

Writing Self-Evaluation Routine

Purpose

Use this routine to help students evaluate their own writing and to help them focus on practicing particular writing skills.

Time

Five minutes prep

Five to fifteen minutes to complete the form and discuss the results

Additional time for writing and revising

Supported Standards

CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials

- Student-generated writing
- Self-evaluation rubric (can be paper or digital)

Procedure

This routine can be used any time students write a response to a question or prompt. Before using this routine, you will need to consider the skills that you expect students to demonstrate in their writing. These could include skills you will teach in the lesson and/or those that students have learned previously. (Examples are included in the next section.)

Preparation

1. Select the skills that are most prominent in your lesson. For beginner-level students, choose two to four skills; for intermediate-level students, choose four to five; for advanced-level students, choose five to eight skills.
 - a. The first time you use this routine, start with a lower number of skills.
 - b. When returning to this routine in the future, only add one to two new skills. In some cases, you won't need to add any new skills at all. Remove skills if

students demonstrate them consistently or if they are not applicable for the assignment.

2. Write each skill in simple language that will be familiar to your students. Use “I” statements.
3. Print a copy of the self-evaluation form for each student or be prepared to share it electronically (for example, as an electronic form or document).

During the Lesson

1. After introducing the writing assignment, share the self-evaluation with the student(s). Read it aloud and ask for examples or questions about each skill.
2. Give students time to write independently (in class or as homework).
3. Before you read the students’ writing, have them complete the self-evaluation.
 - a. Some students will decide to revise or edit their writing at this point. You can let them edit now or ask to see their first draft.
4. Review each student’s self-evaluation, then read their writing. Discuss students’ writing with them individually, referring back to the skills in the self-evaluation and pointing out places where you agree or disagree with their self-assessment. Stay focused on identifying evidence of how well a student demonstrated the skills on the evaluation.
 - a. If the student did not demonstrate a skill correctly and states that they did use it or expresses total confusion, let them know that you will reteach the skill in a future lesson. Likewise, if you notice a skill not on the self-evaluation that the student needs support with, plan to teach it in an upcoming lesson.
5. (Optional) Choose one to two skills that the student used inconsistently or incompletely and demonstrate/discuss how to improve them. Then, ask the student to revise their writing with a focus on those skills.