



## EARLY WRITING SCENARIO

**Activity overview:** In this activity, you will examine how the teachers in the scenario might use assessment information to decide how they can adjust their instruction to help the children progress.

**Directions:** The teachers in this scenario collect information from multiple sources to evaluate children's progress. What changes could they make to help the 4-year-olds in their class develop early writing skills? Discuss and record your ideas below.

Co-teachers Tamika and April have collected data in many knowledge and skills areas for the children in their class. In one particular area, early writing, they've noticed a pattern in the data for the children who are four years old, and they're concerned. They have reviewed assessment information that includes:

- Drawings that include the children's early writing.
- Videos clips of the children writing shopping lists for the "food store" in the dramatic play area.
- Anecdotal notes and work samples from families that show their children's early writing at home.

Most of the children understand that writing is used to convey meaning. The children have, for the most part, been using scribble writing when they want to communicate in written form. When they look at the chart below, Tamika and April realize they need to help more of the 4-year-old children progress toward using letter-like forms and letters in their writing.

	Scribbles	Letter-like forms	Letters	Invented spelling
John	✓			
Anna	✓	Emerging		
Tyler		✓		
Bethany	✓			
Mee	✓			

How might the teachers modify their teaching practices to better help the children make progress? Record your ideas below.