### Anecdotal Notes
Brief comments teachers write about events and interactions observed during the Reading Workshop. Comments describe behaviors, processes, and attitudes. Each record should include the student’s name, date, content of the observations, and enough information to remember what occurred. Use these records to notice patterns over time and determine individual, small group, and whole class mini-lessons or targeted instruction.

**A strategy:** Take the notes on computer mailing labels and then peel them off the label strips and put them on blank pieces of paper in students’ individual notebooks. These notebooks can include other information about the student—other assessments, learning and interest profiles, personal information, etc. Another strategy noted in this workbook: index cards on a clip board.

### Running Records
Formalized oral reading assessment procedures for recording and analyzing the miscues, or deviations from a text that a student offers while reading aloud. The intention is to understand the processes and thinking of readers, recognizing patterns of behavior and, as a result, planning differentiated instruction. There are different systems of notations for analyzing miscues. Of special emphasis is the students’ reliance of different cueing systems: graph phonic, semantic, and syntactic. A sample Running Record recording form from *Growing Readers*, by Kathy Collins, is included in this workbook.

### Retellings
In asking students to retell what they have read (as opposed to asking them comprehension questions) we can learn a lot about how they are constructing meaning - their abilities, strategies, and processes. This can be done orally or in written form. It can be done after the student has been read to or after they have read themselves. Students should retell what happened in the story as close to the original wording as possible. Those that refer to exact details and use the language of the story have generally understood the story better than those who retell generalities.

### Rubrics
This is some form of a list of essential skills and strategies in a certain content area. Start by brainstorming what an ideal workshop would look like. These can often be created with students. The language and grading criteria (numbers, words) should be clear, consistent and user-friendly, leaving as little room as possible for interpretation. Collaborating with colleagues to create rubrics around skills, strategies, and behaviors taught in the workshop is often valuable work. When working with rubrics, students should always know what is expected of them before being evaluated.

### Checklists
These can make recording observations simpler, as they are designed to help remind teachers of the types of behaviors, processes, and understandings we are looking for during our observations/conferences. An example of this type of checklist is at the bottom of the Reading Conference Form in this workbook (page 40). Creating a checklist of observable behaviors in the workshop, particularly in reading
A quote from Debbie Miller on finding the record keeping method that worked best:

“I’ve experimented with many different ways of record keeping and have finally settled on small 4-by-6-inch notebooks that I keep in a basket near my desk. There is a notebook for each child, and everyday before our literacy workshops I scoop up four to five from the front of the basket. Throughout the work sessions, I confer individually with these four or five children and make notes about what I’ve learned from them as readers, writers, and learners. Entries might...
include words the child wrote on a sticky note, oral responses, a quick running record, and/or strategies the child used for decoding/comprehension. I also make note of a child’s specific strengths and areas where he or she needs more support. Listing specific examples from conferences and observations keeps my comments in context, and puts me back in the scene when I need to refresh my memory. At the end of each week or so, I look at these notebooks, along with notes from my own notebook and the children’s response sheets, and determine if there are children with similar needs who would benefit from additional support.”