

Analysis and Summary of Writing Sample

Name: Alex

Date: May 22, 2002

Standard I, Writing Process.

Alex understands the writing process, including editing by circling words and inserting a caret to revise the message. She uses resources such as a writing checklist and practice page to try out spellings. Alex composes with fluency and constructs a meaningful story. In her final copy, she incorporates many of her revisions and corrections.

Standard II, Purpose and Craft.

Alex understands how to construct a well-organized story, including good beginning, logical details, and closing statement. She uses literacy techniques, such as ellipses and descriptive language to paint vivid images of the night ('the moon was glowing with fog. The stars were shining like a light.' She uses good verbs to describe actions, such as scrambled and snuggled. She uses time cue words and phrases to support flow: in the afternoon, after we, right then, at last. She is developing her voice for writing, which includes the use of reactionary phrases (that's my favorite thing) and experimenting with figurative language. She includes a title for her story.

Standard III, Language Use and Conventions.

Alex's story is 101 words, and she spells 74% correctly, including the following high frequency words: the, big, to, I, my, at, in, on, way, we, ate, thing, after, back, car, then, was, with, like, over, got, out, went, and, mom, dad. She spells correctly words with 'ing' (glowing, shining) and makes good attempts with 'ed' words (finishd, stoped, lefed). Her spelling is at a transitional level (faverit, skramddld, hause, jerny). She uses closing punctuation and beginning capitalization with accuracy. Her writing shows the influence of book language.

Summary and Recommendations

Alex is a strong first grade writer. She understands the writing process, displays an awareness of writing craft, and shows an understanding of conventions and mechanics of writing. In second grade, she will benefit from lessons on writing craft, and will continue to develop her writing skills. Her spelling stage is at the transitional level, and she should be encouraged to refine her spelling skills during spelling workshop. Alex should continue to use her writing notebook as a resource for editing and revising her work.

Analysis and Summary of Writing Sample

Name: Virginia

Date: May 24,2002

Standard I, Writing Process

Virginia understands the writing process. She monitored her spelling by circling words and self-correcting two words (Granpa/grandpa; presins/presents). She revised by crossing out an/in. Her story was meaningful, indicating that she recorded her ideas with fluency.

Standard II, Purpose and Craft

Virginia understands how to stick to a topic and sustain her purpose for writing throughout her composition. Her opening sentence showed evidence of book talk, “so the winter of Christmas was fun with Grandma and Grandpa Tin Pin.” Verbs included ‘decorated’ and ‘opened’.

Standard III, Language Use and Conventions

Virginia wrote a total of 59 words and spelled 48 correctly (81% accuracy). Her high frequency words included: we, the, put on, it, so, of, dad, was, fun, with, and, things, do, they, can, go, get, our, had, can, them, time. In addition to fast recording of high frequency words, Virginia spelled correctly the following words: opened, tree, winter, sleeping, more, together. Her approximations at unknown words indicate her spelling is at a transitional level. Virginia used complex sentence structures, connected by ‘and, so, while.” She did not use punctuation in her final copy.

Summary and Recommendations

Virginia’s classroom writing sample indicates that she understands the processes of editing and simple revising. She has a solid repertoire of high frequency words that she can record with fluency, and she uses her knowledge of visual patterns to spell unknown words. Virginia writes complex sentences, although she does not use closing punctuation in her final copy. Her composition indicates her knowledge of story structure, including opening and closing ideas, with details that support the story development. In second grade, she will learn more about the craft of writing. She should do very well in a writers’ workshop classroom.