

# 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>Emergent Writers</b> Levels A-C/1-4</p>	<ul style="list-style-type: none"> <li>• Forms letters correctly</li> <li>• Uses spaces between words</li> <li>• Articulates words slowly</li> <li>• Writes high-frequency words fluently</li> <li>• Analyzes and records a few sounds in words</li> <li>• Uses alphabet chart to make connections with sounds and letters</li> <li>• Rereads to confirm and extend message</li> </ul>
<p><b>Emergent/Early Writers</b> Levels D-E/5-8</p>	<ul style="list-style-type: none"> <li>• Edits by crossing out words that do not look right</li> <li>• Analyzes sounds in sequence</li> <li>• Self-corrects misspelled words</li> <li>• Applies knowledge of visual patterns to write new words</li> <li>• Uses meaningful chunks (-s, -ed, -ing)</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 K Everyday Writing Intervention Activity Units
Choosing and Organizing Ideas	Units 1–8
Developing Story Elements/Voice/Style	Units 9–15
Grammar, Vocabulary, and Word Choice	Units 16–19

## **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.

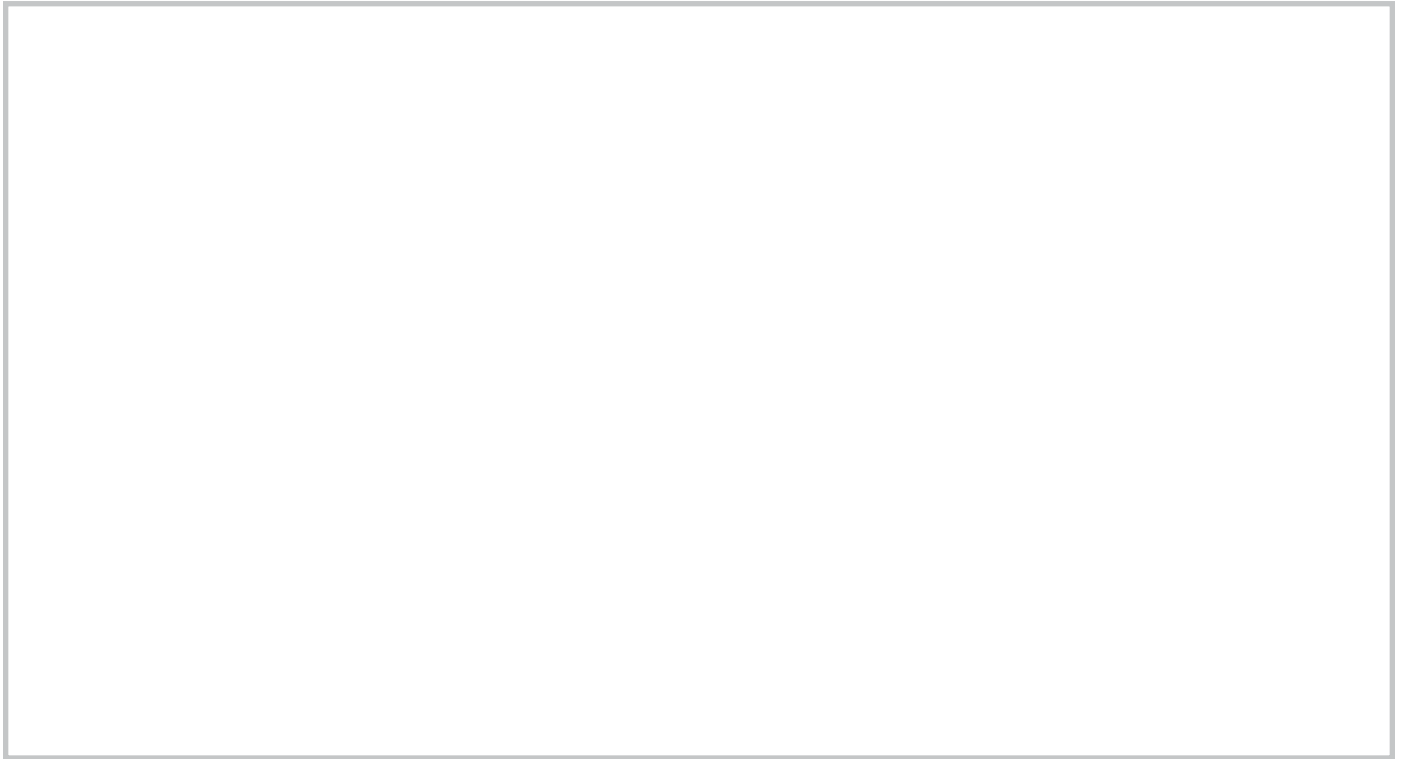
## **Logs and Reflections (pages 18 and 19 of this PDF)**

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 about a cat that is chasing a bird.  
Draw a picture to illustrate your story.**



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.















# 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 (Emergent)

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

	Beginning	Progressing	Proficient
<b>Levels 1–4 Competency</b>			
Forms letters correctly			
Uses spaces between words			
Articulates words slowly and identifies sound/symbol relationships			
Writes high-frequency words fluently			
Analyzes and records a few sounds in words			
Rereads message to confirm and extend message			
<b>Levels 5–8 Competency</b>			
Edits by crossing out words that do not look right			
Analyzes sounds in sequence and records what is heard			
Self-corrects misspelled words using various resources			
Applies knowledge of visual patterns to write new words			
Uses meaningful chunks (-s, -ed, -ing)			
Increases writing vocabulary			

## Individual Writing Interview

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

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

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

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3. Circle the different types of writing you have done:  
letter                      story                      report  
poem                      diary or journal entry

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

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

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## 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 choosing ideas.			
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.			
My teacher helps me with my writing.			
I share my writing with my family.			
I am a good writer.			

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

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

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

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5. What are some things you like to write about? \_\_\_\_\_

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6. Which one would you like to write about next?

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