

Organization: 'Reverse Outline' the Draft

(The Writing Center, University of North Carolina at Chapel Hill, n.d./ 23 December 2006)

Students can improve the internal flow of their compositions through 'reverse outlining'.

The student writes a draft of the composition. Next, the student reads through the draft, jotting notes in the margins that signify the main idea of each paragraph or section. Then the student organizes the margin notes into an outline to reveal the organizational structure of the paper. This 'reverse outline' allows the student to note whether sections of the draft are repetitious, are out of order, or do not logically connect with one another.

Organization: Reverse Outline 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 written expression and score them using the following, "Analytic Writing Rubric." Total the points earned for each writing sample (max points = 24). Circle these 3 numbers in the gray "baseline" section (one per column) of the "Progress Monitoring: Frequency" chart.
2. Begin intervention.
3. One time weekly (or biweekly) score the student's writing using the "Analytic Writing Rubric" and total the points earned. Circle the total points earned in the white "intervention" section of the "Progress Monitoring: Frequency" chart.

Tips:

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

Only one chart per 6-8 week intervention cycle will be used, while multiple analytic writing rubrics will be needed.

Example General Analytic Writing Rubric

Evaluators should rank each piece of writing on the following criteria on a scale of 1 (lowest) to 3 (highest)

1. Introduction

- 1 = no or poor introduction.
- 2 = some introduction; nothing beyond a forecast.
- 3 = introduction grasps reader's attention (engages the reader) and forecasts major points.

2. Articulation of thesis

- 1 = no or poor articulation of thesis.
- 2 = some articulation of thesis
- 3 = clear articulation of thesis or argument.

3. Paragraph development

- 1 = poor paragraphs with no clear topic sentence; multiple topics; little or no development
- 2 = some structure and development of paragraphs and/or some with clear topic sentences or focus, but not consistently.
- 3 = paragraphs are consistently well developed, with a clear topic sentence and appropriate number of sentences that provide examples and develop points.

4. Use of examples

- 1 = little or no use of examples.
- 2 = some use of examples or evidence, but not consistent; no examples or evidence in places where they are needed
- 3 = frequent or consistent use of examples and evidence; example or evidence appears whenever the reader asks, "For instance?"

5. Conclusion

- 1 = no or poor conclusion or summary of argument
- 2 = some summary of points made, but nothing beyond summary; no broad conclusions/lessons
- 3 = a conclusion going beyond summary of what was written in the body of the essay.

6. Transitions

- 1 = little or no transition between paragraphs; poor flow
- 2 = some transition or flow between paragraphs; partial structure to argument
- 3 = strong and/or consistent transition between points in essay; strong flow

7. Variation of sentences

- 1 = little or no variation of sentences; monotonous use of sentence type. (length/complexity).
- 2 = some variation of sentences. Sentences of varying length or type, but not varied effectively.
- 3 = effective variation of sentence length and type.

8. Coherence

- 1 = lack of coherence; i.e. mismatch between the thesis and the body; tangents
- 2 = occasional tangents; repetition
- 3 = every paragraph works to support the thesis; "linked" paragraphs

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
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	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
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	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									