR 1.3 Applies writing conventions.</p> <p><b>Show models from last year's class.</b> RE 2.3 Thinks critically and analyze author's use of language, style, purpose, and perspective. WR 2.1 Writes for different audiences. WR 2.2 Writes for different purposes. WR 2.3 Writes in a variety of forms.</p> <p><b>ML: What's a good assessment?</b> WR 4.1 Assesses own strengths and needs for improvement.</p> <p><b>ML: What's a good comment?</b> CO 3.1 Uses language to interact effectively with others. CO 3.3 Seeks agreement and solutions through discussion. CO 4.2 Seeks and offers feedback.</p> <p><b>Talk about working together.</b> CO 4.1 Assesses strengths and need for improvement. CO 4.2 Seeks and offers feedback.</p> <p><b>ML: What should your pocket look like? What kind of work should you put in your pocket?</b> WR 3.5 Publishes.</p> <p><b>Analyze books w/5 Facts of Fiction.</b> RE 1.4 Understands elements of literature – fiction. RE 2.1 Comprehends important ideas and details. RE 2.2 Expands comprehension by analyzing, interpreting, and synthesizing information and ideas.</p> <p><b>Transition-Action-Details strategy for plot summary.</b> RE 2.1 Comprehends important ideas and details. RE 2.3 Thinks critically and analyze author's use of language, style, purpose, and perspective.</p> <p><b>Analyze models; Conventions reading; apostrophes.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Analyze models; Conventions reading; dialog.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Set up Homonym Word Wall</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>ML: Who works at a newspaper?</b> CO 4.3 Analyzes mass communication.</p> <p><b>ML: Good typing is slow and accurate.</b> WR 3.5 Publishes.</p> <p><b>Analyze models; Conventions reading; caps and periods.</b> WR 1.3 Applies writing conventions. WR 3.4 Edits.</p> <p><b>Create criteria for work time.</b> CO 3.2 Works cooperatively as a member of a group.</p>

# Writing Instruction

JACQUELINE GRANT	CHRIS STEVENS	ASHLY WRIGHT	MITCH STEWART	NICK EDWARDS
<ul style="list-style-type: none"> <li>___ Pre-writing strategies.</li> <li>___ Project more when reading.</li> <li>___ Make only the changes she wants to make.</li> <li>___ Analyze paragraphs.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Idea-Details.</li> <li>___ Main Idea strategies.</li> <li>___ Transition-Action-Details.</li> <li>___ Observe sentence lengths and structures in expressive reading.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Analyze paragraphs.</li> <li>___ What-Why-How.</li> <li>___ Idea-Details and Tell-Show.</li> <li>___ Talk about her writing process.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Conference during pre-writing.</li> <li>___ Watch commas for periods.</li> <li>___ Conference during editing.</li> <li>___ Use editing marks; no re-copy.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Monitor around deadlines.</li> <li>___ Publish every 2-3 weeks.</li> <li>___ Monitor during work time.</li> <li>___ Re-organize binder.</li> <li>___ Follow directions.</li> </ul> <b>Notes:</b>
DERICK SWAN	STEPHANIE KAYDUS	JARED FARMER	ADAM WEISS	KARA RADEBAH
<ul style="list-style-type: none"> <li>___ Idea-Details; What-Why-How.</li> <li>___ Paragraphing with more detail.</li> <li>___ Conference during pre-writing and drafting.</li> <li>___ Keep him on task.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Conference more.</li> <li>___ Set up self monitoring system.</li> <li>___ Organize binder.</li> <li>___ Share for her; encourage her to share on her own.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Monitor his listening and work time behavior.</li> <li>___ Pre-writing strategies.</li> <li>___ Questioning techniques.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Organize binder.</li> <li>___ Analyze paragraphs in books.</li> <li>___ Monitor his listening and work time behavior.</li> <li>___ Pre-writing strategies.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Binder organization.</li> <li>___ Prioritize; improve use of time.</li> <li>___ Basic pre-writing strategies.</li> <li>___ S-A-F, and Idea-Details.</li> <li>___ Conference during revision.</li> </ul> <b>Notes:</b>
SHELBY PYLE	TRICIA WILSON	KEVIN OLSEN	JACOB LEE	BRANDON TVEDT
<ul style="list-style-type: none"> <li>___ I-D, T-S, W-W-H, S-A-F.</li> <li>___ Word choice; vocabulary</li> <li>___ Attitude when sharing.</li> <li>___ 3 narratives this term.</li> <li>___ Topics that explore life lessons.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Handwriting practice.</li> <li>___ Pre-writing strategies.</li> <li>___ Binder organization.</li> <li>___ I-D and T-A-D.</li> <li>___ 3 narratives this term.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Binder organization.</li> <li>___ Pre-writing help.</li> <li>___ What-Why-How and Idea-Details.</li> <li>___ Expressive reading of own pieces.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ S-A-F and Idea-Details</li> <li>___ Meeting deadlines.</li> <li>___ More conferences especially near deadlines.</li> <li>___ 3 narratives this term.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ What-Why-How and Idea-Details.</li> <li>___ Analyze paragraphs.</li> <li>___ Editing for spelling.</li> </ul> <b>Notes:</b>
JOREY JOHNSON	ERIN COOMES	NICK FORSBERG	GENERAL NOTES	
<ul style="list-style-type: none"> <li>___ Monitor around deadlines.</li> <li>___ Use work time efficiently.</li> <li>___ Binder organization.</li> <li>___ Paragraphing.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Monitor around deadlines.</li> <li>___ Use work time efficiently.</li> <li>___ 3 narratives this term.</li> <li>___ Peer editor.</li> <li>___ Begin keyboarding.</li> </ul> <b>Notes:</b>	<ul style="list-style-type: none"> <li>___ Wrist support.</li> <li>___ Special writing paper.</li> </ul> <b>Notes:</b>		
PROCEDURES		STRATEGIES		QUALITIES
<ul style="list-style-type: none"> <li>___ Set tight deadlines.</li> <li>___ 1 hr. a day for writing.</li> <li>___ Small group sharing.</li> <li>___ Cross-class sharing.</li> <li>___ 1 newspaper a month.</li> <li>___ Status by WP stage.</li> <li>___ Edit pass for paragraphs.</li> <li>___ 1 detail strategy in WP</li> <li>___ Silent writing.</li> <li>___ Spelling edit pass.</li> <li>___ Edit pass: periods + caps</li> <li>___ Edit pass: dialog.</li> </ul>		<ul style="list-style-type: none"> <li>___ Deadlines on TO DO lists</li> <li>___ Review deadlines weekly.</li> <li>___ Different ways of sharing.</li> <li>___ Monthly binder clean-out.</li> <li>___ What's a Good Idea?</li> <li>___ CPA</li> <li>___ Paragraphing rules.</li> <li>___ Detail strategies.</li> <li>___ Use "Are you talking?"</li> <li>___ Change seating.</li> <li>___ Have-A-Go sheets.</li> <li>___ Keyboarding program.</li> </ul>		<ul style="list-style-type: none"> <li>___ Word Wall.</li> <li>___ Expressive reading.</li> <li>___ Reverse conv. reading.</li> <li>___ Sentence punctuation.</li> <li>___ 6T assessment.</li> <li>___ "Why" and "How" quests.</li> <li>___ 5 Facts of Fiction.</li> <li>___ T-A-D for plot summary.</li> <li>___ Read phrase-by-phrase.</li> <li>___ Apostrophe rules.</li> <li>___ Use Homonym Word Wall.</li> <li>___ Dialog punctuation.</li> </ul>
				<ul style="list-style-type: none"> <li>___ More diverse models.</li> <li>___ Criteria for good sharing.</li> <li>___ Review newspapers.</li> <li>___ Teach WP to 1st graders.</li> <li>___ "Circular" nature of WP.</li> <li>___ Criteria for a good binder.</li> <li>___ Criteria for good topics.</li> <li>___ Analyze w/5 F of F.</li> <li>___ Conv reading: dialog.</li> <li>___ Conv reading: commas.</li> <li>___ Conv reading: apostro.</li> <li>___ Jobs at a newspaper.</li> </ul>
				<ul style="list-style-type: none"> <li>___ Criteria for work time.</li> <li>___ What good spellers do.</li> <li>___ Spell check on computer.</li> <li>___ Models from last year.</li> <li>___ Good assessments.</li> <li>___ Good comments.</li> <li>___ Working together.</li> <li>___ Good author pockets.</li> <li>___ Good typing.</li> </ul>

# Writing Goals

<b>JACQUELINE GRANT</b> ___ Use I-D and W-W-H strategies. ___ Read pieces expressively. ___ Assert preferences. ___ Improve paragraphing. <b>Notes:</b>	<b>CHRIS STEVENS</b> ___ Use more detail. ___ Stay focused on topic. ___ Narrative sequencing. ___ Periods and capitals. <b>Notes:</b>	<b>ASHLY WRIGHT</b> ___ Paragraph more consistently. ___ More pre-writing. ___ Write with more detail/depth. ___ Become a classroom leader. <b>Notes:</b>	<b>MITCH STEWART</b> ___ Share earlier in the writing process to avoid re-starts. ___ Capitals and periods. ___ Use editing strategies to avoid complete re-copying/re-writing. ___ Meet deadlines more regularly. <b>Notes:</b>	<b>NICK EDWARDS</b> ___ Meet deadlines more regularly. ___ Publish more pieces. ___ Make better use of his time. ___ Keep binder more organized. ___ Follow directions. <b>Notes:</b>
<b>DERICK SWAN</b> ___ Do more prewriting ___ Use more details. ___ Meet deadlines more regularly. ___ Use work time more effectively. <b>Notes:</b>	<b>STEPHANIE KAYDUS</b> ___ Meet deadlines. ___ Draft and publish more pieces. ___ Use work time more effectively. ___ Organize binder. ___ Follow directions. ___ Share writing voluntarily. ___ Ask good questions in sharing. <b>Notes:</b>	<b>JARED FARMER</b> ___ Follow directions. ___ Use work time more effectively. ___ More pre-writing: I-D and W-W-H. ___ Ask questions in a respectful tone of voice. <b>Notes:</b>	<b>ADAM WEISS</b> ___ Keep binder more organized. ___ Paragraphing. ___ Follow directions. ___ More pre-writing: I-D and W-W-H. <b>Notes:</b>	<b>KARA RADEBAH</b> ___ Keep binder more organized. ___ Follow directions. ___ Ask for help when she is not sure about what to do. ___ More pre-writing. ___ Re-read to eliminate repetition. ___ Re-organize revision. <b>Notes:</b>
<b>SHELBY PYLE</b> ___ More depth and detail. ___ More advanced Word Choice. ___ More enthusiasm when sharing. ___ More personal narrative writing. ___ Attempt more mature topics. <b>Notes:</b>	<b>TRICIA WILSON</b> ___ Slow down while writing and improve legibility of handwriting. ___ More pre-writing: I-D and W-W-H. ___ Keep binder more organized. ___ Keep like details together. ___ More personal narrative writing. <b>Notes:</b>	<b>KEVIN OLSEN</b> ___ Better organizing of binder. ___ Meet deadlines. ___ Use more pre-writing strategies. ___ Share with more confidence; read pieces with expression. <b>Notes:</b>	<b>JACOB LEE</b> ___ Use more pre-writing strategies to get more detail. ___ Meet deadlines consistently. ___ Improve conventions: particularly periods and caps, spelling. ___ More personal narratives. <b>Notes:</b>	<b>BRANDON TVEDT</b> ___ Use more pre-writing strategies for details and organization. ___ Begin paragraphing. ___ Improve spelling. ___ Improve grouping of details. <b>Notes:</b>
<b>JOREY JOHNSON</b> ___ Consistently meet deadlines. ___ Use work time more efficiently; get more pieces published. ___ Organize binder. ___ Begin paragraphing. <b>Notes:</b>	<b>ERIN COOMES</b> ___ Meet deadlines consistently. ___ Visit less with other students; use work time more efficiently. ___ More personal narratives. ___ Become a peer editor. ___ Begin typing instruction. <b>Notes:</b>	<b>NICK FORSBERG</b> ___ Make handwriting easier for other people to read. ___ Read pieces more slowly when sharing. ___ Project more when sharing. ___ Answer questions from audience after sharing. <b>Notes:</b>	<b>GENERAL NOTES</b>	
<b>SUCCESSES</b> ___ Students averaged 5-6 published pieces each in Q1. ___ Good variety of forms. ___ Students love to write. ___ Students love to share. ___ Everyone published in first class newspaper. ___ Everyone knows and uses the Writing Process. ___ Everyone is using their binder. ___ Students are choosing good topics. ___ Many have begun paragraphing. ___ Many are beginning to add more detail.		<b>CHALLENGES</b> ___ A little too noisy during work time. ___ Carelessness with spelling. ___ Carelessness with periods and caps. ___ Inaccurate self-assessment. ___ Some overly critical commenting during sharing. ___ Class is getting a bit competitive. ___ Author Pockets are looking shabby.		<b>NEW STUFF</b> ___ Fiction writing. ___ More advanced book reviews. ___ Commas for separating clauses. ___ Apostrophe for possession. ___ Homonyms. ___ Classroom newspaper editorial staff. ___ Keyboarding. ___ Punctuating dialog.



Let's work together to  
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the best it can be.

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[stevepeha@ttms.org](mailto:stevepeha@ttms.org)

TEACHING THAT MAKES SENSE

# Learning Patterns

## *Teach Smarter Not Harder*

Imagine a structure 13 years tall, 180 days wide, and five subjects deep. This is a K-12 education. Each cell in this structure represents a single class period in a single subject for a total of 11,700 educational opportunities.

By using *Teaching That Makes Sense® Learning Patterns™* we can reduce this academic load for students, simplify planning and instruction for teachers, and help more kids learn more things in less time and with less teacher effort.

*Learning Patterns* are cross-curricular tools optimized for successful teaching in any subject or grade. They are designed to be used, re-used, and shared across classrooms without requiring extensive training or preparation.

By analyzing standards documents and the methods of effective teachers, *Teaching That Makes Sense* has identified underlying commonalities in learning targets across the curriculum. These commonalities represent dozens of potential assignments that can be taught and learned through a small set of foundational skills.

Consider exposition. Students consume and create expository information in many ways: they read expository texts, write expository essays, create reports, answer test questions, etc. As varied as expository expression is, it has a simple underlying structure that can be explained by a single *Learning Pattern*.

Some *Learning Patterns* cover skills like narration, exposition, and persuasion. Others help teachers and students with things like assessment, reading comprehension, and memorization. The same patterns can be used across grade levels and subject areas as well, so kids take their learning with them as they grow.

*For more information about Learning Patterns click [here](#).*



*“Learning begins with teaching that makes sense.”*

# Agile Transformation

## *Building Collective Capacity for School-Wide Change*

We are discovering better ways of improving schools by doing it and by helping others do it. Through this work, we have come to value:

- **People.** *Individuals and interactions* over policy and politics;
- **Achievement.** *Maximum potential* over minimum competence;
- **Courage.** *Fierce collaboration* over comfortable compromise;
- **Agility.** *Responding to change* over following a plan.

The items on the right are important, but we value the items on the left more.

*Agile Transformation* is grounded in two principles: **(1)** People are more successful when they enjoy their work; and **(2)** Schools are more successful when they support people in developing the autonomy, competence, and relatedness that makes their work more enjoyable. Features of *Agile Transformation* include:

- **Paired Practice.** Nobody works alone. Everyone has a team and a teammate.
- **Rapid Iteration.** Sprint through big problems one small problem at a time.
- **Making Sense.** What do we do? Why do we do it? How do we know it works?
- **“Stand Up” Sessions.** What did you do yesterday? What are you doing today? What do you need to be successful? Agile leaders remove impediments.
- **Successful Failure.** Fail fast, fail smart. No blame games. Apply what you learn as you move closer to your goal with each iteration.
- **Souls and Roles.** Aligning what we do with who we are.
- **“Just in Time” Solutions.** Handle problems as they arise. Respond as needed.



*“Learning begins with teaching that makes sense.”*



# Essential Elements of Agile Schools

## *The Qualities of Effective Educational Communities*

1. **Agile schools work because people choose to make them work.** We believe in freedom of choice, and that making the choice to participate fully in teaching, learning, and leading is the most important choice we can make.
2. **Agile schools love to learn.** We believe that learning is inherently enjoyable and that giving learners a responsible degree of autonomy in their individual pursuit of knowledge and skill makes it even more so. Agile educators are learners, too.
3. **Agile schools take a constructive approach to failure.** We believe failure is a normal part of success. Kids struggle to learn. Teachers struggle to teach. Administrators struggle to lead. We all experience failure on the way to solving new problems. The faster we fail, the more solutions we try. The smarter we fail, the more knowledge we bring to the next iteration. Instead of looking back at problems, Agile schools look forward to solving them.
4. **Agile schools are always getting better.** We believe there's almost always a better way of doing something, and that it's almost always worthwhile trying to figure out what that better way is. Agile schools value progress, and the appropriate measurement thereof, because progress is the true indicator of learning.
5. **Agile schools empower people to empower others.** We believe that individuals—not systems or policies—are the true sources of power in our schools. Our responsibility is to use our power in service of the greater good, and to teach students how to use their power that way, too.
6. **Agile schools achieve extraordinary results.** We believe in transformative learning that goes far beyond incremental improvements in test scores. Adults in Agile schools also strive for extraordinary achievement in their profession as well.



*“Learning begins with teaching that makes sense.”*

# Essential Elements

## *continued...*

7. **Agile schools are based on deeply-held beliefs, clearly-articulated values, and a firmly-rooted sense of commitment.** We believe that the most successful schools are those run by people who know what matters most to them and who possess an unshakable determination to get it.
8. **Agile schools are communities where people make a difference and connect with something greater than themselves.** We believe that the drive to contribute is part of human nature. Our role is to guide people in directing their contribution toward its highest and best use.
9. **Agile schools value ownership, positive attitudes, high expectations, and unwavering optimism.** We believe that making a good life is about making good choices, that the pursuit of happiness is an inalienable right, and that self-mastery is the key to its rightful exercise.
10. **Agile schools embrace the risk inherent in the achievement of great things.** We educate for maximum potential not minimum competence. We believe that all learners have within them extraordinary strengths and untapped resources, and that learning is only limited by our willingness to attempt what has never before been attempted. We welcome change, we innovate, and we seek out challenges that organize and measure the best of our energies and skills.
11. **Agile schools affirm self-knowledge as the most valuable knowledge and self-determination as the most basic right.** We believe that introspection, self-disclosure, and intellectual honesty are essential to personal transformation. We seek to support young people in becoming the adults they want to be.
12. **Agile schools are communities where no one is above the rules, everyone has a voice, freedom is sacred, equity and excellence are not mutually exclusive, and the highest goal of education is contributing to the present and future well-being of individuals who can thrive independently in a modern democracy.** Agile schools value college preparation, career fulfillment, and engaged citizenship, but we value something else even more. Collegiate, career, and civic achievement are important, but they are means to ends, not ends in themselves. Human happiness, meaningful contribution, and sustained well-being of self and community are the ultimate ends to which Agile schools aspire on behalf of the children and families we serve.



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TEACHING THAT MAKES SENSE



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