# Review & Response Process – Meeting recording sheet

**Student’s Name …………………………………………………………………………………………………….…………………………**

**Year Level ………………………………………….. Date ………….…..……………………..…………**

|  |
| --- |
| **Achievement Standard** |
| **Learning Intention** |
| **Success Criteria** |
|  |
| **Student work samples that are evidence of current reality** |
| **What can this student do?** **What teaching practices have been used?**  |
| **Plan** |
|  |
| **Where do we need to support him/her to move to?** **What is a reasonable next short-term goal for this student? Why?**  |
| ***What* pedagogical strategies will you try and *why* do you think they will work?** |
| **Strategy** | **Rationale** | **Modelled** | **Shared** | **Guided** | **Independent** |
|  |  |  |  |  |  |
| **Evidence and Follow Up** |
| **What kind of work samples from this student will you bring to the next meeting?** |
| **Next Meeting Date:**  |

**THINK ABOUT: What effective and expected practices might this student respond to?**

|  |
| --- |
| **Reading** |
| **Modelled** | **Shared** | **Collaborative** | **Independent** |
| * Teacher read aloud
 | * Focused discussion
 | * Instructional level
 | * Self-selected text
 |
| * Teacher think aloud
 | * Focused on specific strategy
 | * Focused on specific comprehension strategy
 | * Jointly decided texts
 |
| * Whole class
 | * Whole class
 | * Before reading
 | * Mostly silent
 |
| * Small group
 | * Small group
 | * During reading
 | * Sharing afterwards
 |
| * Repetition
 | * Student articulation of strategy
 | * Small flexible needs-based groups
 |  |
|  |  | * After reading
 |  |
|  |  |  |  |
| **Teaching and Learning Experiences** |
| **Modelled** | **Shared** | **Collaborative** | **Independent** |
| * Explicit demonstration
 | * Book talks
 | * Guided reading
 | * Literature circle
 |
|  | * Readers’ Theatre
 |  | * Book chat
 |
|  | * Choral reading
 |  | * Conferencing
 |
|  | * Paired reading
 |  | * Buddy/partner reading
 |
|  | * Detailed reading
 |  |  |
|  |  |  |  |
| **Writing** |
| **Modelled** | **Shared** | **Collaborative** | **Independent** |
| * Teacher write
 | * Focused on specific strategy
 | * Purpose audience, text type identified
 | * Independently decided
 |
| * Teacher think aloud
 | * Purpose identified
 | * Connect to prior modelled and shared writing
 | * Jointly decided
 |
| * Whole class
 | * Whole class
 | * Small flexible needs-based groups
 | * Teacher-selected
 |
| * Small group
 | * Small group
 | * Students write and share
 | * Purpose and audience identified
 |
| * Repetition
 | * Student re-reading text regularly
 |  | * Reflection
 |
|  | * Writing sample displayed
 |  | * Feedback
 |
|  | * Writing sample analysed
 |  | * Sharing
 |
|  |  |  |  |
| **Teaching and Learning Experiences** |
| **Modelled** | **Shared** | **Collaborative** | **Independent** |
| * Explicit demonstration
 | * Joint construction
 | * Guided writing
 | * Independent construction
 |
|  | * Joint rewriting
 |  | * Independent rewriting
 |
|  | * Language experience
 |  | * Journal
 |
|  | * Scaffolded note-making
 |  | * Response
 |
|  |  |  | * Author’s chair
 |

**THINK ABOUT: High Yield Assessment and Pedagogical Practices:**

* **LEARNING GOAL**
* **SUCCESS CRITERIA**
* **FORMATIVE ASSESSMENT**
* **DESCRIPTIVE FEEDBACK**
* **INDIVIDUAL GOAL SETTING**
* **CO-CONSTRUCTED SUCCESS CRITERIA**
* **EXEMPLARS**
* **ASSESSMENT**

Adapted from Sharratt, L and Fullan, M *Putting Faces on the Data: What Great Leaders Do!* (2012)