Student Name:
Beginning of Tutorials Assessment Date:
End of Tutorials Assessment Date:

Islander Informal Writing Inventory

Component:

- Composing (All grades)

Assessment Preparation:

- Photos that the child has brought in
- Blank (unlined) 8½ x 11 sheet of paper (2nd grade and below)
- Thin marker (2nd grade and below)
- Lined 8½ x 11 sheet of paper (3rd grade and above)
- Pencil or pen (3rd grade and above)
- Scoring Guide (see p. 3 or 4, depending on grade level)

Composing Directions:

- On the **first day of tutorials**, bring a photo of you to share with your student. It can be of you and family members or pets, or of you participating in a hobby or sport (appropriate photos only, please!).
- Share your photo and model talking about and starting a conversation about your photo.
- Interview child on the **first day of tutorials.**
- Work from child's interests – family, pets, friends, what they like to do.
- For **Day 2 or 3** of tutorials, have child bring in photos, or have family member text/email photos. You'll need to work with the parent of your child on this.
- Use ONE photo as a prompt for writing (unless two or more are related to one another – from the same event, etc.).
- Engage child in a *genuine* conversation prior to writing.
- If needed, prompt the child with questions/statements such as these:
    - *Talk about the picture you brought.*
    - *Who is in the picture?*
    - *What are you/they doing?*
    - *What happened on this day that is memorable?* or *What event does this picture remind you of?*
    - *What can you say and write about it?*
- Next, invite the child to write. If the child is stuck on what to write, prompt them to refer back to the photo. If the child is stuck on how to write something, say, *How would you start that word?* Or *Write what you think it looks like and keep going*.
- While the child writes, record your observations.
    - The amount of time taken to complete the composition.
    - Handedness; how the child holds the writing utensil.
    - Use of the page.
    - Comments the student makes during writing.
    - Nonverbal observations of the child (pauses, facial expressions, movements, etc.)
- Later, use the scoring guide to score your student's writing (see page 3 or 4).

Student Name:
Beginning of Tutorials Assessment Date:
End of Tutorials Assessment Date:

Grades 1 and 2 Scoring Guide for Composing

Circle the descriptors below that apply to this child's composition.

	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Established/ Exceptional	The big idea is clear, coherent, original, narrow, and specific. Carefully selects details to create meaning for the reader.	Provides an original beginning. Elaborates on and connects ideas. Ends the piece in a logical place. Adds a title that captures the big idea.	Expresses a distinct tone. Creates a truly individual piece of writing. Connects purposefully to the audience. "Owns" the topic.	Uses action words effectively. Selects words with care. Uses new words. Uses everyday words in correct and creative ways. May try figurative language.	Crafts solid sentences that are varied and grammatically correct. Begins sentences differently. Sentences are various lengths. Sentences flow together.	Spells HF words correctly and other words phonetically. Applies capitalization rules consistently. Uses punctuation correctly. Shows control over standard English grammar.
Extending/ Expanding	Topic is clear, but may not be original. Piece may be too broad, fuzzy, or predictable. Fails to flesh out the big idea, or veers into a new topic. Uses simple details, but not consistently.	Provides a clear, but predictable beginning. Has the beginning of a paragraph. Writer runs out of steam at the end. Title is generic.	General tone. Uses routine language. Connects to the reader somewhat. Approaches the topic predictably.	Uses plain verbs, but uses them correctly. Most words and phrases are basic. Uses the first words that come to mind. Occasional misused words.	Offers simple, grammatically correct sentences. Begins sentences the same way. Sentences are of equal lengths. Uses simple conjunctions to make writing flow.	Spells simple HF words correctly or phonetically. Unpredictable capitalization. Little control over punctuation. Uses standard English grammar inconsistently.
Exploring/ Emergent	Only the beginning of an idea comes through. Provides unrecognizable elements. Does not extend a clear message.	Doesn't provide a clear beginning. Has no sentences. No sense of closure. No title or title with no indication of what the writing is about.	Doesn't express a tone. Offers plain words or sentences. Provides no evidence that the audience is considered. Lacks a point of view.	Uses verbs incorrectly. Tries to create words, but with limited success. Uses only known words. Uses words that are obvious choices.	Struggles with sentence construction. No correctly formed sentences. Begins each line the same way. Only the writer can read the piece with any sense of continuity.	Uses letter strings and pre-phonetic spelling. Shows no control over the use of capitals. Rarely and incorrectly uses punctuation. Difficult to determine what the writer knows about grammar.

From Traits of Writing Scoring Guide for Grades 1-2, The Culham Writing Company

Anecdotal notes:

Student Name:
Beginning of Tutorials Assessment Date:
End of Tutorials Assessment Date:

Grades 3 – 12 Scoring Guide for Composing

Circle the descriptors below that apply to this child's composition.

	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Established/ Exceptional	Offers a clear, simple theme. Narrows the theme or topic. Provides enough evidence to support the theme. Offers credible, accurate details.	Grabs the reader's attention from the start. Uses a variety of carefully selected transition words. Creates a piece that is easy to follow by fitting details together logically. Sums up thinking in a natural, thoughtful way.	Writing is expressive and compelling. Offers a point of view that is appropriate for the mode. Speaks in a way that makes the reader want to listen. Expresses ideas in new ways.	Writer uses many lively action words. Makes use of creative and effective literary techniques. Uses words with precision. Uses words that enhance the piece's meaning.	Carefully and creatively constructs sentences for maximum impact. Uses various types of sentences. Thinks about how the sentences sound if read out loud. Diverges from standard English to create interest and impact.	Spelling is controlled. Uses punctuation and paragraphs skillfully. Uses capital letters consistently and accurately. Forms grammatically correct phrases and sentences.
Extending/ Expanding	Offers a recognizable but broad theme. Does not focus on a specific aspect of the topic. Does not offer a unique perspective. Offers details that are inaccurate or irrelevant.	Presents an unoriginal introduction. Uses obvious transition words. Sequences events logically, for the most part. Ends the piece on a familiar note.	Establishes a generic tone. Chooses a voice that is not completely clear. Keeps the reader at a distance. Piece sounds like anyone could have written it.	Uses passive voice a lot and includes few action words. Uses some common literary techniques. Words used rarely capture the reader's imagination. Fills piece with unoriginal language.	Offers simple sentences. Attempts to vary the beginnings and lengths of sentences. Offers some sentence variety. Some sentences are smooth; some are uneven.	Incorrectly spells some words. Handles basic punctuation. Inconsistent use of capitalization. Some grammar and usage errors.
Exploring/ Emergent	Offers a series of unfocused, repetitious, or random thoughts. Has not narrowed topic in a meaningful way.	Does not give reader any clue about what is to come. Does not provide transition words. Does not show clearly what comes first, etc. Ends the piece with a bland conclusion or none at all.	Produces a lifeless piece. Piece has random thoughts, making it difficult to discern how the writer feels about the topic. Mismatch between the piece's tone and the intended audience.	Makes no attempt at selecting verbs with energy. Uses words that are repetitive and vague. Misuses words. Uses many words and phrases that do not work.	Even simple sentences are flawed. Sentences are repetitive and flawed. Uses repetitive sentence patterns. Sentences are incomplete and choppy.	Has misspelled many words. Neglected to use punctuation or used punctuation incorrectly. Uses capitals inconsistently. Makes frequent mistakes in grammar and usage.

From Traits of Writing Scoring Guide for Grades 3-12, The Culham Writing Company

Anecdotal notes: