

Literature Circle Student Self-Assessment

Name: _____ Book Studied: _____

Please respond to these statements:	Often	Sometimes	Seldom	Comments
I was prepared for each meeting.				
I listened to others.				
I gave feedback, such as smiling or nodding, to show I understood, agreed, or enjoyed hearing different thoughts and opinions.				
I contributed thoughtful responses.				
I asked questions about the text when I didn't understand.				
I added to the responses of others.				
I stayed on topic.				
I made predictions as I read.				
I made personal connections to what was happening in the text.				
I discussed new or unfamiliar words or ideas.				
I used evidence in the text to support my thinking.				
I enjoyed hearing what others thought.				
I enjoyed being part of the discussion.				
I think my group got along well.				
I felt my ideas and opinions were important to others.				

Literature Circle: Group Evaluation

Literature Circle Group: _____

Book Studied: _____ Author: _____

Procedure:

- We started within one minute.
- We waited politely for a turn to speak.
- We worked well with others.
- We made eye contact with the speaker.
- We talked only about the book.

Discussion:

- We understood the ideas in the text.
- Our discussion helped us to relate ideas to our own lives.
- Characters or events in this book remind us of other characters, books, or storylines.
- Everyone participated by adding ideas or asking questions.

The most valuable contribution today was because ...

Something we found challenging today:

Something we would like to improve:

Conferencing Rubric: Student Self-Assessment Literature Circle Preparation & Participation

Name: _____ Date: _____ Book: _____

Read each row. Choose the box which describes you most accurately. Mark the box with an "X". Add any comments you would like to share at the bottom.

Beginner: I'm learning the ropes	Trainee: I'm getting the hang of this	Craftsman: I'm honing my skills	Master Craftsman: I've got this!
<input type="checkbox"/> I'm not prepared for the meeting.	<input type="checkbox"/> I remember to bring my book and my response.	<input type="checkbox"/> I bring my book and my response with words or ideas marked. <input type="checkbox"/> I bring additional questions or ideas I'd like to discuss.	<input type="checkbox"/> I bring my book and response with clearly marked words, phrases or passages to discuss. <input type="checkbox"/> I bring additional thoughtful questions or comments relating to other clearly marked sections of text.
<input type="checkbox"/> I don't contribute much.	<input type="checkbox"/> I contribute to the discussion when I am prompted.	<input type="checkbox"/> I contribute adequately to the discussion.	<input type="checkbox"/> I contribute considerably to the discussion.
<input type="checkbox"/> My responses are often not related to the book.	<input type="checkbox"/> I sometimes can't think of things to say.	<input type="checkbox"/> I try to keep the conversation going.	<input type="checkbox"/> I keep the conversation going and make links from one person's response to another relevant idea.
<input type="checkbox"/> I need to take the discussion seriously and respond appropriately.	<input type="checkbox"/> I need to respond appropriately all the time.	<input type="checkbox"/> I always respond appropriately and take the discussion seriously.	<input type="checkbox"/> I respond appropriately and can take the lead in the conversation, without taking over.
<input type="checkbox"/> I need to start listening to what others say.	<input type="checkbox"/> I need to listen more or the time.	<input type="checkbox"/> I always pay attention and try to build on the responses of others.	<input type="checkbox"/> I pay attention, make contributions and encourage others to participate, by asking what they think or whether they have anything to add.

Comments: _____

Rubric: Literature Circle Responses

Name: _____

Date: _____

Book: _____

Read each row. Choose the box which describes the overall quality of the student's responses. Mark the box with an "X". Add comments to support future instruction, including strengths, interests, challenges, goals.

Beginner: learning	Trainee: improving	Craftsman: honing	Master Craftsman: mastering
<input type="checkbox"/> very few notes recorded	<input type="checkbox"/> some notes, but comments are general	<input type="checkbox"/> adequate notes for book studied and age of reader; notes include some referencing of text, such as page number, word/s or passages; sticky notes used to mark sections of text, but may be overused or used on unimportant details.	<input type="checkbox"/> thorough notes, including detailed referencing of the text; page numbers, words, passages; sticky notes used effectively to highlight and connect important details linking to own notes, or other responses to be discussed.
<input type="checkbox"/> no evidence to support thinking	<input type="checkbox"/> some examples from text to support thinking; relationship of evidence to thinking may be loose, or unclear	<input type="checkbox"/> some evidence to support thinking	<input type="checkbox"/> several, clear examples of evidence to support and validate thinking
<input type="checkbox"/> ideas lack coherence and are difficult to understand	<input type="checkbox"/> some coherence, but lack, or omission, of important detail makes ideas difficult to understand without clarifying	<input type="checkbox"/> ideas are coherent and demonstrate an understanding of the text	<input type="checkbox"/> ideas are coherent and inclusion of rich, relevant details demonstrate a deeper understanding of the text.
<input type="checkbox"/> lacks cohesion; too few ideas to organise into a structured response	<input type="checkbox"/> ideas mostly organised into a logical structure; some details may be omitted	<input type="checkbox"/> ideas make sense and sequenced accurately; generally flows well	<input type="checkbox"/> skilfully embeds thoughts into a logical, well-sequenced organisational structure, adding details where needed and transitioning smoothly between ideas

Comments/Learning Priority for this reader:
