Group-Meeting Guidelines for Assessing Notebook Entries

The facilitator’s role is to ensure that the guidelines are followed.

1. Consider the specific concepts, scientific thinking, and scientific skills that pertain to the selected lesson and entry.

2. From the Checklists for Exemplary Notebook Entries (on the website and in earlier chapters), choose and briefly go over the appropriate checklist for the type of entry you are 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 characteristics from the checklist.

5. Discuss the strengths of the sample.
   • Do not mention any weaknesses.
   • Do not discuss any other criteria (e.g., spelling, grammar, neatness).
   • List the strengths on the Assessing Notebook Entries and Planning Instruction form (Figure 9–2). 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 characteristics from the checklist.
   • List the weaknesses on the assessment sheet.

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. (All teachers might want to take notes as this discussion can impact their own future instruction as well.)

8. Give a completed form to the teacher whose student’s entry was assessed.