

Individual Writing Observation Checklist

Name: _____

Date: _____

Grade: _____

Rubric Score: _____

Suggested Key:

- x: writing behaviors at the beginning stage of development
- ✓: writing behaviors at the progressing stage of development
- *: writing behaviors at the proficient stage of development

Competency	Beginning	Progressing	Proficient
Links Prior Knowledge			
• Uses prewriting strategies to activate prior knowledge (brainstorming, graphic organizers, collects data)			
• Relates prior experiences to the topic			
• Makes connections about topic to other books			
• Makes connections about the topic to prior knowledge of the topic			
Audience/Purpose			
• Identifies specific purpose for writing			
• Identifies appropriate text features and organization for the writing			
• Identifies appropriate audience and format			
Composition			
• Writing includes beginning, middle, end			
• Main ideas are clear and fully developed			
• Main ideas are supported with details			
• Categorizes ideas and forms paragraphs			
• Paragraphs have a logical sequence			
• Each paragraph includes topic sentence, supporting details, and concluding sentence			
• Uses transitions to move from one idea to the next idea			
• Uses descriptive language to hold readers' attention and to develop imagery			
• Stays on the topic			
• Expresses feelings in writing			
• Develops good leads			

Individual Writing Observation Checklist Continued

Writing Process	Beginning	Progressing	Proficient
• Generates ideas for composing			
• Uses brainstorming and ordering and/or graphic organizers to plan a topic			
• Produces more than one draft			
• Revises writing for content and clarity			
• Edits writing for capitalization			
• Edits writing for punctuation			
• Edits writing for standard grammar			
• Edits writing for spelling			
Writing Craft			
• Uses appropriate format in writing (e.g., margins, titles, etc.)			
• Incorporates the craft of writing, such as style and language, into writing			
• Uses various ways to communicate, such as learning logs, semantic maps, lists, books			
• Demonstrates success in writing personal narratives			
• Demonstrates success in writing expository text			
• Demonstrates success in writing poetry			
• Demonstrates success in writing stories			
• Maintains a writing folder			
• Writes spontaneously			
• Uses a variety of resources, such as a dictionary and a thesaurus			
Writing Behaviors			
• Constructs words using larger chunks of graphophonic information			
• Uses familiar graphophonic patterns when writing			
• Manipulates onsets and rhymes when writing unfamiliar words			
• Uses new and familiar words when writing			
• Composes longer texts			
• Writes for various audiences and purposes			