

PARENT/TEACHER CONFERENCE LOG

KINDERGARTEN

1 Date:
Notes:
Teacher Signature:
Parent Signature:
2 Date:
Notes:
Teacher Signature:
Parent Signature:
3 Date:
Notes:
Teacher Signature:
Parent Signature:

FIRST GRADE

1 Date:
Notes:
Teacher Signature:
Parent Signature:
2 Date:
Notes:
Teacher Signature:
Parent Signature:
3 Date:
Notes:
Teacher Signature:
Parent Signature:

SECOND GRADE

1 Date:
Notes:
Teacher Signature:
Parent Signature:
2 Date:
Notes:
Teacher Signature:
Parent Signature:
3 Date:
Notes:
Teacher Signature:
Parent Signature:

THIRD GRADE

1 Date:
Notes:
Teacher Signature:
Parent Signature:
2 Date:
Notes:
Teacher Signature:
Parent Signature:
3 Date:
Notes:
Teacher Signature:
Parent Signature:

DEVELOPMENTAL STAGES OF WRITING

PREWRITING	EARLY EMERGENT	EMERGENT	EARLY DEVELOPING	DEVELOPING	EARLY INDEPENDENT	INDEPENDENT
<ul style="list-style-type: none"> Relies primarily on drawings to convey meaning. Uses random numbers and letters to represent words. Tells about own drawing and writing. 	<ul style="list-style-type: none"> Uses drawing and words to convey meaning. Copies words, names, and labels from environment. Uses mostly beginning and ending consonants to spell words. Uses upper and lowercase letters indiscriminately. Pretends to read own writing. 	<ul style="list-style-type: none"> Establishes a relationship between drawing and print. Adds details to drawing. Writes 1 or 2 sentences focused on a topic. Writes in the way one would speak. Writes left to right and top to bottom. Uses upper and lowercase letters indiscriminately. Uses spacing between words inconsistently. Spells names and familiar words correctly. Uses temporary spelling. Begins to read own writing. 	<ul style="list-style-type: none"> Relates drawings and writing to create a more meaningful text. Drawings show a sequence of events. Writes a few short, patterned, repetitive sentences focused on a topic. Writes about familiar topics and experiences. Shows evidence of using language from books. Writes left to right across several lines. Uses spacing between words consistently. Spells simple words and some high frequency words correctly. Uses temporary spelling with some phonetic elements. Uses capital letters for names and the beginning of sentences. Uses periods correctly. Uses question marks and exclamation points inconsistently. Reads own writing with fluency. 	<ul style="list-style-type: none"> Uses drawings to enhance meaning of writing. Writes several sentences about a topic. Writes in complete sentences. Writes in a logical sequence. Uses list-like details and descriptive language. Uses vocabulary appropriate for the topic. Spells many high frequency words correctly. Uses temporary spelling that can generally be read by others and is moving toward conventional spelling. Uses capital letters and end punctuation correctly and consistently. Begins to write with a sense of audience. 	<ul style="list-style-type: none"> Writes a series of related ideas in an organized, logical sequence. Writes stories with a clear beginning, middle, and end. Uses varied sentence patterns and lengths. Enhances ideas using details and descriptive language. Begins to use elaboration to support details. Uses alternatives for commonly used words to enhance the text. Spells most high frequency words correctly. Uses a variety of spelling strategies to spell unfamiliar words. Uses more conventional than temporary spelling. Uses commas and apostrophes correctly. Begins to write with a sense of audience. Uses paragraphs inconsistently. 	<ul style="list-style-type: none"> Maintains a clear focus throughout the text. Connects ideas smoothly and logically. Uses varied sentence patterns and lengths that develop and extend the topic. Uses language and details that create a vivid mental picture. Uses elaboration to support details that is related to the topic. Uses a variety of resources to spell unfamiliar words. Spells most words correctly. Experiments with dialogue to enhance writing. Writes with standard punctuation, capitalization, and grammar. Writes with a sense of audience. Uses paragraphs correctly.

KINDERGARTEN

1	Date:
Stage:	
2	Date:
Stage:	
3	Date:
Stage:	

FIRST GRADE

1	Date:
Stage:	
2	Date:
Stage:	
3	Date:
Stage:	


SECOND GRADE

1	Date:
Stage:	
2	Date:
Stage:	
3	Date:
Stage:	

THIRD GRADE

1	Date:
Stage:	
2	Date:
Stage:	
3	Date:
Stage:	

DEVELOPMENTAL STAGES OF READING

EMERGENT READERS	EARLY READERS	EARLY FLUENT READERS	FLUENT READERS
			
<ul style="list-style-type: none"> understand that written language conveys messages pretend to read and write begin to match spoken words with print recognize some environmental print know some letter names and some sounds 	<ul style="list-style-type: none"> know that reading needs to make sense are attentive to print and most print conventions can identify most letters by name use letter/sound knowledge to help figure out unknown words can recognize many sight words use pictures, story patterns, context and memory of words as well as phonics to make sense of print begin to read with fluency and expression 	<ul style="list-style-type: none"> recognize many words in and out of context can apply phonics and other words analysis skills to figure out unknown words monitor own reading for meaning and self-corrects read with continued fluency and expression 	<ul style="list-style-type: none"> recognize most words in and out of context comprehend most stories read independently monitor own reading for meaning and self-corrects read with increased fluency and expression

~Adapted from Bank Street College Literacy Guide

RUNNING RECORD/FLUENCY/ORAL RETELL

Grade:	Date:
Book Title:	
Level:	Accuracy %:
Fluency:	
Rubric Score:	WCPM:
Oral Retell Rubric Score:	
Reading Stage/Comments:	
Grade:	Date:
Book Title:	
Level:	Accuracy %:
Fluency:	
Rubric Score:	WCPM:
Oral Retell Rubric Score:	
Reading Stage/Comments:	
Grade:	Date:
Book Title:	
Level:	Accuracy %:
Fluency:	
Rubric Score:	WCPM:
Oral Retell Rubric Score:	
Reading Stage/Comments:	
Grade:	Date:
Book Title:	
Level:	Accuracy %:
Fluency:	
Rubric Score:	WCPM:
Oral Retell Rubric Score:	
Reading Stage/Comments:	
Grade:	Date:
Book Title:	
Level:	Accuracy %:
Fluency:	
Rubric Score:	WCPM:
Oral Retell Rubric Score:	
Reading Stage/Comments:	

LETTER AND SOUND IDENTIFICATION

Grade:	Grade:	Grade:	Grade:	Grade:
Date:	Date:	Date:	Date:	Date:
Uppercase: /26	Uppercase: /26	Uppercase: /26	Uppercase: /26	Uppercase: /26
Lowercase: /26	Lowercase: /26	Lowercase: /26	Lowercase: /26	Lowercase: /26
Sounds: /26	Sounds: /26	Sounds: /26	Sounds: /26	Sounds: /26

BOOK AND PRINT AWARENESS

Grade:	Grade:	Grade:	Grade:	Grade:
Date:	Date:	Date:	Date:	Date:
Score: /20	Score: /20	Score: /20	Score: /20	Score: /20

PHONEMIC AWARENESS

Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Task #:	Task #:	Task #:	Task #:	Task #:	Task #:	Task #:	Task #:
Score: /6	Score: /6	Score: /6	Score: /6	Score: /6	Score: /6	Score: /6	Score: /6
Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Task #:	Task #:	Task #:	Task #:	Task #:	Task #:	Task #:	Task #:
Score: /6	Score: /6	Score: /6	Score: /6	Score: /6	Score: /6	Score: /6	Score: /6

PRIMARY SPELLING INVENTORY

Grade:	Grade:	Grade:	Grade:
Date:	Date:	Date:	Date:
Score:	Score:	Score:	Score:
Grade:	Grade:	Grade:	Grade:
Date:	Date:	Date:	Date:
Score:	Score:	Score:	Score: