A Checklist of Classroom Possibles

How can I encourage discussions that cover a range of comprehension/thinking skills?

❑ relating to personal experience

❑ hypothesizing

❑ understanding cause and effect

❑ recognizing central meaning

❑ predicting

❑ making inferences

❑ comparing

❑ distinguishing fact from opinion

❑ recalling details

❑ making judgments

❑ expanding on the text

How can I introduce more opportunities for my students to broaden their use of listening and speaking skills?

❑ discussing

❑ asking questions

❑ answering questions

❑ solving problems

❑ reporting

❑ interviewing

❑ giving directions

❑ dramatizing situations

❑ storytelling

❑ collaborating in small groups

How can I help my students refine their problem-solving focus?

❑ by being a responsive and interested listener

❑ by asking questions to elicit details, expansion and addition of ideas, clarification

❑ by not asking questions to which I already know the answers

How can I introduce situations that will allow my students to extend their uses of language?

❑ thinking and talking about how and what they learn

❑ reflecting

❑ predicting

❑ clarifying

❑ explaining

❑ imagining

❑ role-playing

❑ reasoning

❑ justifying

❑ arguing

How can I develop a program that will improve students' reading and writing skills?

❑ by letting them see me reading and writing for different purposes

❑ by introducing student–teacher and student–student reading and writing conferences

❑ by reading aloud both fiction and nonfiction to them on a regular basis

❑ by making sure they have enough variety of reading material to match their individual interests, reading levels, and prior experiences

❑ by setting different purposes for reading: enjoyment, pursuing personal interests, investigation, solving problems

❑ by using a writer's workshop approach to writing

❑ by completing myself some of the written tasks I set for them and sharing the results with them

A Checklist of Possibles for Evaluation

How I can acknowledge the difference in intent between formative and summative evaluation?

❑ by ensuring that evaluation is an ongoing daily process that regularly focuses on formative growth

❑ by differentiating for the students when I am acting as a trusted adult or mentor and when I am acting as teacher/evaluator

❑ by distinguishing and maintaining a balance between record-keeping for report-card purposes and observations that focus on a student's individual needs and growth

How I can match the form of evaluation to the task, the kind of learning, and stage of learning?

❑ by making use of self- and peer-evaluative techniques, such as response journals and peer conferencing

❑ by using a variety of methods to gather data including

- Work diaries/learning logs, subject-specific journals, response journals

- Performance evaluations (such as completing experiments, role-playing, presentations, demonstration of skills)

- Teacher–student conferences

- Writing folders

- Questionnaires

- Observations