



**Pelham Public Schools**  
**ELA Writing Tri-State Review**

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April 18-20 2016

**School:** (please check one)

**Elementary**

**High School**

**Middle School**

**District**

**Evidence Title:** Marking Period Reflection Sheets (1, 2, 3, 4...at the end of each quarter)

**Name of person submitting evidence:** Courtney Kiessling

**Grade Level:** 9    **School:** PMHS    **Course Name:** Writing Seminar

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process	X	X	
3. Student Performance Data			
4. Curriculum & Instruction			
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs			
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
<b>OTHER: Please Specify</b>			

**Brief Explanation of Evidence:**

At the end of each marking period, after the students have finished the major writing assignment for that quarter--memoir, argumentative research paper, literary essay, short story or poetry--students are asked to fill out a reflection sheet that discusses their work. Questions vary from specific questions about grammar/mechanics rules to overall process and timing and/or meeting deadlines. Each student is asked to reflect on the work they did for that marking period, where they struggled, what they learned, where they continue to be confused and what they continue to work on, etc.