

| Menu Section | Clip Title | Duration | Description |
|-------------------|------------------------------------|----------|---|
| Assessment | Introduction | 1:32 | |
| | Bump It Up Wall | 1:21 | Student writing with descriptive feedback is posted for peers to refer to in order to improve their own writing. |
| | Student Self-assessment | 2:02 | The teacher works with a student to help him self-assess, discuss and document his strengths, needs and next steps. |
| | Thumbs Up | :40 | The teacher checks for understanding by having students signal thumbs up or sideways as one form of self-assessment. |
| | Documenting the Learning | 4:40 | Documenting the learning can be accomplished in many ways. The documentation provides evidence of the learning journey and can be revisited multiple times with various audiences to continue the learning. |
| | Student-teacher Reading Conference | 4:32 | A reading conference allows students to reflect and talk about themselves as readers. It helps build metacognitive awareness, independence and confidence. |
| | Visualization | 2:13 | During this reading response conference the teacher gives the student explicit feedback about her reading. The dialogue helps the student make connections with the text by creating mental images. |
| | Feedback | :32 | Explicit feedback guides students in recognizing their strengths and needs and in determining next steps in their learning. |
| | Descriptive Feedback | 1:22 | Students share their writing and practice deep listening and giving each other descriptive feedback. |
| | Learning Stations: Feedback | 2:39 | Students provide descriptive feedback to their peers based on their work in learning stations. |
| | Peer Feedback: Student Writing | 4:26 | Students share their moon journal entries with their classmates and receive descriptive feedback from their peers. |
| | Running Record: Benefits | 2:44 | Considering running record data helps teachers monitor student progress and informs instructional decisions in all subject areas. |

Primary Reading Discussion Paper Resources Chart – Assessment

| Menu Section | Clip Title | Duration | Description |
|--------------|------------------------------------|----------|--|
| | Running Record | 3:46 | Taking a running record with individual students after a shared reading session is an effective way to assess their needs and strengths. |
| | Using Running Record Information | 2:17 | Analysis of the Running Record data supports teachers in identifying strengths, needs and next steps. |
| | Running Record: iPad | 1:29 | A teacher uses a tablet computer as a tool to complete a running record. |
| | Running Record: Informational Text | 1:05 | During the running record session, the student discovers her ability to use parts of familiar words to discover new vocabulary. |