

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

<b>Primary Aim</b>		
To inform the processes of writing and revision by providing the author with an opportunity to receive feedback on written work. To support competencies needed to compose texts that achieve an intended purpose. To develop a critical understanding of how writing genres function.		
<b>Procedures</b>		
<ol style="list-style-type: none"> <li>The teacher meets with the student at a location where the student is working.</li> <li>With student approval, students sitting adjacent are invited to participate in the conference.</li> <li>The teacher uses the Writing Conference Record to structure a dialogic interaction with the student about their writing. The teacher prompts the student to identify the intended purpose of the writing and the generic form used.</li> <li>The student reads the draft.</li> <li>The student identifies a place in the writing where intentions are achieved and explains how the writing worked to achieve intentions. The student asks the teacher and peers to provide similar feedback.</li> <li>The student identifies a place in the writing where intentions could be strengthened and explains how writing could be revised to better achieve intentions. The student asks the teacher and peers to provide similar feedback.</li> <li>The teacher makes reference to the learning standards using precise terminology to indicate how the writing aligns with standards expectations.</li> <li>The student is provided with notes from the conference that can be referenced during the revision process.</li> <li>The student makes a goal to improve the writing and signs the Conference Record.</li> </ol>		
<b>1</b>	<b>Student</b>	<b>Rating</b>
1a	Is prepared to share a thoughtfully-chosen draft of written work in progress. The draft is brief enough to allow balance between reading and discussion within a period of 10-12 minutes.	
1b	Participates in a dialogue. Takes initiative to elicit teacher and peer feedback. The share is balanced between oral reading of the draft and discussion.	
1c	Identifies how the reader is intended to understand and respond to the text.	
1d	Identifies how compositional strategies function to achieve desired intent.	
1e	Identifies how writing could be improved to better achieve desired intent.	
1f	Is able to state an actionable goal based on insights generated through the conference process.	
<b>2</b>	<b>Teacher</b>	<b>Rating</b>
2a	Establishes a safe and comfortable context in which the student to can share writing and receive feedback.	
2b	Supports the student to facilitate the conference protocol, based on the Writing Conference Record (e.g., student identifies intent; student, then teacher, identifies how writing functions to achieve intent; student, then teacher, identifies how writing could be improved to achieve intent; teacher identifies how composition aligns with learning standards; student makes a goal for revision).	
2c	Executes the conference within a period of 10-12 minutes.	
2d	Follows into ambiguous comments by prompting clarification to promote quality feedback.	
<b>3</b>	<b>Physical Space</b>	<b>Rating</b>
3a	The teacher conducts the conference at a location where student is working. Conference is conducted at a table.	
<b>4</b>	<b>Records</b>	<b>Rating</b>

4a	Provide evidence that students have sufficient opportunity to receive individualized, one-on-one instruction. (Evidence of twice monthly conferences in elementary grades, once monthly in middle/high school grades, and double conferences for at-risk students).	
4b	Conference notes are neat, legible, easily interpreted, dated, and chronologically sequenced.	

**Comments:**