

Fluency: Self-Monitor and Graph Results to Increase Writing Fluency *(Rathvon, 1999)*

Students gain motivation to write through daily monitoring and charting of their own and classwide rates of writing fluency.

At least several times per week, assign your students timed periods of 'freewriting' when they write in their personal journals. Freewriting periods all the same amount of time each day. After each freewriting period, direct each student to count up the number of words he or she has written in the daily journal entry (whether spelled correctly or not). Next, tell students to record their personal writing-fluency score in their journal and also chart the score on their own time-series graph for visual feedback. Then collect the day's writing-fluency scores of all students in the class, sum those scores, and chart the results on a large time-series graph posted at the front of the room. At the start of each week, calculate that week's goal of increasing total class words written by taking last week's score and increasing by five percent. At the end of each week, review the class score and praise students if they have shown good effort.

Fluency: Self-Monitor/Graph Results

Progress Monitoring

The next pages are a simple way to record and graph your written expression progress monitoring data. Here are the steps.

- 1. Collect 3 samples of the student's current Total Words written in 3 minutes using a WCBM (see attached example). Circle these three numbers in the gray "baseline" section (one per column).**
- 2. Begin intervention.**
- 3. One time weekly (or biweekly) collect a sample of the student's Total Words written and circle that number in the white "intervention" section.**

Tips:

Date each data point in the first row of the chart.

You can create WCBM's on www.interventioncentral.org under the CBM Warehouse or you can simply use a sheet of paper and make up your own story starter!

How to administer CBM Writing Probes:

- The examiner distributes copies of CBM writing probes to all the students in the group. (Note: These probes may also be administered individually).
- The examiner says to the students:
- *I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions? For the next minute, think about . . . [insert story-starter].* The examiner starts the stopwatch.
- At the end of 1 minute, the examiner says, *Start writing.*
- While the students are writing, the examiner and any other adults helping in the assessment circulate around the room. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing.
- After 3 additional minutes, the examiner says, *Stop writing.*

Scoring – Total Words:

- The examiner counts up and records the total number of words written during the 3-minute writing probe. Misspelled words are included in the tally, although numbers written in numeral form (e.g., 5, 17) are not counted.



Student Name: _____ Classroom: _____ Date: _____

In the morning, I opened my door and saw five horses standing in the street. Then...

Total Words: _____ Correctly Spelled Words: _____ Correct Writing Sequence: _____

Progress Monitoring: Frequency

Student Name: _____
 Data Collected by: _____

Grade Level: _____
 School Year: _____

Area Targeted: _____

Goal: _____

Date													
	25	25	25	25	25	25	25	25	25	25	25	25	25
	24	24	24	24	24	24	24	24	24	24	24	24	24
	23	23	23	23	23	23	23	23	23	23	23	23	23
	22	22	22	22	22	22	22	22	22	22	22	22	22
	21	21	21	21	21	21	21	21	21	21	21	21	21
	20	20	20	20	20	20	20	20	20	20	20	20	20
	19	19	19	19	19	19	19	19	19	19	19	19	19
	18	18	18	18	18	18	18	18	18	18	18	18	18
	17	17	17	17	17	17	17	17	17	17	17	17	17
	16	16	16	16	16	16	16	16	16	16	16	16	16
	15	15	15	15	15	15	15	15	15	15	15	15	15
	14	14	14	14	14	14	14	14	14	14	14	14	14
	13	13	13	13	13	13	13	13	13	13	13	13	13
	12	12	12	12	12	12	12	12	12	12	12	12	12
	11	11	11	11	11	11	11	11	11	11	11	11	11
	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0
FREQUENCY	Baseline			Intervention									