Analyzing Student Writing

You can use the following questions to survey faculty and staff about student writing. The questions can be transferred into an online survey tool such as SurveyMonkey or Zoomerang, or you can print the following pages and distribute paper copies.

Please scroll down to view the survey questions for *NCTE 4.3: Analyzing Student Writing*, which begin on page 2 of this document.

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1. What forms or genres are students most adept in? (Check all that apply)
   _____ Expository or informative essays/research reports
   _____ Persuasive/argumentative essays
   _____ Narratives
   _____ Short answer
   _____ Writing to explain an answer
   _____ Letter writing/correspondence
   _____ College/scholarship application essays
   _____ Creative writing
   _____ Journalism
   _____ Lab reports
   _____ Poster presentations
   _____ Electronically supported presentation (e.g. PowerPoint, Prezi, etc.)
   _____ Writing to present/speeches
   _____ Web pages/content
   _____ Fliers/brochures
   _____ Professional writing (e.g. memos, business letters, etc.)
   _____ Other (please specify) _____

2. What genres do students struggle with? (Check all that apply)
   _____ Expository or informative essays/research reports
   _____ Persuasive/argumentative essays
   _____ Narratives
   _____ Short answer
   _____ Writing to explain an answer
   _____ Letter writing/correspondence
   _____ College/scholarship application essays
   _____ Creative writing
   _____ Journalism
   _____ Lab reports
   _____ Poster presentations
   _____ Electronically supported presentation (e.g. PowerPoint, Prezi, etc.)
   _____ Writing to present/speeches
   _____ Web pages/content
   _____ Fliers/brochures
   _____ Professional writing (e.g. memos, business letters, etc.)
   _____ Other (please specify) _____

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3. How similar are the genres that our students read and the genres in which they write?

_____ Very similar   _____ Not at all similar
_____ Somewhat similar   _____ I'm not sure
_____ Not very similar

4. How strong are our students in each of the following areas of writing? (Matrix: very strong, somewhat strong, not very strong, not at all strong)

_____ Understanding writing prompts or assignments
_____ Adapting the way they write for different audiences
_____ Adapting the way they write to the conventions of different written genres
_____ Generating ideas for writing
_____ Developing ideas in writing
_____ Writing with a consistent tone and diction
_____ Developing meaningful academic theses/arguments
_____ Using specific evidence to support their arguments
_____ Effectively structuring/organizing academic essays
_____ Paragraphing
_____ Spelling
_____ Grammar and punctuation
_____ Other (please specify) _____

5. What overall weakness do students have? (Check all apply)

_____ Understanding writing prompts or assignments
_____ Adapting the way they write for different audiences
_____ Adapting the way they write to the conventions of different written genres
_____ Generating ideas for writing
_____ Developing ideas in writing
_____ Writing with a consistent tone and diction
_____ Developing meaningful academic theses/arguments
_____ Using specific evidence to support their arguments
_____ Effectively structuring/organizing academic essays
_____ Paragraphing
_____ Spelling
_____ Grammar and punctuation
_____ Other (please specify) _____

6. How close in quality are the weaker student writing samples and the stronger ones?

_____ Very close
_____ Somewhat close
_____ Not very close
_____ Not at all close

Gere, Anne Ruggles, Hannah Dickinson, Melinda McBee Orzulak and Stephanie Moody. *Taking Initiative on Writing: A Guide for Instructional Leaders.* **Urbana, IL: National Council of Teachers of English, 2010.**

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7. In what content area(s) are students writing most successfully? (Check all that apply)
_____ English/language arts
_____ Foreign/world languages
_____ Humanities
_____ History/social studies
_____ Sciences
_____ Mathematics
_____ Visual arts
_____ Performing arts
_____ Physical education
_____ Health education
_____ Technical education
_____ Family and consumer education
_____ Business/marketing
_____ Other (please specify) _____
_____ No content area stands out

8. In what content area(s) are students writing least successfully? (Check all that apply)
_____ English/language arts
_____ Foreign/world languages
_____ Humanities
_____ History/social studies
_____ Sciences
_____ Mathematics
_____ Visual arts
_____ Performing arts
_____ Physical education
_____ Health education
_____ Technical education
_____ Family and consumer education
_____ Business/marketing
_____ Other (please specify) _____
_____ No content area stands out

Open Response:
9. What do you think good writing looks like in your content area?

10. What do you think good writing looks like across content areas?

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