

# Writing<sup>everyday</sup>

## Intervention Activities

### Writing Assessment Tools

Use these writing assessment tools to:

- Pre-assess and plan instruction
- Monitor ongoing progress
- Post-Assess and document progress

Writing Assessments are tools teachers can use to make systematic observations of students' writing abilities. Periodic writing samples may be collected by selecting a piece from a student's journal or writing book, or by structuring the task by asking a student to write for a specific purpose.

Newmark Learning's *Everyday Writing Intervention Activities* provide excellent opportunities for teachers to observe what students know about words and their current stage of writing development. The following chart of writing behaviors can assist teachers in making focused observations of students' writing.

<b>Significant Writing Behaviors to Observe and Support</b>	
<p><b>Early Writers</b> Reading Levels F-I/9–16</p>	<ul style="list-style-type: none"> <li>• Uses analogies to write unknown words</li> <li>• Records unknown words using syllables</li> <li>• Writing vocabulary includes new and unusual words</li> <li>• Composes longer messages with greater accuracy</li> <li>• Initiates problem-solving on unknown words in various ways</li> <li>• Revises content and word choices in message</li> <li>• Uses a variety of punctuation</li> <li>• Edits writing for spelling and punctuation</li> </ul>
<p><b>Fluent Writers</b> Reading Levels J-K/18–28</p>	<ul style="list-style-type: none"> <li>• Composes text using various genres</li> <li>• Composes text according to purpose and audience</li> <li>• Demonstrates success in conforming to expository text structures in informational writing (descriptive, problem/solution, time/order, compare/contrast, cause/effect, and directions)</li> <li>• Writes independently for self and others</li> <li>• Incorporates descriptive language into writing</li> <li>• Gathers information on a topic, sorts it into categories, and uses categories to write paragraphs</li> <li>• Uses graphic organizers to plan and organize writing independently</li> <li>• Revises writing for content and clarity</li> <li>• Edits writing for spelling</li> <li>• Edits writing for correct use of capitalization, punctuation, and proper nouns</li> <li>• Edits writing for standard grammar usage and subject/verb agreement</li> </ul>

The following Newmark Learning Writing Assessment tools are recommended to help teachers observe and support these writing processing behaviors.

## Individual Writing Pre-/Post-Assessments (pages 6–14 of this PDF)

1. Use one or more of the Pre-/Post-Assessment prompts on the following pages (pp. 6–13 of this PDF) to formally assess students' writing.
2. For each of the assessments, use the rubric below to assign a number score from 1–4 (with 1 being the lowest score possible).
3. Record the rubric scores on the Individual Writing Assessment Record (page 14 of this PDF).

### Writing Assessment Rubric

Rubric Score	1	2	3	4
<b>Content/Ideas</b>	Thoughts expressed in pictures only.	Thoughts are expressed in scribbles and letter-like forms.	Thoughts are expressed in isolated sentences and words.	Thoughts are communicated through several related sentences.
<b>Organization</b>	Directionality is not under control.	Directional principles are inconsistent.	Directionality is consistent.	Directional principles are controlled, as evidenced through longer text.
<b>Voice/Style</b>	Writing is stylized, and thoughts are not expressed using the writer's own words.	Writing is somewhat stylized, and the writer's voice is not evident.	Thoughts are expressed using the writer's voice.	Audience and purpose are considered using the writer's voice.
<b>Mechanics</b>	Students writes using scribbles and letter-like shapes.	Letter and word boundaries are not evident as writing consists of strings of letters. Letters are not always formed correctly.	Thoughts are expressed using semi-phonetic spellings. Letters are formed correctly. Spacing is evident.	Thoughts are expressed phonetically. Capitalization and end punctuation are used.

Writing Skills & Strategies	Corresponding Grade 2 Everyday Writing Intervention Activity Units
Choosing and Organizing Ideas	Units 1–4
Developing Story Elements/Voice/Style	Units 5–12
Grammar, Vocabulary, and Word Choice	Units 13–20

## **Anecdotal Records and Checklists (pages 15 and 16 of this PDF)**

Anecdotal notes are the observations that are written down by the teacher during or after a literacy event. These detailed notes capture students' processing behaviors so they may be further analyzed and used to inform the next instructional move. Anecdotal records can be taken in whole group or small group settings or for individuals. These informal notes contain valuable information about students' strengths, weaknesses, progress, needs, and processing abilities, or any other observations teachers feel are significant. Checklists provide the teacher with specific writing behaviors to observe. They provide a framework for the teacher to document observable behaviors that are self-regulated and independent, as well as those that still need to be learned.

Such terms as beginning, progressing, and proficient are used on many of the checklists. When identifying the developmental stage of the noted behaviors, strategies, and skills, a teacher might ask, "How often is this behavior observed?" "How consistently does the student use this strategy or skill?" "How advanced is the student's control of this behavior?" If the answer to these questions is "little" or "rarely," the teacher might assign the label "beginning." If the teacher's response is "some," "sometimes," or "often," they might choose the label "progressing." When the teacher uses the label "proficient," that indicates that the behavior is exhibited all the time or regularly. Proficiency indicates that a student's understanding and use of a behavior is consistently controlled and used automatically.

## **Student Conferences**

Conferences with students held on a daily basis not only build the relationships between teachers and students, they serve as the springboard for future instruction.

Teachers are able to assess growth and development, as well as individual goals and interests, in a timely manner through student conferences. Teachers are able to tailor lessons to meet the needs of individuals and the group based on the assessment information obtained from conferences.

## **Surveys and Interviews (pages 17 and 18 of this PDF)**

Time spent getting to know students individually is invaluable. The more teachers know their students, the higher quality of instruction the students will receive. Surveys and Interviews provide teachers with questions that address attitudes, interests, background knowledge, understandings of processing behaviors, and awareness of strengths and needs.

Interviews take more time to administer because of the amount of discussion generated between participants. Surveys are usually completed individually, thus requiring a shorter amount of time. Information learned about the student can be used to plan instruction and may be shared with parents.

## **Logs and Reflections (pages 19 and 20 of this PDF)**

Developing thoughtful and reflective learners who are engaged in their learning process is a crucial component of literacy instruction. Having students keep and reflect on daily logs sends the message that they are active participants in their learning and instruction.

Logs provide a chronological documentation of a student's involvement in literacy activities. Reflections of these logs encourage students to become more aware of their selections, preferences, and participation. Both can be used to set goals and identify instructional needs.

Write a story that tells about the picture.



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**Write a story about a bird that is flying south for the winter.  
You can use the box to illustrate your story.**



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**Write about a favorite memory from last summer. You can use the box to illustrate your writing.**



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**Write about something you like to make. Explain how you make it. You can use the box to illustrate your writing.**



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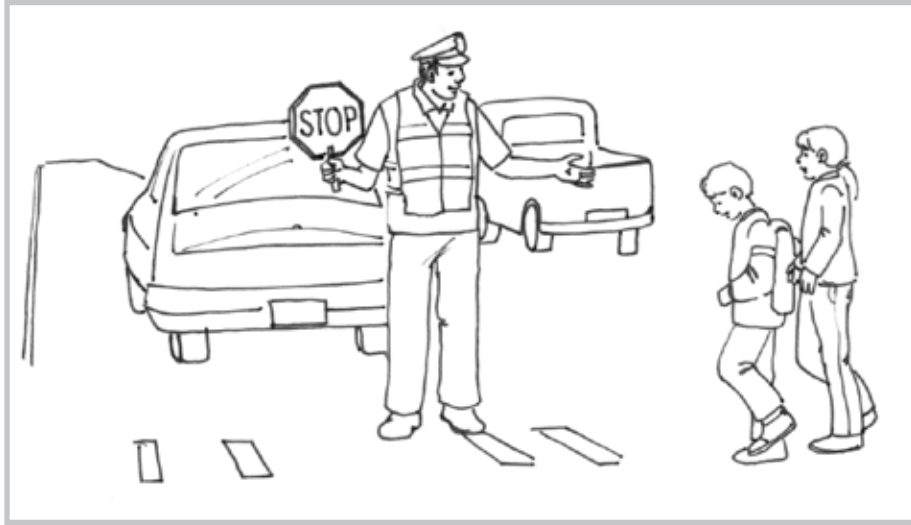
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Write a story that tells about the picture.



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**Imagine what it would be like to meet your favorite hero. Write story about meeting your favorite hero. You can use the box to illustrate your story.**



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**Write about a special thing you like to do with your family on the weekends.  
You can use the box to illustrate your writing.**



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**Write about your daily schedule. Tell about the things you do each day and the order you do them in. You can use the box to illustrate your writing.**



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## Individual Writing Assessment Record

Student Name \_\_\_\_\_

Pre-Assessment Date: \_\_\_\_\_

Post-Assessment Date: \_\_\_\_\_

Rubric Score	1	2	3	4
<b>Content/Ideas</b>	Thoughts expressed in pictures only.	Thoughts are expressed in scribbles and letter-like forms.	Thoughts are expressed in isolated sentences and words.	Thoughts are communicated through several related sentences.
<b>Organization</b>	Directionality is not under control.	Directional principles are inconsistent.	Directionality is consistent.	Directional principles are controlled, as evidenced through longer text.
<b>Voice/Style</b>	Writing is stylized, and thoughts are not expressed using the writer's own words.	Writing is somewhat stylized, and the writer's voice is not evident.	Thoughts are expressed using the writer's voice.	Audience and purpose are considered using the writer's voice.
<b>Mechanics</b>	Students writes using scribbles and letter-like shapes.	Letter and word boundaries are not evident as writing consists of strings of letters. Letters are not always formed correctly.	Thoughts are expressed using semi-phonetic spellings. Letters are formed correctly. Spacing is evident.	Thoughts are expressed phonetically. Capitalization and end punctuation are used.

Skill	Pre-Assessment	Post-Assessment	Notes
Fiction Writing I	/4	/4	
Fiction Writing II	/4	/4	
Nonfiction Writing I	/4	/4	
Nonfiction Writing II	/4	/4	
<b>TOTAL</b>	/	/	

## Individual Writing Observation Checklist (Early)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Writing Sample Rubric Scores:

Content/Ideas \_\_\_\_\_ Organization \_\_\_\_\_ Voice/Style \_\_\_\_\_ Mechanics \_\_\_\_\_

Chart Coding Legend:

- √ writing behaviors at the proficient stage of development
- X writing behaviors at the progressing stage of development
- writing behaviors at the beginning stage of development

	<b>Beginning</b>	<b>Progressing</b>	<b>Proficient</b>
<b>Levels 9–16 Competency</b>			
Uses analogy to write unknown words			
Records unknown words using syllables			
Writing vocabulary includes new and unusual words			
Longer messages are composed with greater accuracy			
Initiates problem-solving on unknown words in various ways			
Revises content and word choices in message			
Uses a variety of punctuation			
Edits writing for spelling and punctuation			

## Individual Writing Observation Record (Fluent)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Writing Sample Rubric Scores:

Content Ideas \_\_\_\_\_ Organization \_\_\_\_\_ Voice/Style \_\_\_\_\_ Mechanics \_\_\_\_\_

Competency	Beginning	Progressing	Proficient
<b>Writing Process</b>			
Generates ideas for composing			
Uses brainstorming and ordering and/or graphic organizers to plan a topic			
Produces more than one draft			
Revises writing for content and clarity			
Edits writing for capitalization			
Edits writing for punctuation			
Edits writing for standard grammar			
Edits writing for spelling			
<b>Writing Craft</b>			
Uses appropriate format in writing (e.g., margins, titles, etc.)			
Incorporates the craft of writing, such as style and language, into writing			
Uses various ways to communicate, such as learning logs, semantic maps, lists, books			
Demonstrates success in writing personal narratives			
Demonstrates success in writing expository text			
Demonstrates success in writing poetry			
Demonstrates success in writing stories			
Maintains a writing folder			
Writes spontaneously			
Uses a variety of resources, such as a dictionary and a thesaurus			



# Individual Writing Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**For each statement, place a check mark in the box that best describes the way you feel about writing.**

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
I like writing.			
I have trouble deciding what to write.			
Spelling is hard for me.			
I like writing at school.			
I like writing at home.			
I wish I had more time to write.			
My friends help me with my writing.			
Writing is boring.			
Writing is hard for me.			
I like writing stories.			
I like writing poetry.			
I like writing about facts.			
I like writing about my life.			
I like editing my writing.			
I like publishing my writing.			
My teacher helps me with my writing.			
I share my writing with my family.			
I am a good writer.			

## Individual Writing Interview

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. When and how did you learn to write? \_\_\_\_\_

\_\_\_\_\_

2. Who has helped you become a better writer?  
What did they do for you?

\_\_\_\_\_

\_\_\_\_\_

3. What kind(s) of writing do you enjoy doing the most?  
The least? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Where do you like to write? Why? \_\_\_\_\_

\_\_\_\_\_

5. What strategies or steps do you use to help  
you write well? \_\_\_\_\_

\_\_\_\_\_

6. What do you need to do in order to be a  
better writer? \_\_\_\_\_

\_\_\_\_\_

7. Circle the different types of writing you have done:

letters

biographical

science fiction

reports

autobiographical

realistic fiction

diary or journal

drama

other

mystery

poetry

# Individual Writing Log

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date Started	Date Completed	Title	Type of Writing	Status (I=Idea, D=Draft, FD=Final Draft, P=Published)

Name \_\_\_\_\_

## Individual Writing Log Reflection

1. How many pieces did you write? \_\_\_\_\_

2. In which genres did you write? \_\_\_\_\_

\_\_\_\_\_

3. Which title(s) was your favorite? Why?

\_\_\_\_\_

4. Which title(s) was your least favorite? Why?

\_\_\_\_\_

5. How much time every day do you like to spend writing?

\_\_\_\_\_

6. Where is your favorite place to write? Why? \_\_\_\_\_

\_\_\_\_\_

7. What are some topics you are interested in writing about? \_\_\_\_\_

\_\_\_\_\_

8. Which genre would you like to learn to write next?

\_\_\_\_\_