Classroom Teacher Survey on Writing Instruction

The goal of this survey is to better understand how teachers currently teach writing and what classroom activities students engage in that pertain to writing. Regardless of your teaching style or your attitude toward different approaches to writing, we want to know about what you really do in the classroom. Responses to this survey will remain anonymous.

The following sections of this survey ask you to rate the frequency with which you use a large number of potential instructional strategies. Please circle one number for each question, using the rating scale below:

0	**1**	**2**	**3**	**4**	**5**
Never	Once or twice a school year	Once or twice a semester	Once or twice a month	Once or twice a week	Daily or almost daily

	Teach how to construct effective paragraphs & essays	**Rating**					
A1	Students in my classroom actively employ a writing process to develop their writing.	0	1	2	3	4	5
A2	Students practice writing for a variety of purposes in my classroom.	0	1	2	3	4	5
A3	I demonstrate for my students how to revise various pieces of writing.	0	1	2	3	4	5
A4	I provide my students examples of effective writing.	0	1	2	3	4	5
A5	As part of classroom writing activities, I require my students to learn and use terms related to the writing process.	0	1	2	3	4	5

	Create effective writing prompts	**Rating**					
B1	When I give writing assignments to students, I create and provide specific prompts for them to write toward, including identification of the audience and purpose for the writing.	0	1	2	3	4	5
B2	In my classroom, students are asked to write for a wide variety of different audiences (e.g., other students, newspaper readers, people from other cultures).	0	1	2	3	4	5
B3	I give my students opportunities to select what forms of writing they wish to work on (e.g. essays, posters, presentations, brochures).	0	1	2	3	4	5
B4	I ask my students for feedback and ideas about the writing assignments we use in my classroom.	0	1	2	3	4	5
B5	My students help design the writing assignments we use in my classroom.	0	1	2	3	4	5
B6	I give students writing assignments that require them to write for a variety of purposes (e.g., explanation, persuasion, storytelling).	0	1	2	3	4	5
B7	Students in my classroom must practice writing in many different forms (e.g. essays, posters, presentations, brochures).	0	1	2	3	4	5

	Teach language of rubrics and the six-traits	**Rating**					
C1	In my classroom, students talk about the six-traits of writing.	0	1	2	3	4	5

C2	In my classroom, students use “six-trait vocabulary” appropriately across the curriculum.	0	1	2	3	4	5
C3	In my classroom, students talk about their own writing or that of others using six-trait concepts and language.	0	1	2	3	4	5
C4	I use six-trait language in lessons.	0	1	2	3	4	5
C5	I use six-trait language in giving students feedback about their writing.	0	1	2	3	4	5
C6	Six-trait definitions and age-appropriate rubrics are readily available and/or posted in my classroom.	0	1	2	3	4	5
C7	I communicate the six-trait model of writing to parents and community members.	0	1	2	3	4	5

	Read, score & justify scores on papers	**Rating**					
D1	I demonstrate scoring with students, using example papers to highlight and explain the scoring criteria.	0	1	2	3	4	5
D2	Examples of student writing are displayed around my classroom and used as part of classroom instruction.	0	1	2	3	4	5
D3	In my classroom, students spend time discussing and justifying the scores given to particular writing passages.	0	1	2	3	4	5
D4	Students in my classroom evaluate writing passages from literature as part of learning how to think about and discuss writing.	0	1	2	3	4	5
D5	Students in my classroom evaluate a variety of writing forms (e.g., posters, leaflets, letters, essays).	0	1	2	3	4	5
D6	Students in my classroom get actively involved in self assessment, scoring their own papers to understand their own strengths and weaknesses as writers.	0	1	2	3	4	5
D7	Students in my classroom score the papers of fellow students as part of learning how to think about and discuss writing.	0	1	2	3	4	5

	Teach focused revision strategies	**Rating**					
E1	In my classroom, students spend time revising their writing, as a separate, conscious step in the writing process after reflecting on their initial draft writing.	0	1	2	3	4	5
E2	In my classroom, students use the concepts and language of the traits of writing while revising their writing.	0	1	2	3	4	5
E3	In my classroom, students talk about their strategies for revising their writing.	0	1	2	3	4	5
E4	As part of my writing instruction, I teach specific strategies for how to revise initial drafts into more polished final versions.	0	1	2	3	4	5
E5	Revision strategies for writing are posted in my classroom.	0	1	2	3	4	5
E6	Printed materials that show how to revise writing are readily available in my classroom.	0	1	2	3	4	5

	Participate personally in writing process	**Rating**					
F1	I talk with students about my own writing experiences, using trait concepts and language.	0	1	2	3	4	5
F2	In my classroom, I use examples of my own writing when teaching students about writing.	0	1	2	3	4	5

F3	As part of helping students learn about writing, I ask them to give me feedback on my own writing.	0	1	2	3	4	5
F4	To demonstrate how to think about writing, I reflect aloud on strengths and weaknesses of my own writing.	0	1	2	3	4	5
F5	To demonstrate how to think about writing, I reflect aloud on the thinking that went into my own writing choices about specific ideas and words.	0	1	2	3	4	5
F6	I talk with students about the importance of receiving and considering feedback on our writing.	0	1	2	3	4	5
F7	I model for students how to receive and reflect on feedback about my own writing.	0	1	2	3	4	5

	Read a variety of materials to demonstrate writing quality	**Rating**					
G1	I make a point of reading to students examples of effective writing within various subject areas (e.g., science, math, social studies).	0	1	2	3	4	5
G2	Students in my class actively engage in critiquing the materials we read in class.	0	1	2	3	4	5
G3	I take time with my class to discuss and analyze the quality of writing they encounter in their reading assignments for various subject areas (e.g., science, math, social studies).	0	1	2	3	4	5
G4	In my classroom, we read and discuss the quality of many kinds of printed materials (e.g., posters, leaflets, letters, articles, essays, books)	0	1	2	3	4	5
G5	In my classroom, we read and discuss the quality of many kinds of writing (e.g., explanation, persuasion, storytelling)	0	1	2	3	4	5
G6	I give my students reading assignments that vary in quality, so that we can more clearly identify how effective writing differs from ineffective writing.	0	1	2	3	4	5

	Students set goals and monitor progress	**Rating**					
H1	As part of my class planning and instruction, I have explicit goals and learning outcomes for student writing.	0	1	2	3	4	5
H2	Students in my classroom participate in real publishing opportunities (e.g., writing competitions, commercial publications, school-wide newsletters).	0	1	2	3	4	5
H3	Students use scores on their writing to identify their own strengths, weaknesses, and needs for further practice and learning.	0	1	2	3	4	5
H4	In my classroom I have a systematic way for students to store and organize their writing.	0	1	2	3	4	5
H5	I make sure my students save samples of their writing and keep track of how their individual writing skills develop over time.	0	1	2	3	4	5
H6	Students in my classroom set goals for improving specific writing skills, and target their efforts on strengthening the weaker aspects of their writing.	0	1	2	3	4	5
H7	I plan my class so that students have time and support for the writing process.	0	1	2	3	4	5