**Teacher Checklist – Written Expression**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YES NO SOMETIMES THE STUDENT:**

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orients book in proper position and turns pages from the left.

copies materials correctly from board and desk.

uses correct spacing for letters ( ) and words ( ) (writes letters on – not below or above – the base line).

writes fluently, is not slow and labored.

uses a variety of sentence structures.

recognizes own letter/numeral reversals.

uses correct capitalization and punctuation in daily written work.

uses correct grammar in written work:

uses plurals correctly: regular ( ) and irregular ( ).

uses subject and verb appropriately.

expresses questions correctly: yes/no ( ) and “wh-“ questions ( ).

uses negation correctly.

uses pronouns correctly – personal ( ), demonstrative ( ), and reflexive ( ).

uses writing to communicate information

provides reader with appropriate amount of information (detail, background, context).

uses appropriate degree of familiarity (e.g., business vs. friendly

letter).

approaches written tasks in prescribed format using appropriate conventions (e.g., fiction, information, requesting, personal).

uses content skills appropriately:

writes about a single event, experience, or point of view.

adds descriptive detail.

expresses original ideas, humor, and imagination.

evidences overall organizational pattern in written composition:

sequences events or points logically within paragraphs and/or composition.

reports a clear beginning, middle, and end.

uses topic statements and maintains topic.

uses age-appropriate vocabulary.

avoids fragments and run-on sentences.

presents details and facts to develop and support the main idea.

uses effective writing process:

 a. pre-writing activities (e.g., topic choice).

 b. demonstrates use of drafting.

 c. uses proofing skills (e.g., precise phrasing).

 d. shares written work (e.g., peer editing).