

Get to Know Me

IP Rubric PL-2, I-7



- How can I get to know students' personal stories?
- How can I discover information about each student's literacy?
- How can I monitor my students' progress?

Why **Get to Know Me** works:

There is great diversity in students' literacy skills. We should assume very little about our students. **Get to Know Me** tools include surveys, quick writes, and creative assignments. As teachers begin to know students as individual learners, they can plan more meaningful lessons. Robert Marzano and other researchers confirm that students learn more when we give specific, timely feedback and an opportunity to improve based on that feedback.



Suggested **Get to Know Me** strategies:

[Surveys](#)
[Quick Write](#)
[Proficiency ratings](#)
[Portfolios](#)
[Quick Sort Protocol](#)
[Student Conferences](#)
[Circulate](#)

Get to Know Me tech tools:

[A4E Dashboard](#)
[Chancery](#)
[Google Forms](#)

In the **Get to Know Me** routine, we regularly:

- Get to know students' personal stories, histories, and preferences.
- Discover and document information about literacy status.
- Create student learner profiles.
- Assess students' prior knowledge for each unit.
- Plan extra support or extension.
- Monitor progress.

How to implement **Get to Know Me** in your classroom:

☑ **Get to know students' personal stories, learning histories, and preferences.**

Talking with and listening to students reveal much about who they are and what they care about. Use **surveys** and **quick writes** to collect information. Your colleagues may have additional insights. Avoid making assumptions about students' histories and situations.



☑ **Discover and document information about literacy status.**

Consult Chancery and A4E Teacher Dashboard to gather data from past assessments, including **proficiency ratings**. These data are beginning points; expect students to grow and change as a result of your efforts. Spend time with colleagues early in the year comparing notes on each student's literacy strengths and needs, looking together at writing samples and the results of fluency and comprehension assessments.

☑ **Create student learner profiles.**

It is worth the initial time investment to create a learner profile for each student, then add representative work samples and review the information at regular intervals. A **portfolio** can be as simple as a folder kept on your desk.

☑ **Assess students' prior knowledge for each unit.**

It is helpful to assess students' prior knowledge for each unit of instruction. Though these formative assessments should not be graded, it is important to analyze students' readiness – try a **Quick Sort Protocol** to reflect on student work alone or with a colleague.

☑ **Plan extra support or extension.**

When planning instruction, check to make sure that your plans include enough scaffolding or extension to ensure each student's success. You might find it useful to check your roster as you plan.

☑ **Monitor progress.**

In brief **student conferences**, share the progress that the student has made and goals for their improvement. Ask questions and listen in one-on-one exchanges. When you **circulate** as students write or converse, take a few seconds to connect and give feedback.