**Sample Student Survey: Keys to Content Writing**

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|  | Never | Sometimes  | Often |
| My teachers ask students to complete short, quick writes. |  |  |  |
| My teachers remind me to follow all stages of the writing process (Think, Plan, Write Revise).  |  |  |  |
| I follow all the stages of the writing process for school writing assignments (Think, Plan, Write, Revew) |  |  |  |
| I include introductions and conclusions for school writing assignments.  |  |  |  |
| I include transition words for school writing assignments. |  |  |  |
| I recognize the difference between argument, informational, and narrative text when I read and write. |  |  |  |
| My teachers ask students to analyze the structure of sample text.  |  |  |  |
| For a writing from sources assignment, I highlight or mark the text sources to identify relevant information. |  |  |  |
| My teachers provides students partially completed two-column notes to use for gathering information from sources.  |  |  |  |
| For a writing from sources assignment, I gather information from sources into two-column notes.  |  |  |  |
| For a writing from sources assignment, I use my notes to write a draft.  |  |  |  |
| My teachers provide students with a Student Writing Assignment Guide (SWAG) that includes all the requirements for a writing assignment.  |  |  |  |
| My teacher provides students a topic web to help plan the structure for a writing assignment.  |  |  |  |
| I create a topic web to help plan a writing piece.  |  |  |  |
| My teachers provide writing templates to help students with writing assignments.  |  |  |  |
| My teachers provide peer feedback checklists.  |  |  |  |
| My teachers use feedback checklists and rubrics to provide feedback to students about their writing.  |  |  |  |
| My teachers provide time for students to revise writing assignments using feedback from peers or the teacher. |  |  |  |
| My teacher provides opportunities for students to collaborate for writing assignments.  |  |  |  |