



READING GUIDE: “SO WHAT DO THEY REALLY KNOW?” BY CRIS TOVANI

Chapter 1

Using the Inner Voice Sheet/Getting to Know the reader (5-6)

Students will do:

- Have students write three to four sentence for each page
- Have students notice if this becomes a distraction or deepens their understandings

Have students respond to Why do Students Cheat ?

- Surface to get at why learning can be beneficial

Teachers will do:

Assessments for Learning: I can see or hear

- Have teachers delineate what first hand data sources they use
- How they use that data

Assessments of Learning Second Hand Data

- Name them what do they assess
- How do they use that data

Qualities of Formative and Summative Assessments

- Create an Anchor Chart

Final Tasks

- Write a definition of assessment following this
- Decide which ones are most useful

Chapter 2

Students will do:

Conversation Calendars (19-21)

- Getting to know your Learners
- Use open ended questions to gauge student understanding of strategy/concept
- Ask students to discuss different aspects of themselves
- A place to learn about the quiet students

Teacher will do:

Emotional Engagement facilitates Cognitive Engagement

- Discuss why this is true

Final Tasks

Teachers will do:

Create Progress Monitoring Folder

- Summative Data/Relevant Calendars/Annotated Text
- Teachers Notes

Distinguish Decoding from Fluency

Find their interests and find an article that relates to that

Chapter 3

Introduce Think Aloud (38)

Teachers will do:

- Coach models short text
- Have teachers record noticings
- Have teachers make connections between Think Aloud and Conferencing

Purpose of Conference/Talking Points

- Have teachers list purposes
- Not to fix but provide support for skill building

FEI and Conferencing (40)

- Workshop Model/CONFERENCING and Catch Lesson (41)
- Use anchor Texts for setting the stage for learning (43)
- Provide supplemental texts for differentiation

Final tasks

- Plan what you want to see the students doing
- Anticipate where learners may face challenges and how you will address that

Chapter 4

Teacher will do:

Learning Targets/Rituals to anchor the task [48]

Inner Voice Sheets

What can you do with the inner voice sheets (50)

- Ways to annotate / find skills in the learning genome to expand annotation
- Finding gems to have students share
- Conferring Notes (53)
- Look for patterns in both their understandings and misunderstandings

Seven Practices of Assessment for learning (54)

Time To Differentiate/Collecting Data

- Sticky Notes
- Short Comment
- Paying attention

Debriefings for Student (57)

- Getting at their metacognition
- More on differentiation

Non Fiction/Workshop Model (59-66)

- Could be used as a Day in the Life of Workshop and Conferencing

Final Tasks

- Good Assessors are always finding ways to have students show their thinking
- Always make time for reflection

Chapter 5

Design A Tool

- Can all learners show their thinking
- Will it give real time feedback
- Will patterns of understanding or confusion emerge
- Easy to design and administer

Annotating Text

- Dialogue with yourself/author/issues or themes

Questions that help Readers (82)

Students Wont Annotate

- Do think Aloud
- Explain how it helps you to understand them as learnerer
- Helps Teacher/Read
- Annotations as form of pre assessment
- Targeted Mini Lessons/Identify individual and class

Recording Thinking (97-100)

- Study examples and discuss the significance of these questions and responses

Final Task

- Select a Text and try annotating text yourself
- Try final annotation and note progress (student driven)

Chapter 6

Conferring –Feedback that Fortifies

- Find the Gap/Review the Skill
- Note about Texts/Differentiation (109)
- Ask yourself : what does student need to keep on task/ student become more strategic about process/what task do I leave student with

Lessons to Set up Conferencing

- Launch/ Model skill
- Investigate / Conference
- Wrap Up/ Debrief Skill

Group Observation Form (123)

- Review with teachers to study how to log information

Final Task

- Brainstorm ways to give student feedback

Chapter 7

Grading – what this reflects/what we value

- How do I prevent students from becoming discouraged
- How do I get best information on student information
- How do I evaluate grades over period of time
- Am I trying to measure practice, growth, or mastery

Evaluating my Lessons (142)

How to Think- Not What to think (133-134)

- Learning Targets connected to Assessments
- Review Beliefs on Grading (140)

Hard vs Rigorous (147)

- Have Teachers look at this and discuss

Final Task

- Create long term plan of What students will know and be able to do