

# Student Journaling

## Wisconsin State Standards Strand

ELA

## Grade Level

K-5

## Purpose

Use with students to inform instruction, monitor student growth, and provide students feedback on their understanding of the ELA CCSS.

## When to Use

Before Reading  
During Reading  
After Reading

## Grouping

Whole Group  
Small Group  
Individuals

## ABOUT THE ASSESSMENT

STUDENT JOURNALING involves providing students with a space to record their thoughts, questions, and progress on their reading, writing, or collaborative discussions. Teachers read student journals and respond accordingly. The information gleaned from student journals can be used to inform instruction, monitor student growth, and provide students feedback on their understanding of the ELA CCSS. There are a variety of formats for student journaling, some with more structure than others. Teachers should choose the journal format that is most appropriate for the needs of their classroom.

## IMPLEMENTATION OF THE ASSESSMENT

- Establish the purpose of the journal. On which specific area of the ELA CCSS will students be focusing in the journal?
- Identify the journal format that is most appropriate for the task and the classroom. Will you use an open ended, unstructured journal? A reflective journal? A conversation calendar?
- Once you decide on the journal, determine the following:
  1. How often will students write in it?
  2. How often will you view journals and respond?
  3. Will you provide prompts? Or specific topics for them to write on?
- Make sure journal entries are dated and you review them frequently enough to prepare for instruction, monitor student growth, and provide students feedback on their understanding of the ELA CCSS.

## RESEARCH

Farris, P. J. (2005). *Language arts: Process, product, and assessment* (4<sup>th</sup> Edition). Long Grove, IL: Waveland Press, Inc.

Tovani, C. (2011). *So what do they really know? Assessment that informs teaching and learning*. Portland, ME. Stenhouse Publishers.

# Student Journaling

Example of a Conversation Calendar that can be used as a format for student journaling. The teacher writes on the top half and the student writes on the bottom half or vice versa.

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

Period: \_\_\_\_\_

Week Of: \_\_\_\_\_

| Monday                   | Tuesday                  | Wednesday                | Thursday                 | Friday                   |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Student Journaling

Example of a Reflective Journal that can be used as a format for student journaling.

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

Class: \_\_\_\_\_

| Student Reflection   | Teacher Response   |
|--|--|
| <p><i>Date:</i></p> <p><i>Title of writing/book/discussion:</i></p> <p><i>Comments:</i></p><br><br><p><i>Strengths:</i></p><br><br><p><i>Weaknesses:</i></p> | <p><i>Date:</i></p> <p><i>Title of writing/book/discussion:</i></p> <p><i>Comments:</i></p><br><br><p><i>Strengths:</i></p><br><br><p><i>Weaknesses:</i></p> |
| <p><i>Date:</i></p> <p><i>Title of writing/book/discussion:</i></p> <p><i>Comments:</i></p><br><br><p><i>Strengths:</i></p><br><br><p><i>Weaknesses:</i></p> | <p><i>Date:</i></p> <p><i>Title of writing/book/discussion:</i></p> <p><i>Comments:</i></p><br><br><p><i>Strengths:</i></p><br><br><p><i>Weaknesses:</i></p> |