



WRI-17

Intervention Activities Guide (IAG)
Blackline Masters



Writing | Assessment Tools

WRI-17 Assessing Writing

Blackline Master available
www.tpri.org

Teachers in the same grade level create a writing rubric tool for consistency in student writing evaluation.
MATERIALS: Samples of student writing, chart paper, marker

1 To develop a scoring rubric for writing assessment, meet with your grade-level peers. As a group, review a collection of benchmark writing samples of student work. Determine your scoring criteria and categories. Performing this task as a group creates more consistency in assessing student writing, and in analyzing writing scores across the grade level.

2 Once an assessment rubric is developed, it can be used over the course of the school year to assess specific student strengths and weaknesses, and plan instruction accordingly. The assessment should be utilized three to five times during the school year to set instructional goals and track individual student progress toward mastery.

3 After assessing students' writing, compile the names of students who need instruction in specific areas on the rubric: Ideas and Organization, Grammar and Language, Mechanics. Determine which concepts/skills should be taught to the entire class and which should be part of small group instruction to students with similar needs.

4 Following instruction, students need ample opportunities to practice new skills while receiving assistance and corrective feedback. When students struggle with a particular skill, provide further instruction before the cycle is repeated with a new skill.

EXAMPLE:

Writing Rubric				
Area Assessed		1	2	3
Ideas and Organization	Addresses the Subject of the Writing	<input type="checkbox"/> Writer does not address the subject	<input type="checkbox"/> Subject is addressed, but there is little elaboration	<input type="checkbox"/> Clear purpose and reason for writing
	Unity and Logical Organization	<input type="checkbox"/> Sentences often seem unconnected; transitions are poor or non-existent	<input type="checkbox"/> Reader can follow the sequence, but the writer may jump around	<input type="checkbox"/> Writing shows a logical flow of ideas; good sequence and use of transitions
Grammar and Language	Vocabulary	<input type="checkbox"/> Limited vocabulary	<input type="checkbox"/> Vocabulary is appropriate; some strong word choices	<input type="checkbox"/> Rich use of words; vocabulary shows elaboration
	Sentence Completion	<input type="checkbox"/> Mostly run-ons and fragments	<input type="checkbox"/> Simple sentences with little variety	<input type="checkbox"/> Variety in sentences; compound sentences
	Grammar Usage	<input type="checkbox"/> Consistently incorrect	<input type="checkbox"/> Partially correct; some errors	<input type="checkbox"/> Consistent, accurate use; very few errors
Mechanics	Capitalization Usage (beginning of sentences, proper nouns, etc.)	<input type="checkbox"/> Consistently incorrect	<input type="checkbox"/> Partially correct; some errors	<input type="checkbox"/> Consistent, accurate use; very few errors
	Punctuation Marks Usage	<input type="checkbox"/> Consistently incorrect	<input type="checkbox"/> Partially correct; some errors	<input type="checkbox"/> Consistent, accurate use; very few errors
	Spelling	<input type="checkbox"/> Consistently incorrect (over 10% errors)	<input type="checkbox"/> Partially correct; some errors (5-10% errors)	<input type="checkbox"/> Consistent, accurate use (0-5% errors)

Writing Rubric

Area Assessed	1	2	3
Addresses the Subject of the Writing	<input checked="" type="checkbox"/> Writer does not address the subject	<input type="checkbox"/> Subject is addressed, but there is little elaboration	<input type="checkbox"/> Clear purpose and reason for writing
	<input type="checkbox"/> Sentences often seem unconnected; transitions are poor or non-existent	<input type="checkbox"/> Reader can follow the sequence, but the writer may jump around	<input type="checkbox"/> Writing shows a logical flow of ideas; good sequence and use of transitions
	<input type="checkbox"/> Limited vocabulary	<input type="checkbox"/> Vocabulary is appropriate; some strong word choices	<input type="checkbox"/> Rich use of words; vocabulary shows elaboration
Unity and Logical Organization	<input type="checkbox"/> Mostly run-ons and fragments	<input type="checkbox"/> Simple sentences with little variety	<input type="checkbox"/> Variety in sentences; compound sentences
	<input type="checkbox"/> Consistently incorrect	<input type="checkbox"/> Partially correct; some errors	<input type="checkbox"/> Consistent, accurate use; very few errors
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Comments: