

# K–1 Writing Folder Assessment

Developed by Michelle Wolf

	1	2	3
Organization	<p>Papers are hard to locate and folder is not well maintained.</p> <p>Some writing tools are missing or uncared for.</p> <p>Name and date are not used on writing.</p> <p>Student has trouble getting started independently.</p>	<p>Folder is neat. Some papers are scattered.</p> <p>Some writing tools are maintained.</p> <p>Name and date are on some writing.</p> <p>When writing begins, student is sometimes prepared.</p>	<p>Folder is neat and organized.</p> <p>Writing tools are in the proper place and maintained.</p> <p>Name and date are on writing when appropriate.</p> <p>When writing begins, student is prepared and begins writing independently in an organized way.</p>
Development of Ideas	<p>Student struggles to find topics to write about.</p> <p>Student needs support to write for a sustained period of time.</p> <p>Student has trouble developing an idea.</p>	<p>Student has some difficulty coming up with ideas, but writes mostly about varied topics.</p> <p>With support to get started, student writes independently.</p> <p>Student sometimes develops an idea.</p>	<p>Student writes about a variety of topics.</p> <p>Student gets started with little or no support.</p> <p>Student fully develops an idea to tell whole story or full thought.</p>
Mechanics of Writing	<p>Student adds words and labels with support.</p>	<p>Student sometimes adds words, labels, or sentences.</p> <p>Student is dependent on one or more strategies to get words on the page.</p>	<p>Student adds labels, words, or sentences to his/her illustrations.</p> <p>Student uses a variety of strategies to get words on the page.</p> <p>Student is beginning to use punctuation.</p>
Writing Attitude	<p>Student engages in avoidant behavior during writing workshop time.</p> <p>Student is hesitant to share or talk about writing.</p>	<p>Student is mostly excited about writing workshop time.</p> <p>Student shares and talks about writing.</p>	<p>Student is excited about writing workshop time.</p> <p>Student talks about writing with teacher and peers.</p> <p>Student shares writing with confidence and excitement.</p>

# 2–5 Writer's Notebook Assessment

Developed by Michelle Wolf

	1	2	3
Organization	<p>Student occasionally has notebook and supplies.</p> <p>Some writing tools are missing or uncared for.</p> <p>Date is only occasionally written on entries.</p> <p>Student has trouble getting started independently.</p>	<p>Student usually has notebook and supplies.</p> <p>Notebook is cared for.</p> <p>Some writing tools are available and maintained.</p> <p>Date is sometimes written on entries.</p> <p>Student writes independently with some support.</p>	<p>Student always has notebook and supplies.</p> <p>Notebook is neat and well maintained.</p> <p>Writing tools are in the proper place and cared for.</p> <p>Date is written on each entry.</p> <p>Student writes independently in an organized way.</p>
Development of Ideas	<p>Student struggles to find topics to write about.</p> <p>Student needs support to write for a sustained period of time.</p> <p>Student has trouble developing an idea.</p>	<p>Student has some difficulty coming up with ideas, but writes mostly about varied topics.</p> <p>With support to get started, student writes independently.</p> <p>Student sometimes develops an idea.</p>	<p>Student writes about a variety of topics.</p> <p>Student gets started with little or no support.</p> <p>Student fully develops an idea to tell whole story or full thought.</p>
Mechanics of Writing	<p>Student frequently spells word wall and spelling list words incorrectly.</p> <p>Student struggles to spell new and unknown words.</p> <p>Student needs support to use punctuation.</p>	<p>Student mostly uses correct spelling for word wall and spelling list words.</p> <p>Student uses some strategies to spell new or unknown words.</p> <p>Student mostly uses proper punctuation.</p>	<p>Student uses correct spelling for all word wall and spelling list words.</p> <p>Student uses a variety of strategies to spell new or unknown words.</p> <p>Student uses proper punctuation, including beginning and ending punctuation.</p>
Writing Attitude	<p>Student engages in avoidant behavior during writing workshop time.</p> <p>Student is hesitant to share or talk about writing.</p>	<p>Student is mostly excited about writing workshop time.</p> <p>Student shares and talks about writing.</p>	<p>Student is excited about writing workshop time.</p> <p>Student talks about writing with teacher and peers.</p> <p>Student shares writing with confidence and excitement.</p>