

EVALUATION AND ANALYSIS

Periodically throughout the school year, recount writing is scored and analyzed in order to assess student progress and inform instruction. In addition to the periodic scored samples to inform instruction, a scored sample should be shared with parents at the March conference. An end of year recount sample should be included in records for the second grade teacher. The purpose of scoring writing samples is to improve the quality of instruction. The teacher can provide instruction tailored to the needs of the whole class, small groups, and individuals based on the results.

The Holistic WASL Rubric is used by teachers when scoring writing samples. While this rubric will be too complex to use directly with most primary grade students, it is extremely useful for teachers as they evaluate the writing. This rubric provides adequate descriptors for content, organization, style, and for the six writing traits. A simplified rubric, based on the Holistic WASL Rubric, can be used directly with young students. The point systems are the same on both rubrics. The student can earn 1-4 points for Content, Organization, and Style (COS), and 0-2 points for Conventions.

It is instructive for grade level teachers to score grade level writing samples as a team. Using sticky notes, teachers can give a COS score and a conventions score for each paper. Two or three teachers can score a sample and compare the scores. The discussion that results from team scoring helps teachers to gain clarity about the rubric and about quality writing.

Once a grade level sample has been team scored, the sticky notes can be charted on butcher paper by grade level or by class to highlight where the writers are as a group. Such a chart might look like the one below. An analysis of these results is essential to determine to next teaching step.

COS

	4	3	2	1
2				
1				
0				

[WASL Holistic Scoring Guide](#)