**TEAL Writing task observation record**

Student name: Date:

TEAL Writing task:

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| **Prompt questions** | **Observations** |
| **Pre-writing phase**  *Planning and organisation – Does the student:*   * 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? |  |
| **Writing phase**  *Fluency and approach to writing – Does the student:*   * 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?   *Resources used in completing the task – Does the student:*   * 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? |  |

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| **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? |  |