

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

Primary Aim		
To help students develop competencies necessary to compose texts that achieve an intended purpose. To support the development of critical insight into the behavior of written genres. To provide students with a ritual activity that develops large-group discourse practices and promotes a sense of 'we-ness' and collective identity.		
Procedures		
1. Two students are identified in advance to share their writing during the share. Teachers organize writing share calendar so as to provide students time between the writing conference in order to act on revision goals before again presenting work in the writing share. 2. The first presenter convenes the class and establishes collective attention. 3. The presenter identifies the purpose of the writing, the generic form being employed, and the nature of feedback sought. 4. Displaying the text on a document camera, the presenter reads the text aloud. 5. The presenter solicits feedback from the audience. Feedback is recorded both in a community share notebook and in notes provided to the presenter. The role of recorder should rotate so all students experience the responsibility of taking feedback for others. 6. Steps 2-5 are repeated for the second presenter.		
1	Presenter	Rating
1a	Convenes the class and secures collective attention and consideration.	
1b	Is prepared to present a draft in process that contains sufficient material to elicit audience response in the form of questions, comments, or suggestions. Draft appears to have been thoughtfully chosen. Text can be read and discussed within a 10-minute period.	
1c	Identifies the purpose of the text, the generic form employed, and the nature of feedback sought.	
1d	Assumes responsibility to facilitate the share process. Engages audience members by calling on volunteers for comments. When necessary, follows into comments to seek clarification and elaboration of relevant feedback.	
2	Audience	Rating
2a	Is seated in designated meeting area, facing the presenter, close enough to enable attentive listening and active participation.	
2b	Are promotive, completely attentive, and offer feedback in a constructive manner. Inappropriate or unsupportive comments are immediately and decisively addressed, first by student(s), then, if necessary, by the teacher.	
2c	Participate appropriately through attentive listening and meaningful response. Respond to writer's request for feedback. Comments that do not help the author improve the writing piece are discouraged.	
2d	Provide relevant and specific comments and suggestions that the author can use to improve the draft. Irrelevant comments are discouraged. Overly-general feedback is elaborated through dialogue with the presenter.	
2e	Adhere to rules for large-group discussion (e.g., raise hands to be recognized by the presenter). Refrain from speaking out-of-turn or engaging in off-task behaviors.	
2f	Designated audience members record feedback for later reference by the presenter.	
3	Teacher	Rating
3a	Ensures a safe and comfortable context for students to share writing and receive relevant feedback.	

3b	Supports the presenter to facilitate the share process within a period of 10 minutes. (The teacher is seated in the audience, in close enough proximity to support the presenter to facilitate the share process.)	
3c	Follows into ambiguous comments by prompting the presenter to request clarification to promote quality feedback.	
3d	Supports the presenter to ensure audience members adhere to norms for large-group discussion. Supports presenter to address inappropriate comments or off-task behaviors.	
3e	Ensures feedback is recorded for later reference by the presenter.	

Comments: