1-to-1 Student Task Data Collection Tool   School ASIM

Date 3/10/13	Lesson/objective/s:	Room #14	Time In: 9:02	Beg	Total # students 32	Recorder kw
	• To increase student ability to make a claim and support it with evidence or information from the text they are reading. • Increase student ability to write (expository) and edit their writing to develop the depth of their skill. • Use laptops and resources to search, read, and write based on an essential question.		Time Out: 9:40	Middle End		

Record information in this row.

Goals (1:1 or supported by 1:1)

1. 21st century classrooms that provide access to engaging and relevant learning opportunities.
   • Clearly defined and strategically planned units of study
   • 1-to-1 instructional routines and strategies
   • 2-to-2 classroom routines
2. Increase student and teacher communication, collaboration, and creativity.
   • Communication resources used (Google classroom)
   • Improved writing ability-through use of laptop and resources.
   • Search knowledge and skills

   • Classroom culture – collaboration and creativity.
3. Foster student academic leadership.
   • Student centered; student communication of ideas for learning
   • Students set goals-take more ownership of learning.

Redefined student roles: 1, 2, 3
Expanded curriculum: 1, 3
Strategic unit and curriculum planning: 1, 2, 3

Insert your goals or the tactics in both sides of this row that you are focused on for achieving your 1-to-1 goals.

SAMR Levels	Student tasks-anecdotal data: *The students…*
Redefinition Modification **Augmentation** • Multiple procedures • Use information to build skills (searching online, online discussion, providing evidence) Substitution	1. Listen to the teacher state: "Today we are going to continue learning how to provide evidence for our thoughts and perspectives by searching for information that will help us answer several key questions. Let's start by watching a 3-minute video about the author Jack London. Watch for experiences he had in his earlier life that you think influenced him to become an author. Be prepared to support your ideas with examples or evidence from the video." 2. Watch video, noting their ideas and thoughts. (Note: some students take notes on laptop; others on paper-student choice). 3. Listen to responses from others in class, regarding the posed question. 4. Listen as the teacher explains why the student response is appropriate or should be revised. 5. Listen to the teacher state: "It is now time for everyone to become more informed about this author, and what may influence authors in general to become writers. Here is your essential question to research: "What experiences influenced Jack London to begin writing? Be prepared to share the information you find with other students during our upcoming online class discussion." 6. Identify a search engine of their choice (based on the class approved list) and begin searching. (10 minutes) 7. Listen to the teacher state: "Stop and share with an elbow partner. Elbow partners, provide feedback to your partners…are they providing information or evidence to support their ideas or thoughts?" 8. Share-out with elbow partners. 9. Listen to the teacher state, "We are now going to share the information and evidence you have found by participating in an online discussion. Go to the class website and click on todays agenda link as well as the Jack London link and begin by posting your response to the question I've included." 10. Use their laptops to access the class website and online discussion link.

Capture your student engagement tasks here, based on the sentence starter: The students….

After recording student task information, identify the SAMF level or levels and include several reasons for your designation.

© *Layers of Learning – Layer 1*

Ideas for Next Steps	Predictions – *students will be able to…*
1. Student generated questions along with teacher generated questions. 2. Talk with the teacher: Why only approved class search engines? 3. Check back with the teacher about the online discussion outcomes…was this effective? What can the teacher do next to insure this activity supports the lesson/learning objectives?	1. Listen to the teacher 2. Search for information to answer the teachers question. 3. Support their answers with information or evidence. 4. Use class approved search engines to look for information to answer the teachers question. 5. Share information they find with a partner. 6. Write their own unique response to the teachers question.

Write your ideas regarding the next steps that need to be taken in order to move this work forward.

After you have completed all data collection, predict what students will be able to do as a result of the tasks thy have completed. Write your predictions in this cell. Be sure to base your predictions on the data you have collected and not your assumptions.