

## SKILL-BASED WRITING INVENTORY Grades 7-12

Name of Student \_\_\_\_\_ Grade: \_\_\_\_\_  
 Name of Teachers \_\_\_\_\_ Date Completed \_\_\_\_\_

To be completed by the general education teacher in conjunction with the special education teacher.

Please evaluate a sample the student's writing in the classroom as compared to an average peer. Rate the student within the following areas according to that comparison.

Please attach both samples to this inventory.

List some of the student's **strengths** in the classroom in the area of writing:

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### Rating Scale for Assessing Ideas in Writing

	No evidence of skill	Skills Emerging	Skill Mastered
There is a theme or topic that runs throughout the passage.			
Ideas are well developed and easily understood.			
Topics are supported by details.			
Paragraphs reflect an organizational structure that provides for a natural flow of ideas.			
The form of the passage is appropriate for its purpose.			
The language and tone are appropriate for the intended audience.			
Characters, if present, are well defined according to their traits.			
Locations, if present, are well described.			

### Rating Scale for Writing Preparation, Production and Revision:

	No evidence of skill	Skills Emerging	Skill Mastered
Topic Selection – Independently selects appropriate topics for writing assignments.			
Writing Plan – Creates writing plan by breaking larger writing assignments into sub-tasks (e.g., select topic, college source documents, take notes from source documents, write outline, etc.)			
Note-Taking – Researches topics by writing notes that capture key ideas from source materials.			
Adequate "Seat Time: - Allocates realistic amount of time to the act of writing to ensure a quality final product.			
Oral vs. Written Work – Student's dictated and written passages are equivalent in complexity and quality.			
Handwritten vs. Typed Work – Student's handwritten and typed passages are equivalent in complexity and quality.			
Revision Process – Revises initial written draft before turning in for a grade or evaluation.			
Timely Submission – Turns in written assignments (class work, homework) on time.			

### Rating Scale for Grammar and Usage

	No evidence of skill	Skills Emerging	Skill Mastered
Used correct tense			
Maintained same tense throughout composition			
No word omissions present.			
Consistent subject-verb agreement.			
Possessives used correctly.			
Made few or no grammatical errors.			
Knowledge of grammar (rules governing use of language) is age/grade appropriate.			
Knowledge of syntax (grammatical arrangement of words in sentences) is age/grade appropriate.			

### Rating Scale for Writing Content:

	No evidence of skill	Skills Emerging	Skill Mastered
Vocabulary - Vocabulary in written work is age/grade appropriate.			
Word Choice - Distinguishes word choices that are appropriate for informal (colloquial, slang) written discourse vs. formal discourse.			
Audience - Identifies targeted audience for writing assignments and alters written content to match needs of projected audience.			
Identifies Sources - Identifies when to credit authors for use of excerpts quoted verbatim or unique ideas taken from other written works.			

### Rating Scale for Assessing Application of Capitalization Rules:

	No evidence of skill	Skills Emerging	Skill Mastered
The student follows <b>basic</b> capitalization rules: <ul style="list-style-type: none"> <li>- the pronoun I</li> <li>- the first word in a sentence</li> <li>- people's first and last names (e.g., Paul Smith, Omar Bradley)</li> </ul>			
The student follows <b>intermediate</b> capitalization rules: <ul style="list-style-type: none"> <li>- names of cities, states, and countries (e.g., Baltimore, Minnesota, England)</li> <li>- titles when used with names (e.g., President Lincoln, General Eisenhower)</li> <li>- street names (e.g., Elm Street, Main Street)</li> <li>- family titles when used as names (e.g., Father, Mother)</li> </ul>			
The student follows <b>advanced</b> capitalization rules: <ul style="list-style-type: none"> <li>- proper adjectives (e.g., Spanish, French)</li> <li>- names of organizations (e.g., Peace Corps, Cub Scouts)</li> <li>- first and important words in book and story titles (e.g., <i>Alice in Wonderland</i>, <i>Paradise Lost</i>)</li> </ul>			

**Rating Scale for Assessing Application of Punctuation Rules:**

	No evidence of skill	Skills Emerging	Skill Mastered
<p>The student follows <b>basic</b> rules of punctuation:</p> <ul style="list-style-type: none"> <li>- a period at the end of a sentence</li> <li>- a period after abbreviations (e.g., Mrs., Dr.)</li> <li>- a period after initials in a name (e.g., Paul P. Leech, E.J. Bryant)</li> <li>- a question mark at the end of an interrogative sentence</li> <li>- an exclamation mark to conclude a sentence showing strong emotions</li> </ul>			
<p>The student follows <b>intermediate</b> rules of punctuation:</p> <ul style="list-style-type: none"> <li>- an apostrophe in contractions (e.g., don't, can't)</li> <li>- a comma between the day of the month and the year (e.g., June 8, 2000)</li> <li>- a comma to separate a city from a state (e.g., Auburn, Maine)</li> <li>- a comma to separate words in a series (e.g., Tom, Frank, and I)</li> <li>- a comma to separate a noun in a direct address (e.g., Paul, I like you)</li> <li>- a comma to set off a quotation in a sentence (e.g., I said, "Thank you.")</li> </ul>			
<p>The student follows <b>advanced</b> rules of punctuation:</p> <ul style="list-style-type: none"> <li>- a colon between numbers in expressions of time (e.g., 9:15)</li> <li>- a colon after the greeting in a business letter (e.g., Dear Sir:)</li> <li>- a hyphen in a fraction (e.g., one-half)</li> <li>- a hyphen in a telephone number (e.g., 555-8760)</li> </ul>			

**Additional Comments** on the student's writing abilities (ex. spelling, handwriting/legibility, paragraphs):