

## Writing Process Assessment Scale: Grades 1-8

	Level 1	Level 2	Level 3	Level 4
<b>Pre-writing</b>	<ul style="list-style-type: none"> <li>• requires significant assistance to consider ideas for writing</li> <li>• requires significant assistance when required to decide upon a topic for writing</li> <li>• requires significant assistance to develop a plan</li> </ul>	<ul style="list-style-type: none"> <li>• requires some assistance to generate or to consider ideas for writing</li> <li>• requires some assistance to decide upon a topic for writing</li> <li>• requires some assistance to develop a plan</li> </ul>	<ul style="list-style-type: none"> <li>• independently generates and considers ideas for writing</li> <li>• independently decides upon a topic when required to do so</li> <li>• independently develops a plan</li> </ul>	<ul style="list-style-type: none"> <li>• independently generates original ideas and considers ideas from other sources</li> <li>• demonstrates original and creative thought when required to decide upon a topic for writing</li> <li>• independently develops a thorough, workable plan</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• requires significant assistance to produce a first draft</li> <li>• reluctant to participate in a writing conference with teacher</li> <li>• reluctant to make changes to writing</li> </ul>	<ul style="list-style-type: none"> <li>• requires some assistance to produce a first draft</li> <li>• participates in a writing conference with teacher</li> <li>• attempts to make some changes to writing as a result of conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• independently produces a first draft</li> <li>• willingly participates in writing conferences with teacher and/or peers</li> <li>• makes some changes to writing as a result of conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• independently produces a creative and/or original first draft</li> <li>• prepares for and willingly participates in writing conferences with teacher and/or peers</li> <li>• effectively incorporates input from conferencing into writing</li> </ul>
<b>Polishing</b>	<ul style="list-style-type: none"> <li>• requires significant assistance to edit for errors in spelling, grammar, and punctuation</li> <li>• requires significant assistance to produce a polished final product</li> </ul>	<ul style="list-style-type: none"> <li>• requires some assistance to edit for errors in spelling, grammar, and punctuation</li> <li>• requires some assistance to produce a polished final product</li> </ul>	<ul style="list-style-type: none"> <li>• independently edits, correcting major errors in spelling, grammar, and punctuation</li> <li>• demonstrates necessary care to produce a polished final product</li> </ul>	<ul style="list-style-type: none"> <li>• independently edits, correcting almost all errors in spelling, grammar, and punctuation</li> <li>• demonstrates necessary care and pride to produce a polished final product</li> </ul>

Note: Use this scale to observe students as they work through the writing process. Aim to have at least three observations for each student each term. To do this, focus on just 4 or 5 students at a time. By the time reports are necessary for parents, there will be sufficient observations for each student.