**App for Collecting and Compiling Educational Records for Classroom Teachers**

**Main Page**

**(Buttons below would jump to Spread Sheets of Information or to a form to fill out)**

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| **Class List** |
|  |
| **Math** |
| **Reading** |
| **Writing** |
| **Behavior** |

**Class List Page**

**Students Names Subject Links**

**Name Math Reading Writing Behavior**

**Name Math Reading Writing Behavior**

**Name Math Reading Writing Behavior**

**Name Math Reading Writing Behavior**

**Name Math Reading Writing Behavior**

**Name Math Reading Writing Behavior**

**Name Math Reading Writing Behavior**

**Name Math Reading Writing Behavior**

**(Capacity at least 50+ Students)**

|  |  |  |
| --- | --- | --- |
| Math Observation/Anecdotal Record Checklist | | |
| Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Standardized TEST Name\_(text box)\_\_\_\_\_\_\_\_\_Test Score\_(Numeric box)\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_  Standardized TEST Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_  Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_  Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_  Formative Assessment Name\_\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_  Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_  Formative Assessment Name\_\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_  Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_ | | |
|  | Mathematical Behaviors | Comments |
|  | Student is actively engaged during math instruction. |  |
|  | Student works collaboratively with other students to solve problems. |  |
|  | Student works independently to solve problems. |  |
|  | Student makes conjectures and estimates. |  |
|  | Student uses a variety of problem solving strategies to solve open-ended problems. |  |
|  | Student is able to explain the steps taken to solve problems. |  |
|  | Student is able to present multiple solutions. |  |
|  | Student participates in classroom discussion. |  |
|  | Student completes math assignments in given time frame. |  |
|  | Student completes math homework in given time frame. |  |
|  | Student reflects on and understands his/her mathematical mistakes. |  |
|  | Mathematical Skills | Comments |
|  | Student is able to add numbers. |  |
|  | Student is able to subtract numbers. |  |
|  | Student is able to multiply numbers. |  |
|  | Student is able to divide numbers. |  |
|  | Student understands the relationship between whole numbers, fractions, decimals and percents. |  |
|  | Student is able to tell time. |  |
|  | Student is able to count money. |  |
|  | Student understands basic concepts of geometry (angle measurement, shapes, area, volume) |  |
|  | Student understands basic concepts of measurement (standard, metric, conversions) |  |
|  | Student understands basic concepts of algebra (variables, solving open number sentences) |  |

Behavior Observation/Anecdotal Record Checklist

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

Number of disciplinary referrals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments on disciplinary referrals: (text box)

Number of positive reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments on positive reinforcements: (text box)

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| --- | --- | --- |
|  | **Attendance/ Tardies** | **Comments** |
|  | Student displays a consistent attendance record. |  |
|  | Student displays a consistent tardy record. |  |
|  | **Respect/ Social Skills** | **Comments** |
|  | Student uses kind words and actions. |  |
|  | Student respects other people’s property. |  |
|  | Student has friends and engages in appropriate behaviors with friends. |  |  |
|  | **Responsibility** | **Comments** |
|  | Student manages his/her schoolwork. |  |
|  | Student manages his/her homework. |  |
|  | Student manages his/her school supplies. |  |
|  | Student follows teacher directions. |  |
|  | Student remains on-task and focused throughout whole group instruction. |  |
|  | Student remains on-task and focused throughout small group instruction. |  |
|  | Student remains on-task and focused throughout independent work time. |  |
|  | Student remains on-task and focused throughout center time. |  |
|  | Student transitions appropriately. |  |
|  | Student takes initiative on schoolwork. |  |
|  | **Safe/ Manages Feelings** | **Comments** |
|  | Student keeps hands and feet to self. |  |
|  | Student uses appropriate words and actions to express feelings. |  |
|  | Student walks appropriately in building. |  |
|  | Student accepts responsibility for actions. |  |

Writing Observation/Anecdotal Record Checklist

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

Standardized TEST Name\_(text box)\_\_\_\_\_\_\_\_\_Test Score\_(Numeric box)\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_

Standardized TEST Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Score** | **Writing Mechanics** | **Comments** |
|  | Student uses appropriate capitalization. |  |
|  | Student uses appropriate punctuation. |  |
|  | Student writes in complete sentences using appropriate subject-verb agreement. |  |
|  | Student uses appropriate grammar. |  |
|  | Student spells grade level frequency words correctly. |  |
|  | **Organization** | **Comments** |
|  | Student begins writing pieces and paragraphs with a hook sentences. |  |
|  | Student uses details to support ideas. |  |
|  | Student uses conclusion sentences to wrap up ideas. |  |
|  | Student organizes ideas in paragraphs. |  |
|  | Student uses details to enhance writing. |  |
|  | Student uses appropriate transitions in writing pieces. |  |
|  | Student uses grade level or above word choice. |  |  |
|  | **Writing Process** | **Comments** |
|  | Student uses a planning sheet/ organizer for prewriting. |  |
|  | Student writes a rough draft independently. |  |
|  | Student writes a final copy using revisions. |  |
|  | Student knows and follows the writing process. |  |

Reading Observation/Anecdotal Record Checklist

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

Standardized TEST Name\_(text box)\_\_\_\_\_\_\_\_\_Test Score\_(Numeric box)\_\_\_Date\_\_\_\_

Standardized TEST Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Standardized TEST Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

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Formative Assessment Name\_\_\_\_\_\_\_\_\_\_Test Score\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | **Reading Strategies** | **Comments** |
|  | Student is able to identify the narrative elements (character, setting, problem, solution) |  |
|  | Student makes inferences based on evidence in the text. |  |
|  | Student makes predictions based on evidence in the text. |  |
|  | Student is able to sequence events in a text. |  |
|  | Student makes text-self connections. |  |
|  | Student makes text-text connections. |  |
|  | Student makes text-world connections. |  |
|  | Student is able to identify the main idea. |  |
|  | Student is able to indentify the details. |  |
|  | **Decoding** | **Comments** |
|  | Student reads beginning sounds. |  |
|  | Student reads middle sounds. |  |
|  | Student reads short vowels. |  |
|  | Student reads long vowels. |  |
|  | Student reads prefixes. |  |
|  | Student reads suffixes. |  |
|  | Student reads diagraphs. |  |
|  | Student reads multisyllabic words. |  |
|  | Student reads irregular vowels. |  |
|  | Student reads blends. |  |
|  | Student reads r- controlled. |  |
|  | **Fluency** | **Comments** |
|  | Student reads fluently at an appropriate pace. |  |
|  | Student self-monitors reading fluency. |  |
|  | Student uses strategies to read fluently (skips over, context clues, look for patterns, picture clues) |  |
|  | Student reads with inflection. |  |
|  | Student reads punctuation. |  |
|  | Student demonstrates knowledge of vocabulary while reading. |  |