

Self-Assessment: Building a Context for Strategy Instruction

	Help! What do I do?	OK, I'm getting it now.	This is working well.	Aha! I've got it!
Gradually Releases Responsibility	I am just beginning to model my thinking but have not given students an opportunity to share.	I continue to think aloud and have begun to include students in the discussion. They are showing signs of engagement.	We are thinking aloud as a whole group, charting responses and having discussions in small group settings. My students are beginning to think about their thinking on their own.	Modeling and think alouds are happening daily and are fostering high levels of engagement. Students are applying and grasping skills across a variety of genres with teacher support and independent work shows evidence that students are using all strategies.
Designs Community	A community has been established but most children continue to only answer questions when asked.	We have become respectful of one another and make every effort to listen to what others have to say.	In addition to feeling safe in their environment, students are beginning to know the terminology and are anxious to share their thoughts. They are taking greater risks.	My classroom is a place where inquiry, intimacy, and rigor are abundant. We share a common language and children's oral responses are heard daily and written responses are displayed everywhere. We are a community of learners and have a literate climate of thinking.
Builds Self-Awareness	My students look to me to prompt them in discussion. They are very unaware of what they need to do as good readers and are unable to express themselves when they do begin to use good strategies.	Students have begun to think about how they are constructing meaning. They are aware as they reread, make connections, or don't understand what the author is trying to say.	Self-awareness is surfacing. Students are beginning to reflect on the whole process. They are piecing together how these strategies are helping them to comprehend.	Responsibility is transferred to students to keep track of their thinking. They reflect on their learning by the self-selection of books and are thinking deeply about what they are doing.
Allows for Conversation	Most classroom discussions are led by the teacher. My students seem to think they have little to share.	Several students have shared in discussions; however, the teacher is still leading the conversation.	Almost all students are interacting on a daily basis. They are beginning to piggyback off one another's responses.	Students have many opportunities to talk about books, share their thoughts, ideas, and opinions. They talk and write in response to their reading. Time is built in to talk informally and naturally. They are gaining insight from each other.