How to use comment boxes as timestamps during the writing process

Central Bucks South WRITING CENTER

Focus on

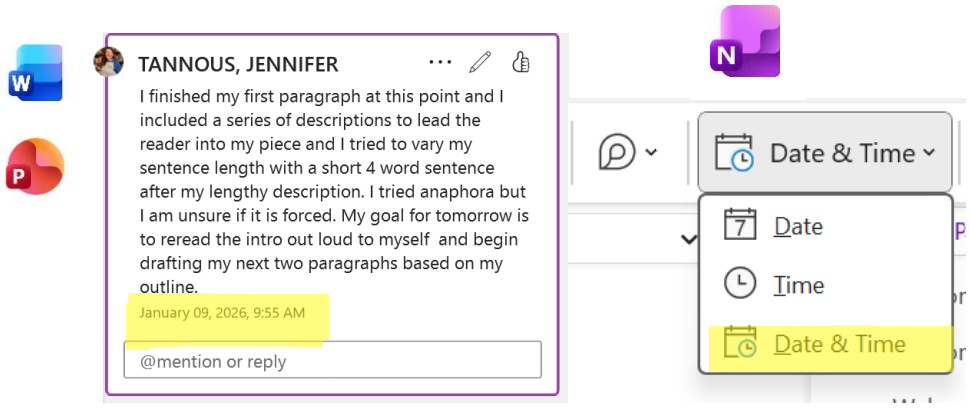
- Student cognitive process
- Revision and growth
- Engagement and response to feedback
- Persistence through a challenge, setback, stall, or failure

1. **As students open a word doc/ OneNote page/ PowerPoint and begin drafting, normalize a stop and stamp strategy that asks them to immediately create a comment box AFTER a round of drafting (in school or at home).**

2. **STOP! Define checkpoints for writers OR have strong writers create their own checkpoints.**
   Some defined checkpoints may include stop and stamps when:
   - The writer is at a transitional point (i.e. after each paragraph written)
   - After a set time (for building stamina- 15 min, 30 min, 60 min, etc. writing session)
   - The writer hits a challenge, setback, or feels stalled
   - The writer had to stop and consult a resource (handout, textbook, is looking something up?, feels tempted to google an answer or consult AI). Why here? Why now? What other thinking strategies could we provide the student at this point.
   - The writer had a subsequent 'break through' or 'a-ha' moment
   - The writer needed to stop and reread before continuing to draft

The list goes on and can be customized to your/ students' needs. You may also require a SET number of stops per draft or per drafting session OR leave it more open-ended.

3. **STAMP! The timestamp will give you a concrete tool for monitoring progress. In word and PPT use of a comment will automatically generate a time and date stamp. If students draft in OneNote, have them use the date & time stamp, which will automatically generate a textbox with this information, and students can use the text box like a comment box.**



4. **What students write in their stamp should be a two-part entry and can vary in length based on the assignment and your focus. (1)The first sentence should be a quick recap of what they just accomplished:**
   I just finished . . . I just tried to . . . I just included . . . I just wrote a . . .
   (2) The second and each consequent sentence should be a description of how they wrote and why it is related to the assignment, topic, thesis, example, etc.
   I used – in order to --- I was able to --- so that ---- I developed my --- by ---- I supported ---- by ----
   (3) BONUS- have them include their goal or preview of where they are headed next.

Rubric

Category	4 – Strong	3 – Proficient	2 – Developing	1 – Emerging
Cognitive Process (quality of "Stop & Stamp" reflection)	Stamp clearly explains *both* what was accomplished and *how* they wrote; strong connection to assignment, topic, or thesis.	Stamp includes what was accomplished and some explanation of how they wrote; mostly connected to assignment.	Stamp is vague; may only explain what was done, with limited explanation of thinking.	Little to no stamp included; unclear or missing reflection.
Revision & Growth	Evidence of meaningful revision between stamps; writing noticeably improves, goals are set and addressed.	Some revision between stamps; shows awareness of goals or places to improve.	Minimal revision; changes are surface-level or inconsistent.	No visible changes or growth between checkpoints.
Engagement & Response to Feedback	Consistently uses peer/teacher feedback and references it in stamps; changes demonstrate understanding.	Uses some feedback; attempts to apply suggestions.	Feedback minimally applied or not referenced.	Feedback ignored or absent.
Persistence Through Challenge	Stamps show effort through setbacks; student identifies problems and describes how they pushed through or adjusted.	Some persistence shown; students acknowledge challenges and attempts solutions.	Challenge minimally addressed; student may stop progress or avoid difficulty.	No evidence of persistence; avoids or abandons challenging parts of the task.