



NCTE 1.1

Reflecting on the Current Writing Program

You can use the following questions to survey faculty and staff about your current writing program. The questions can be transferred into an online survey tool such as SurveyMonkey or Zoomerang, or you can print the following pages and distribute paper copies.

Please scroll down to view the survey questions for *NCTE 1.1: Reflecting on the Current Writing Program*, which begin on page 2 of this document.



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1. In your experience, who teaches writing in our school? (Check all that apply)
 - English faculty/staff
 - Foreign language faculty/staff
 - Social Studies faculty/staff
 - Science faculty/staff
 - Math faculty/staff
 - Arts faculty/staff
 - Music faculty/staff
 - Physical education faculty/staff
 - Technical education faculty/staff
 - Family and consumer education faculty/staff
 - Business/marketing faculty/staff
 - Health faculty/staff
 - Faculty teaching honors courses
 - Faculty teaching Advanced Placement or International Baccalaureate courses
 - Faculty/staff overseeing student clubs and honors societies
 - Library faculty/staff
 - Special education faculty/staff
 - Counselors
 - Other (please specify) _____

2. In your experience, what kinds of writing do our students do? (Check all that apply)
 - Academic essay writing
 - Personal essay writing
 - Five paragraph theme
 - Short answers
 - Creative writing
 - Journalism
 - Journaling/reflective writing
 - Writing for the web (e.g. blogging, creating websites, etc.)
 - Professional writing (e.g. memos, business letters, etc.)
 - College application materials (e.g. college application essays, scholarship applications, etc.)
 - Job application materials (e.g. resumes, cover letters, etc.)
 - Other (please specify) _____



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3. In your experience, how do classroom teachers evaluate/assess student writing? (Check all that apply)
- Rubric evaluation of students' written work for development of ideas and content
 - Rubric evaluation of students' written work for grammar and punctuation errors
 - Quizzes or tests on development of ideas and content
 - Quizzes or tests on grammar, punctuation, and usage
 - Scores on school-wide on-demand writing assessments
 - Scores on local computer-based assessments
 - Scores on state-mandated standardized tests
 - Scores on college entrance exams (e.g. SAT or ACT)
 - Scores on Advanced Placement or International Baccalaureate exams
 - Other (please specify) _____
4. In what areas of writing do you think our students struggle? (Check all that apply)
- Understanding writing prompts or assignments
 - Adapting the way they write for different audiences
 - Adapting the way they write to the conventions of different written genres
 - Generating ideas for writing
 - Developing ideas in writing
 - Writing with a consistent tone and diction
 - Developing meaningful academic theses/arguments
 - Using appropriate evidence to support their arguments
 - Effectively structuring/organizing academic essays
 - Paragraphing
 - Spelling
 - Grammar and punctuation
 - Other (please specify) _____
5. In what areas of writing do you think our students excel? (Check all that apply)
- Understanding writing prompts or assignments
 - Adapting the way they write for different audiences
 - Adapting the way they write to the conventions of different written genres
 - Generating ideas for writing
 - Developing ideas in writing
 - Writing with consistent tone and diction
 - Developing meaningful academic theses/arguments
 - Using appropriate evidence to support their arguments
 - Effectively structuring/organizing academic essays
 - Paragraphing
 - Spelling
 - Grammar and punctuation
 - Other (please specify) _____



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6. How well do you think we are addressing the specific writing challenges of English Language Learners?
- Very well Not very well
 Somewhat well Not at all
7. How well do you think we are meeting the specific writing challenges of special education learners?
- Very well Not very well
 Somewhat well Not at all
8. If you are faculty, how much informal or ungraded writing do you typically assign your students?
- 1-5 pages a week or more
 1-5 pages a month
 1-5 pages a quarter
 1-5 pages a semester
 1-5 pages a year
 None
9. If you are faculty, how much formal or graded writing do you typically assign your students?
- 1-5 pages a week or more
 1-5 pages a month
 1-5 pages a quarter
 1-5 pages a semester
 1-5 pages a year
 None
10. If you are faculty, how often do you incorporate a structured revision process into your formal or graded writing assignments?
- Almost always
 Often
 Sometimes
 Rarely
 Never
 I don't know



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11. If you are faculty, in which of the following ways does educational research contribute to the way you teach writing?
- Supports my lesson planning/learning activities
 - Influences the way I provide feedback to students about their writing
 - Challenges me to think in new ways about teaching and responding to student writing
 - Helps me to understand the larger conversation about secondary writing instruction
 - I'm not sure what research is available
 - Other (please specify) _____
12. To what extent is explicit, sustained writing instruction important to students' success in your content area?
- Very important
 - Somewhat important
 - Not very important
 - Not at all important

Open Response:

13. Based on your experiences, what do you think the relationship between reading and writing instruction should be?
14. What contributions do you think instructional leaders in this school can make to students' writing development?
15. What contributions do you think other teachers can make to students' writing development?
16. What contributions do you think parents can make to students' writing development?
17. How could writing instruction be improved in our school to benefit the particular student populations we serve?