

Assessment Conference Note-Taking Form

Directions: Take notes on this form during an Assessment Conference.
Assess any goals/skills you want to—it does not need to be all. Use a separate form for each student.

GOAL	QUESTIONS OR PROMPTS	STUDENT RESPONSE
Reading from Pictures	<ul style="list-style-type: none"> ▶ <i>[using a familiar book that's been read aloud to the student]</i> "Read to me." <i>[with the expectation that the reading is happening from the pictures]</i> ▶ <i>[fiction]</i> "Tell me this story, using the pictures." ▶ <i>[nonfiction]</i> "Tell me about what you're learning in this book." 	
Engagement	<ul style="list-style-type: none"> ▶ "What made you choose this book?" ▶ "When you go to the library to choose a book, what do you think about?" ▶ "When do you choose to read?" ▶ "Do you read even if it's not assigned?" ▶ "When you read, do you find that you get distracted?" ▶ <i>[if the student answers yes to the question above]</i> "What do you do to refocus?" 	
Print Work	<ul style="list-style-type: none"> ▶ "Read out loud to me, please." <i>[as the student reads, note miscues, self-corrections, and word-solving strategies]</i> 	

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<p>Fluency</p>	<ul style="list-style-type: none"> ▶ “Read out loud to me, please.” <i>[as the student reads, note how many words they read in between pauses and make notes on their expression]</i> 	
<p>Plot and Setting</p>	<ul style="list-style-type: none"> ▶ “Retell the book to me. What happened first?” ▶ “What problem(s) is your character dealing with?” ▶ “Describe what you picture in this part.” ▶ “Tell me about an important event. What causes it to happen?” 	
<p>Character</p>	<ul style="list-style-type: none"> ▶ “What ideas do you have about the character _____ ?” ▶ “How is your character feeling in this part?” ▶ “How is your character changing?” ▶ “Describe the relationship between _____ and _____.” ▶ “How does [character] affect [character]?” 	

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<p>Vocabulary and Figurative Language</p>	<ul style="list-style-type: none"> ▶ <i>[find a potentially challenging word or phrase that has in-text contextual support]</i> “What does this mean?” ▶ “Can you explain what the word _____ means?” 	
<p>Themes and Ideas</p>	<ul style="list-style-type: none"> ▶ “What is a lesson or message you can learn from this book?” ▶ “What does _____ symbolize?” ▶ “What social issues are coming up in this book?” 	
<p>Main Idea</p>	<ul style="list-style-type: none"> ▶ “What is this book mostly about?” ▶ “What is this section mostly about?” ▶ “State a main idea for this section in your own words.” 	

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Key Details	<ul style="list-style-type: none"> ▶ “What details support the main idea you just said?” ▶ “It says here [<i>state main idea</i>]. What did you learn from this section that supports that?” 	
Text Features	<ul style="list-style-type: none"> ▶ “How does this [<i>feature</i>] add to what you’re learning in this section?” ▶ “What are you learning from [<i>feature</i>]?” ▶ “How do these features fit together?” 	
Conversation	<p>Observe students discussing books in pairs, small groups, and/or as a whole class.</p> <ul style="list-style-type: none"> ▶ “How do you use your partnership / book club time to help you as a reader?” 	
Writing About Reading	<p>Look at a student’s writing about reading.</p> <ul style="list-style-type: none"> ▶ “How do you decide when to write about your reading?” ▶ “How does writing about reading help you as a reader?” 	