

## Stage 2

With my Year 4 class I use the following checklist and comment sheet to record observations that I make during guided spelling and writing conferences.



Spelling checklist														
Date: <u>1.6.98</u>	uses alphabetical order	under. diff. repres. of sounds	uses known letter patterns	uses less common digraphs	groups words acc'g to spell.	spells in syllables	spells high frequency words	uses bank of known words	identifies errors in work	uses known word parts	uses spell generalisations	uses meaning and context	uses knowl. of word origins	Work sample. <u>Narrative</u> <u>"Olden Days"</u>
Name	Comment/Direction													
Emma E.	✓	✓												
Jessica	✓	✓												
Laura	✓	✓												Skills for unknown words
Marion	✓	✓												
Peter	✓	✓												
Rachel	✓	✓	✓											Phonetic strategies
Reece	✓	✓	✓											Consolidate proof-reading
Sharrah	✓	✓												
Tara	✓	✓												Phonetic strategies

### (g) Student self-assessment

Student self-assessment and peer assessment are valuable strategies which contribute significantly to the learning process.

Self-assessment assists students to understand themselves as learners. Students should be made explicitly aware of the outcomes they are working towards and encouraged to reflect upon and monitor their progress. Through critical involvement, students will become more responsible for their own learning and more aware of their strengths and weaknesses and will be active participants in the learning process.

Strategies for student self-assessment include the use of learning journals, individual spelling record sheets, portfolio building and three-way conferences.

Learning journals are reflective documents which enable students to describe their progress and express any concerns. They provide opportunities for the teacher and parents to interact with the student and plan teaching and learning experiences. Teachers may find it useful to respond in writing to the journal on a weekly basis.