

Agenda/Planner Assessment Tool

Name: _____

Date: _____

Content: Accurate information is recorded daily.

There

Not There

- Filled in daily
- Appropriate subject areas filled in
- Self-monitoring system (checking off work)
- Goal-setting
- Communication to/from school
- Behavior/citizenship
- Outside responsibilities/activities
- Reminders (personal and school-related)
- Designated homework plan with evidence of backwards mapping for long-term projects
- Parent/teacher signatures

(3) Advanced

(2) Satisfactory

(1) Developing

(0) Not Evident

Organization: Overall order is evident.

There

Not There

- Written in ink (optional)
- Legible writing
- Self-monitoring system
- Color-coding (optional)

(3) Advanced

(2) Satisfactory

(1) Developing

(0) Not Evident

Next Steps:



Agenda/Planner Reflection

Name: _____ Date: _____

Teacher

<i>What area(s) does this student need to focus on primarily?</i>	<i>What steps will the teacher take to support agenda/planner usage with this student in the area(s) identified?</i>
<i>What evidence will the teacher gather to ensure that criteria have been met?</i>	<i>When will the teacher know that the student has mastered expectations in the area(s)?</i>

Student

<i>What area(s) do you need to focus on primarily?</i>	<i>What steps will you take to support your own personal agenda/planner usage in the area(s) identified?</i>
<i>What do you need from your teacher to support your plan?</i>	<i>When will your teacher know that you have mastered expectations in the area(s)? How much time will you need to master this concept?</i>

I will do my part to support _____ in their agenda/planner usage.

Teacher Signature

Date

I will do my part to ensure that I am successfully utilizing my agenda/planner at home and at school.

Student Signature

Date



Organization



Student Weekly Subject Planner

Name _____ Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	
Math	Math	Math	Math	Math	Sunday
Science	Science	Science	Science	Science	
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Weekly Goals
Other	Other	Other	Other	Other	
After School	After School	After School	After School	After School	
Comments	Comments	Comments	Comments	Comments	





Student Weekly To-Do Planner

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Homework	Homework	Homework	Homework	Homework	Homework Family Community
Family Community	Family Community	Family Community	Family Community	Family Community	Sunday Homework Family Community



Student Monthly Planner

Month _____

Name _____ Grade _____ Period _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



Agenda/Planner Samples

TODAY IS **Thursday, September 25, 2014**

SUBJECT	ASSIGNMENT	DUE
MATH	Lesson 2.1 Comparing, rounding and Ordering Decimals (HW) pp. 58-59 (#15-36 odd, 41-43) #Correct	
SCIENCE	Goals, Dreams and Declarations	COMPLETE <input type="checkbox"/>
SOCIAL STUDIES	Brainstorming Literacy goal SMART goal (HW) Write SMART Literacy goal in #2	COMPLETE <input type="checkbox"/>
ENGLISH/LANGUAGE ARTS	Defining the Words Around Us Scholarly words used in questions	COMPLETE <input type="checkbox"/>
READING	Independent reading, tested (HW) Read 30 mins	COMPLETE <input type="checkbox"/>
SPELLING	Stretch journal	COMPLETE <input type="checkbox"/>
	What did we do? how did we use it? how will you use this in the rest of the week?	COMPLETE <input type="checkbox"/>
	started writing Literacy SMART goals and then began writing a SMART goal	COMPLETE <input type="checkbox"/>
	Using our SMART goal to work towards our dreams.	COMPLETE <input type="checkbox"/>

THINGS TO REMEMBER!
Take Home
Bring to School

Teacher Message
Parent Messages

Highlighting is used as a way to self-monitor what needs to be accomplished as a homework task.

The Stretch Journal, one of the reflection tools, is used in this agenda/planner as a way to reflect on an important component of the day.

OCTOBER 2013

Think THIS WEEK I WILL SET A GOAL TO:

21 MONDAY
Record WHAT'S IMPORTANT TODAY?
one-pager draft due
R.W. - launched Book Clubs
Out of My Mind
Read pp. 1-38 (Ch 1-5)
Finding the Spark Level 2? Level 3?
Read 30 mins.
DMR, Interpreting Reminders (4.6)
Notes
HW - MTP 111-112
Layer notes 4.4, 4.6
(highlight key ideas with symbols/pictures to help you understand what you learned)

22 TUESDAY
Mini-Lesson: Theme
Fire-irl
Read pp. 1-55
Finding the Spark Level 2 and 3 Questions
DMR, Interpreting remainders (4.6)
H.W. - finish interpretation
Remainders packet
Layer 4.4 and 4.6

23 WEDNESDAY
R.W. - Theme (read book and did #2 - Word Strategy) developed theme with supportive evidence.
Out of My Mind
B.O. work due
Response
Highlight
Level 2 and 3 Questions (due next wed.)
DMR, First to 100 (4.7)
HW - Study Link 4.7
Layer 4.4, 4.6, 4.7
WITH 1 Example
S.S. - read/took notes on Northwest Coast American Indians.
STEM: dissected owl pellets
Act after school
W.W. - Compare/Contrast of text types
Published one-pager due Friday!

Final one-pager due Friday!
S.S. - read/notes on Plateau and Great Plains (finish)
W.W. - Compare/Contrast text types

BEST BOOK: TITLE: AUTHOR
20 READ: Granny Torelli Makes Soup ME By Sharon Creech

Self-monitoring is evidenced here by highlighting homework tasks that need to be completed, crossing out what was completed, and circling something that has not yet been completed.

SEPTEMBER 2013

Think THIS WEEK I WILL SET A GOAL TO:

9 MONDAY
Record WHAT'S IMPORTANT TODAY?
Bring in a photo or artifact by Thursday that is special/holds meaning.
R.W. - Introduced topics to write about marks in nb.
H.W. - finish 1-2 page response, read 30 mins.
Set-up and Started Daily Math Arrays, Notes
Review (DMR)
H.W. Math Box 1 (p4)
Practice Fact Δ's 10 mins.
parent signature

10 TUESDAY
R.W. - Showed independent thinking (think-topics) on post-its as we read.
O.N. - Edward Tulane
D.M.R., 1.2 Rectangular
Started Daily Math Arrays, Notes
H.W. pp 5, 6, 7, 8
study time 1-2
Fact Δ's 10 mins.
parent signature

11 WEDNESDAY
Book orders due Friday
R.W. - went over rubric and assessed our reading.
H.W. - read 30 mins.
D.M.R., 1.3 Factors, Notes
H.W. - M3 pp 10-11
Study Link 1.3
Fact Δ's 10 min.
parent signature

Science-environments of sea turtles
AVID - successful teacher
CNN Student News
W.W. read from Ralph Fletcher, created lifelines.
Act after school
H.W. write 1-2 page entry on event from lifeline.

AVID - talked about Self-monitoring planner.
W.W. - Wrote about a special person.
H.W. finish 20 pages.

BEST BOOK: TITLE: AUTHOR
20 READ: The Phantom Tollbooth ME By Norton Juster