

TEAL Writing task observation record

Student name: _____ Date: _____

TEAL Writing task: _____

Prompt questions	Observations
<p>Pre-writing phase</p> <p><i>Planning and organisation – Does the student:</i></p> <ul style="list-style-type: none">• discuss or explore ideas with the teacher or other students to prepare for writing?• show any evidence of planning before starting to write?• organise themselves and their materials before beginning to write?• gather any resources needed?• discuss the task or clarify with a teacher or another student?	
<p>Writing phase</p> <p><i>Fluency and approach to writing – Does the student:</i></p> <ul style="list-style-type: none">• write confidently and quickly?• continually reread as they write?• correct errors while writing?• stop to use resources before continuing to write?• use illustrations or diagrams to add detail?• write in the first language, and then ‘translate’ to English?• write to quickly get their ideas down first, without worrying about errors?• write more slowly because they are trying to be as error free as possible?• use prompts and frameworks that may have been supplied?• take care to make their handwriting as legible as possible? <p><i>Resources used in completing the task – Does the student:</i></p> <ul style="list-style-type: none">• request assistance from a teacher for a word in English or how to spell a word or a phrase?• request assistance from another student who speaks their first language, e.g. asking for a word in English?• use resources from around the classroom, personal or class dictionaries?	

Post-writing phase

Strategies for revising, checking, reading their own work – Does the student:

- reread and correct once they have finished their writing?
- use resources to correct errors?

Rereading to the teacher/conferencing – Does the student:

- accurately reread what they have written?
- pick up errors in grammar, spelling or punctuation as they read aloud?
- pick up errors if the teacher reads their work aloud?
- correct their own errors or require assistance?
- understand teachers suggestions for improving the writing?
- can the student work with other students to correct errors?

Re-drafting phase

Writing a final draft – Does the student:

- produce another draft with most errors corrected?
- include teacher/other student suggestions for improving the writing?