



TOOL // Four Quadrant Documentation Template

What is it used for?

The tool is used to document a learning moment for a student. It then allows the educators to reflect on the learning that has happened and direct next steps for the student.

How do you use it?

The tool allows teachers to record observations (photos, audio, video, work samples), conversations (both with the student and other educators) and a 'child-first' approach by focusing on student strengths. It also provides opportunity to include next steps or challenges for the student.

How do you adapt it to other subjects and topics?

The template allows for assessment for all areas of curriculum by simply identifying the focus of the learning experience related to the curriculum in the centre box.

Observations:
*(photo, transcript, video, audio,
work sample)*

Conversation:
*(with the child or
other educators)*

Assets:
(student strengths & skills)

Curriculum Focus:

Wonderings:
(responses, challenges, extensions)

Date:

Completed by:

Observations:

(photo, transcript, video, audio, work sample)



Conversation:

(with the child or other educators)

Teacher: Tell me about what you made
 Student: I made a pattern
 Teacher: what kind of pattern did you make?
 Student: I made a white, gold, white, gold pattern
 Teacher: What do notice about your pattern?
 Student: It is almost the same as the ruler
 Teacher: The same? Can you tell me more?
 Student: My pattern is almost the same long as the ruler
 Teacher: so your pattern is almost the same length as the ruler?
 Student: yeah! It's shorter

Assets:

(student strengths & skills)

Curriculum: Language: 1.6 use language to talk about their thinking, to reflect, and to solve problems
 Mathematics: 2.1 compare and order two or more objects according to an appropriate measure; M2.2 demonstrate, through investigation, an awareness of standard measuring devices; P4.1 identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials

Wonderings:

(responses, challenges, extensions)

The student is demonstrating:

- the ability to create and extend a simple AB pattern
- the ability to compare lengths of an object using measurement language (“shorter”, “the same long”)

Can the student create a different pattern?

Can the student use different materials to make a pattern?

Can the student create a pattern longer/ shorter/the same length as the ruler?

Date:

Completed by: Teacher