

InterventionCentral

Writing Interventions That Really Work

Jim Wright
www.interventioncentral.org



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Integrated Writing Instruction

Students with writing disabilities typically find the act of writing to be both difficult and unrewarding. These students' resulting lack of motivation to write can lock them into a downward spiral, in which they avoid most writing tasks and fail to develop those writing skills in which they are deficient. Indeed, for some students, a diagnosed writing disability may not be neurologically based but instead can be explained by the student's simple lack of opportunities to practice and build competent writing skills.

MacArthur and colleagues (MacArthur, Graham, & Schwartz, 1993) have developed an integrated approach to classroom writing instruction designed to accommodate the special needs of disabled writers, as well as those of their non-disabled peers. In this instructional approach, the student writes about authentic topics that have a 'real-world' purpose and relevance. Student writing is regularly shared with classmates and the instructor, with these audiences creating a sustaining social context to motivate and support the writer. Students receive instruction and feedback in an interactive manner, presented both in lecture format and through writing conferences with classmates. Technology (particularly computer word processing) is harnessed to help the writing disabled student to be more productive and to make use of software writing tools to extend his or her own capabilities in written expression.

The instructor follows a uniform daily instructional framework for writing instruction. First, the instructor checks in with students about the status of their current writing projects, then teaches a mini-lesson, next allows the group time to write and to conference with peers and the teacher, and finally arranges for the group to share or publish their work for a larger audience.

Status-checking. At the start of the writing session, the instructor quickly goes around the room, asking each student what writing goal(s) he or she plans to accomplish that day. The instructor records these responses for all to see.

Mini-Lesson. The instructor teaches a mini-lesson relevant to the writing process. Mini-lessons are a useful means to present explicit writing strategies (e.g., an outline for drafting an opinion essay), as well as a forum for reviewing the conventions of writing. Mini-lessons should be kept short (e.g., 5-10 minutes) to hold the attention of the class.

Student Writing. During the session, substantial time is set aside for students to write. Their writing assignment might be one handed out by the instructor that day or part of a longer composition (e.g., story, extended essay) that the student is writing and editing across multiple days. When possible, student writers are encouraged use computers as aids in composing and editing their work. (Before students can compose efficiently on computers, of course, they must have been trained in keyboarding and use of word-processing software).

Peer & Teacher Conferences. Writers need timely, gentle, focused feedback from readers of their work in order to improve their compositions. At the end of the daily writing block, the student may sit with a classmate to review each other's work, using a structured peer editing strategy. During this discussion time, the teacher also holds brief individual conferences with students to review

their work, have students evaluate how successfully they completed their writing goals for the day, and hear writers' thoughts about how they might plan to further develop a writing assignment.

Group Sharing or Publishing. At the end of each session, writing produced that day is shared with the whole class. Students might volunteer to read passages aloud from their compositions. Another method of sharing might be for the students to post their work on the classroom wall or bulletin board for everyone to read and respond to. Periodically, polished student work might be displayed in a public area of the school for all to read, published in an anthology of school writings, read aloud at school assemblies, or published on the Internet.

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School-Wide Strategies for Managing...

STUDY SKILLS / ORGANIZATION

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As students transition to middle and high school, they are expected to depend less on the teacher to manage their instruction and to put increasing energy into becoming self-managing learners. But students must master essential study and organizational skills before they can function as independent learners. Individuals with strong study and organization skills are able to break class and homework assignments into subtasks and use time efficiently to complete those assignments, save and store graded papers and handouts for later retrieval, regularly review class notes and course readings, and practice effective study techniques. Instructors can accelerate the development of students into self-managing learners by explicitly teaching and evaluating study and organization skills and by delivering structured lessons that students can easily follow and capture in notes. Here are a range of ideas that can assist students to study more effectively and become more organized:

Independent Work. Create Customized 'Common Mistakes' Checklists (*U.S. Department of Education, 2004*). Students can develop an individualized checklist of the kinds of errors that they commonly commit on independent assignments and use this checklist to reduce or eliminate mistakes before turning in those assignments. As a class exercise, give several examples to your students of common mistakes that you find on their assignments (e.g., failure to show all work on math problems; incomplete entries on term-paper outlines). Next, have the class brainstorm a list of mistakes that they are most likely to make. Then direct each student to review the class list and create a customized checklist by selecting the 4-5 mistakes that he or she is most likely to commit. Direct students to keep their customized error checklists and use them to review their assignments before turning in.

Independent Work: Assign an Adult Advisor (*U.S. Department of Education, 2004*). Struggling students will do a better job of managing their many academic work and study requirements when they can have informal weekly meetings with an adult advisor. The advisor can be any school staff member who has a good relationship with the student. The role of the advisor is to communicate with other members of the student's team to ensure that the student is caught up with all homework and classwork assignments and is doing a satisfactory job of preparing for tests and quizzes. The advisor should plan to meet with the student at a fixed time at the start of each week for a brief meeting (1) to review academic progress, (2) help the student to get organized for upcoming assignments and prepare for tests, and (3) provide the student with encouragement and 'mini-skills' lessons in organization and study skills as needed.

Independent Work: Have Students Break Larger Tasks into Smaller Sub-Tasks (*U.S. Department of Education, 2004*). Students who easily become overwhelmed when given a large assignment to do independently can boost their confidence when taught first to break that assignment down into smaller, more manageable sub-tasks. Select an upcoming assignment that students are expected to complete on their own (e.g., term paper, homework assignment with multiple math problems). Demonstrate for the class or to the individual student how to partition the larger assignment into smaller steps or 'chunks'. Have the student(s) complete the assignment independently, one sub-task at a time, using your work plan. On the next assignment, have the student(s) subdivide the task into chunks to create their own work plan while you observe and provide feedback.

Independent Work: Teach Students to Adapt Worksheets (*U.S. Department of Education, 2004*). If students seem to struggle with the format of complex worksheets, teach them tricks to reduce the complexity or 'busyness' of the sheet. If students appear to become anxious or to lose their place when given a worksheet with a large number of math problems, for example, suggest that they

fold the page or use a blank piece of paper to hide all problems except the one on which they are currently working. Or if a double-sided worksheet has a complex informational graphic (e.g., a map) on one side of the page and questions to be answered on the flip side of the worksheet, give the student an extra copy of that worksheet so that the student can look at the questions and the graphic at the same time.

Instruction: Preview & Review Lesson Objectives (*Beyda, Zentall, & Ferko, 2002; U.S. Department of Education, 2004*). Teachers can help students to retain the key points of a lesson by previewing the important learning objectives, labeling important points during the lesson, and reviewing those points at the close of the instructional session. Open the lesson by telling students what they will be learning that day and the materials that they will need to accomplish the lesson. During the lesson, emphasize important information that students should write into their class notes. At the end of the lesson, briefly review the central points again to improve student retention.

Instruction: Signal Key Words or Concepts That Will Be on the Test (*Sprick, Borgmeier, & Nolet, 2002*). Teachers can improve students' motivation and boost their performance on tests by writing the examinations first and then structuring course content and review activities to help students to successfully pass these tests. The instructor constructs the test in advance so that it contains the essential elements of course content that students must master. During instruction, whenever the teacher presents to the class any concept, fact, or operation that will appear on the test, the instructor announces that 'this will be on the test' as a cue to alert students to attend closely to the information. The teacher also selects review activities that allow students to practice and master course material before they are tested on that material.

Study Skills: Effective Studying Requires Preparation & Follow-Through (*University of North Dakota Learning Center, n.d.*). Effective study habits require that the student prepare before class to more fully understand the instructional content, attend carefully during class for clues about what facts or concepts the teacher views as most important, and quickly review notes after class to fill in any missing information and to cement understanding. In preparation for the class period, the student completes any assigned reading, and looks over notes and quickly skims the reading from the previous class session. During class, the student focuses on the instructor, listening carefully to how the instructor 'cues' the class that information is important (e.g., tone of voice, repetition, notes written on the board). If the teacher announces that a particular fact, concept, or idea will appear on a future test, the student records this information in his or her notes. Within 24 hours after class, the student reviews the class notes to help him or her to capture this course information in long-term memory. The student also uses this review opportunity to add any additional details, to reword notes to clarify their meaning, or to check with other students or the teacher to fill in any gaps in the notes.

Study Skills: Study Actively (*University of North Dakota Learning Center, n.d.; Wright, 2002*). Students get much more out of study sessions when they use strategies to actively review the material--such as summarizing main ideas from passages, formulating possible test questions from class notes, reciting information aloud, and studying with others. When reviewing readings from the course, the student should pause after important passages to attempt to summarize the main idea, or 'gist sentence' of each passage. While reviewing class notes, the student should attempt to identify concepts or facts from the notes that are likely to appear on an upcoming quiz or test. The student then formulates a possible test question that would be answered by the selection from his or her notes. Some students also find that they retain information more effectively during review when they occasionally read aloud sections from their course readings or class notes. Studying with others is another good method for reviewing course material, as students can motivate and encourage one another during the study session.

Study Skills: Teach a Structured Note-Taking Process (*Pauk, 1989*). Students benefit in two ways when using a highly structured note-taking process such as the Cornell System: Not only do they recall more information from lectures because they made the effort to capture it in the form

of notes, but students also have a more complete set of notes to which they can refer when studying for quizzes and tests. The Cornell Notetaking System is organized into the following steps: (1) The student draws a vertical line on blank lined note paper. The line separates the page into a left-margin section that is 2.5 inches in width and another on the right that is 6 inches in width. (2) During reading or lectures, the student jots all notes in the 6-inch section of the page. (3) After leaving class or finishing the reading, the student reduces the notes into key words or key phrases. These condensed words or phrases are jotted into the 2.5-inch left margin of the page. (4) When reviewing course material, the student looks over his or her notes and jots down possible questions from the content that might appear on a test. The student then covers the notes (6-inch section of the page) and attempts to recite answers to the questions that he or she has created--using the key words or phrases in the left margin as prompts. (5) The student reviews notes periodically (e.g., 2-3 times per week), repeating the procedure outlined in step 4.

Study Skills: Use Student Study Schedule (*Wright, 2002*). A daily study schedule can ensure that the student makes the most efficient use of study time. Each day, the student makes a written schedule for homework and study. The study schedule should also include time for leisure activities—and the student should be sure to limit leisure activities to the time allotted. A study schedule has greater weight if the student's parent(s) monitor the student's adherence to the daily schedule.

Work Materials: Organize the Backlog of Old Papers (*Sirotowitz, Davis, & Parker, 2003*). Students are much better organized when they can identify old papers that should be saved for later review, have a system for labeling and filing these archived papers, and stay caught up by filing papers promptly. The teacher or parent (helping adult) first assists the student in carrying out a 'paper search', rummaging through the student's backpack, school locker, bedroom, notebook, or any other location where old papers may have collected. Next, student and helping adult sort through the pile of amassed papers, deciding which should be tossed in the trash and which should be saved. (Candidate papers to save include old tests, teacher handouts, and graded homework.) Then student and adult write at the top of each saved page the subject, the approximate date that the paper was created or handed out, and any other important identifying information (e.g., the textbook chapter or page that a series of handwritten notes were drawn from or are linked to). For each subject, label a manila folder. File all old papers for that subject in the folder, organized by date or by chapter/page number (depending on which scheme seems a more useful way to group the material). Put all folders of sorted papers into a single file cabinet drawer, crate, or other easily accessible location. Then encourage the student to sort through old papers each day and file those that are to be saved away in the appropriate folder. Also, remind the student to review the contents of folders when studying for quizzes and tests.

Work Materials: Schedule Regular 'Clean Outs' (*Gleason, Colvin, & Archer, 1991; U.S. Department of Education, 2004*). Students are most productive when they are periodically given time and guidance to organize their work- and storage spaces to better manage the 'paperflow' of school work. Prepare a class mini-lesson to present suggestions on how your students should organize their desk or other class workspace, backpack, and/or locker. Work with your class to develop organizational tips (e.g., what does belong in a locker and what does not) and a rubric to judge the degree to which each student's work- and storage spaces are appropriately organized. Schedule time periodically for the entire class or selected students to organize their work and storage spaces under your supervision. Have students refer to the class rubric and provide teacher feedback as they organize their spaces.

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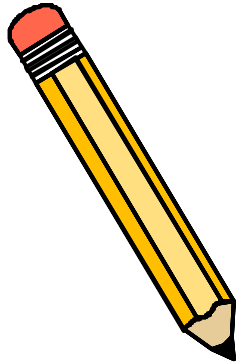
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Curriculum-Based Measurement: Directions for Administering and Scoring CBM Probes in...

WRITING



Excerpt from:

Curriculum-Based Measurement: A Manual for Teachers

Jim Wright, School Psychologist

Syracuse City Schools

1992

jim@jimwrightonline.com

www.interventioncentral.org

Written Expression

Description

CBM Writing probes are simple to administer but offer a variety of scoring options. As with math and spelling, writing probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence or partial sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, then spends 3 minutes writing the story. The examiner collects the writing sample for scoring. Depending on the preferences of the teacher, the writing probe can be scored in several ways (see below).

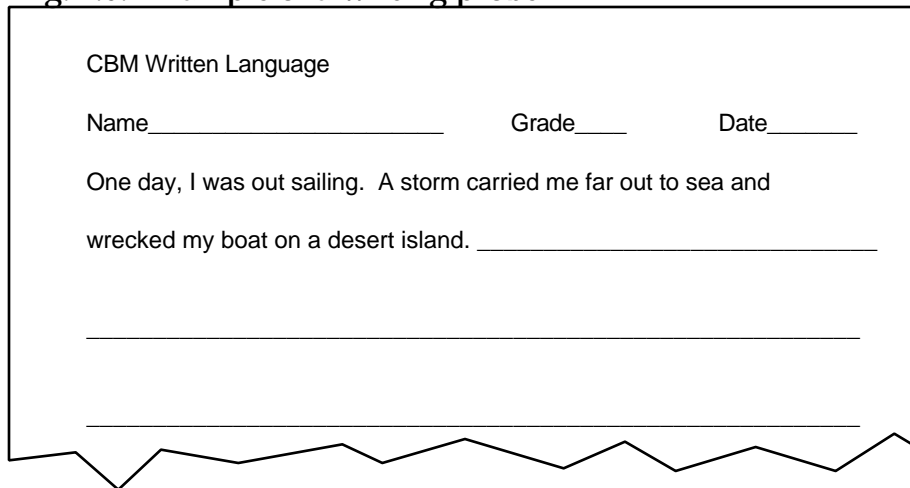
Creating a measurement pool for writing probes

Since writing probes are essentially writing opportunities for students, they require minimal advance preparation. The measurement pool for writing probes would be a collection of grade-appropriate story-starters, from which the teacher would randomly select a story-starter for each CBM writing assessment. Writing texts are often good sources for lists of story-starters; teachers may also choose to write their own.

Preparing CBM writing probes

The teacher selects a story-starter from the measurement pool and places it at the top of a lined composition sheet. The story-starter should avoid wording that encourages students to generate lists. It should also be open-ended, requiring the writer to build a narrative rather than simply to write down a "Yes" or

Fig. 2.9: Example of a writing probe



CBM Written Language

Name _____ Grade _____ Date _____

One day, I was out sailing. A storm carried me far out to sea and
wrecked my boat on a desert island. _____

"No" response. The CBM writing probe in Figure 2.9 is a good example of how a such a probe might appear. This particular probe was used in a 5th-grade classroom.

Materials needed for giving CBM writing probes

- o Student copy of CBM writing probe with story-starter
- o Stopwatch
- o Pencils for students

Administration of CBM writing probes

The examiner distributes copies of CBM writing probes to all the students in the group. (Note: These probes may also be administered individually). The examiner says to the students:

I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions?

For the next minute, think about . . . [insert story-starter]. The examiner starts the stopwatch.

At the end of 1 minute, the examiner says, Start writing.

While the students are writing, the examiner and any other adults helping in the assessment circulate around the room. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing.

After 3 additional minutes, the examiner says, *Stop writing.* CBM writing probes are collected for scoring.

Scoring

The instructor has several options when scoring CBM writing probes. Student writing samples may be scored according to the (1) number of words written, (2) number of letters written, (3) number of words correctly spelled, or (4) number of writing units placed in correct sequence. Scoring methods differ both in the amount of time that they require of the instructor and in the quality of information that they provide about a student's writing skills. Advantages and potential limitations of each scoring system are presented below.

1. Total words--The examiner counts up and records the total number of words written during the 3-minute writing probe. Misspelled words are included in the tally, although numbers written in numeral form (e.g., 5, 17) are not counted. Calculating total words is the quickest of scoring methods. A drawback, however, is that it yields only a rough estimate of writing fluency (that is, of how quickly the student can put words on paper) without examining the accuracy of spelling, punctuation, and other writing conventions. The CBM writing sample in Figure

2.10 was written by a 6th-grade student:

Fig. 2.10: CBM writing sample scored for total words

```
I woud drink water from the ocean.....07
and I woud eat the fruit off of.....08
the trees. Then I woud bilit a.....07
house out of trees, and I woud.....07
gather firewood to stay warm. I.....06
woud try and fix my boat in my.....08
spare time. ....02
Word total = 45
```

Using the total-words scoring formula, this sample is found to contain 45 words (including misspellings).

2. Total letters--The examiner counts up the total number of letters written during the 3-minute probe. Again, misspelled words are included in the count, but numbers written in numeral form are excluded. Calculating total letters is a reasonably quick operation. When compared to word-total, it also enjoys the advantage of controlling for words of varying length. For example, a student who writes few words but whose written vocabulary tends toward longer words may receive a relatively low score on word-total but receive a substantially higher score

Fig. 2.11: CBM writing sample scored for total letters

```
I woud drink water from the ocean.....27
and I woud eat the fruit off of.....24
the trees. Then I woud bilit a.....23
house out of trees, and I woud.....23
gather firewood to stay warm. I.....25
woud try and fix my boat in my.....23
spare time. ....09
Letter total = 154
```

for letter-total . As with word-total, though, the letter-total formula gives only a general idea of writing fluency without examining a student's mastery of writing conventions. When scored according to total letters written, our writing sample is found to contain 154 letters.

3. Correctly Spelled Words--The examiner counts up only those words in the writing sample that are spelled correctly. Words are considered separately, not within the context of a sentence. When scoring a word according to this approach, a

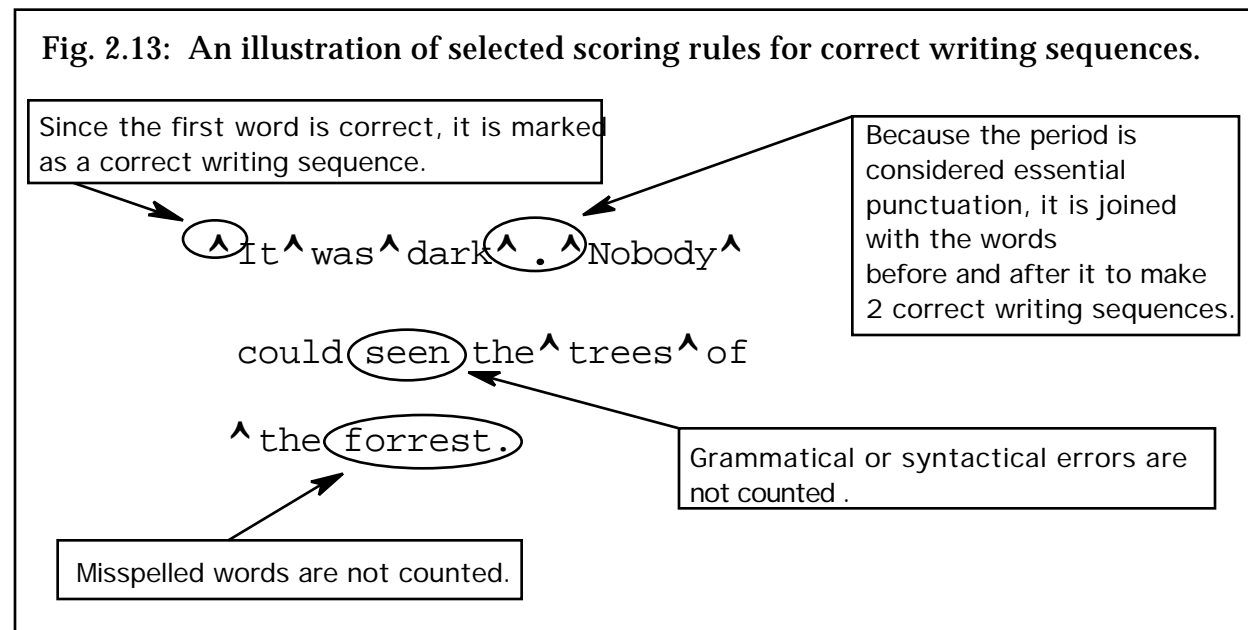
Fig. 2.12: CBM Writing sample scored for correctly spelled words

I woud drink water from the ocean.....06
 and I woud eat the fruit off of.....07
 the trees. Then I woud bilit a.....05
 house out of trees, and I woud.....06
 gather firewood to stay warm. I.....06
 woud try and fix my boat in my.....07
 spare time.02
 Correctly Spelled Words = 39

good rule of thumb is to determine whether--in isolation--the word represents a correctly spelled term in English. If it does, the word is included in the tally. Assessing the number of correctly spelled words has the advantage of being quick. Also, by examining the accuracy of the student's spelling, this approach monitors to some degree a student's mastery of written language. Our writing sample is found to contain 39 correctly spelled words.

4. Correct Writing Sequences--When scoring correct writing sequences, the examiner goes beyond the confines of the isolated word to consider units of writing and their relation to one another. Using this approach, the examiner starts at the beginning of the writing sample and looks at each successive pair of writing units (writing sequence). Words are considered separate writing units, as are essential marks of punctuation. To receive credit, writing sequences must be correctly spelled and be grammatically correct. The words in each writing sequence must also make sense within the context of the sentence. In effect, the student's writing is judged according to the standards of informal standard American English. A caret (^) is

used to mark the presence of a correct writing sequence.



The following scoring rules will aid the instructor in determining correct writing sequences:

- ➔ Correctly spelled words make up a correct writing sequence (reversed letters are acceptable, so long as they do not lead to a misspelling):

Example
 ^ Is ^ that ^ a ^ red ^ car ^ ?

- ➔ Necessary marks of punctuation (excluding commas) are included in correct writing sequences:

Example
 ^ Is ^ that ^ a ^ red ^ car ^ ?

- ➔ Syntactically correct words make up a correct writing sequence:

Example
 ^ Is ^ that ^ a ^ red ^ car ^ ?
 ^ Is ^ that ^ a ^ car red ?

- ➔ Semantically correct words make up a correct writing sequence:

Example
^ Is ^ that ^ a ^ red ^ car ^ ?
^ Is ^ that ^ a ^ read ^ car ^ ?

- ➔ If correct, the initial word of a writing sample is counted as a correct writing sequence:

Example
^ Is ^ that ^ a ^ red ^ car ^ ?

- ➔ Titles are included in the correct writing sequence count:

Example
^ The ^ Terrible ^ Day

- ➔ With the exception of dates, numbers written in numeral form are not included in the correct writing sequence count:

Example
^ The ^ 14 ^ soldiers ^ waited ^ in ^ the ^ cold ^ .
^ The ^ crash ^ occurred ^ in ^ 1976 ^ .

Not surprisingly, evaluating a writing probe according to correct writing sequences is the most time-consuming of the scoring methods presented here. It is also the scoring approach, however, that yields the most comprehensive

information about a student's writing competencies. While further research is

Fig. 2.14: CBM Writing sample scored for correct writing sequence (Each correct writing sequence is marked with a caret (^)):

^ I woud drink^ water^ from^ the^ ocean...05
^ and^ I woud eat^ the^ fruit^ off^ of.... 06
^ the^ trees^ . ^Then^ I woud bilit a....05
^ house^ out^ of^ trees,^ and^ I woud06
gather^ firewood^ to^ stay^ warm^ .^ I.... 06
woud try^ and^ fix^ my^ boat^ in^ my06
^ spare^ time^03
Correct Word Sequences = 37

needed to clarify the point, it also seems plausible that the correct writing sequence method is most sensitive to short-term student improvements in writing. Presumably, advances in writing skills in virtually any area (e.g., spelling, punctuation) could quickly register as higher writing sequence scores. Our writing sample is found to contain 37 correct writing sequences.

Curriculum-Based Measurement (CBM) Graph

Writing Fluency:0-80:12 Weeks

Setting up the graph

- At the top of the graph, fill out the student's name, his or her classroom and/or grade, and information about the level at which the student is being monitored with CBM.
- After you have collected baseline CBM information, fill out the start date and end date in the Baseline date section for the time span during which you collected baseline data (Figure 1). Then decide how many instructional weeks that you plan to monitor the student's progress. Fill out the start date (Monday) and end date (Friday) in the Monitoring date section for each instructional week during which monitoring will take place (Figure 1). If possible, you should try to collect at least one CBM observation per week for your target student. It is a good idea to fill in the weekly start- and end-dates *in advance* to give yourself an incentive to stay up-to-date on your CBM monitoring.

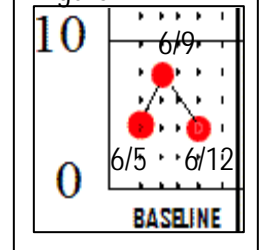
Figure 1

BASELINE	WEEK 1
6-5	6-16
6-13	6-20

Entering information onto the graph

- Baseline datapoints.** Collect at least 3-5 baseline datapoints. (Baseline data are collected to get a sense of the student's current performance level and rate of progress. It is a good idea to collect them within a 1- to 2-week span.) Plot these datapoints in the 'baseline' column on the graph, as shown in Figure 2. Next to each plotted datapoint, write the date on which it was collected. Connect all baseline datapoints with lines to identify them as a single data-series.
- Progress-monitoring datapoints.** When graphing a CBM datapoint collected during progress monitoring, find the week whose date span includes the date on which the CBM assessment was completed. At the bottom of the graph, circle the weekday ('MTWTF') on which the assessment was conducted. Then plot the datapoint above that circled day. (See Figure 3 for an example.) Connect all monitoring datapoints with lines to identify them as a single data-series. Do not connect the baseline and monitoring data-series, however, as each should be considered separate data 'phases'.

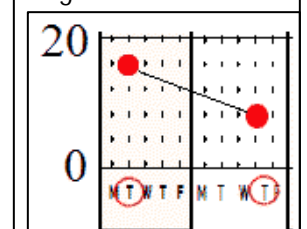
Figure 2



Want additional guidelines for setting up your data chart?

For more information about how to set up and use a CBM progress-monitoring chart, consult the free book *Curriculum-Based Measurement: A Manual for Teachers*. This manual provides a complete introduction to CBM and its use in schools. Find it on the web at: <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>

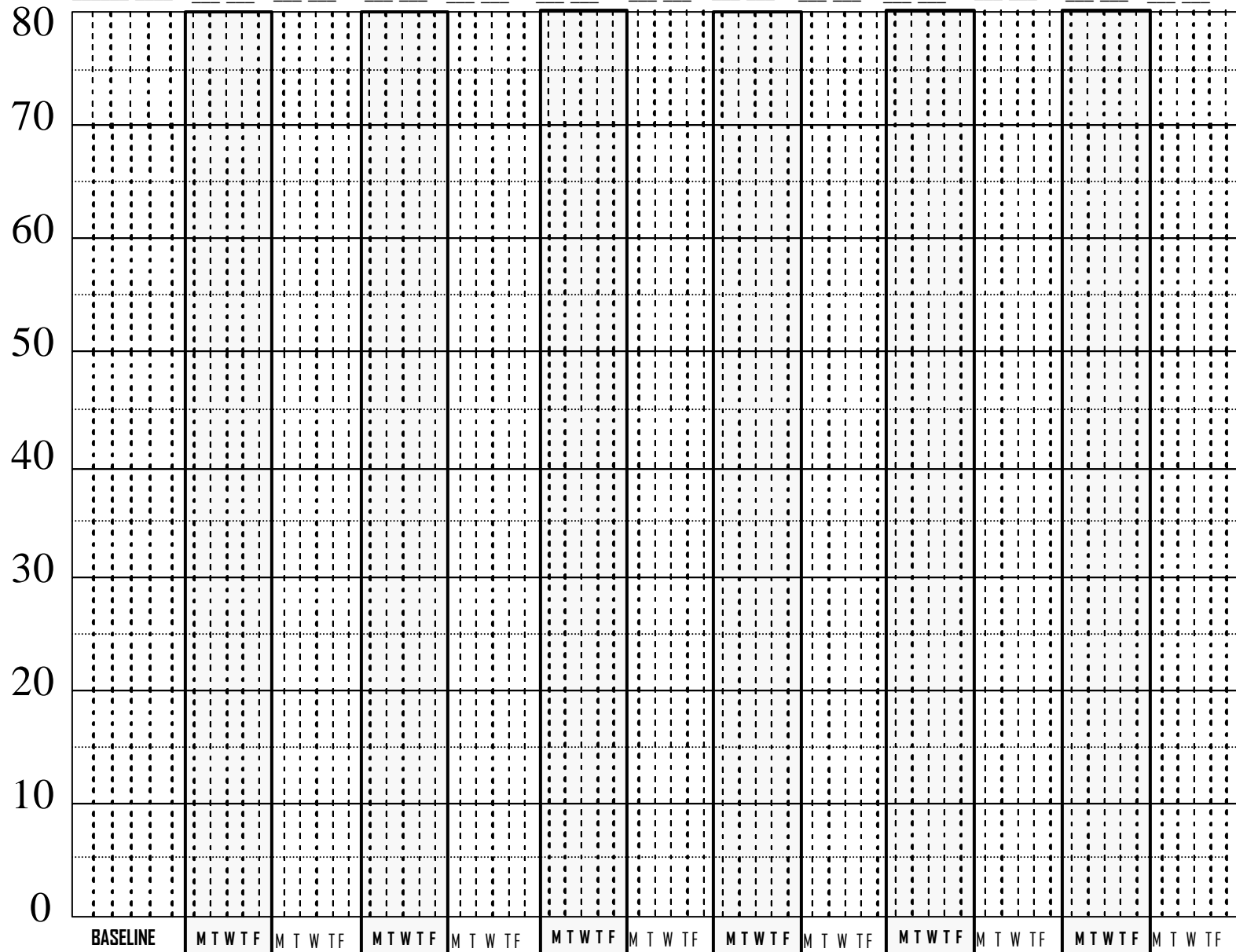
Figure 3



Student: _____ Classrm/Grade: _____ Monitoring Level: _____

Total Words _____ #Correctly Spelled Words _____
 # Correct Writing Sequences _____ #Correct Punctuation _____
 Writing Sample Per 3 Minutes: _____

BASELINE WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 WEEK 12



(Norms from Shapiro, 1996)

- Writing Norms
(# Correct Spellings)
- 6th GR/53 Wds
- 5th GR/49 Wds
- 4th GR/41 Wds
- 3rd GR/37 Wds
- 2nd GR/28 Wds
- 1st GR/15 Wds

Instructional Days

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Behavior Report Card

Student: _____

Teacher: _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Date	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___
Behavioral Target	M	T	W	Th	F	
<p><i>The student was motivated to work on independent classroom writing assignments, requesting help from adults or peers only when needed.</i></p> <p>Select degree to which the goal was met: 1.....2.....3 Poor Fair Good</p>	1...2...3 P...F...G	1...2...3 P...F...G	1...2...3 P...F...G	1...2...3 P...F...G	1...2...3 P...F...G	
<p><i>After completing classroom writing assignments, the student edited and corrected the written drafts to the best of his or her ability before turning them in.</i></p> <p>Select degree to which the goal was met: 1.....2.....3 Poor Fair Good</p>	1...2...3 P...F...G	1...2...3 P...F...G	1...2...3 P...F...G	1...2...3 P...F...G	1...2...3 P...F...G	
<p><i>The student completed and turned in writing assignments on time that were given as homework.</i></p> <p>Did the student succeed in this behavioral goal? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	___Y___N	___Y___N	___Y___N	___Y___N	___Y___N	



Monitoring Charts 1 to 2 of 3

View Next Charts>>

Behavior Report Card

Student Name: _____

Start Date: Wk 1: __/__/__ Wk 2: __/__/__ Wk 3: __/__/__ Wk 4: __/__/__
M T W Th F M T W Th F M T W Th F M T W Th F

The student was motivated to work on independent classroom writing assignments, requesting help from adults or peers only when needed.

Good	3 3 3 3 3	3 3 3 3 3	3 3 3 3 3	3 3 3 3 3	Good
Fair	2 2 2 2 2	2 2 2 2 2	2 2 2 2 2	2 2 2 2 2	Fair
Poor	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	Poor
	M T W Th F	M T W Th F	M T W Th F	M T W Th F	

After completing classroom writing assignments, the student edited and corrected the written drafts to the best of his or her ability before turning them in.

Good	3 3 3 3 3	3 3 3 3 3	3 3 3 3 3	3 3 3 3 3	Good
Fair	2 2 2 2 2	2 2 2 2 2	2 2 2 2 2	2 2 2 2 2	Fair
Poor	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	Poor
	M T W Th F	M T W Th F	M T W Th F	M T W Th F	



Monitoring Chart 3 of 3

<<View Previous Charts

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Student Name: _____

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M T W Th F M T W Th F M T W Th F M T W Th F

The student completed and turned in writing assignments on time that were given as homework.

YES	Y Y Y Y Y	Y Y Y Y Y	Y Y Y Y Y	Y Y Y Y Y	YES
NO	N N N N N	N N N N N	N N N N N	N N N N N	NO
	M T W Th F	M T W Th F	M T W Th F	M T W Th F	

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