Assessing Student Work and Planning Instruction

1. Look briefly at each entry prior to the one you are assessing to give you a general idea of the quality of the student’s entries.

2. Before assessing the selected entry, think about the:
   - science concept(s)/“big idea(s)” of the lesson/investigation and how it (they) related to the development of concepts in the unit;
   - scientific skills and thinking that may be involved in the lesson/investigation;
   - important structures and language in the expository writing;
   - question(s) to which the student may be responding in the entry.

3. Follow the Criteria for Exemplary Science Notebook Entries chart as you assess the entry.
   - Skim the entry. Then reread it carefully, considering each of these criteria. (Do not consider other criteria.)
   - Note strengths of each component first, then weaknesses. Determine further instruction for student or class.
   - Write constructive feedback on a sticky note and place it on the entry.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Further Instruction</th>
</tr>
</thead>
</table>

© 2007 by Betsy Rupp Fulwiler from Writing in Science. Portsmouth, NH: Heinemann. May be photocopied for classroom or workshop use.