



SAMPLE MATERIAL

Writing Conference Sheet

Fall Creek Elementary School, North Carolina

Topic: Teaching Elementary School Students to Be Effective Writers

Practice: Writing Process

Teachers at Fall Creek Elementary School use this *Writing Conference Sheet* to guide meetings with students. The conference sheet is divided into two sections: Initiating Writing and Assessing How Well the Student Writes.

The Initiating Writing section helps the teacher notice whether students have identified a clear purpose for their writing, if the selected genre is aligned to that purpose, and if both are appropriate for the intended audience. Students should be able to articulate the relationship among purpose, genre, and audience. The teacher then uses the Assessing How Well the Student Writes section to talk with students about meaning, genre, structure, detail, voice, and language conventions in order to help them understand how these aspects connect with ideas. Teachers can record reflections and notes from each Conference Sheet in a Conference Log to maintain an ongoing record of students' writing growth.

The Writing Conference Sheet is adaptable for use across grade levels. For example, for early elementary grades, a teacher could change “selection is well balanced, appropriate amount of beginning, middle, end” to “included a beginning, middle, and end sentence.”

To learn more about teaching writing strategies and conferencing with students, watch the presentation, *Teaching Writing Strategies*.

Writing Conference Sheet

Student _____

Date _____

Selection _____

Process Component _____

Initiating Writing

Purpose:

Topic appropriate (makes a connection, is interesting, student envisions) _____

Writer has a purpose _____

Time used wisely, moving through process _____

Student writes other than when assigned _____

Genre:

Student chooses appropriate genre _____

Student understands various genres _____

Audience:

Student writes appropriate audience in mind _____

Student names the audience _____

Student collaborates with others _____

Assessing How Well the Student Writes

Meaning:

Student communicates meaning _____

Decisions made in process help convey meaning _____

Genre:

Appropriate genre selected _____

Genre knowledge is evident _____

Structure:

Organization is clearly evident _____

Leads, middle, transitions, and endings are evident _____

Selection is well balanced, appropriate amount of Beg. Mid. End. _____

Detail:

Details evident that help develop meaning _____

Details connect _____

Quality vocabulary utilized _____

Voice:

Unique style is evident _____

Various sentence length, punctuation, details and craft techniques used to gain

Voice _____

Conventions:

Appropriate spelling evident _____

Appropriate punctuation utilized _____

Appropriate capitalization evident _____

Notes _____

Conference Log

Student's Name	Date	What are you working on now? Where are you in the writing process?	What is going really well?	What do you feel that you need help with?	Teacher's Notes
<i>John Doe</i>	<i>8/25</i>	<i>personal narrative/rough draft</i>	<i>"I used action to hook the reader"</i>	<i>"I am having a hard time showing how I felt about hitting the homerun"</i>	<i>understands how to hook the reader, needs a mini-lesson on paragraph formation</i>
	<i>9/15</i>	<i>essay/revising</i>	<i>"I described my thinking really well"</i>	<i>"I need help convincing the reader why they should care about my topic"</i>	<i>paragraph formation is progressing, but still needs some work on when a new paragraph should begin</i>
	<i>9/28</i>	<i>realistic fiction/revising</i>	<i>"I have a good conflict and resolution"</i>	<i>"I need help ending my story"</i>	<i>used plot map to diagram story, needs a mentor text to provide guidance on different ways to end story</i>