



Instructional Partners need to know:

About writing:

- Stages of writing
- Each child's place on the writing continuum
- The importance of a child's comfort with writing
- Is the child willing to take risks?
- All children's efforts should be celebrated and shared
- Not to compare one child's work with another
- Their product does not need to be perfect
- Children need to be encouraged to write independently, not do it for him/her
- Recognize child's individual needs/strategies
- Writing is a process not a product

About assessment:

- Assessment is ongoing
- The purpose of the assessment
- What to look for and why
- What to communicate between teacher and instructional partner
- Instructional partners can do assessment
- What information and samples are important
- How to collect information and samples of work
- How assessment information and children's work is used in planning

How are teachers and instructional partners working together on assessments?

- Teacher shares assessment information and plans so they are on the same page
- The instructional partner does quick periodic assessments to support the class process and aid in planning
- Instructional partners do story time assessment to keep track of children's skills and progress (noting children's questions and answers, comprehension, etc.)
- Instructional partners are doing parts of the PALS