

Chapter 1 : PLR abbreviation stands for Primary Language Record

The Primary Language Record First devised in the late 's, the Primary Language Record gives teachers a framework for recording their ongoing observations of children's talking, reading and writing.

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Chapter 2 : The Learning Record

Abstract: Primary Language Record is a descriptive instrument designed to record the progress of primary school children in the areas of listening, speaking, reading, and writing.

How can a bird that is born for joy Sit in a cage and sing? How can a child, when fears annoy, But droop his tender wing And forget his youthful spring? William Blake from Songs of Experience A skinned knee. A parent-child standoff at bedtime. Refusal to leave a playdate. Saying goodbye to mommy at school in the morning. These are some possible reasons for the tears of a six-year. Why would a six-year old be standing in the school hallway, sobbing beyond control? These sobs sounded like tears of agony. It frightened her and she ran out of the room crying. A six-year old, crying hysterically because of a math assessment, should give us pause. What are we doing to our children and why in the world are we doing this? When I taught kindergarten and first grade, I informally made note of what children knew at the start of the year, mostly through my written and unwritten observations, interviews with parents and also informal and formal discussions with the children. This documentation helped me determine what kinds of lessons I would teach, who needed extra, individual help, and what kinds of special topics my children were interested in pursuing. The London-based Centre For Primary Education developed this formative system of assessment for literacy in primary education. We began by interviewing each parent about his or her child. Of course, who is more knowledgeable about the child? Then we interviewed the child. Completing these reports involved a good deal of work. I used the observation templates throughout the year and also wrote two formal reports for each child. Each continuum includes a bullet-pointed list of indicators describing each developmental stage. Each phase is supported with a list of the major teaching points for the teacher to emphasize, preparing the child for transitioning into the next phase. There is a similar continuum for the road that children take towards becoming proficient writers, with illustrated examples of what writing might look like for each phase. These continuums are not judgmental. The assumption is that, with proper instruction and encouragement, children will all, at their pace, become readers and writers. Compare this humanistic approach to instruction and assessment with the following list of assessments taking place in a New York City public school kindergarten class. This startling list came to me from a teacher who is working in a school in the South Bronx. Most of the children in her class are second language learners.

Chapter 3 : primary language record – Literacy For Pleasure

The Primary Language Record at P.S. How Assessment Practices Transform Teaching & Learning. Falk, Beverly How the use of the Primary Language Record (PLR), an authentic assessment of young children's literacy development, has influenced teaching and learning in one New York City public elementary school was studied.

This part of the LR Web site provides information about the origins and development of this model of evaluation and assessment. It was founded on ten principles. As it turned out, the Record not only proved an excellent assessment and record-keeping tool, but also offered a means of in-service training and professional development for schools and teachers. Following the initial two-year development phase, the PLR was designated for use in all London Schools. However, with the abolition of the Inner London Education Authority by the Conservative government in , plans for the London-wide implementation were shelved. Instead, several hundred schools took on the PLR on a voluntary basis from onwards. With the development in Britain of the National Curriculum and its assessment, the Primary Language Record continued to play an important role. It was recommended by the English working party group as a national model for teacher assessment: A common format for record-keeping should be devised and employed. Meanwhile, the PLR continued to play an important role in the area of teacher assessment: Teachers were keenly interested in and enthusiastic about this model. In , the Literature Project sponsored a Core Development Group of teachers, K, representing geographic regions throughout the state to begin study of the PLR with Centre staff members. The California version of PLR expanded its focus to secondary schools and to all subjects. The following year, the Chapter 1 project began and the name California Learning Record was adopted. A technical advisory committee was convened to advise on research design. The Core Group continued with Centre consultants; it expanded to include teachers from mathematics, writing, foreign language and arts projects. Core Group members conducted CLR awareness sessions in their districts and schools. Development was begun on a Handbook for teachers and administrators. In Chapter 1 sponsorship continued. A working draft of the Handbook and other resources were distributed to teachers leading CLR seminar series; by June 30 elementary and secondary preview editions were ready for purchase. Pilots in San Diego and Redding were expanded and formalized for research study to determine how teachers evaluate students in their first year of CLR use. The first level of a study to use the CLR to assess student progress across schools was conducted. The response was enthusiastic. In , Chapter 1 continued to sponsor CLR development as an assessment system with classroom, school and regional components. The Core Group reconvened and expanded to provide regional leadership. Statewide implementation began, drawing on the findings in the research study report on new teacher use, the validation study, Core Group recommendations and survey of users. Over preview editions of the handbooks were sold. Two doctoral dissertations, one M. The first series of regional moderations were held at 4 sites throughout California. In , the CLR project ended its university affiliation to establish the Center for Language in Learning, a non-profit corporation to support the use of the CLR as a statewide student evaluation system which integrates classroom-based assessment with teaching and learning. The Handbook, Grades K-6, was revised and published; computerized version were tested. The second annual series of moderations student records was held at 5 sites throughout California and reports on student achievement were sent to principals. A report on the moderation readings was published and a video tape of moderation at Hopland Elementary was produced. During , the Handbook, Grades , was revised and published; a computerized version of the CLR was made available. The number of California teachers, schools, and districts phasing in the use of the CLR grew in the face of a legislated phonics-only movement. The International Seminar proceedings were published. The third annual series of moderations student records held at 3 sites throughout California, reports on student achievement sent to principals, and a study on CLR validity and reliability was conducted. Because of the unfortunate shift to standardized testing for large-scale K assessment, the Center for Language in Learning has been forced to close its doors. It no longer administers the CLR. The Learning Record The college-level Learning Record builds on this tradition of achievement and extends the Learning Record model in computer-enhanced learning environments. It also expands the model to

account for learning in diverse kinds of college-level course work. Research and development were started in , originally by M. Syverson, who had worked as research associate for the Learning Record. *An Ecology of Composition*, describes writing situations as complex systems involving readers, writers, and texts, together with their environments, and argues that the Learning Record model is the best existing means of accounting for learning in the complexity of composing situations. The proposal was funded for . Meanwhile, the number of instructors using the Learning Record model in classes at UT expanded, and the materials continued to be revised and refined. In , information about the Learning Record model began to be available at Dr. A pilot test of student moderations was conducted with enthusiastic responses from students. In Spring, , the Learning Record web site was expanded.

Chapter 4 : The Primary Language Record & The California Learning Record | Coalition of Essential Schools

The Primary Language Record was developed in London in the mid's, where inner-city schools were challenged by large class sizes (up to 50 students), great ethnic and linguistic diversity among incoming immigrant students, and few resources.

Keys[edit] A record may have zero or more keys. A key is a field or set of fields in the record that serves as an identifier. A unique key is often called the primary key, or simply the record key. For example an employee file might contain employee number, name, department, and salary. The employee number will be unique in the organization and would be the primary key. Depending on the storage medium and file organization the employee number might be indexed – that is also stored in a separate file to make lookup faster. The department code may not be unique; it may also be indexed, in which case it would be considered a secondary key, or alternate key. If it is not indexed the entire employee file would have to be scanned to produce a listing of all employees in a specific department. The salary field would not normally be considered usable as a key. Indexing is one factor considered when designing a file. History[edit] Journal sheet from United States Census , showing tabular data with rows of data, each a record corresponding to a single person. The concept of record can be traced to various types of tables and ledgers used in accounting since remote times. Compare the journal entry from and the punch card from Records were well established in the first half of the 20th century, when most data processing was done using punched cards. Typically each record of a data file would be recorded in one punched card, with specific columns assigned to specific fields. Generally, a record was the smallest unit that could be read in from external storage e. Most machine language implementations and early assembly languages did not have special syntax for records, but the concept was available and extensively used through the use of index registers , indirect addressing , and self-modifying code. Some early computers, such as the IBM , had hardware support for delimiting records and fields, and special instructions for copying such records. COBOL was the first widespread programming language to support record types, [8] and its record definition facilities were quite sophisticated at the time. The language allows for the definition of nested records with alphanumeric, integer, and fractional fields of arbitrary size and precision, as well as fields that automatically format any value assigned to them e. Each file is associated with a record variable where data is read into or written from. The original Lisp programming language too was lacking records except for the built-in cons cell , but its S-expressions provided an adequate surrogate. The Pascal programming language was one of the first languages to fully integrate record types with other basic types into a logically consistent type system. The C programming language initially provided the record concept as a kind of template struct that could be laid on top of a memory area, rather than a true record data type. The latter were provided eventually by the typedef declaration , but the two concepts are still distinct in the language. Most languages designed after Pascal such as Ada , Modula , and Java also supported records. Declaration of a new record type, including the position, type, and possibly name of each field; Declaration of variables and values as having a given record type; Construction of a record value from given field values and sometimes with given field names; Selection of a field of a record with an explicit name; Assignment of a record value to a record variable; Comparison of two records for equality; Computation of a standard hash value for the record. The selection of a field from a record value yields a value. Some languages may provide facilities that enumerate all fields of a record, or at least the fields that are references. This facility is needed to implement certain services such as debuggers , garbage collectors , and serialization. It requires some degree of type polymorphism. In systems with record subtyping, operations on values of record type may also include: Adding a new field to a record, setting the value of the new field. Removing a field from a record. In such settings, a specific record type implies that a specific set of fields are present, but values of that type may contain additional fields. A record with fields x, y, and z would thus belong to the type of records with fields x and y, as would a record with fields x, y, and r. The rationale is that passing an x,y,z record to a function that expects an x,y record as argument should work, since that function will find all the fields it requires within the record. Many ways of practically implementing records in programming languages would have trouble with

allowing such variability, but the matter is a central characteristic of record types in more theoretical contexts. Assignment and comparison[edit] Most languages allow assignment between records that have exactly the same record type including same field types and names, in the same order. Depending on the language, however, two record data types defined separately may be regarded as distinct types even if they have exactly the same fields. Some languages may also allow assignment between records whose fields have different names, matching each field value with the corresponding field variable by their positions within the record; so that, for example, a complex number with fields called real and imag can be assigned to a 2D point record variable with fields X and Y. In this alternative, the two operands are still required to have the same sequence of field types. Some languages may also require that corresponding types have the same size and encoding as well, so that the whole record can be assigned as an uninterpreted bit string. Other languages may be more flexible in this regard, and require only that each value field can be legally assigned to the corresponding variable field; so that, for example, a short integer field can be assigned to a long integer field, or vice versa. These same possibilities apply to the comparison of two record values for equality. Y to obtain an array of integers, consisting of the Y fields of all the elements of Pts. As a result, the statements Pts[3]. So, instead of writing Pt. Representation in memory[edit] The representation of records in memory varies depending on the programming languages. Usually the fields are stored in consecutive positions in memory, in the same order as they are declared in the record type. This may result in two or more fields stored into the same word of memory; indeed, this feature is often used in systems programming to access specific bits of a word. On the other hand, most compilers will add padding fields, mostly invisible to the programmer, in order to comply with alignment constraints imposed by the machine—say, that a floating point field must occupy a single word. Objects in object-oriented languages are often implemented in rather complicated ways, especially in languages that allow multiple class inheritance. Self-defining records[edit] A self-defining record is a type of record which contains information to identify the record type and to locate information within the record. It may contain the offsets of elements; the elements can therefore be stored in any order or may be omitted. The following show examples of record definitions:

Chapter 5 : The Primary Language Record | Investigating Choice Time: Inquiry, Exploration, and Play

The "Main Record" is the formal part of the "Primary Learning Record," and the optional "Observations and Samples" section contains observational diaries and sampling procedures for Language/English, Mathematics, and Science.

Chapter 6 : Record (computer science) - Wikipedia

The Primary Language Record British educators developed the Primary Language Record in as a framework for observing students. developing skills in reading, writing, speaking, and listening.

Chapter 7 : The Primary Language Record –“ Literacy For Pleasure

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Chapter 8 : Primary Online Education Language Record

Language Matters, a periodical published by the Centre for Language in Primary Education, London: English for Ages , 3, Barr, M. A. (a). California Learning Record: A Handbook for Teachers, Grades

Chapter 9 : Reading and Writing Scales , Free resources

DOWNLOAD PDF THE PRIMARY LANGUAGE RECORD

In the mid's, my school, P.S. , began a New York City pilot program using The Primary Language Record in our early childhood classes. The London-based Centre For Primary Education developed this formative system of assessment for literacy in primary education.