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Writing Analysis

The purpose of the writing analysis is to evaluate the development and progression of students as writers. You want to see their understanding and awareness of orthography and phonology. This writing assessment shows whether the student has progressed in their understanding of pictures and word structure and meaning.

I didn’t work with a student for this assessment, per say. I just took the writing pieces from the folder the cooperating teacher keeps in the classroom. I used the Profile of Writing Knowledge reproducible in the back of the Kidwatching book on page 121 to assess and compare the writing from the beginning of the year to the writing now. The girl’s writing has clearly shown progression. Her writing pieces from September have a lot of grammatical errors, she hasn’t capitalized names and even the beginnings of some sentences aren’t capitalized. A lot of her sentences are run-ons, however they make sense. She just needs to place appropriate punctuation to begin a new sentence. She spells words mostly like they sound. For example, she spelled excited as “ecsited”. She used multiple pictures to illustrate her stories. When I looked at the writing from October, I could already see some progression. Her spelling isn’t perfect, but she can spell the basic words pretty well. She uses more capitalization and less run-ons, though there are still come run-ons present. The teacher had told me that a lot of the students were saying they had nothing to write about, so she provided them with little notebooks that they could use to write down topics for their writing pieces. The girl’s writing I used for this assessment had pages and pages of topics within her journal, which may be an improvement if she was one of the many students who didn’t have topics to write about.

I would use this to inform instruction by learning how each individual writes and by focusing on their writing style. Since I found out that a lot of students had trouble coming up with their own topics to write about, I would probably give them prompts or have them brainstorm their own topics like my cooperating teacher did.