

WRITING ANXIETY OBSERVATION CHECKLIST

Student Name: _____

Date: _____

Observer: _____

Setting/Task: _____

Observed Behaviors		Notes / Trigger Observations
Task Avoidance: Frequent bathroom/water breaks, off-task talk, sharp delay starting.	Frequently ☐ Sometimes ☐ Rarely ☐	
Physical Tension: Clenching pen/pencil, heavy sighing, slumping, or tearing paper/erasing repeatedly.	Frequently ☐ Sometimes ☐ Rarely ☐	
Perfectionism Block: Erasing initial sentences repeatedly, refusing to write until "perfect."	Frequently ☐ Sometimes ☐ Rarely ☐	
Verbal Defensiveness: "I can't do this," "This is stupid," or shutdown responses when prompted.	Frequently ☐ Sometimes ☐ Rarely ☐	
Mechanics Fixation: Over-focus on spelling or neatness at the expense of content generation.	Frequently ☐ Sometimes ☐ Rarely ☐	

FEEDBACK SENTENCE STARTERS

Feedback Focus	High-Impact Teacher Sentence Starters
Praising Idea Generation & Effort	<i>* "I really appreciate how clearly you expressed your idea about..."</i> <i>* "The connection you made between [Concept A] and [Concept B] shows strong critical thinking."</i>
Guiding Revisions (Without Overwhelming)	<i>* "To make this argument even stronger, try adding one piece of evidence to..."</i> <i>* "Read this sentence aloud—where could we split it so the main point shines through?"</i>
Supporting Mechanical / Structural Growth	<i>* "You've got great thoughts here! Let's choose just 2 spots to focus on punctuation together."</i> <i>* "Notice how paragraph 2 introduces a new topic? Let's add a transition phrase right here."</i>

Low-Stakes Writing Activity Bank

- **The 3-Minute Brain Dump:** Set a timer for 180 seconds. Students write every thought on a given prompt without worrying about grammar, spelling, or mechanics. No grading, strictly participation.
- **Pass-the-Paragraph Storytelling:** Groups of 3–4 students each write one opening sentence on a shared document, then pass it down to add the next idea. Builds collaboration and reduces individual pressure.
- **Visual Prompt Micro-Writing:** Display a compelling photo, graphic, or meme. Ask students to write 2–3 sentences describing what happens next or what the subject is feeling.
- **Low-Risk Exit Tickets:** Ask students to respond to a daily lesson with a quick 1-sentence wrap-up: *"The main idea today was..."* or *"One thing I am still curious about is..."*

Teacher Conference Question Guide

<u>Conference Phase</u>	<u>Guiding Questions for Teachers</u>
Warm-Up / Building Safety	* "How did you feel when you were starting this draft?" * "Which part of this writing piece was the most fun or easiest for you to work on?"
Uncovering Blocks	* "Where did you feel a bit stuck or unsure while writing this?" * "Is there a specific section where you felt your ideas were hard to get down on paper?"
Goal Setting & Action Steps	* "If we pick just one thing to refine today, would you prefer to work on organization or adding details?" * "What is your immediate next step before our next check-in?"

Student Confidence Survey

Rate each statement on a scale of 1 to 4:

(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

1. I feel comfortable sharing my first thoughts on paper before making them perfect. [1 2 3 4]
2. I know strategies to help me keep going when I don't know what to write next. [1 2 3 4]
3. Receiving feedback on my writing helps me improve rather than making me feel discouraged. [1 2 3 4]
4. I believe my writing skills can grow with practice and the right support. [1 2 3 4]

Quick Reflection: *What is one tool or accommodation that helps you feel most confident when writing?*

Growth Mindset Writing Poster Ideas (Text Layout Sample)

POSTER PANEL 1: Reframe Your Self-Talk

- *Instead of: "I can't write this essay." → Try: "I haven't organized my main ideas yet, but I can break it down step-by-step."*
- *Instead of: "My draft is terrible." → Try: "A rough draft is just messy clay that I can shape into something better."*

POSTER PANEL 2: The Writing Process Rule"

"First Drafts are for Getting Ideas Out; Final Drafts are for Making Them Shine."
Mistakes are evidence that your brain is learning and growing!

Reflection Templates

Post-Assignment Writing Reflection

Name: _____

Assignment Title: _____

- **What I'm Proud Of:** *One strength in this piece that shows my growth as a writer:*

- **Challenge Faced:** *One hurdle I encountered during drafting and how I worked through it:*

- **Future Goal:** *One specific strategy or technique I want to try on my next assignment:*
