

Writing Skills Checklist

(Robinson & Howell, 2008)

Directions: Use this checklist to inventory students' writing skills. Any sub-skill that is marked 'N[o]' is a likely target for intervention.

Legibility/Physical Production of Writing	
__Y __N __More data needed	• <i>Writing Speed.</i> The student writes words on the page at a rate equal or nearly equal to that of classmates.
__Y __N __More data needed	• <i>Handwriting.</i> The student's handwriting is legible to most readers.
Conventions of Writing	
__Y __N __More data needed	• <i>Spelling.</i> The student's spelling skills are appropriate for age and/or grade placement.
__Y __N __More data needed	• <i>Punctuation, capitalization.</i> The student is able to apply punctuation, capitalization rules correctly in writing assignments.
Grammar, Syntax & 'Syntactic Maturity'	
__Y __N __More data needed	• <i>Syntactic Maturity.</i> The student is able to produce sentences that are appropriate to the student's age, course placement, and writing assignment, to include:
__Y __N __More data needed	• <i>Complete Sentences.</i> The student can judge accurately whether a word string represents a complete sentence.
__Y __N __More data needed	• <i>Sentence Complexity.</i> Student writing samples shows an acceptable range of simple, compound, and complex sentences for the age- or grade level.
Fluency	
__Y __N __More data needed	• <i>Writing Fluency.</i> The student produces written content at an age-, grade-, or course-appropriate rate.
Writing Process	
__Y __N __More data needed	• <i>STEP 1: PLANNING.</i> The student carries out necessary pre-writing planning activities, including content, format, and outline. Specific planning tasks can include these skills:
__Y __N __More data needed	□ <i>Note-Taking.</i> The student researches topics by writing notes that capture key ideas from source material
__Y __N __More data needed	□ <i>Audience.</i> The student identifies targeted audience for writing assignments and alters written content to match needs of projected audience
__Y __N __More data needed	□ <i>Topic Selection.</i> The student independently selects appropriate topics for writing assignments
__Y __N __More data needed	□ <i>Writing Plan.</i> The student creates writing plan by breaking larger writing assignments into sub-tasks (e.g., select topic, collect source documents, take notes from source documents, write outline, etc.)

Writing Process (Cont.)

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|---|---|
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>STEP 2: DRAFTING.</i> The student writes or types the composition. |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>STEP 3: REVISION.</i> The student reviews the content of the composition-in-progress and makes changes as needed. After producing an initial written draft, the student considers revisions to content before turning in for a grade or evaluation |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>STEP 4: EDITING.</i> The student looks over the composition and corrects any mechanical mistakes (capitalization, punctuation, etc.). |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>STEP 5: 'PUBLICATION'.</i> The student submits the composition in finished form. |
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Other Writing-Related Elements

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|---|--|
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Adequate 'Seat Time'.</i> The student allocates realistic amount of time to the act of writing to ensure a quality final product . |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Plagiarism.</i> The student accurately identifies when to credit authors for use of excerpts quoted verbatim or unique ideas taken from other written works |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> More data needed | • <i>Timely Submission.</i> The student turns in written assignments (class work, homework) on time |
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References:

Robinson, L. K., & Howell, K. W. (2008). Best practices in curriculum-based evaluation & written expression. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 439-452). Bethesda, MD: National Association of School Psychologists.