Is There a “Write” Way in PreK?
Supporting Student Self-Assessment

Presenters: Dixie Crossland & Sally Brown
Agreements

- To value one another’s time
- To value one another’s input
- To participate to the best of your ability
Books to Encourage Writing

- Lost for Words
  - Author: Natalie Russell

- A Squiggly Story
  - Authors: Andrew Larsen and Mike Lowery
More Books to Encourage Writing!

- **Beautiful Oops!** by Barney Saltzberg
- **Write On, Carlos!** by Stuart J. Murphy
- **Harold and the Purple Crayon** by Crockett Johnson
- **Little Pencil Finds His Forever Friends** by Christine Colabrese & Maria Victoria Flores
Even More Books to Encourage Writing!

Author: Rozanne Lanczak Williams
Writing Has 2 Purposes

Functional

Pleasure
# Developmental Stages of Writing

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Random scribbling – Child writes with the starting point any place on the page.</td>
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<tr>
<td>2</td>
<td>Controlled scribbling – Progression is from left to right.</td>
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<td>3</td>
<td>Circular scribbling – Circles or ovals flow on the page.</td>
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<td>4</td>
<td>Drawing – Pictures tell a story or convey a message.</td>
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<td>5</td>
<td>Mock letters – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.</td>
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<tr>
<td>6</td>
<td>Letter strings – These move from left to right and progress down the page of actual letters. They have no separations and no correlation with words or sounds.</td>
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<tr>
<td>7</td>
<td>Separated words – Groups of letters have space in between to resemble words.</td>
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<tr>
<td>8</td>
<td>Picture labeling – A picture’s beginning sound is matched to a letter (Dog).</td>
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<tr>
<td>9</td>
<td>Awareness of environmental print – Environmental print, such as names on cubbies, is copied.</td>
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<tr>
<td>10</td>
<td>Transitional stage spelling or invented spelling – First letter of a word is used to represent the word (I went to the nature museum.).</td>
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<tr>
<td>11</td>
<td>Beginning and ending letters are used to represent a word (cat).</td>
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<tr>
<td>12</td>
<td>Medial sound is a consonant (grass).</td>
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<tr>
<td>13</td>
<td>Medial sound is in correct position, but the vowel is wrong (grass).</td>
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<tr>
<td>14</td>
<td>A child hears beginning, medial, and ending letters (I like to pick flowers.).</td>
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<tr>
<td>15</td>
<td>Phrase writing develops (rabbit in the sun).</td>
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<tr>
<td>16</td>
<td>Whole-sentence writing develops (This pumpkin is mine.).</td>
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<tr>
<td>17</td>
<td>Whole Sentence Writing – Child writes a complete sentence.</td>
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</tbody>
</table>

**Texas PreK Guidelines**
Learning Targets & Rubrics

First 9 Weeks
I can draw recognizable people.
I can write some letters in my name.
I can tell you about my drawing.

Rubric

Second 9 Weeks
I can start at the top when writing letters.
I can move from left to right when writing my name.
I can add details that are important to me.

Rubric
Learning Targets & Rubrics

**Third 9 Weeks**

I can share my work with the class.

I can add details that are specific to me.

I can start my name with a capital letter.

**Fourth 9 Weeks**

I can share my ideas with the class.

I can write the letter of the sounds I hear in a word.

I can write some beginning and ending sounds for words.

I can recognize that the first word in a sentence is capitalized.
<table>
<thead>
<tr>
<th>Early Writing Checklist</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands that what you say can be written down</td>
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<tr>
<td>2. Draws pictures and people</td>
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<tr>
<td>3. Makes letter-like symbols</td>
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<tr>
<td>4. Writes recognizable, age-appropriate letters</td>
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<tr>
<td>5. Writes own name with approximate letters</td>
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<tr>
<td>6. Writes/copies words and friends names from around the room</td>
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<tr>
<td>7. Uses drawing and writing in a variety of learning centers/activities</td>
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<tr>
<td>8. Enjoys writing in a personal journal</td>
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<tr>
<td>9. Dictates messages/stories to an adult</td>
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</tr>
<tr>
<td>10. Attempts to write letters or words while linking sounds to letter names</td>
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</tbody>
</table>

0 = Rarely     1 = Sometimes     2 = Consistently
Strategies for Assessment for Learning

- Use examples and models of strong and weak work
- Offer regular descriptive feedback
- Teach student to self-assess and set goals for next steps
Why Self-Assessment?

- Students take responsibility for their own achievement
- Students can identify for themselves what they have learned
- Students can identify for themselves what they still need to work on
- Develop a sense of self-efficacy

Jan Chappuis, *Student Involvement in Assessment*
If We Say It, They Will Say It (Eventually)!

“Find a place where you used good spacing to divide the words.”

“Find the word _____ .”

“Find a little word.”

“Find a big word.”

“Find the letter _____ .”

“What word begins like your name?”
Cats can play with you.
They like to sleep a lot.
I do not have a cat so you.
Peer Feedback

Refer children to one another for support and feedback (“strengths & needs”).

Feedback from peers may seem less “evaluative.”
Other Advantages of Peer Feedback

- Maximizes feedback opportunities for all students.
- Empathy and understanding
- Can view their work through another’s eyes
- Social interaction!
- Oral language!

Jan Chappuis, Student Involvement in Assessment
Share Time!

One or two students a day

Occurs after writing time, center time, or both
Students understand that authors change their work to make it more interesting or easier to read.

They can self-assess to make changes by:

- Adding materials (more details, pages in a book, etc.)
- Deleting materials
- Re-organizing

It’s what published authors do!
Resilience

The process of adapting well in the face of adversity.

“I can do that!”
In classrooms that foster resilience...

- Children are not afraid to make mistakes
- Mistakes are viewed as a chance to learn
- Success depends on effort
Building Resilience

- **Visual Resources** - “Helps for Writing”
- **Set short-term goals with students**
  - Success is incremental and requires effort
  - Writing stamina
- **Value children’s efforts**
- **Offer strategies**
  - Adjust level of support depending on the child
- **Emphasize the process**
Going Beyond “Good Job!”

Provide children with specific feedback. Remember, the language we use, is the language they will use!
Characteristics of Effective Feedback

- Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement
- Occurs during the learning
- Addresses partial understanding
- Does not do all the thinking for the students
- Limits corrective information to the amount of advice the student can act on in a given time
Success & Intervention
Feedback
Demonstration & Practice
I have become better at ___________________.

My “before” picture: _______________________

My “after” picture: _______________________
Important Take Away

Collect the evidence!

Writing portfolio
Digital portfolio
Anecdotal records
Self-assessments

These artifacts tell a story!
Reflection & Questions
thank you so much