

Teacher Assessment Worksheet

1. As students are working on their rough drafts, observe and make notes about what they are struggling with. Consider the following questions:
 - a. Do they seem to understand the reason for writing the blog?
 - b. Are they reviewing their writing and asking for help from their peers or from you?
 - c. Do they see that blog writing is a process?
 - d. Are they excited about the blog?

2. Check to see if students are doing the following list of things. If they are, it means they are learning to adjust their written language to communicate effectively through the blog.
 - a. Whether students decide to persuade the author to write a sequel or to write their own sequel, are they able to adjust their writing to fit the purpose?
 - b. As they are reading other people's blogs during the process, are they offering helpful suggestions to make the blog(s) better?
 - c. Can they tell you what it means to persuade the author?
 - d. Are they asking to read and/or write blog comments at other times of the school day?
 - e. Are they responding to their peers' blogs?

3. Review the students' rough drafts throughout the stages of writing. Look for the things that were included in your anchor chart as you consider the following questions:
 - a. Are the students getting better at conventions?
 - b. Are they capitalizing their sentences?
 - c. Are they getting better at including punctuation?
 - d. Do their comments make sense and have something to add to the conversation?