

Writing for Success Genre Writing Program

Fidelity Checklist

Name of Teacher: _____ Class: _____

Date: _____ Time: _____

Observer/Person Completing Checklist: _____

ORGANIZATION/PREPARATION

COMMENTS

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| | 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**

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| | 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**

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| | 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**

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| | 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"> Analyzing the exemplar (teacher directed) | |
| | <ul style="list-style-type: none"> Drafting and Editing a piece of writing (genre specific) | |
| | <ul style="list-style-type: none"> Drafting a piece of writing (genre specific) | |
| | <ul style="list-style-type: none"> Editing a piece of writing (genre specific, teacher-directed) | |
| | <ul style="list-style-type: none"> Proofreading a piece of writing (genre specific, teacher-directed) | |
| | <ul style="list-style-type: none"> Students proofread with a partner. | |
| | <ul style="list-style-type: none"> A final draft was completed (handwritten or word processed) | |
| | <ul style="list-style-type: none"> Students had the opportunity to present their piece of writing to an audience in one of the ways that is outlined in lesson. | |
| | 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**

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| | 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**

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| | 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.) | |