

Rating Scale:  Needs Immediate Improvement  Making Progress  Proficient  No opportunity to observe

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| Primary Aim | | |
| To provide the writer feedback to inform writing and revision processes. To provide participants critical insights into the dynamics of writing genres and deeper understanding of the writing process. | | |
| Procedures | | |
| 1. Students sign up for a table share, either as a writer/presenter or audience member. 2. Students convene at a predetermined time and location during work time. 3. Presenter provides copies of a written text to audience members. 4. Presenter states what they are trying to accomplish in their writing and asks for feedback to achieve goal(s). 5. Audience members read the text. 6. Presenter indicates where in the writing they have achieved their goal and explains how it was achieved, then indicates where the writing needs improvement and how improvements could be achieved. 7. Audience members offer feedback about where and how the writing achieves the desired goal and where and how the writing could be improved. 8. Presenter articulates goals for improving the writing. | | |
| 1 | Student | Rating |
| 1a | Is prepared to share with a draft in process containing sufficient material to elicit audience response in the form of questions, comments, and suggestions. (Draft to be shared is brief enough to allow for discussion or members read draft prior to Table Share to allow sufficient time for discussion). | |
| 1b | The draft appears to have been thoughtfully chosen. The author is able to state how she/he intends audience to understand and respond to the text. | |
| 1c | After reading the text, engages in authentic dialogue with the audience. Comments or questions arise from genuine curiosity and responsive understanding. | |
| 1d | The share turn is evenly balanced between reading and discussion. | |
| 2 | Participants | Rating |
| 2a | Read the text either before or during the share. | |
| 2b | Are promotive, completely attentive, and offer feedback in a constructive manner. | |
| 2c | Offer comments that are relevant to the improvement and development of the text, and provide useful feedback that the author could realistically use to improve text quality. | |
| 3 | Teacher | Rating |
| 3a | Allows students to manage the group process. | |
| 3b | Follows into group member comments when necessary in order to clarify and elaborate useful points. (The author, and never the teacher, calls on audience members to give feedback.) | |
| 4 | Space and Materials | Rating |
| 4a | A system is established for students to take responsibility to sign up to share and participate as audience members. Students refer to a table share calendar posted in the classroom. | |
| 4b | Table Share takes place in a designated meeting area. Group members sit facing one another, close enough to promote overall attentive listening and participation. | |
| 4c | Participants are provided copies of the writer's draft, prepared in advance. | |
| 4d | Tabletops are cleared of clutter and materials that are not related to the Table Share. | |
| 5 | Records | |
| 5a | An appointed recorder provides the author with feedback in the form of table share notes. | |

Comments: (see reverse)