Written Expression Worksheet

# Purpose

The purpose of this worksheet is to document that a student has received appropriate instruction and intervention in written expression. Educators should ensure that sufficient data exists to paint a meaningful picture of a student’s needs to set up the rest of the Evaluation Process for success, but lack of access to that data or completion of any intervention prior to referral is not a rationale for delaying a student evaluation.

Written expression is the process of using multiple cognitive strategies to convey ideas and thoughts into written language. Effective written expression involves the mastery of transcription skills and grammar skills. Advanced skills in writing require higher order components such as planning, writing down one’s ideas and thoughts, and reviewing what is written.

Transcription skills, in the context of writing, is the process of transferring ideas and thoughts into words and visible text. Transcription skills encompass basic writing skills, primarily handwriting and/or generating text in an alternative format and spelling. Grammar skills encompass the ability to use proper grammar to communicate effectively through written language. This includes understanding the order in which words occur, the way words change within their relationships with other words, and how words are built up into units. Young learners must automatize and master prerequisite skills before they can handle the more advanced components of written expression.

This checklist is traditionally completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability in the basic skill area of written expression.

# Core General Education Written Expression Instruction (Tier 1)

[ ]  The student has participated in daily general education writing instruction using evidence-based interventions provided to the entire class by the general education teacher. Please visit the [Levels of Evidence and Research-Based Practices](https://education.vermont.gov/documents/levels-of-evidence-and-research-based-practices) guidance document when considering expectations related to research-based practices and special education eligibility.

Description of Instruction Provided: General education instruction should involve a comprehensive, districtwide writing curriculum that addresses state standards and all important areas of writing (e.g., through explicit teaching of basic writing skills, planning and organizational strategies, and writing knowledge; use of a writing process, with strategies for editing and revision; opportunities for practice; appropriate use of technology in writing; reading-writing connections):

# Differentiated Instruction by General Education Teacher (Tier I)

[ ]  The student has participated in small group, differentiated written expression instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials appropriate to the student’s instructional level have been used for a minimum of four days per week.

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

# Progress Monitoring Assessments (Tier I)

[ ]  Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

In the table below, describe, provide source of Evidence of Progress Monitoring.

| Assessment(e.g., curriculum-based measurement, curriculum-based assessments, diagnostic assessments) | Skills/Competencies Targeted(e.g., basic writing skills, text generation, revision/editing processes.) | Dates |
| --- | --- | --- |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

[ ]  Results attached

# Supplemental evidence-based interventions (Tier II – targeted interventions; Tier III – more targeted and intensive interventions)

[ ]  Interventions have been implemented based on specific student needs in important areas of writing, such as basic writing skills, text generation, or revision/editing processes.

[ ]  Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered the way they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

## a. If basic writing skills have been identified as an area of weakness:

[ ]  Student’s basic writing skills (e.g., handwriting/keyboarding, spelling, capitalization, punctuation, sentence structure) have been evaluated and targeted interventions have been provided in specific areas of need.

[ ]  The student has been provided with appropriate access to and teaching about the use of technology in writing to improve basic writing skills (e.g., use of spell-checkers).

[ ]  The student has been taught strategies for reviewing and editing written work to improve basic writing skills.

[ ]  The student has been provided with regular opportunities to practice basic writing skills.

[ ]  The teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

## b. If text generation (i.e., content aspects of writing that involve translating ideas into language) has been identified as an area of weakness, beyond what can be accounted for by identified weaknesses in basic writing skills:

[ ]  The student’s vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to writing.

[ ]  The student’s ability to plan and organize writing have been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit teaching of strategies for brainstorming or researching ideas).

[ ]  The student’s knowledge about writing (e.g., writing for an intended audience, use of formal vs. informal language in writing, schemas for different writing tasks such as reports vs. narratives) has been evaluated and if warranted, targeted interventions have been provided.

[ ]  The student has been provided with appropriate access to and teaching about the use of technology in writing to improve text generation (e.g., use of online thesaurus to improve word choice/avoid repetition of the same word).

[ ]  The student has been taught strategies for reviewing and revising written work to improve content/text generation.

[ ]  The student has been provided with regular opportunities to practice text generation.

[ ]  The teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

# Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

[ ]  The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below:

| Evidence-based interventions used as supplemental and/or intensive interventionsThese interventions are in addition to what is provided for all students (i.e., Tier I) | Student’s response to interventionsBaseline plus at least four additional progress monitoring measurements for each intervention (Curriculum-Based Measurement (CBM) or other appropriate measure) | Datesof intervention implementation |
| --- | --- | --- |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

Teacher Date

Person(s) responsible for item #5 Date