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## Recording Anecdotal Records

Anecdotal comments may be recorded on post-it notes and affixed to a chart that lists the students and the days of the week. At the end of the week, the recorded information is transferred to each student's file and the chart is reused the following week.

<b>Names</b> ®					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

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## Checklist to Assess Student's Ability to Use Information

**Student Name:** \_\_\_\_\_

**Date or Time Period of Assessment:** \_\_\_\_\_

Check ( ) applicable criteria.

- The student is able to state the purpose for collecting information.
- The student is able to recall information from past learning.
- The student is able to identify main elements needed in information.
- The student is able to organize information into usable units.
- The student is able to recognize relationship of information gathered to information remembered.
- The student is able to state clearly ideas that fit with the topic being addressed.
- The student is able to give evidence of checking information for accuracy.

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## Template for Observation Checklist

**Student Name:** \_\_\_\_\_

**Date or Time Period of Assessment:** \_\_\_\_\_

Check ( ) applicable criteria.

# Cooperative Group Skills

Name: _____		1	2	3	4
Key: 1 = never 2 = seldom 3 = often 4 = always					
Looks like...	Sounds like...				
<b>Encourages others</b> <ul style="list-style-type: none"> <li>• smiling</li> <li>• maintaining eye contact</li> <li>• signalling thumbs up</li> <li>• giving a pat on the back</li> <li>• nodding approval</li> <li>• giving a "high five"</li> </ul>	<ul style="list-style-type: none"> <li>• Awesome!</li> <li>• Good job!</li> <li>• That's excellent!</li> <li>• Super!</li> <li>• I like your idea.</li> <li>• What you've said is great</li> </ul>				
<b>Listens attentively</b> <ul style="list-style-type: none"> <li>• looking at the speaker</li> <li>• leaning forward</li> <li>• concentrating on what is being said</li> <li>• smiling, nodding approvingly</li> <li>• using open body language</li> </ul>	<ul style="list-style-type: none"> <li>• Could you tell me more about that?</li> <li>• Only talking when necessary</li> <li>• Avoiding interrupting</li> <li>• Staying on topic</li> </ul>				
<b>Disagrees in an agreeable way</b> <ul style="list-style-type: none"> <li>• minimizing gestures</li> <li>• maintaining eye contact</li> </ul>	With a calm, controlled voice: <ul style="list-style-type: none"> <li>• That's a possibility. Would you consider...?</li> <li>• I understand your opinion. However, would you...?</li> <li>• Yes, I see that. What about looking at it from the point of view that...?</li> <li>• I guess we agree to disagree...</li> </ul>				
<b>Summarizes for understanding</b> <ul style="list-style-type: none"> <li>• having eye contact with all group members</li> <li>• assuming open body posture</li> </ul>	<ul style="list-style-type: none"> <li>• So, these are the main points of our discussion...</li> <li>• Our major ideas seem to be...</li> <li>• Is what I've said clear? I can repeat if you want me to...</li> <li>• This is what our main ideas are. Does anyone want to add something?</li> </ul>				
<b>Criticizes ideas, not person</b> <ul style="list-style-type: none"> <li>• smiling, nodding appropriately as you listen</li> <li>• concentrating on statements by other person</li> <li>• using open body language</li> <li>• looking at the speaker but also at others</li> </ul>	<ul style="list-style-type: none"> <li>• I don't agree with that idea; would you listen to mine?</li> <li>• That is one viewpoint. But what about this idea?</li> <li>• Yes, I see that, but would you consider...?</li> </ul>				

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## Student Self-Assessment Checklist for Decision-making

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Issue: \_\_\_\_\_

	Yes	No	Comments
Did I identify what the decision is about?			
Did I list several options?			
Did I list consequences for each option?			
Are my consequences reasonable?			
Did I select the best option?			
Did I list the reasons to support the decision?			



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# Rating Scales for Assessing Skills Within the Decision-making Process

These rating scales could be adapted for use with groups of students.

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Level A: Extend Knowledge Base (Stop!)**

*Effectively uses a variety of information sources*

3. Uses three or more reliable information sources.
2. Uses less than three reliable information sources or uses some information sources which are not reliable.
1. Uses only one information source or uses information sources which are not reliable.

*Uses information effectively*

3. Identifies need for additional information and selects information from sources accordingly.
2. Does not accurately assess information needs or fails to select appropriate information from sources.
1. Makes little or no attempt to assess whether additional information is required.

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Level B: Make Informed Decision (Explore...)**

*Lists a number of options to be considered*

3. Lists three or more appropriate options for consideration.
2. Lists less than three appropriate options for consideration or lists some options which are not appropriate.
1. Considers only one option or several options which are not appropriate.

*Effectively projects consequences for each option*

3. Lists three or more positive and negative consequences for each option to be considered and selects an option accordingly.
2. Lists less than three positive and negative consequences for each option to be considered or fails to consider important consequences.
1. Considers only one positive and one negative consequence or fails to consider major consequences.

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**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Level C: Design and Analyze Action Plan (Go!)**

***Effectively designs an action plan***

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3. Clearly states the decision and includes all necessary elements of an action plan.
  2. Lacks clarity in stating the decision or includes less than three of the necessary elements of an action plan.
  1. Lacks clarity in stating the decision or includes less than two of the necessary elements of an action plan.

***Identifies and articulates weaknesses in action plan***

3. Accurately identifies all critical weaknesses in the action plan and makes clear why the points identified are weaknesses.
2. Fails to recognize some important weaknesses in the action plan or identifies some points that are not weaknesses.
1. Recognizes only insignificant weaknesses.

***Accurately describes how to correct weaknesses in action plan***

3. Provides a workable way of correcting weaknesses in the action plan. The response addresses major weaknesses.
2. Provides an approach for correcting weaknesses in the action plan. The approach addresses some of the major weaknesses, though it may not be the best or most appropriate response to the situation.
1. Does not accurately describe how to address weaknesses in the action plan.

