

#: _____				
GOLD SLIP FOR _____				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

- Key
- | | |
|-------------------|---------------------|
| A -- all | L -- listening |
| CLW -- class work | SP -- speaking |
| HW -- homework | M -- moving |
| TB -- textbook | COOP -- cooperation |
| P -- pencil | E - effort |
| PPR -- paper | F -- focus |

Teacher Comments:

Parent signature:

x _____

Parent Comments:

#: _____				
GOLD SLIP FOR _____				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

- Key
- | | |
|-------------------|---------------------|
| A -- all | L -- listening |
| CLW -- class work | SP -- speaking |
| HW -- homework | M -- moving |
| TB -- textbook | COOP -- cooperation |
| P -- pencil | E - effort |
| PPR -- paper | F -- focus |

Teacher Comments:

Parent signature:

x _____

Parent Comments:

Explanation of Gold Slips

Purpose: Tracking Study Skills and Behavior to Share with Students and Parents So that Students and Parents Have Feedback and Are More Invested in Maintaining Appropriate, Positive Classroom Behavior

Teachers can use **Gold Slips** to communicate behavior and study skills with parents, for grades K-6 and possibly 7-8, depending on the maturity level of the students and the classroom culture. **Gold Slips** are weekly sent home to parents by way of the student and returned to the teacher. **Gold Slips** are records of student study skills and/or behavior ratings so that students and parents have consistent feedback.

To Use Gold Slips: Before the school week begins, photocopy enough Gold Slips so that you have one Gold Slip per student. Write each student's name on a Gold Slip after the prompt "Gold Slip for _____." If you assign your students a number, record each student's number on the Gold Slip. At the end of each day, record each student's behavior score in the tiny box for that day. If you prefer to use letter scores instead of a scale from 1-5, modify the Gold Slip to do so. Keep the Gold Slip until you have filled in the student information for Friday. Teachers usually fill out students' information from Friday after school on Friday or over the weekend. Pass out the Gold Slips to students on Monday. Celebrate great scores. Have students return the Gold Slips signed by a parent by Tuesday or Wednesday. **SEE THE USAGE TIPS AND CAUTION BELOW.**

#: _____				
GOLD SLIP FOR _____				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Optional teacher comment using the key & "+" or "-"	Optional teacher comment using the key & "+" or "-"	Optional teacher comment using the key & "+" or "-"	Optional teacher comment using the key & "+" or "-"	Optional teacher comment using the key & "+" or "-"
earned score from 1-5:	earned score from 1-5:	earned score from 1-5:	earned score from 1-5:	earned score from 1-5:

- | | |
|---|--|
| <p>Key</p> <ul style="list-style-type: none"> A -- all CLW -- class work HW -- homework TB -- textbook P -- pencil PPR -- paper | <ul style="list-style-type: none"> L -- listening SP -- speaking M -- moving COOP -- cooperation E - effort F -- focus |
|---|--|

Teacher Comments:

Parent Comments:

Parent signature:

x _____

Tips: This works well with parents or students that *care* about the ratings, or scores. You can do things in the classroom to create more student and parent esteem for the scores. I found that with students whose parents celebrated the scores at home (verbally, with rewards, etc.), the Gold Slips were very, very effective at improving the classroom culture and MORE than worth the time involved in recording the scores.

The first year I used these, I taught a self-contained class. The second time I used Gold Slips was during a long-term subbing assignment. I included grade information (2-4 grades a week) on the slips in the "Teacher Comments" box. It was VERY time intensive, but I got such POSITIVE RESULTS AND FEEDBACK from students and parents. Students couldn't *wait* to get their behavior scores and grades to show to their parents. Getting weekly information was very motivating for the students. Parents called and wrote me letters ("Thank GOD somebody at the school is telling me something! I've been trying to get this information all year!").

STRONG CAUTION: Filling out the Gold Slips is very, very time intensive, and once you start, you sort of "have to" keep this practice up because parents expect the information. STRATEGIES: (1) Especially the first year that you try using Gold Slips, refrain from giving information about grades. Instead, print progress reports from your electronic gradebook and staple it behind the Gold Slip. (2) Give yourself the WEEKEND to fill them out and send them home on MONDAYS instead of FRIDAYS. (3) Gradually fill out each day's behavior scores at the end of that day so that it doesn't get overwhelming. (4) **VERY HELPFUL TIP:** Refrain initially from recording scores on the GOLD SLIPS. It is faster and easier to instead print out 5 **GRADING** SLIPS (not GOLD SLIPS) and use each one to record an entire class's behavior ratings and comments for one day. You can clip the 5 grading slips to a clipboard and make entries as the period or day progresses. Once you have the entire weeks' scores recording on the **GRADING** SLIPS, transfer them to individual student GOLD SLIPS over the weekend when you have more time to repeatedly flip through individual student GOLD SLIPS.

Grading slips are available at the website (www.classwithsanderson.com)