

ASSESSMENT

Developing Process Habits of Mind With Our Youngest Writers

Children learn about writing as a process by...

writing regularly

talking (and listening to others talk) about process in conferences and share times

accounting for process in their finished work

experiencing teaching that comes from process

studying process with intention (units of study in process)

Questions that help children tell their stories of process

- Where did you get the idea for this book?
- Is this the first time you've written about this topic?
- How long have you been working on this?
- How far along are you with this book?
- Do you write first or illustrate first?
- What are your plans for continued work on your book?
- Do you know how the whole book will go, or are you thinking of it as you make it?
- Have you made any interesting decisions about your words or illustrations?
- Why did you decide to write/illustrate this part this way?
- Why did you decide to add this part? Change this part? Take this part away?
- Have you thought about what you might do with this book once it's finished?
- How does this book fit with all the other things you've written?

Whole class process studies that make sense for primary writers

- How and where writers and illustrators get ideas for writing and illustrating
- Ways to gather ideas for writing and illustrating out in the world (beginning notebooks)
- Different ways to plan ahead for writing and illustrating
- How to work with a peer on writing and illustrating (conferences and collaborations)
- How writers and illustrators revise (words and illustrations)
- Strategies for proofreading

Remember: The writing process is the story you
tell *after* you've written!

Four Lenses for Assessment

- Looking closely at individual pieces of writing
- Watching and listening as children are engaged in the process
- Asking children to be articulate about process
- Looking across the work of a single child over time

Dimensions of Composition Development

Essential Understandings About Texts

- Writers focus on a topic when they compose a text.
- The ideas in a text should be organized in logical ways.
- The language in written texts has been crafted in particular ways.
- The symbols in texts (words and illustrations) hold consistent meaning over time.
- Different publishing formats have particular features writers use to make meaning.
- Different kinds of writing in the world serve different purposes for different audiences, and have features in common which readers expect.
- Writers use both illustrations (graphics and layout) and written text to make meaning.

Essential Understandings About Process

- Writers are purposeful and engage in a continuous process of decision making as they compose a text.
- Writers make changes to clarify meaning, enhance style, make texts more readable, etc.
- Writers think ahead as they compose, keeping the text as a whole in mind.
- Writers often use crafting techniques to make their texts more engaging for readers.
- Writers must stick to the task of writing to see a text through to completion (stamina).
- Writers must be problem-solvers.

Essential Understandings About What It Means To Be A Writer

- Writers choose topics which are meaningful (or find meaning in their assigned topics) and write for purposeful reasons.
- Writing that is made public will be read, and writers are often mindful of potential readers as they compose.
- Composing often helps writers find new meaning in the process of expressing existing meaning.
- Writers often find aspects of composing to be very challenging.
- Over time, writers come to know themselves in this particular way (as writers) based on their experiences.
- Writers are responsible for the words they put into the world.

ASSESSING A CHILD'S COMPOSITION DEVELOPMENT

Assessment Lenses	Essential Understandings About Texts
Is the child's book <i>about</i> something?	Writers focus on a topic when they compose a text.
How has the child organized this book? What is the connection between ideas?	The ideas in a text should be organized in logical ways.
When the child reads the book, does it sound like a book?	The language in written texts has been crafted in particular ways.
Does the child read the book in basically the same way over time?	The symbols in texts (words and illustrations) hold consistent meaning over time.
Is the child making the book <i>in the manner of</i> other picture books he's seen?	Different publishing formats have particular features writers use to making meaning.
What does this book show the child understands about genre?	Different kinds of writing in the world serve different purposes for different audiences, and have features in common that readers expect.
How is the child representing meaning in this book?	Writers use both illustrations (graphics and layout) and written text to make meaning.

Assessment Lenses	Essential Understandings About Process
Is the child intentional about what she is representing on the page?	Writers are purposeful and engage in a continuous process of decision making as they compose a text.
Does the child engage in revision while composing the picture book?	Writers make changes to clarify meaning, enhance style, make texts more readable, etc.
Is there any evidence the child is thinking ahead about what she'll write next?	Writers think ahead as they compose, keeping the text as a whole in mind.
Has the child made any intentional crafting decisions in the book?	Writers often use crafting techniques to make their texts more engaging for readers.
How long has the child worked on this book? In one sitting? Over time?	Writers must stick to the task of writing to see a text through to completion (stamina).
Does the child exhibit a willingness to solve problems as she writes?	Writers must be problem-solvers.

ASSESSING A CHILD'S COMPOSITION DEVELOPMENT

Assessment Lenses	Essential Understandings About What It Means To Be A Writer
How (and why) has the child decided to write this book?	Writers choose topics which are meaningful (or find meaning in their assigned topics) and write for purposeful reasons.
How interested is the child in an audience's response to the book?	Writing that is made public will be read, and writers are often mindful of potential readers as they compose.
Has the child composed in a way that led him to new meaning as he was writing?	Composing often helps writers find new meaning in the process of expressing existing meaning.
Can I see in this book that the child has been willing to take compositional risks?	Writers often find aspects of composing to be very challenging.
As I interact with this child around this book, does it seem he has a sense of self as a writer? A sense of history?	Over time, writers come to know themselves in this particular way (as writers) based on their experiences.
Does the child show he understands his powerful position as author of this book?	Writers are responsible for the words they put into the world.

Editing Checklist

Do your illustrations match your text?



The girls shopped all day.

Do your illustrations look like the real thing?

Size color

Can you re-read your text?



Cats are not purple!



Do you space between your words?

I had a great time at my friends house!

Do you have punctuation?

I love my cat he is so sweet he loves to lick my hand he is black and white
I love my cat. He is so sweet! He loves to lick my hand. He is black and white.

Are you using capital letters in the right places?

Steve Steve I like you! You are nice. We had fun. I will go back again!
~~I~~ like you! You are nice. ~~We~~ had fun. ~~I~~ will go back again!