

STUDENT-LED CONFERENCES

A coaching page, a K–2 picture-and-circle form set, a grades 3+ write-it-out form set, a family invitation, a feedback slip, and a Conference Snapshot to send home. Fillable PDF.

START HERE Start Here: What This Is, and Three Steps

What a student-led conference is, who uses which page, and the three steps from coaching to sending something home.

A student-led conference is a regular classroom practice: instead of the teacher reporting on the student, the student presents their own work, their own goal, and what has changed, while the family listens and asks questions. The teacher's job is to coach beforehand; the family is the audience; the student runs the room.

- Coach first.** A few days before the conference, read the Coaching page (page 5) and fill out a Goal page with the student (page 8 for K–2, page 11 for Grades 3+).
- Practice.** The student fills in a Prep page (page 7 or 10) and a Talking Points page (page 9 or 12), then reads the talking points out loud a few times.
- Present, and send something home.** On conference day the student leads using the Talking Points page, and the family leaves with the Conference Snapshot (page 16).

IF YOU	USE	PAGES
I teach kindergarten through grade 2	Use the K–2 forms	Pages 7–9
I teach grade 3 or older	Use the Grades 3+ forms	Pages 10–12
I want to get the student ready beforehand	Coaching the Student Beforehand	Page 5
I need words to help the student write or talk	Phrase Bank	Page 13
I want to invite the family	Family Invitation	Page 14
The conference happened and I want to hear back	Parent Feedback Slip	Page 15
I want one page to send home with the family	Conference Snapshot	Page 16

What this is not

K-2 My Conference Prep

Written by the student. Circle a picture, then draw or write a word about it.

My name is: _____ DATE _____

Circle one thing you are proud of. Then draw or write it below.

Reading Writing Math Friends Helping Art/Music

Draw or write about it

Circle one thing you are still working on.

Reading Writing Math Friends Helping Art/Music

GRADES 3+ My Conference Prep

Written by the student, in full sentences.

My name is: _____ DATE _____

Write about your work. Use full sentences.

What I'm proud of

What I'm still working on

One thing I want my family to know

PHRASE BANK Phrase Bank for My Conference

Starters for any blank on any page in this file. Finish the sentence in your own words; nothing here is a finished answer.

Need words? Pick one and finish it your own way.

Starting a sentence about my work

- ☐ I made this when I was working on _____.
- ☐ This shows that I can _____.
- ☐ I used _____ to help me finish this.
- ☐ This is my best work because _____.

Talking about what I'm proud of

- ☐ I'm proud of _____ because _____.
- ☐ This got easier for me after I _____.
- ☐ One thing I did all by myself was _____.
- ☐ I surprised myself when I _____.

Talking about what I'm still working on

- ☐ I'm still working on _____.
- ☐ Next time I want to try _____.
- ☐ One thing that is still tricky is _____, and my plan is _____.
- ☐ I will know I've got it when _____.

Talking about my goal

- ☐ My goal is _____.
- ☐ I am working toward my goal by _____.
- ☐ One way you can help me with my goal is _____.
- ☐ I will know I reached my goal when _____.

Answering a question from my family

- ☐ A good question to ask me is _____.
- ☐ If you ask me what was hard, I will say _____.
- ☐ If you ask me what helped, I will say _____.
- ☐ If I am not sure, I will say _____, and we can find out together.

SNAPSHOT My Conference Snapshot

Filled in by the student and teacher together; then handed to the family at the end of the conference.

My name is: _____ DATE _____

GRADE _____ TEACHER _____

Share this page with your family at the end of your conference.

My proud moment

What I'm still working on

GROWTH AT A GLANCE	BEFORE	NOW

EXAMPLE A Filled Example: One Student's Conference

Maya is invented, grade 3, and so is every word and number on this page.

From Maya's Conference Prep (page 10) — invented student, grade 3

What I'm proud of: I finished my first chapter book, Dogtown, all by myself. What I'm still working on: Raising my hand instead of calling out answers.

From Maya's Conference Goal (page 11)

My goal: Read for 20 minutes every night without being reminded. Steps that help: keep my book in my backpack, set a timer, read with my little sister. How I will know I did it: 5 out of 5 nights this week.

From Maya's Talking Points (page 12) — the same facts, spoken

"Hi, I'm Maya. Thank you for coming to my conference. I am proud of finishing my first chapter book, Dogtown, all by myself. I am still working on raising my hand instead of calling out. My goal is to read for 20 minutes every night without being reminded, and this week I read 5 out of 5 nights. Thank you for coming."

From Maya's Conference Snapshot (page 16)

Proud moment: Finished my first chapter book, Dogtown, all by myself.

GROWTH AT A GLANCE	BEFORE	NOW
Reading minutes per night	10 minutes	20 minutes
Nights read independently this week	2 of 5	5 of 5

Why this checks out

Every number on the Snapshot traces to the Goal page: the goal was reading 20 minutes a night, and "How I will know" set the target at 5 of 5 nights — the same 5 of 5 appears in the Now column above. Before you read

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What this is not

Not a script a school must use, not a required format, and not a statement of who must attend a conference or at what grade a student starts leading one. Your school's own conference schedule and any practices your team already uses go on the blank lines in these forms. The invented student in the filled example (page 17) is make-believe; no real student's information is written anywhere in this file until you add it.

A few ground rules this file follows

- ☐ The student does the talking; the adult pages (coaching, invitation, feedback slip) are never read aloud to the student as a script.
- ☐ Nothing on a student page compares one student to another or to a grade-level target — every blank is about this one student's own work.
- ☐ A “still working on” is always one specific habit or skill, never a label, and the family hears it the same way the student says it.

Written by the student. Circle a picture, then draw or write a word about it.

My name is:

DATE



Circle one thing you are proud of. Then draw or write it below.



Reading

☐

Writing

☐

Math

☐

Friends

☐

Helping

☐

Art/Music

☐

Draw or write about it



Circle one thing you are still working on.



Reading

☐

Writing

☐

Math

☐

Friends

☐

Helping

☐

Art/Music

☐

Draw or write what would help

Written by the student, in full sentences.

My name is:

DATE



Write about your work. Use full sentences.

What I'm proud of

What I'm still working on

One thing I want my family to know

WORK I WANT TO SHOW MY FAMILY

WHAT IT SHOWS

Filled in by the student and teacher together, then handed to the family at the end of the conference.

My name is:

DATE

GRADE

TEACHER



Share this page with your family at the end of your conference.

My proud moment

What I'm still working on

GROWTH AT A GLANCE

BEFORE

NOW

One sentence my family can celebrate with me

One thing I want to work toward next

STUDENT SIGNATURE

FAMILY SIGNATURE

DATE

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From Maya's Conference Goal (page 11)

My goal: Read for 20 minutes every night without being reminded. **Steps that help:** keep my book in my backpack, set a timer, read with my little sister. **How I will know I did it:** 5 out of 5 nights this week.

From Maya's Talking Points (page 12) — the same facts, spoken

"Hi, I'm Maya. Thank you for coming to my conference. I am proud of finishing my first chapter book, *Dogtown*, all by myself. I am still working on raising my hand instead of calling out. My goal is to read for 20 minutes every night without being reminded, and this week I read 5 out of 5 nights. Thank you for coming."

From Maya's Conference Snapshot (page 16)

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Why this checks out

Every number on the Snapshot traces to the Goal page: the goal was reading 20 minutes a night, and "How I will know" set the target at 5 of 5 nights — the same 5 of 5 appears in the Now column above. Before you send your own Snapshot home, read it back against your own Goal page the same way.

The K–2 forms work the same way

A younger sibling version of this example would circle the reading icon under "What I'm proud of" and draw a picture of the book instead of writing a sentence — same shape, pictures instead of paragraphs.

Using this example with your own packet

Copy this shape, not these words: one proud moment, one thing still being worked on, one goal with a step and a way to know it was reached, and one number that shows up the same way on both the Goal page and the Snapshot. A conference this short is easier for a student to practice and easier for a family to follow than a long narrative, and it is easier for you to check at the next conference — did the plan happen, and what changed.