

# Part 2: Whole-class co-construction of multimodal text

## Data Collection Tool #3

### Formative assessment: Observation – Anecdotal Notes



(Bates et al., 2019)



(Regina, 2015)

Anecdotal notes recorded during class observations are an effective data collection tool for assessing reading development as they allow the teacher to monitor student progression across the multimodal text process.

published using a word processing program. Allowing the students' to use the writing checklist at two points throughout the co-construction provides both the students and the teacher with the necessary evidence to track and monitor their learning progress from start to finish. Overall, self-assessment is a valuable tool for assessing the student's learning and one that directly links to the Australian Curriculum content descriptions ACELY1652 and ACELY1653. Incorporating a writing checklist into the co-construction process allows the students to check whether they have produced both upper and lower case letters, incorporated appropriate punctuation and re-read their writing to ensure it makes sense.

### **Slide Fifteen**

Teachers incorporate observation as a means of data collection as it enables them to actively watch and listen to the students as they participate and engage in oral language experiences. Anecdotal notes are considered a significant part of these observations as they allow the teacher to record the outcomes through a written account of the student's use of oral language (Fellowes & Oakley, 2019). They assist the teacher in explicitly assessing the learning of reading development for each student as they enable them to reflect on student growth and learning through the process of generating questions and hypothesis (Bates et al., 2019). To be successful and effective in their means of assessment, anecdotal notes need to be recorded on a regular basis so they can effectively drive the planning instruction and curriculum learning forward, as well as assist the teacher in making the appropriate adjustments to a student's learning (Whitehead, 2020). A manageable record system needs to be put in place to write, store, refer to and reflect on the notes to ensure the process of collecting information is quick, simple and readily available. An effective way of recording and storing these classroom observations is through the implementation of an index card system, as illustrated on the slide above. On each index card, the teacher records the child's name, the date and any relevant assessment data for that specific speaking and listening observation (Fellowes & Oakley, 2019). These notes need to be neutral in tone to avoid bias and assumptions, as well as provide evidence of the child's learning or what they need to focus on to progress their learning (Bates et al., 2019).

As part of the co-construction process for the multimodal text, I incorporate anecdotal notes to make a record of each students' reading development. These notes are recorded during observations that occur during literacy rotations, whereby students participate in a shared reading of the Indigenous book chosen for the multimodal text creation 'Go Home, Cheeky Animals!', followed by small group discussions. Throughout these discussions, I prompt the students with questions to check they have been actively listening to the book and record anecdotal notes to assess whether the students are able to effectively demonstrate the content descriptions ACELY1651. Furthermore, these small group discussions allow me to gauge whether the students have grasped an understanding of Aboriginal and Torres Strait Islander histories, cultures and languages by asking questions to prompt the students thinking i.e., cultural awareness. These notes are then used to monitor each student's progress and learning, and to gain a better understanding of each student's individual accomplishments. Throughout the multimodal co-construction process, I continue to observe reading and listening activities that take place in literacy rotations and whole class modelled reading sessions and record anecdotal notes as a means of assessment for learning to ensure the students are progressing in their reading development. Overall, anecdotal notes play a significant role in providing formative feedback to the teacher, as they ensure the teaching is ultimately matched to the students' individual needs, which in turn contributes to their overall learning and literacy development (Bates et al., 2019). They play an essential role in explicitly assessing the reading development of the whole-class as they are a teacher-generated, insider's perspective on the student's academic achievement and learning experience (Whitehead, 2020).

### **Slide Sixteen:**

Accumulating written text samples from the whole class throughout the co-construction process allows the teacher to collect evidence of each student's beginning writing knowledge and skills, such as concepts about print, letter-sound knowledge, upper and lower case letters and punctuation (ACARA, 2018). The analysis of these written text samples are based on the goals and objectives taken from the Australian Curriculum which play a significant role in revealing the student's level of competency. To accurately assess the student's learning, the analysis needs to be based on a number of samples, ranging across different text types and