Every Child a Reader & Writer
Writing Workshop Implementation Scale: ASSESSMENT

Description	Assessment begins with clear expectations for the standards of good writing. Those standards are posted on charts and rubrics that are aligned with state standards. Ongoing assessment is an essential part of the writing workshop and is key to informing instruction. Teachers gather data from a variety of sources to measure student progress in writing, including

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- *Observations*
- *Conversations*
- *Conference notes*
- *Anchor papers*
- *Standards documents/ frameworks*
- *Mandated tests*
- *Work-in-progress*
- *Completed work in a unit of study*
- *Notebooks*
- *Portfolios*
- *On-demand writing*

Throughout the year, teachers help students assess themselves and set goals for their writing. Teachers keep records of student progress.

Getting started	Effective	Highly Effective	Creative adaptations	Misconceptions
Clear expectations - for current instruction are reflected in attribute charts and rubrics displayed in the room, but may be general, vague, or not prioritized to assist writing development - relevant to current learning goals are reflected in posted materials, but may not be accessible or used by students - generates attribute charts without reference to student "noticings" during immersion **The teacher** - confers with students regularly with a focus on short-term plans for student achievement (e.g. just getting students through a specific unit of study) - attempts to keep records of student goals and progress, but may be unsure about how to use the recorded information - refers to charts and rubrics in conferring and goal-setting - views the portfolio as a task to be completed rather than an opportunity to develop student understanding - may conduct a mini lesson or conference without assessing student needs - may have difficulty explaining the qualities that characterize different levels of student achievement - generates the attribute charts **The students[1]** - discuss their writing with the teacher - may reflect on their writing only at the end of a unit of study or the end of the academic year - may have difficulty explaining the strengths or weaknesses of their work - use the portfolio to house their favorite work	**Clear expectations** - are reflected in attribute charts and rubrics that have been constructed from "noticings" and standards - are visible in students' ability to identify examples (e.g. from mentor texts or touchstone books) of writing features posted in charts and rubrics **The teacher** - routinely confers with students to assess progress and guides them to set goals for their own writing - uses conference records to monitor both short-term and long-term progress - plans instruction using records and observations of individuals, groups and the whole class - returns periodically to standards and anchor papers for calibration - guides students in the development of the portfolio - uses portfolio to gather information about student progress, but may be unsure about instructional next steps - facilitates the creation of genre attributes based on class noticings and uses them to guide students' self-reflection **The students** - reflect on writing throughout a unit of study - use charts, rubrics or other supports to assess and revise work either on their own or in peer conferences - see anchor papers as something attainable - set goals for writing, though these may be more teacher-directed or short-term - may recognize attributes of a genre in literature, but may not yet incorporate them into their own writing - maintain a portfolio of best work and, with the prompting of the teacher, use it to reflect on their strengths and needs	Meets all the criteria for *effective* and in addition, **Clear expectations** - are reflected in students' ability to use charts and rubrics to improve their writing **The teacher** - focuses on moving students toward mastery of the standards while honoring the students' individual goals as writers - stops periodically to make observations during independent work time (e.g. takes stock of work of whole class, noting patterns of student achievement) - prioritizes writing concepts into both short term and long term goals in assessment plans - enhances her ability to note students' progress and help them set new goals through reading children's literature, professional literature and participating in professional development **The students** - internalize attribute charts to assist reflection beyond the current unit of study - assess writing using rubrics and successfully revise and improve writing as a result of revisions - set goals or choose tasks for writing based on what they want or need to learn next - can describe attributes in their own writing which reflect the rubric and discuss the effectiveness or need for improvement by citing specific evidence from the piece	- *The specific language of the charts and rubrics and the individuality of their design is determined by the teacher, guided by the writing standards for the grade. The teachers within a school determine when and how often to emphasize instruction in the various genres across the six years of elementary school.* - *A certain percentage of portfolios are officially scored each year. In addition, teachers/schools/districts set up a system for scoring the contents of the remaining portfolios and use that information to inform instructional practices within the classroom, across grades, and to determine professional development needs of teachers.* - *Schools/districts set up a systematic plan to demonstrate growth over time and use assessments to inform professional development needs*	- *Teacher views assessment as separate from instruction* - *Charts and rubrics are not selectively posted to reflect current learning goals or are developmentally inappropriate* - *The teacher does not employ an organized method for assessing students' needs or has taken on a method that is not informing instructional next steps* - *Teacher may use only one form of data to gather assessment information (for example, only refers to conference notes)* - *The entire portfolio process is accomplished at the end of the year* - *Little assistance is provided to teach students to make wise choices for portfolios* - *The portfolio is filled with many additional pieces and the value of judging and selecting their best work is obscured.* - *Only the ECRW-pulled work is scored*

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[1] There will be a variety of degrees of sophistication and students will require explicit support and instruction to develop these capacities.