**Writing**

**Auditing Template for Districts and Schools**

**Note:** This is not a comprehensive assessment as there is currently not an IES Practice Guide with specific recommendations available on this topic. The recommendations below come from *Writing Next* and *Writing to Read* (Carnegie Corporation) as well as writing strand presenters at the 2010 CTL Conference.

| ***Recommendations*** | **Current Level of Implementation** | **Notes** |
| --- | --- | --- |
| **Fully Implemented** | **Partially Implemented** | **Not in Place**  |  |
| **1. The district/school provides adequate time and professional development for effective writing instruction.**  |
| a. The school sets aside *sufficient time for instruction* and practice in writing skills on a daily basis.  |  |  |  |  |
| b. Teachers are provided with *ongoing professional development opportunities and opportunities to collaborate* in order to provide effective written language instruction across all grades.  |  |  |  |  |
| c. Writing is taught *across the curriculum.*  |  |  |  |  |
| 1. **Students are explicitly taught writing strategies including strategies for planning, drafting, and revising/editing text.**
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| 1. Teachers across all grade levels *explicitly teach students self-regulated writing strategies* appropriate for each grade level. Writing strategies range from processes such as brainstorming to strategies designed for specific types of writing such as stories or persuasive essays.
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| 1. Teachers integrate the *process writing approach* into instruction including planning, drafting, revising, and/or editing their compositions. Teaching personnel provide personalized individual assistance to students and more systematic instruction when needed.
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| 1. Students are given opportunities to *work collaboratively* with peers in the writing process.
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| 1. Students are given or taught to *set goals* for the written products that they complete. Choice of goals is a tool used to help increase motivation.
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| **3. Students are taught to enhance their writing through direct instruction of sentence combining skills.**  |
| 1. Time is set aside each week to provide short instructional and/or practice sessions on *sentence combining/sentence construction skills.*
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| 1. Sentence construction is taught early on through oral exercises and written exercises. As soon as students are ready, instruction focuses on sentence construction within students’ own pieces of writing.
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| 1. Students are taught to *revise others’ and their own writing using the sentence-combining skills* they have learned.
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|  **4. Students are asked to write about the texts they read.**  |
| 1. Students are taught strategies to *summarize text*.
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| 1. At appropriate grade levels, students are asked to *respond to a text in writing* (such as writing personal reactions, analyzing and interpreting the text, etc.)
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| 1. For students in grades 3-12, students are taught *structured note-taking procedures*. Teachers then prompt students to take written notes about text material across the curriculum.
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| 1. Students are asked to *answer questions about a text in writing* instead of answering all questions verbally. (Writing answers to text questions makes them more memorable, as writing an answer provides a second form of rehearsal.)
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| 1. **The sub-skills of handwriting, spelling, and word processing are taught directly to students so that they can execute these skills quickly and with little effort.**
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| 1. Students are provided with instruction to develop legible and fluent handwriting skills so that the handwriting process does not interfere with other writing processes. For students who struggle with handwriting fluency, short, spaced-out sessions to develop handwriting speed are provided.
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| 1. Students are provided with instruction to develop accurate and fluent spelling skills so that spelling does not interfere with other writing processes. Grade level spelling programs are adapted to meet individual student needs based upon the type of difficulties a student is encountering.
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| 1. Computers and/or word processors are available to all students to act as instructional supports for the writing process, especially for students who struggle with writing.
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| **6. Teaching personnel use methods to increase students’ motivation to write.**  |
|  a. Teachers are enthusiastic about writing and create a positive environment where students are constantly encouraged to try hard, believe that the skills and strategies they are learning will permit them to write well, and attribute success to effort and the tactics they are learning.  |  |  |  |  |
| b. Students are given authentic and meaningful writing tasks. In addition, writing is seen as a tool for self-expression and communication. Students have frequent opportunities to write for an audience and purpose that they see as useful.  |  |  |  |  |

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**Directions:** Assign point levels to each of your responses as follows:

Fully Implemented = 2 Partially Implemented = 1 Not in Place = 0

Transfer the total scores of each recommendation to the designated space below. Compute your school’s percentage of overall implementation of the key recommendations and the respective quality of implementation. Reflect on areas of strength and areas needing professional development.

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| --- | --- | --- | --- |
| **Recommendation** | **Score** | **Percent** | **Comments** |
| **1. The District/School provides adequate time for effective writing instruction.**  | **/6** |  |  |
| **2. Students are explicitly taught writing strategies including strategies for planning, drafting and revising/editing text.**  | **/8** |  |  |
| **3. Students are taught to enhance their writing through direct instruction of sentence combining skills.**  | **/6** |  |  |
| **4. Students are asked to write about texts they read.**  | **/8** |  |  |
| **5. The subskills of handwriting, spelling and word processing are taught directly to students so that they can execute these skills quickly and with little effort.**  | **/6** |  |  |
| **6. Teaching personnel use methods to increase students’ motivation to write.**  | **/4** |  |  |