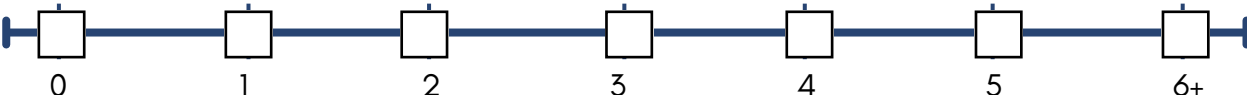
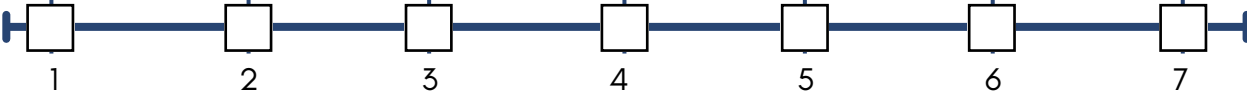
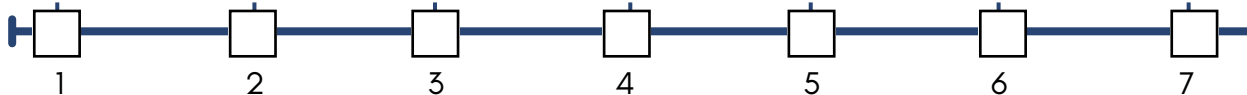
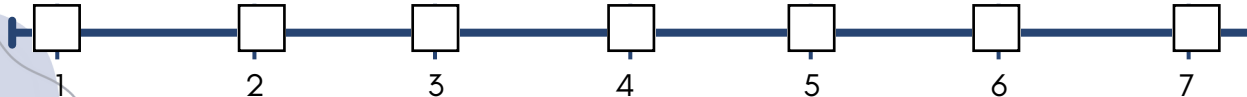


Educator name: _____ Date / Time: _____

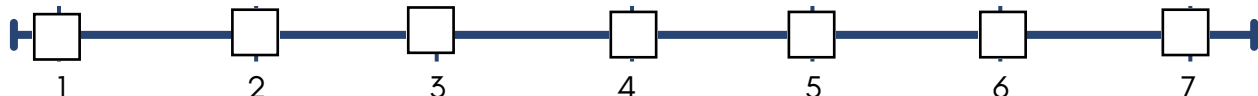
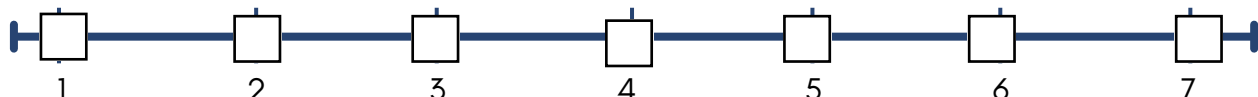
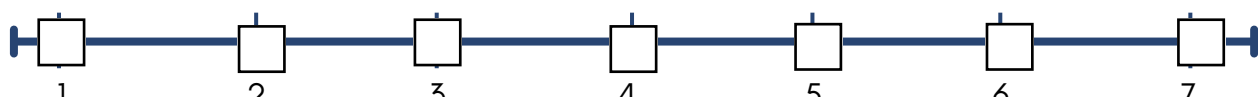
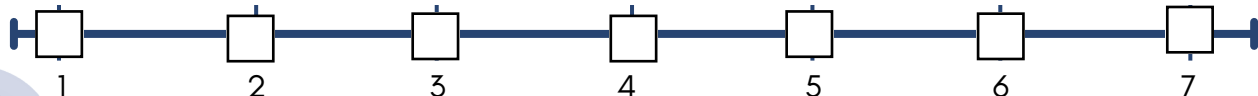
Other adults: _____ Observer: _____

Students: _____

Evidence	NA	Comments/Examples
How many times per week does individual writing happen for all students in this classroom? If any student has fewer opportunities, please indicate this in comments.		
Number of times: 	☐	
ALL students have an individual communication system that meets their needs		
Not observed 	☐	
Students are given autonomy to write and generate ideas and language (e.g. not hand-over-hand)		
Not observed 	☐	
Each student has opportunities to initiate, not just respond.		
Not observed 	☐	

INDIVIDUAL WRITING (WRITING FROM ME) SELF-EVALUATION AND OBSERVATION

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
During independent writing, comments and language for co-construction or attributed meaning are modelled by educators using communication systems that are similar to student(s) individual systems. Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Students are provided with adequate wait time and are encouraged to respond when the educator gives an invitation to participate. Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Student communication attempts are recognised, responded to and (if appropriate) expanded on. Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Each student is using a pencil or alternative pencil that is as physically easy as possible and allows them to focus on the cognitive aspects of writing e.g. QWERTY board, flip chart, keyboard, eye gaze system, iPad and app, pen or pencil Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	

INDIVIDUAL WRITING (WRITING FROM ME) SELF-EVALUATION AND OBSERVATION

Educator name: _____ Date / Time: _____

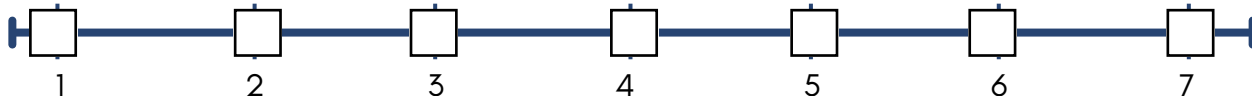
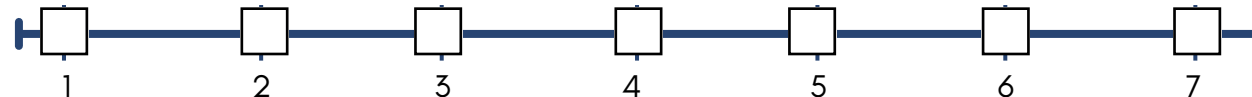
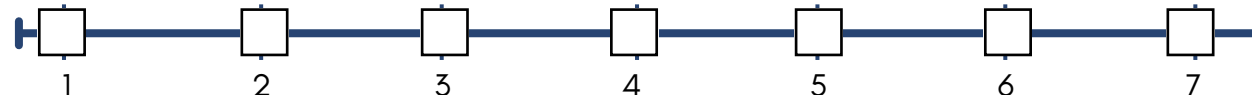
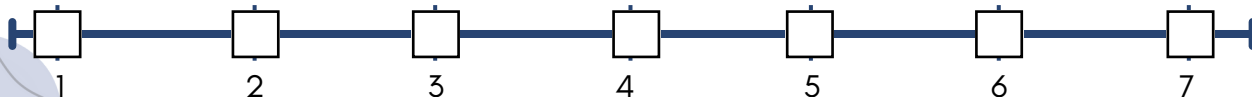
Evidence	NA	Comments/Examples
Do all students' writing tools include access to all 26 letters of the alphabet?		
No Half Yes  1 2 3 4 5 6 7	☐	
Is writing happening for real reasons ? (remember - writing never involves copying and tracing; writing involves thinking of ideas, language, words AND transcribing)		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Do students have a range of writing tasks across each week, such as writing about curriculum, personal experiences, high interest topics, letter writing, and writing about video clips?		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Are you including writing in assessment conditions once each week so that you can see how students are progressing without scaffolds and so that students become accustomed to writing in assessment conditions?		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Is a writing record form completed for emergent, transitional and early conventional students after they have finished writing?		
Not observed Sometimes Consistently	☐	
For early emergent students, is meaning attributed if needed?		
Not observed Sometimes Consistently	☐	
Do early emergent students have opportunities to learn the function of writing without being asked to focus on form - allowing them to scribble with their writing tool without focusing on spaces, spelling, etc.		
Not observed Sometimes Consistently	☐	
When an emergent student has finished writing, do educator's say "now let me show you how I would write it" and model writing, rather than interrupting them during the writing task?		
Not observed Sometimes Consistently	☐	

Educator name: _____

Date / Time: _____

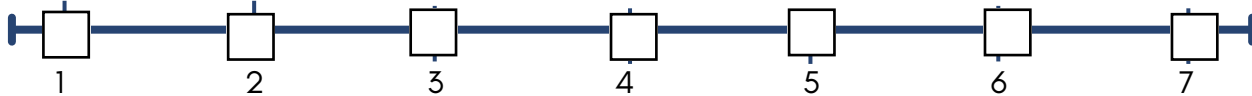
Evidence	NA	Comments/Examples
Is there a time each week for writer's chair so that students can share their writing with others? Do students have an opportunity to publish their writing? (optional for emergent students)		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Before transitional and conventional students write, do educators model writing (mini-lesson) at the level appropriate for the student? (and remove their model before students write)		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Do mini-lessons focus on different aspects of the writing task each day e.g. using the word wall, using capitals, using punctuation, thinking of ideas, thinking of your audience in planning writing, using different sorts of vocabulary, etc.		
Not yet Sometimes Consistently  1 2 3 4 5 6 7	☐	
Do educators model aspects of writing for a while before they expect students to start using them?		
Not yet For some For all  1 2 3 4 5 6 7	☐	

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Do educators say "Tell me More" to encourage students to write more?		
Not observed Sometimes Consistently	☐	
For students who can write a simple sentence, are educators modelling and supporting them to write an expanded sentence?		
Not observed Sometimes Consistently	☐	
For students who can write expanded sentences, are educators modelling and supporting them to write more using the 5Ws?		
Not observed Sometimes Consistently	☐	
For students in Groups H, I and J, are they using an Editor's Checklist?		
Not yet For some For all	☐	

INDIVIDUAL WRITING (WRITING FROM ME) SELF-EVALUATION AND OBSERVATION

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
For students in Groups I and J, are they writing across 2 or more days on an overall topic and learning to write about sub-topics.		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	

Summary and Additional Comments: