

PAIRED WRITING TECHNIQUE CHECKLIST

IDEAS

Creative or factual writing?
Linked to other curricular activity?
Focus and concentration levels?
Pair discuss audience and purpose?
Helper asks questions relevantly, appropriately, creatively?
Writer gives answers (not the Helper!)?
Helper recapitulates previous ideas for Writer?
Helper making one-word notes (not too lengthy)?

Pair discuss structure?
Writer numbers or groups ideas? Color coding?
Writer mapping and linking ideas?
Helper not over-helping?

DRAFT

Writer doing all oral composition?
Writer dictates complete sentences?
Stages of Support clearly negotiated?
1. Helper writes it all, Writer copies?
2. Helper writes hard words in for Writer?
3. Helper writes hard words in rough for Writer to copy?
4. Helper dictates spelling of hard words for Writer?
5. Writer writes it all?
Helper not over-helping?
Support available swiftly if needed?
Reasonable continuity and flow of production?
No anxiety re spelling and punctuation?
Writing legible to both?
Double-spaced writing?
Use of/need for lined paper?

READ

Helper reads draft aloud?
While Writer follows text?
With expression and attention to punctuation?
THEN Writer reads draft aloud?
Helper corrects words Writer reads wrong?
Reading stage repeated (e.g. after Edit)?

EDIT

Writer considers Meaning, Order, Spelling, Punctuation IN THAT ORDER?
Writer marks draft? How?
Helper not over-helping?
Any signs of dominance, tension, anxiety?
Writer suggests changes?
THEN Helper suggests changes?
Use of dictionary?
Writer makes changes as agreed?

BEST COPY

Writer copies BC from edited draft?
Helper copies BC from edited draft?
Both collaboratively copy BC from edited draft?
Other scribe copies BC from edited draft?
BC word processed?

EVALUATION

Later self-assessment by Writer?
Later self-assessment by Helper?
Separate or together?
Peer assessment by another pair?
Peer assessment by individual peer?

Reciprocal?
Assessment using Edit levels?
Assessment using Self & Peer Evaluation Forms?
Positive comments out-number negative?
Both Helper and Writer publicly acknowledge authorship of product?
Product published within classroom or school? Or beyond?

GENERAL

Use of PW flowchart? Understood by both?
Use of other PW help sheets?
Any returning to previous steps (recursive loops)?
Any omission of steps?
Or are pair too rule-bound?
Any role confusion? Is this problematic?
Helper questioning open-ended and gentle?
Praise evident? Specific, frequent and varied?
Any mechanical repetition in content?
Any copying from peers or other sources?
Finishing early? Other activity available?
Finishing late? Last steps omitted?