

Self-Assessment of Writing Practices: What's Familiar? What's New? <i>Self-Regulated Strategy Development (SRSD) is a package of practices, many of which are familiar and you use already. We recognize that as practicing teachers you bring a wealth of knowledge about effective writing instruction. This list is not evaluative but a formative assessment (for just you) to identify which ideas or combinations may be familiar or new. The purpose is to help you focus your learning on what may be new ideas for you, as you participate in this course. Thank you for taking the time to complete this.</i>		Rate yourself 1-4: 1—I do this often 2—occasionally 3—have tried it 4—haven't tried yet
Stage 1: Activate and Develop Background Knowledge		
I pre-assess students' ability to write in a mode before I begin teaching that mode.		1 2 3 4
I pre-assess students' knowledge of what should be included in a mode before teaching that mode.		1 2 3 4
I provide mnemonics to help students recall steps or parts of a mode.		1 2 3 4
I provide writing exemplars for students to review, both published and student written.		1 2 3 4
I teach the parts of a mode, and ensure students understand these before writing.		1 2 3 4
Stage 2: Discuss it		
I have students identify parts of a mode in an exemplar.		1 2 3 4
I provide graphic organizers for writing, or systems to create these.		1 2 3 4
I have students analyze and repair weak samples collaboratively, and then independently.		1 2 3 4
I have students articulate how strategies help them and where they might use them.		1 2 3 4
Stage 3: Model it		
I encourage my students to use positive self-talk when they write.		1 2 3 4
I model think alouds that focus on how to approach writing strategically from start to finish.		1 2 3 4
I lead collaborative writes with my students participating.		1 2 3 4
I have students score their own writing, repeatedly using the same scale so they see growth.		1 2 3 4
I have students graph their gains when writing.		1 2 3 4
I have students set and monitor their goals when they write.		1 2 3 4
Stage 4: Memorize it		
I review strategies such as mnemonics and self-regulations practices daily until internalized.		1 2 3 4
Stage 5: Support it		
I provide regular writing practice, offering support as needed, until all master the standards.		1 2 3 4
I teach students how to offer structured, constructive peer feedback.		1 2 3 4
I fade dependence on graphic organizers so students develop internalized systems for planning.		1 2 3 4
I fade dependence on teacher prompting so students use writing process steps independently.		1 2 3 4
I provide regular feedback on student writing, use of strategies and use of self-regulation.		1 2 3 4
I confer with students in small groups.		1 2 3 4
Stage 6: Independent Performance		
I ensure students use strategies and self-regulation independently.		1 2 3 4
I help students fade the self-direction they use from overtly directing themselves, to covert.		1 2 3 4
I check to ensure students have transferred their use of strategies to other settings.		1 2 3 4
I collect final post assessments to ensure students mastered specified standards.		1 2 3 4

Informative Writing Grade 1 Scale

Name: _____

Date: _____

Essay Topic:				
	Points	Adult	Peer	Self
Topic Introduction				
	Name a topic	1		
Important Details (must tie to topic introduction)				
ID 1	Supply facts about the topic	1		
	Presentation of facts shows understanding	2		
ID 2	Supply facts about the topic	1		
	Presentation of facts shows understanding	2		
ID 3	Supply facts about the topic	1		
	Presentation of facts shows understanding	2		
5 sentence paragraph not required/expected. If more than 3 IDs, choose 3 to score randomly.				
Ending				
	Sense of closure provided	1		
Conventions				
	CCSS grade level appropriate: handwriting, grammar, punctuation, spelling (<i>Individualized</i>)	3		
Evidence of planning, revising and editing present				
	Planner and improvements made are visible or attached	1		
Total				
Done Well:				
Goals for Next Writing Piece:				

Informative Writing Grade 2 Scale

Name: _____

Date: _____

Essay Topic:					
		Points	Adult	Peer	Self
Topic Introduction					
	Introduce topic	1			
Important Details (related to topic introduction)					
ID 1	Facts and definitions develop points about topic	1			
	Explanation of facts and definitions shows understanding	2			
ID 2	Facts and definitions develop points about topic	1			
	Explanation of facts and definitions shows understanding	2			
ID 3	Facts and definitions develop points about topic	1			
	Explanation of facts and definitions shows understanding	2			
This scale does not set the number of sentences or paragraphs. If more than 3 IDs, choose 3 to score randomly.					
Ending					
	Provide a concluding statement or section	1			
Conventions					
	CCSS grade level appropriate: handwriting, grammar, punctuation, spelling (<i>Individualized</i>)	1			
Evidence of planning, revising and editing present					
	Planner and improvements made are visible or attached	1			
Total					
<p>Done Well:</p>					
<p>Goals for Next Writing Piece:</p>					