Writing Scenarios—Practice Using IC maps

A Walking into the room, you first notice the 6 +1 Writing Traits posters hanging on the wall. Students also have, visibly on their desks, laminated rubrics. Examples and non-examples of each of the traits are also visible around the room. While all the rubrics are visible, the teacher rarely comments on the rubric when working with students individually. The teacher allows small learning teams of students to read each other's work and give feedback.

B Walking into this room, you notice there are seasonal bulletin boards with fall leaves, pumpkins, and turkeys. The room is arranged in straight rows and columns. Students are writing silently using a prompt posted publically. Student work is posted on one wall; some marked in bright red with words like "unnecessary" or "redundant" or "does not match topic sentence." Other papers are labeled "excellent", "spot-on" or "well crafted". The papers are graded A to F with pluses and minuses.

C Walking into the room, you first notice the 6 +1 Writing Traits posters hanging on the wall. Students also have, visibly on their desks, laminated rubrics. Examples and non-examples of each of the traits are also visible around the room. The teacher is not standing in front of the class. Then, you notice that she has set up an intimate consulting space where she giving feedback on a child's writing. You see a schedule for writing time on the board that indicates time for individual students to receive feedback on their writing. It's apparent also that the student has come to the table with his self-scored writing example.

D As you enter the room, you notice each student has a copy of the rubrics on their desk. There is also space set up in the room for partners to talk together about their writing and use the rubrics to give feedback to each other. There are also areas set up for students to write independently. The students use the rubrics to revise and improve their writing. The teacher roams around the room to make sure that students are on-task and answers questions as they arise.

Rating Form

Teacher	Ideas and Content	Assessing Organization
A		
B		
C		
D		