**Elementary Writing Analysis Protocol**

The primary purpose of elementary “cold write” is to evaluate the growth of students’ writing skills based on a developmental scale. Teachers will use the data generated by elementary writing assessments to inform writing instructional practices.

1. Evaluate the overall phase of development. List the number of students in each phase.

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| Class Period | Emergent Writers | Early Writers | Developing Writers | Competent Writers |
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2. Evaluate the development of ideas. List the number of students in each stage.

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| Class Period | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 | Stage 7 | Stage 8 | Stage 9 | Stage 10 | Stage 11 | Stage 12 |
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3. Evaluate the accuracy of conventions. List the number of students in each stage.

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| Class Period | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 | Stage 7 | Stage 8 | Stage 9 | Stage 10 | Stage 11 | Stage 12 |
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4. Evaluate the area of greatest need. List the number of students in each category.

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| Class Period | Number of students demonstrating less than .5 stage difference in the development of ideas and the accuracy of conventions | Number of students whose development of ideas is one or more stages higher than their accuracy of conventions | Number of students whose accuracy of conventions is one or more stages higher than their development of ideas |
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5. Based on this analysis and any other available information, discuss some possible reasons for why students may have had difficulty with the writing. Record you conclusions in the space below.

6. Which items showed the greatest discrepancy in student performance between teachers within your grade level? What factors may have contributed to this discrepancy?

7. In the light of your findings, what steps will be taken to ensure that students will be able to demonstrate mastery of these concepts and skills prior to the end of the current school year? (Refer to NJ’s *Writing Skills to Secure* document found in Eduphoria) (e.g., writing instruction: mini lessons for Writing Workshop, individual conferences with students)

8. How may instruction, formative assessment and common unit assessments be improved for next year so that students can better demonstrate mastery of the writing as a result of the first teach?