

Science-Writing Reflection Groups Protocol for Assessing Notebook Entries

The facilitator's role is to ensure that the protocol is followed.

1. Consider the specific concepts, scientific skills and thinking, and expository writing that pertain to the selected lesson and entry.
2. Briefly go over the Criteria for Exemplary Science Notebook Entries chart, which presents the general standards we expect students to meet in the notebook entries. Discuss the criteria in terms of the entry you will be assessing.
3. Silently, and fairly quickly, read through the first student sample without looking for anything in particular.
 - The teacher who provides the sample should *not* explain anything about the student or the entry.
4. Read the entry again, focusing on only the strengths in terms of the criteria.
5. Discuss the *strengths* of the sample:
 - Do *not* mention any weaknesses.
 - Do *not* discuss any other criteria (e.g., neatness, conventions—spelling, punctuation, grammar).
 - List the strengths on the Assessing Student Work and Planning Instruction form. All teachers can do this, or one teacher can volunteer to record these notes for the teacher whose student's entry is being assessed.
6. Discuss the *weaknesses* of the sample in terms of the criteria.
 - List the weaknesses on the assessment form.
7. Discuss and plan further instruction and feedback that could build on the strengths and improve the weaknesses.
 - Make notes on the form regarding further instruction.
8. Give a completed form to the teacher whose student's entry was assessed.