

Assessment of Deaf Children's Writing – Notes for using the Analytic Writing Assessment

Introduction

The aim of this analytic writing assessment is to provide an analysis of deaf children's writing in English in order to:

1. Identify the child's achievements, and
2. To provide parents and teachers with specific individual education plans for creative writing.

The 17 criteria were originally elicited from texts written about 'The Sea-side' four-picture sequence story by 257 deaf children from across the UK. For copyright reasons, the pictures of the 'The Sea-side' are not included. The four-picture sequence story displayed here illustrates a camping trip.

Format of the sheet

The assessment sheet identifies 17 criteria on which to analyse a child's writing.

The first criterion:

'Does the child include spaces in alphabetical letters to resemble words?' aims to separate out those scripts unsuitable for analysis, and does not contribute towards the final score. (See 'Screening Criterion' below).

The remaining 16 criteria can be divided into two broad categories:

- 1) Those concerning '**Grammar**':
 - Use of subject-verb word order
 - Use of noun and verb phrases
 - Use of correct verb tenses
 - Use of full stops and capital letters
 - Use of prepositions
 - Use of articles
 - Use of connectives
 - Use of varied punctuation
 - Absence of unnecessary morphemes
 - Absence of substitutions and omissions
- 2) Those concerning '**Story development**':
 - Use of relevant words
 - Use of pronouns
 - Use of information beyond pictures
 - Description of feelings, intent, humour
 - Use of colloquialisms
 - Use of direct speech

For each of the 17 criteria, there is a 5 point scale:

- ‘No evidence’
- ‘Beginning to’/ ‘Rarely’
- ‘Sometimes’
- ‘Mostly’/ ‘Often’
- ‘Systematically and correctly’/ ‘Constantly’.

This scale runs from left to right and a progression across the page indicates the child’s increased achievement.

However, for items 10 and 11 (‘inclusion of unnecessary words or morphemes’ and ‘omission of words’) the scale runs in reverse; a low score in these aspects indicate a higher achievement.

For all items, therefore, the greatest level of achievement is marked by ticks in the far right box, whilst conversely the basic level of achievement is marked by ticks in the far left box.

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Gifford Primary School Hearing Impaired Unit, Hillingdon, London
Grove House School for Deaf Children, Tulse Hill, London
Harrow Hearing Impaired Services, London
Heathlands School for Deaf Children, St Albans, Herts.
Icknield Primary School Hearing Impaired Unit, Luton
Jubilee Primary School Hearing Impaired Unit, Tulse Hill, London
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Mary Hare Primary School for Deaf Children, Newbury, Berks.
Northampton Children and Young People’s Service
Oak Lodge School for Deaf Children, Wandsworth, London
Parkfields Middle School Hearing Impaired Unit, Toddington, Beds.
Rotherham Service for Hearing Impaired Children, S. Yorkshire
Royal School for the Deaf, Derby, Derbyshire
Royal School for the Deaf, Exeter, Devon
St Mary’s Primary School Hearing Impaired Unit, Strood, Kent

Stoke Mandeville Combined School Hearing Impaired Unit, Bucks.
Sunnybank School, Aberdeen, Grampian
Thorney Close Primary School, Sunderland, Tyne & Weir
Upper Cwmbran Hearing Impaired Services, Torfaen
Wessex Junior School, Maidenhead, Berks.
Weston All Saints Primary School Hearing Impaired Unit, Bath, Somerset

Analytic Assessment of Deaf Children's Writing – Score Sheet

A. Does the child... 1. Include spaces in alphabetical letters to resemble words?				
No evidence (rakfleosanchF evkdmsormbir)	Beginning to (Evident once e.g. wmsm amsdmri)	Sometimes (Evident 2 or 3 times)	Mostly (Evidence present under most pictures)	Systematically and correctly (All writing resembles words)
1. Put words in subject-verb word order, e.g. 'mum put'/'boy go'?				
0. No evidence	1. Beginning to (Evident once)	2. Sometimes (Evident 2 or 3 times)	3. Mostly (Evidence present under most pictures)	4. Systematically and correctly (appropriate subject-verb order)
2. Form noun and verb phrases, e.g. 'clothes in car'/'going holiday'?				
0. No evidence (Uses isolated words not forming noun or verb phrases)	1. Beginning to (Evident once)	2. Sometimes (Evident 2 or 3 times)	3. Often (At least ¾ of text shows some connection)	4. Systematically May have 1 or 2 isolated words (appropriate noun-verb phrases)
3. Include appropriate prepositions, e.g. 'in'/'to'/'at'?				
0. No evidence	1. Beginning to (e.g. in bag)	2. Sometimes (e.g. in bag/ in car/on sand)	3. Often (include a variety of prepositions)	4. Systematically A few errors allowed (appropriate variety of prepositions)
4. Use the articles 'the' and 'a' appropriately?				
0. No evidence	1. Beginning to (Evident once)	2. Sometimes (Evident 2 or 3 times, not always appropriately)	3. Often (often, and mostly appropriately)	4. Systematically But a few errors allowed (appropriate use, few omissions)

5. Use connectives such as ‘and’, ‘then’/ ‘next’/ ‘so’/ ‘after’/ ‘now’/ ‘because’?				
0. No evidence	1. Beginning to (Evident once)	2. Sometimes (Evident 2 or 3 times)	3. Mostly (include a variety of connectives)	4. Systematically and correctly (appropriate variety of connectives)
6. Use full-stops and capital letters correctly?				
0. No evidence	1. Beginning to	2. Sometimes	3. Often when required	4. Systematically But a few errors allowed (e.g. Names and starting sentences)
7. Use verb tenses, e.g. ‘go’/ ‘went’/ ‘saw’/ ‘opened’/ ‘was packing’?				
0. No evidence	1. Beginning to (evidence of verbs – 1 or 2 isolated changes in tense)	2. Sometimes (more than 2 changes in tense)	3. Often when required (a variety of tenses – some correctly)	4. Systematically but a few errors allowed (appropriate use of a variety of tenses)
8. Use punctuation (“ ”, ! ?) beyond full-stops?				
0. No evidence	1. Beginning to	2. Sometimes	3. Often when required.	4. Systematically but a few errors allowed
9. Include substitutions or omissions (not including articles), e.g. ‘boy car go’ / ‘they are so happy to the beach’/ ‘he went down and next to the door’?				
0. Constantly (this includes single word writing)	1. Often (most sentences are missing words)	2. Sometimes (at most half the time)	3. Rarely (at most a quarter of the time)	4. No evidence
10. Include unnecessary words and/or morphemes, e.g. ‘he happing go to camping’ / ‘is everything is locked’/ ‘paided’?				
0. Constantly	1. Mostly	2. Sometimes	3. Rarely	4. No evidence
11. Use words relevant to the illustrations?				
0. No evidence (dnejiri)	1. Beginning to (‘man’)	2. Sometimes (man bag car)	3. Mostly (man bag boy door boot)	4. Systematically and correctly (Many appropriate words)

12. Include appropriate pronouns, e.g. 'he'/'she'/'they'/'his'/'hers'/'it'/'their'?				
0. No evidence	1. Beginning to (using e.g. 'he' throughout)	2. Sometimes (using 2 or 3 different pronouns)	3. Often (including a variety of pronouns)	4. Systematically but a few errors allowed (appropriate variety of pronouns)
13. Include information beyond what is depicted, e.g. names (people and/or items), places, time?				
0. No evidence	1. Beginning to ('Sam' or 'Dad')	2. Sometimes Include 2 or 3 examples	3. Mostly Include many examples	4. Systematically Include sufficient information to create a story
14. Include information on characters, feelings, intent, humour ?				
0. No evidence	1. Beginning to	2. Sometimes	3. Often	4. Includes sufficient information to create a story
15. Include colloquial language/ expressions e.g. 'far away'/'nearly there'/'stuff'/'thing'?				
0. No evidence	1. Beginning to (1 or 2 examples)	2. Sometimes (3 or 4 examples)	3. Often	4. Systematically and Appropriately
16. Include direct speech?				
0. No evidence	1. Beginning to (1 or 2 examples)	2. Sometimes (3 or 4 examples)	3. Often	4. Systematically and appropriately

Criteria in detail

Screening Criterion *Does the child:* Include spaces in alphabetical letters to resemble words?
(Grammar)

If there is no evidence of the child including spaces between their letter groupings to resemble words, all subsequent criteria will not be applicable. Therefore, this assessment sheet is not suitable for assessing their writing.

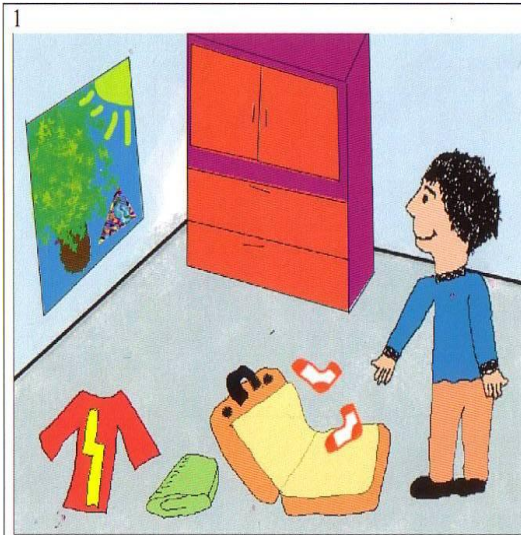
However, if the child is beginning to create spaces between words, that is, s/he shows an awareness of how writing is broken up into word chunks, a mark would be awarded in the second box ‘beginning to’, or if this is evident more than once, in the third box ‘sometimes’. If this is a regular feature of the child’s writing, then the ‘mostly’ box would be marked, and if the child achieves this systematically then the final box would be marked.

No evidence (rakfleosanchFevk dmsormbir)	Beginning to (Evident once e.g. wmsm amsdmri)	Sometimes (Evident 2 or 3 times)	Mostly (Evidence present under most pictures)	Systematically and correctly (All writing resembles words)
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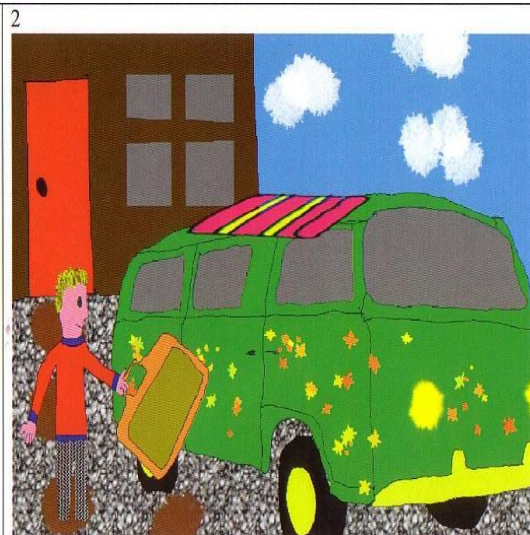
N.B. The score for this first item is **not counted** in the scoring; it is used only to assess the eligibility of the child’s writing for this score sheet.

The text of the Camping Holiday picture sequence story presented in Table 1 was written by a prelingual, profoundly deaf boy aged 11years 5 months, who will be given the pseudonym ‘Sam’. It is reproduced throughout all the criteria to serve as an example for the scoring system of the Analytic Writing Assessment.

Sam would score ‘Systematically and correctly’ for Item A as he is able to ‘systematically and correctly’ include spaces in alphabetical letters to resemble words. This indicates that his writing can be analysed using this assessment sheet.



Owen in his Bedroom and clever up
Now! then Owen said OK! I be down
so Bus wait Owen. Owen saw a
Harry and Lilly and Ben. Lilly
got a long hair, Lilly saw Reese
and Molly.



~~Lilly wait me and she got a bag~~
~~Bus~~ Lilly wait me. Lilly got a
case then Owen in bus and Owen
fronid in bus - nex Day, going
to court'ing, have singing in
bus.

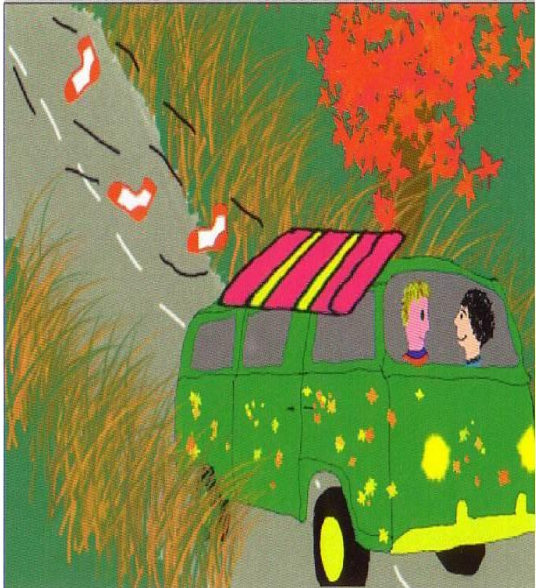
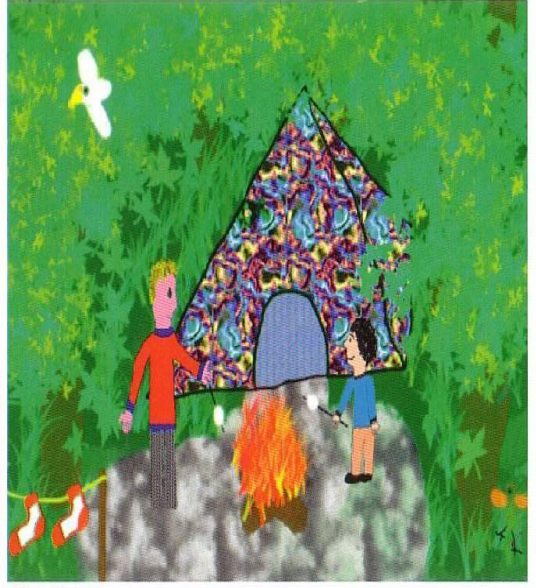
<p>3</p> 	<p>4</p> 
<p>mummy drive me in wood plane Owen and His friend has talk next day mummy go home Mummy have food in she house His clothes fly away often alltime. Sork are got lost.</p>	<p>Owen and His friend sleep here! Owen and His friend have sweets. you and you sork here! :P next day you and me going to woods, Owen and His friend went park.</p>

Table 1 Writing by a profoundly deaf boy aged 11.5yrs

For item A, see 'Screening Criterion' above This item is used as an indication of the appropriateness of the assessment for the child's written production.

Item 1. Does the writing: Put words in subject-verb order, ('mum put', 'boy go')?
(Grammar)

This analyses if the child is able to use subject-verb order as a feature of their writing. The subject-verb word order used by Sam has been highlighted.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!!!) next day you and me going to woods. Oewn and His faind went park.

0 No evidence	1 Beginning to (Evident once)	2 Sometimes (Evident 2 or 3 times)	3 Mostly (Evidence present under most pictures)	4 Systematically (may have 1/ 2 errors – appropriate S-V order)
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Sam scored '3', 'Mostly' (Evidence present under most pictures). He has not scored '4' 'Systematically' as there is not consistent evidence of subject-verb word order under picture 2.

Examples such as '*I be....*' or '*His frand [friend?] has talk.....*' show an awareness of the word order of English, even if the verb tense is incorrect, and would warrant a mark in the 'beginning to' box, and score '1' if there was only one example. A score of '2' would be awarded if there were two or three inclusions of subject-verb word order.

Item 2. Does the writing: Form noun and verb phrases e.g. ‘clothes in car’/’going holiday’?
(Grammar)

Item 2 analyses if the child is including examples which show an understanding of noun phrases and verb phrases. A noun phrase is a group of two or more noun related words that form one meaning (e.g. ‘clothes in car’), and a verb phrase is a group of two or more verb related words that form one meaning (e.g. ‘going car’/ ‘drive car to beach’). The more frequently this feature appears in the writing, the further to the right of the scale would be the mark, so the inclusion of two or three examples of noun and/or verb phrases would warrant a score of ‘2’- ‘Sometimes’.

Sam has scored ‘4’ as he has ‘systematically’ used noun and verb phrases.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence (Uses isolated words not forming noun or verb phrases)	1. Beginning to (Evident once)	2. Sometimes (evident 2 or 3 times)	3. Often (At least ¾ of text shows some connection)	4. Systematically may have 1 or 2 isolated words (appropriate noun-verb phrases)
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Item 3. Does the writing: Include appropriate prepositions, e.g. ‘in’/ ‘to’/ ‘at’?
(Grammar)

Item 3 analyses the appropriate use of prepositions such as ‘in, on, under, to, at...’. The greater the variety of prepositions, as well as their correct usage, will be a consideration for their scoring.

Sam has scored ‘2’ - ‘Sometimes’, as he has included two prepositions ‘correctly’ – ‘in’ and ‘to’. He has also included the word ‘up’ but it is not entirely clear whether this is in a colloquial context, as in ‘clear up’, due to his spelling ‘clever up’. As he has not included a variety of prepositions in his writing, he does not warrant a score of ‘3’.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to (e.g. ‘in bag’)	2. Sometimes (e.g. in bag/ in car/ on sand)	3. Often (include a variety of prepositions)	4. Systematically but a few errors allowed (appropriate variety of prepositions)
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Item 4. Does the writing: Use the articles ‘the’ and ‘a’ appropriately?
(Grammar)

Evidence of the child writing sentences such as ‘*They went to the woods*’ or ‘*they made a fire*’ shows an awareness of the grammatical use of the definite and indefinite article.

Sam has scored ‘2’ as he ‘Sometimes’ includes articles in his writing. There is evidence on four occasions, not always appropriately. However, he does not score ‘3’ as he does not ‘often’ use ‘a’ and/or ‘the’.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to (Evident once)	2. Sometimes (Evident 2 or 3 times, not always appropriately)	3. Often (often and mostly appropriately)	4. Systematically but a few errors allowed (appropriate use; few omissions)
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Item 5. Does the writing: Use connectives such as ‘and’ / ‘then’ / ‘next’ / ‘so’ / ‘after’ / ‘now’ / ‘because’?
(Grammar)

Item 5 analyses if the child is linking sentences with connectives such as ‘and, because, after, next, so...’ and the greater the variety used, the higher the scoring.

Sam has scored '2' as he 'Sometimes' includes connectives (and, now, then, next day). He has not scored '3' 'Mostly – including a variety of connectives' as for that score he would have had to include connectives that were causal, for example 'he packed his clothes because he was going on holiday', or connectives that actually connected events.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to (Evident once)	2. Sometimes (Evident 2 or 3 times)	3. Mostly (include a variety of connectives)	4. Systematically but a few errors allowed (appropriate variety of connectives)
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Item 6. Does the writing: Use full-stops and capital letters correctly?
(Grammar)

Evidence of a score of '1'-'Beginning to' would show a capital letter at the beginning of a sentence and a full stop marking the end.

Sam has scored '3' as he has included capital letters and full-stops 'often when required'. He has not scored '4' however, as he has not included capital letters and full-stops 'systematically'.

A score of '4' would be awarded if the child 'systematically, but with a few errors' used full-stops and capital letters.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to	2. Sometimes	3. Often when required	4. Systematically but a few errors allowed (Names & starting sentences)
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Item 7. Does the writing: Use verb tenses, e.g. ‘go’; ‘went’; ‘saw’; ‘opened’; ‘was packing’?

(Grammar)

Sam has included many verbs, in various tenses, and has scored ‘3’ ‘Often when required (a variety of tenses, some correctly).

A child who has included a verb should be awarded a score of ‘1’ as there would be evidence of a verb.

If there is evidence of a change of tense in a child’s writing (e.g. ‘*the family went in the bus, they will go to the woods.*’ then a score of ‘2’- ‘Sometimes’ would be warranted.

A score of ‘4’ would be awarded if the writing contained appropriate use of a variety of tenses, albeit with a few errors.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk . next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to (1 or 2 isolated changes in verb tense)	2. Sometimes (more than 2 changes in tense)	3. Often when required (a variety of tenses – some correctly)	4. Systematically but a few errors allowed (appropriate use of a variety of tenses)
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Item 8. *Does the writing:* Use punctuation (“ ”, !?) beyond full-stops?
(Grammar)

The use of an isolated comma, or speech marks, or a question mark and/or an exclamation mark, not necessarily correctly, would indicate a child was ‘beginning to’ use punctuation.

Two or three examples would score ‘2’ - ‘sometimes’, and if the child includes a variety of punctuation ‘often when required’, although not necessarily correctly, a score of ‘3’ would be awarded. Correct usage of a variety of punctuation would indicate ‘Systematically’, and thus score ‘4’.

There is evidence of punctuation beyond full-stops and capital letters in Sam’s writing, so he scores ‘2’ – ‘Sometimes’.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to	2. Sometimes	3. Often when required	4. Systematically but a few errors allowed
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Item 9. *Does the writing:* Include substitutions or omissions (not including articles), e.g.
(‘they are so happy to the beach’ / ‘he went down and next to the door’)?
(Grammar)

N.B. As stated earlier, the scores for Items 9 and 10 have been placed in reverse order so that scores in the left-hand column still show an area of weakness, whilst those in the right-hand column indicate that the child has mastered this item.

Item 10 indicates if the child is often omitting words (not including articles as these were assessed in Item 5), as with the example ‘they are so happy to the holiday’. (‘they are so happy to be going on holiday’ / ‘to be on holiday/ etc.), or is substituting words for example, ‘he went for the door’ (substituting the word ‘for’ for an appropriate alternative such as ‘he went to the door’/ ‘behind’ the door’ etc.).

It is recognized that this item is open to interpretation by the assessor who is required to 'guess' the intentions of the child who was unable to write unambiguously.

Sam has scored '1' as he 'Often' omits and/or substitutes words; most of his 'sentences' have missing words. The following examples from his text highlight possible omitted words and morphemes:

'Oewn **is** in his bedroom and **he is** clever [**packing?**] up

Now! then **"Now then"** Oewn said "OK! **I'll** be down

So **tell the** Bus **to** wait".'

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn frond in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. Constantly (this includes single word writing)	1. Often (most sentences are missing words)	2. Sometimes (at most half the time)	3. Rarely (at most a quarter of the time)	4. No evidence
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Item 10. Does the writing: Include unnecessary words or morphemes, ('*is everything is locked*' / '*the a*' / '*paied*')?
(Grammar)

Item 10 analyses the inclusion of unnecessary words, for example '*is everything is locked*', and the inclusion of unnecessary morphemes, for example '*paied*', where the past tense morpheme 'ed' is added to a word already in the past tense.

Sam has not included any unnecessary words or morphemes and so scores '4' - 'No evidence'.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. Constantly	1. Mostly	2. Sometimes	3. Rarely	4. No evidence
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Item 11. Does the writing: Use words relevant to the illustrations?
(Story)

Item 11 analyses if the child uses words relevant to the given task, as opposed to writing words s/he may already know but are not associated with the task.

Some of the words must be task appropriate to achieve a score of '1' - 'beginning to'.

Sam has scored '4' as he 'systematically and correctly' uses appropriate words.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence (dnejiri)	1. Beginning to (man)	2. Sometimes (man bag car)	3. Mostly (man bag boy door boot)	4. Systematically and correctly (Many appropriate words)
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Item 12. Does the writing: Include appropriate pronouns, e.g. ‘he’/ ‘she’/ ‘they’/ ‘his’/ ‘hers’/ ‘it’/ ‘their’?
(Story)

The use of pronouns indicates an advance in story writing from the repeated use of a noun, for example ‘**the man** packed the case, **the man** drove the car, **the man** went to the woods....etc.’

A variety of pronouns, such as ‘I, he, she, they, them, it, his, hers, their, our, we’ as well as their correct usage would result in scores to the right of the scale, either ‘Often’ or ‘Systematically’.

Sam has scored ‘3’- ‘Often’ as he has included ‘his; I; you; she and me’

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to (using e.g. ‘he’ throughout)	2. Sometimes (using 2 or 3 different pronouns)	3. Often (include a variety of pronouns)	4. Systematically but a few errors allowed (appropriate variety of pronouns)
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Item 13. Does the writing: Include information beyond what is depicted (names (people and/or items), places, time)?
(Story)

Item 13 scores for an aspect of story development that gives information not apparent in the illustration, such as character or place names, times of day or season, details of items, details of meals etc.

Sam has included many items of information beyond what is evident in the illustrations, and therefore scores ‘3’- ‘Mostly’.

Writing that gives only a name to the ‘man’ or ‘boy’ would score ‘1’. Further information such as a name for the camping place and the name of the other child would score ‘2’. A score of ‘4’ would have included ‘sufficient information to create a story’.

The following extract taken from a boy's writing under picture 3, provides an example of a score of '4':

"They drove road at to 50 mile away day and night and day and night. They are nearly there so the bet exicting because is more hot than yesterday and sunny beautiful bule sky. Sondley the sawcase fell out all the cloths went everywere and went back get the cloths".

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to (‘Sam’ or ‘Dad’)	2. Includes 2 or 3 examples	3. Includes many examples	4. Includes sufficient information to create a story
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Item 14. *Does the writing:* Include information on characters, feelings, intent, humour?
(Story)

Item 14 scores for the development of characters, or their feelings or intent in the story. The development of ideas may include an element of humour e.g. *‘the man put the cases in the car and drove off quickly, but he left the wife in the house and went back to get her’*.

Sam has scored '2' – 'Sometimes'.

Further examples from children's texts include '*the man was excited to going to Spain*', and '*Mum was cross because they were in a traffic jam*'. The frequency of these extra pieces of information will determine whether a score of '2' - 'sometimes', or '3' - 'often', or '4' - 'include sufficient information to create a story' are awarded.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to	2. Sometimes	3. Often	4. Includes sufficient information to create a story
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Item 15. Does the writing: Include colloquial language/ expressions e.g. 'far away'/ 'nearly there'/ 'stuff'?
(Story)

Item 15 seeks to identify the inclusion of an awareness of spoken English, for example, '*nearly there now*', '*dad shout hurry up*', and colloquialisms such as '*he put the **stuff** in the car*'.

Sam has scored '2' for 'Sometimes'. Whilst he has written five examples, he fails to qualify for '3' (Often) as his punctuation fails to signify whether his real intent was 'Now then' or 'Now! Then Owen said...'.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn fronid in bus. nex Day , going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to (1 or 2 examples)	2. Sometimes (3 or 4 examples)	3. Often	4. Systematically and appropriately
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Item 16. *Does the writing:* Include direct speech?
(Story)

Item 16 identifies the inclusion of direct speech. Emergent direct speech may be found in phrases which are not demarcated by speech marks but occur in the main narrative, for example: '*They went to the car **hurry** Dad put the case on the car*'.

The use of speech marks, for example, "*Hurry*" said Dad', and the frequency of use, would decide the appropriateness of scores '2' – 'Sometimes', '3' – 'Often' or '4' – 'Systematically'.

Although direct speech is not formally marked in Sam's text, it is evident that the child is reporting what the character said, so a score of '1' for 'Beginning to' would be appropriate.

Oewn in his bedroom and clever up Now! then Oewn said OK! I be down So Bus wait Oewn. Oewn saw a Harry and lilly and Ben. Lilly got a long hair, lilly saw Reece and molly.	Lilly wait me. Lilly got a case the oewn in bus and oewn frond in bus. nex day, going to corting, have singing in bus.
Mummy dive me in wood plan. Oewn and His frand has talk. next day mummy go home. mummy have food in she house. His catres fly away alltime. Sork are for lost.	Oewn and His fraind sleep here! Oewn and His friend have sweets. You and you sart here!!!!:) next day you and me going to woods. Oewn and His faind went park.

0. No evidence	1. Beginning to	2. Sometimes	3. Often when required	4. Systematically but a few errors allowed
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The emerging profile

The scores of 1-4 on the analysis sheet provide evidence of a child's writing achievements. If this writing assessment is used with the same stimuli both at the start and end of the academic year, then the child's writing achievements can be monitored.

A score below 4 on any of the 16 items will indicate where teaching and learning is required.

By adding the scores from items 1 – 16, Sam scored 41 out of the possible score of 64.

The following writing examples are taken from the 257 writing samples from deaf children across the UK who wrote about 'The Sea-Side Holiday'.

An example of a child's writing at mean (Score: 24/64) is presented in Table 2.

Table 3 presents an example of writing at one standard deviation (1 SD) below the mean (Score 11/64), and Table 4 presents an example of writing at 1SD above the mean (Score 35/64).

<p>The man is ph bag for holiday. Then man put chothere in bag.</p>	<p>The man put bag in car. And go now.</p>
<p>They is there now. But is far far away.</p>	<p>The children make sandcastle. They is happy day.</p>

Table 2 Example of girl's writing (aged 11yrs) at Mean (Score: 24/64)

<p>I Bag clothes pack & redj went to car.</p>	<p>I Bag waku car Boat redj.</p>
<p>I car look Sand Smer</p>	<p>I Sand car(S).</p>

Table 3 Example of boy's writing (aged 10.6yrs) at 1SD below Mean (Score: 11)

one day I got my clothes in the
case and I'm going Holiday
today and I'm going to see my
Dad and my mum I got lots
of things to do to get
wacht and my tooth brush
and my shoes my sunglasses
a lots things in the case that
a enough thing

in Boot I got enough case
I got one case I close the
boot I get in the car.

and I drive my old car and
it was suning shieing and
parked my old car a I saw
Sea.

and I Play with my sandcastle
with mum and my banti and
play with my ball and that
end of the story.

Table 4 Example of girl's writing (aged 10.8yrs) at 1SD above Mean (Score:35)