**Assessing Writers at the Start of the Year**

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| **Session 1** | This assessment should be conducted prior to starting the unit. It should be done before the Immersion Phase. |
| **Teaching Point** | Assessing writers at the start of the year. |

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| **Materials** |
| * Writing paper * Writing markers |

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| **Assessment Explanation**  It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing a narrative piece. From analyzing this data, teachers will begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching moves.  Please see K-2 Writing Continuum and On-Demand Guidelines located in Atlas Rubicon under Assessment Tasks.  Topic: A time when you were hurt.  **Assessment Suggestion**  Review these pieces alongside a narrative continuum that shows the developmental stages of writing, and names the qualities of writing that defines each stage (see [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for an example). Locate the child’s on-demand writing within the scale. Use the continuum to develop future goals for your young writers.  **Growth comparison**  Pre and post measures: Compare students’ initial pieces to their final pieces to note growth over time. |