

## Dear Teacher,

I created this self-reflection tool to be used with students as you work to find and establish goals for each of them. I wanted to help you involve students in the goal-setting process by offering them the opportunity to identify with statements that align to different goals from the “Hierarchy of Writing Goals” in *The Writing Strategies Book* (Serravallo 2017, 3).

What you'll likely find in using this self-reflection tool is that some students are able to identify their strengths and needs with accuracy and ease, while others will need more guidance in reflecting on concrete work samples. Therefore, I encourage you to use this self-reflection alongside your own evaluation of formative assessments (on-demand writing samples, pieces of writing that have been through the writing process, transcripts of kids working in partnerships or writing clubs, kidwatching during independent writing time, etc.) and steer and guide each student to what they need most if their own self-reflection seems out of sync with other information.

### Here's how you may use this tool:

1. Ask students to complete this independently. For students who could use more support, you could read each reflection statement aloud for all students in the class as they reflect and answer individually. These questions could also be used in a conference, but going through all of them with each student could become time-consuming.
2. After the student completes the reflection, consider having a brief conference to discuss together the areas where the student answered “no/never” the most. These are potential goal areas. Keep in mind that each colored band/row equals one goal on the hierarchy (*The Writing Strategies Book*, page three) and also one chapter in the book. Therefore, if there is more than one banded area where “no/never” responses appear, I would recommend you start at the top of the list and work your way down.
3. Ask further questions of the student to understand more about the area she feels she needs support with. Perhaps look at some of the student's work in this area that may give you further information
4. Consider which strategies from *The Writing Strategies Book*, or of your creation, would be a best fit.
5. Establish the goal with the student, make the goal visible (see page 8 in *The Writing Strategies Book*) and begin teaching!

Respectfully yours,

Jen

# What Can I Work On as a Writer?

A Self-Reflection Tool  
for Finding Goals

Name: \_\_\_\_\_ Date: \_\_\_\_\_

		Yes/Always	Kind of/ Sometimes	No/Never
ENGAGEMENT	I have an easy time getting settled to write.			
	I write for the whole time without distraction.			
	During writing time, I write a lot.			
	I love to write.			
GENERATING IDEAS	I can easily find topics that I'm interested in writing about.			
	Once I start writing about a topic, I'm excited to keep going.			
	No matter the genre, I have ways to get ideas for what to write about.			
FOCUS	When I write informational pieces, I stick to one topic.			
	When I write a story, I focus on one small time period (small moment).			
	When I write a story, I think about a theme or message for my reader.			
	When I write persuasively, I have a point I'm trying to get across.			
ORGANIZATION / STRUCTURE	Before I write, I plan out how my piece will go.			
	My writing is organized and easy to follow.			
	I use transition words to move from part to part in a piece.			
ELABORATION	I know many ways to add details to my writing.			
	I try to vary the details.			
	When I add details, I think about the main point of my piece, and make the details match the meaning.			
WORD CHOICE	I think carefully about the words I'm choosing to use when I write.			
	When writing nonfiction, I try to use the words an expert would use.			
	When writing story, I'm careful to use words that show, not tell, a character's traits.			
SPELLING	I spend time editing for correct spelling.			
	I am often able to find any misspelled words in my draft, and correct them on my own.			
GRAMMAR & PUNCTUATION	I write with complete sentences.			
	I consider the effect punctuation has on the way a reader will read my piece.			
	My writing ends up sounding clear, like how the writing sounds in books I read.			
PARTNERSHIPS & CLUBS	I work with my writing partner (/club) during different stages of the writing process.			
	I am helpful to my writing partner (/club)			
	My writing partner (/club) is helpful.			