

# Collins Writing Program

## Self-Assessment Survey: Five Types of Writing

Rate your use of each of the following Collins Writing strategies using the scale below.

0 – Do not do

1 – Rarely do

2 – Occasionally do

3 – Frequently do

### WRITING TO LEARN: TYPE ONE AND TYPE TWO

**1. How often do you use Type One writing?**

Your rating \_\_\_\_\_

**2. How often do you use Type Two Writing?**

Your rating \_\_\_\_\_

**3. How often do your Type One and Type Two prompts include general academic vocabulary (e.g., *identify, explain, support, evaluate, or prioritize*)?**

Your rating \_\_\_\_\_

**4. How often are your Type Two prompts clear and easy to evaluate (e.g., do they include a number in the prompt)?**

Your rating \_\_\_\_\_

**5. How often do you give clear, corrective, concise, and consistent feedback on Type Two responses?**

Your rating \_\_\_\_\_

### WRITING TO LEARN AND LEARNING TO WRITE: TYPE THREE AND TYPE FOUR

**6. How often do you use Type Three writing?**

Your rating \_\_\_\_\_

**7. How often do you vary your focus correction areas (FCAs)? Do they represent a mix of writing skills including content, organization, style, and conventions?**

Your rating \_\_\_\_\_

**8. How often do you differentiate your focus correction areas to be fair and challenging for all students?**

**Note:** For emerging writers, there would be more emphasis on the basics of writing (e.g., end marks, spelling). For advanced writers, many of the basic FCAs would be expected rather than stated. Also, consider adding adjectives/adverbs to the FCA to make it more rigorous (e.g., *specific* details; *compelling* reasons; *varied, effective, or subtle* transitions; *thoughtful* word choices; *briefly but clearly* state; *effectively* use).

Your rating \_\_\_\_\_

**9. How often are your students given the opportunity to suggest FCAs for assignments and/or allowed to select one or more personal FCAs to address self-selected improvement areas?**

Your rating \_\_\_\_\_

**10. How often do you ask students to mark-up their papers so the elements required by FCAs are easy to find and evaluate? For example, *darken* punctuation or capital letters, *circle and number* vocabulary, *underline* claim or thesis, *highlight* evidence, etc.**

Your rating \_\_\_\_\_

**11. How often do you ask students to edit/revise directly on their Type Three papers after reading aloud?**

**Note:** Type Three writing requires that students read their papers to themselves in a soft (one-foot) voice. This process almost ensures that students will find areas to improve or correct. For students who feel their work meets the criteria set by the FCAs and cannot be improved, suggest that they make general words (e.g., author) more specific (e.g., Edgar Allen Poe) or eliminate unnecessary words.

Your rating \_\_\_\_\_

**12. How often do you use Three Step Editing before students submit their papers?**

**Note:** Three step editing involves: (1) teacher edit of a volunteer's paper, (2) peer edit of a different volunteer's paper, and (3) individuals edit a different volunteer's paper.

Your rating \_\_\_\_\_

**13. How often do your students receive clear, corrective, specific, and timely feedback regarding mastery of the focus correction areas?**

**Note:** Feedback to students has two parts: a clear evaluation of mastery of the FCAs, usually in terms of points and/or comments, and, when necessary, an explanation or comment on what still needs to be done to successfully fulfill the requirements set by the FCAs.

Your rating \_\_\_\_\_

**14. How often do you use Type Four writing?**

**Note:** Type Four writing requires peer editing, during which the peer reads the work out loud to the author and provides feedback on the FCAs. This process can be time-consuming but has three important advantages that make it worth the time: It helps the author improve, it improves the editing skills of the peer, and it serves as a study technique—by reviewing content within the writing as well as application of the FCAs.

Your rating \_\_\_\_\_

**15. How often do you vary the length of assignments: i.e., sometimes breaking down long assignments into shorter pieces and other times requiring longer, more elaborated pieces?**

Your rating \_\_\_\_\_

**16. How often do your Type Three or Type Four assignments involve responding to or using text to develop or support ideas?**

Your rating \_\_\_\_\_

**17. How often are your students required to reflect on evaluated Type Three or Type Four assignments?**

**Note:** A very efficient use of class time is to ask students to do a Type One reflection after they have received an evaluated paper. "In \_\_\_\_\_ written lines in \_\_\_\_\_ minutes, reflect on why this paper/project received the evaluation it was given. Consider specifically what you need to do to improve to get excellent evaluations."

Your rating \_\_\_\_\_