

Writing^{everyday}

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.

Significant Writing Behaviors to Observe and Support	
<p>Fluent Writers Reading Levels J-P/18–38</p>	<ul style="list-style-type: none"> • Composes text using various genres • Composes text according to purpose and audience • Demonstrates success in conforming to expository text structures in informational writing (descriptive, problem/solution, time/order, compare/contrast, cause/effect, and directions) • Writes independently for self and others • Incorporates descriptive language into writing • Gathers information on a topic, sorts it into categories, and uses categories to write paragraphs • Uses graphic organizers to plan and organize writing independently • Revises writing for content and clarity • Edits writing for spelling • Edits writing for correct use of capitalization, punctuation, and proper nouns • Edits writing for standard grammar usage and subject/verb agreement

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
Content/Ideas	Thoughts are expressed in scribbles and letter-like forms.	Thoughts are expressed in isolated sentences and words.	Thoughts are communicated through several related sentences.	Student demonstrates mastery of written expression.
Organization	Directional principles are inconsistent.	Directionality is somewhat consistent.	Directional principles are controlled, as evidenced through longer text.	Content is well organized around a clear unifying concept using appropriate text structures for the topic.
Voice/Style	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.	Student exhibits clear voice and style.
Mechanics	Letter and word boundaries are not evident. Letters are not always formed correctly.	Thoughts are expressed using semi-phonetic spellings. Letters are formed correctly. Limited word choice.	Student uses correct grammar and spelling most of the time and exhibits some effective word choice.	Student uses correct grammar and spelling and exhibits thoughtful and effective word choice.

Writing Skills & Strategies	Corresponding Grade 3 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 **(page 15 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 16 and 17 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.

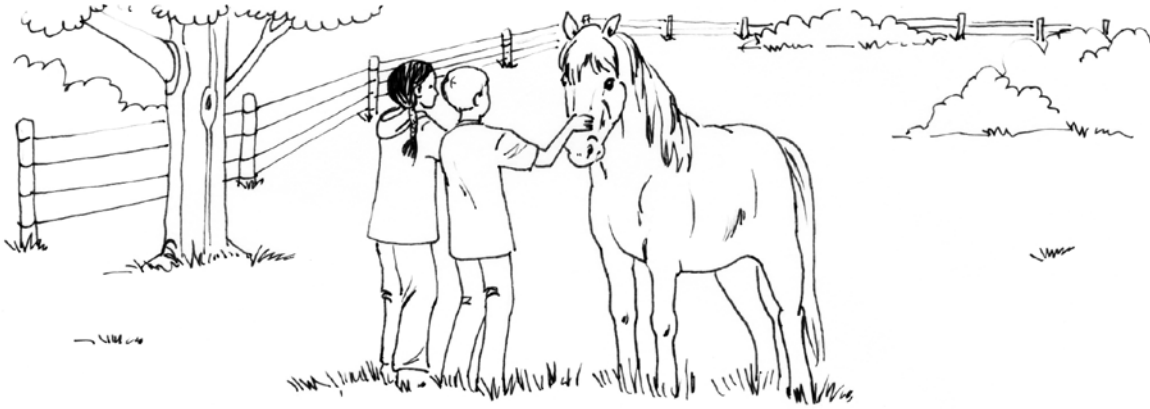
Interviews take more time to administer because of the amount of discussion generated between participants. Surveys are usually completed individually, thus requiring a shorter amount of time. Information learned about the student can be used to plan instruction and may be shared with parents.

Logs and Reflections (pages 18 and 19 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.



Write about your favorite person. Describe the person and explain why you like him or her.

Individual Writing Assessment Record

Student Name _____

Pre-Assessment Date: _____

Post-Assessment Date: _____

Rubric Score	1	2	3	4
Content/Ideas	Thoughts are expressed in scribbles and letter-like forms.	Thoughts are expressed in isolated sentences and words.	Thoughts are communicated through several related sentences.	Student demonstrates mastery of written expression.
Organization	Directional principles are inconsistent.	Directionality is somewhat consistent.	Directional principles are controlled, as evidenced through longer text.	Content is well organized around a clear unifying concept using appropriate text structures for the topic.
Voice/Style	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.	Student exhibits clear voice and style.
Mechanics	Letter and word boundaries are not evident. Letters are not always formed correctly.	Thoughts are expressed using semi-phonetic spellings. Letters are formed correctly. Limited word choice.	Student uses correct grammar and spelling most of the time and exhibits some effective word choice.	Student uses correct grammar and spelling and exhibits thoughtful and effective word choice.

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	
TOTAL	/	/	

Individual Writing Observation Record (Fluent)

Name: _____ **Date:** _____

Writing Sample Rubric Scores:

Content Ideas _____ Organization _____ Voice/Style _____ Mechanics _____

Competency	Beginning	Progressing	Proficient
Writing Process			
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			
Writing Craft			
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.

	Always	Sometimes	Never
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)

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?
