

# Writing for Success Genre Writing Program

## Fidelity Checklist

Name of Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer/Person Completing Checklist: \_\_\_\_\_

### ORGANIZATION/PREPARATION

### COMMENTS

	Full-class (25-30 students) instruction occurs at least 3 times per week for 45-60 minutes each time.	
	The pretest was administered and scored for each specific genre of writing.	
	Students are placed in an appropriate level.	
	All materials required for lesson in place. (See preparation box for each lesson.)	
	Cumulative charts are displayed for student reference as specified in program.	
	Partners were assigned by the teacher at the beginning of the lesson.	
	Classroom routines are well-established so lesson flows smoothly. (E.g., transitions between lesson tasks made quickly, pencils down when the teacher is teaching, routines for handling materials)	
	Motivation and rewards systems are in place and used throughout each lesson.	

**LESSON DELIVERY****COMMENTS**

	Explicit instruction script was followed with fidelity for all parts of the lesson.	
	Appropriate scaffolding was used beyond the script if required for student success.	
	All parts of each lesson were taught—Preparing to Work in the Writer’s Workshop Activity, Delving into the Tools Worksheet, Writer’s Workshop.	
	Lesson pace was brisk and lively--at a pace that all students were successful. (All students were actively engaged in lesson.)	
	Teacher used clear and consistent signals that resulted in unison choral responses. All students were expected to respond.	
	For individual turns, the teacher asked the question and then randomly called on a student.	
	Responses were affirmed. (E.g., Yes, a simile compares two unlike things using the words like or as.)	
	Specific praise was used throughout the lesson. (E.g., Well done. Everyone waited until I gave the signal to answer.)	
	Students were engaged appropriately during partner activities. Teacher asked 2-3 students to share their ideas with the whole class.	
	Students wrote only when directed by the teacher.	

**LESSON FOLLOW UP****COMMENTS**

	Delving into the Tools worksheet was graded, and corrections completed.	
	Targeted remediation was done for Delving into the Tools worksheet tasks that were below the mastery level. (85%)	
	Data is shared during conferences and used to establish goals.	

**WRITER'S WORKSHOP****COMMENTS**

	All parts of each lesson were completed as scripted or directed.	
	Teacher knew lesson procedures for "soft" scripted parts of lessons well enough to effectively lead students through the process.	
	The full cycle of lesson events was completed during the Writer's Workshop parts of the lessons:	
	<ul style="list-style-type: none"> <li>Analyzing the exemplar (teacher directed)</li> </ul>	
	<ul style="list-style-type: none"> <li>Drafting and Editing a piece of writing (genre specific)</li> </ul>	
	<ul style="list-style-type: none"> <li>Drafting a piece of writing (genre specific)</li> </ul>	
	<ul style="list-style-type: none"> <li>Editing a piece of writing (genre specific, teacher-directed)</li> </ul>	
	<ul style="list-style-type: none"> <li>Proofreading a piece of writing (genre specific, teacher-directed)</li> </ul>	
	<ul style="list-style-type: none"> <li>Students proofread with a partner.</li> </ul>	
	<ul style="list-style-type: none"> <li>A final draft was completed (handwritten or word processed)</li> </ul>	
	<ul style="list-style-type: none"> <li>Students had the opportunity to present their piece of writing to an audience in one of the ways that is outlined in lesson.</li> </ul>	
	Extended writing projects completed over several days following the six steps of the writing process as outlined.	
	Students saw and used the scoring rubric based on Six Traits as they drafted, so they knew exact expectations.	
	Scored rubric was used as a checklist to help students improve their writing score.	
	Scores recorded on Class Summary Sheet provided in the program. Scores below 80% highlighted on summary sheet.	
	Targeted remediation provided based on highlighted scores.	
	Students had the opportunity to improve their writing scores after targeted remediation based on the rubric elements. (Improved scores recorded on data sheet in the "re-write" row.)	

**INDEPENDENT WRITING SAMPLE****COMMENTS**

	Students independently wrote a genre-specific piece of writing as a post-test.	
	Writing graded and scores recorded on Class Summary Sheet provided in the program. Scores below 80% were highlighted on the summary sheet.	
	Targeted remediation done for parts of rubric where students/class scored below 80%.	
	Students had opportunity to improve writing scores after targeted remediation (re-write). Improved scores were recorded on Class Summary Sheet.	
	Progression to next genre dependent on mastery. Level was adjusted according to performance.	

**DIFFERENTIATION/REMEDIATION****COMMENTS**

	Additional repetition of items done if necessary to help students achieve mastery of key concepts.	
	Accommodations in place to help all students be successful. (E.g., a scribe for extended tasks, additional time, reduced load for amount of writing, enlarged worksheet pages, classroom assistant, support from learning specialist, additional challenge added to rubric for stronger students)	
	Parallel item Delving into the Tools Worksheet developed by teacher and provided to students if they require additional repetition. (Same procedure followed as for the original worksheet.)	