

Resources for your Teacher Toolbox



Week 5: 11/11-11/15

This Weeks Feature:



Student Learning Reports & Student Data Tracking



Student Self-Assessment is a process that helps students stay involved and motivated and encourages self-reflection and responsibility for their own learning (Student Self-Assessment, Stanford University).

You can access the Student Learning Reports at the following address:

<https://lead4ward.com/resources/>

How to Find Lead4ward Student Learning Report

On the Lead4ward webpage, student learning reports will be located on the right side of the page

The screenshot shows the Lead4ward website interface. At the top, there is a navigation bar with the following links: Home, About Us, Resources (highlighted), Workshops, Services, Online Store, and Sign In or Sign Up! Below the navigation bar, there are several resource cards: 'leading learning series 2019-2020', 'IQ - released items analysis tool', and 'field guide bundles'. Below these cards is a table with columns for 'Grade', 'Snapshot', 'Scaffold', 'Academic Vocab', 'Teacher Learning Reports', and 'Student Learning Reports'. A blue arrow points to the 'Student Learning Reports' column.

Grade	Snapshot	Scaffold	Academic Vocab	Teacher Learning Reports	Student Learning Reports
Kindergarten	Math Reading/Writing* Science Social Studies	Math Scaffold ELAR Rev/Edit Checklist	Math Reading/Writing Science Social Studies	Math Reading/Writing Science Social Studies	Math* Reading/Writing* Science*
Kindergarten (Spanish TEKS)	Reading/Writing*		Math	Reading/Writing*	Math* Reading/Writing* Science*
Grade 1	Math Reading/Writing*	Math Scaffold ELAR Rev/Edit Checklist	Math Reading/Writing	Math Reading/Writing	Math* Reading/Writing*

Lead4ward Student Learning Report

Once you find your grade level, you can either select the Word or PDF version of the report. I prefer the PDF myself. This report will be about 9 pages breaking down all of your tested TEKS.

Student Learning Report: Grade 8 Science
Name _____



Properties of Atoms

Process: Tools to Know		Notes	Check Up		
Planning/ Performing Investigations	<input type="checkbox"/> I can plan, design, and implement an investigation. 8.2(A), 8.2(B)				
Using Scientific Tools	<input type="checkbox"/> I can collect, record, and analyze information using scientific tools. 8.4(A)				

Content		Notes	Check Up		
Structure of Atoms	<input type="checkbox"/> I can describe the structure of atoms. 8.5(A) <input type="checkbox"/> masses <input type="checkbox"/> electrical charges <input type="checkbox"/> location of protons and neutrons in the nucleus <input type="checkbox"/> location of electrons in the electron cloud				
	<input type="checkbox"/> I can identify that protons determine an element's identity. 8.5(B)				
	<input type="checkbox"/> I can identify that valence electrons determine an element's chemical properties, including reactivity. 8.5(B)				
Periodic Table	<input type="checkbox"/> I can interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements. 8.5(C)				
	<input type="checkbox"/> I can compare metals, nonmetals, and metalloids using physical properties. 6.6(A) <input type="checkbox"/> luster <input type="checkbox"/> conductivity <input type="checkbox"/> malleability				

Process: Ways to Show		Notes	Check Up		
Interpreting Information	<input type="checkbox"/> I can analyze and formulate explanations, communicate conclusions, and predict trends. 8.2(E)				
Constructing Models	<input type="checkbox"/> I can use models to represent the natural world. 8.3(B)				

Student Test Summary Report From Week 2

Allow your students to use their Student Test Summary Reports to track their own data. They can use the information from these reports to fill in their Lead4ward Student Learning Report.

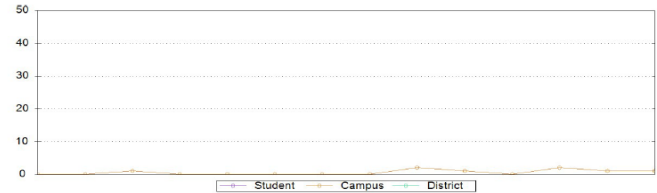
Student Name

- Science Grade 8 CBA 1 Unit 1 8.5abc

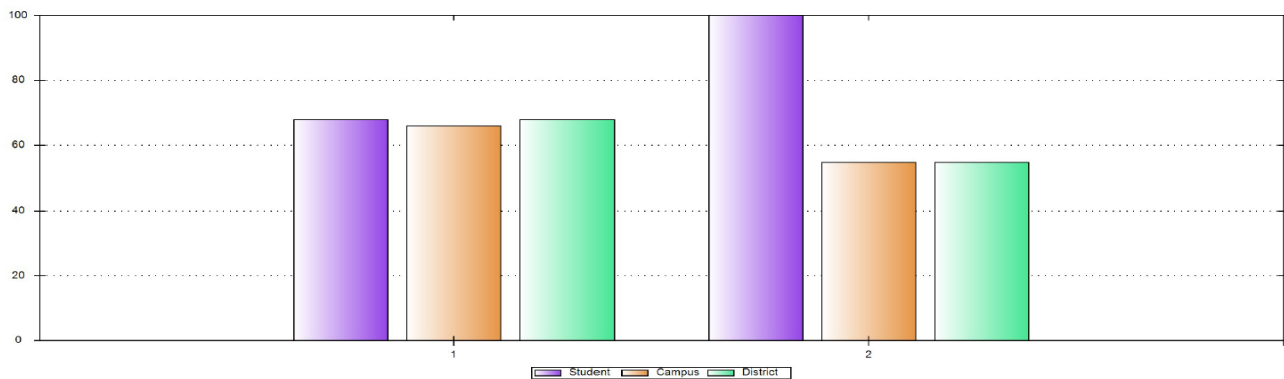
Test Details

Raw: 19/27
 Percent: 70%
 Met Expectations

Comparison Histogram



Objective Comparison Chart



Reporting Categories

- demonstrate an understanding of the properties of matter and energy and their interactions. 17/25
- demonstrate an understanding of force, motion, and energy and their relationships. 2/2

Learning Standards

- | | | |
|---------------|---|------|
| 8.5(A)
[R] | describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud; | 5/10 |
| 8.5(B)
[R] | identify that protons determine an element's identity and valence electrons determine its chemical properties, including reactivity; | 4/6 |
| 8.3(D)
[P] | relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content. | 1/1 |
| 8.5(C)
[R] | interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements; | 8/9 |
| 8.2(E)
[P] | analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. | 2/2 |
| 6.8(C)
[S] | calculate average speed using distance and time measurements; | 1/1 |
| 6.9(C)
[S] | demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy. | 1/1 |

Individual Question Response

Q	A	O	SE	Q	A	O	SE	Q	A	O	SE
1	C	1	8.5(A) [R]	8	F	1	8.5(B)	15	A[D]	1	8.5(B) [R]
2	G	1	8.5(B) [R]	9	C[B]	1	8.5(A)	16	J	1	8.5(C) [R]
3	B[C]	1	8.5(A) [R]	10	H[J]	1	8.5(A)	17	C	1	8.5(C) [R]
4	F	1	8.5(A) [R]	11	A	1	8.5(A)	18	H[J]	1	8.5(C) [R]
5	C	1	8.5(B) [R]	12	G	1	8.5(A)	19	D	1	8.5(C) [R]
6	G[J]	1	8.5(A) [R]	13	D	1	8.5(C)	20	J	1	8.5(C) [R]
7	D[C]	1	8.5(A) [R]	14	F	1	8.5(A)	21	D	1	8.5(C) [R]
								22	F	1	8.5(C) [R]
								23	A	1	8.5(B) [R]
								24	F	1	8.5(C) [R]
								25	B[D]	1	8.5(B) [R]
								26	1000	2	6.8(C) [S]
								27	C	2	6.9(C) [S]

Putting It All Together

When your students use their Student Test Summary Report and the Lead4ward Student Learning Report together they are able to recognize their own strengths and weaknesses. This allows students to self-target areas of need.

A great way to utilize the Student Learning Report is to print it and place in either student notebooks or binders. Every test students take have them transfer their data from their Student Test Summary Report to their Student Learning Report.

Student Learning Report: Grade 8 Science
Name _____

Process
Content
Process

Properties of Atoms

Process: Tools to Know		Notes	Check Up
Planning/ Performing Investigations	<input type="checkbox"/> I can plan, design, and implement an investigation. 8.2(A), 8.2(B)		
Using Scientific Tools	<input type="checkbox"/> I can collect, record, and analyze information using scientific tools. 1.4(A)		

Content		Notes	Check Up
Structure of Atoms	<input type="checkbox"/> I can describe the structure of atoms. 8.5(A) <input type="checkbox"/> masses <input type="checkbox"/> electrical charges <input type="checkbox"/> location of protons and neutrons in the nucleus <input type="checkbox"/> location of electrons in the electron cloud		
	<input type="checkbox"/> I can identify that protons determine an element's identity. 8.5(B)		
	<input type="checkbox"/> I can identify that valence electrons determine an element's chemical properties, including reactivity. 8.5(B)		
Periodic Table	<input type="checkbox"/> I can interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements. 8.5(C)		
	<input type="checkbox"/> I can compare metals, nonmetals, and metalloids using physical properties. 6.6(A) <input type="checkbox"/> luster <input type="checkbox"/> conductivity <input type="checkbox"/> malleability		

Process: Ways to Show		Notes	Check Up
Interpreting Information	<input type="checkbox"/> I can analyze and formulate explanations, communicate conclusions, and predict trends. 8.2(E)		
Constructing Models	<input type="checkbox"/> I can use models to represent the natural world. 8.3(B)		

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Source: Texas Education Agency v. 6.24.19
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Sample Student Data Tracking

Make sure to focus on the positives as well as the areas of need. Students need to have successes along the way to help encourage them to strive towards greatness.



Sample

Student Learning Report: Grade 8 Science
Name _____

Process
Content
Process

Properties of Atoms

Process: Tools to Know		Notes	Check Up
Planning/ Performing Investigations	<input type="checkbox"/> I can plan, design, and implement an investigation. 8.2(A), 8.2(B)		
Using Scientific Tools	<input type="checkbox"/> I can collect, record, and analyze information using scientific tools. 8.4(A)		

Content	Notes	Check Up	
Structure of Atoms	<input checked="" type="checkbox"/> I can describe the structure of atoms. 8.5(A) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> masses <input checked="" type="checkbox"/> electrical charges <input checked="" type="checkbox"/> location of protons and neutrons in the nucleus <input checked="" type="checkbox"/> location of electrons in the electron cloud 		9 CB A1 9 CB A2
	<input type="checkbox"/> I can identify that protons determine an element's identity. 8.5(B)	Need to Practice Identifying	9 CB A1 9 CB A2
	<input checked="" type="checkbox"/> I can identify that valence electrons determine an element's chemical properties, including reactivity. 8.5(B)	<div style="background-color: #0070C0; color: white; padding: 10px; border-radius: 10px; display: inline-block;">(great!)</div>	9 CB A1 9 CB A2
Periodic Table	<input checked="" type="checkbox"/> I can interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements. 8.5(C)		9 CB A1 9 CB A2 9 CB A3
	<input type="checkbox"/> I can compare metals, nonmetals, and metalloids using physical properties. 6.6(A) <ul style="list-style-type: none"> <input type="checkbox"/> luster <input type="checkbox"/> conductivity <input type="checkbox"/> malleability 	Practice Periodic Properties	9 CB A2 9 CB A3 9 CB A3

Process: Ways to Show		Notes	Check Up
Interpreting Information	<input type="checkbox"/> I can analyze and formulate explanations, communicate conclusions, and predict trends. 8.2(E)		
Constructing Models	<input type="checkbox"/> I can use models to represent the natural world. 8.3(B)		