Building a Culture of Writing

Collaborative

Conversations

With Colleagues
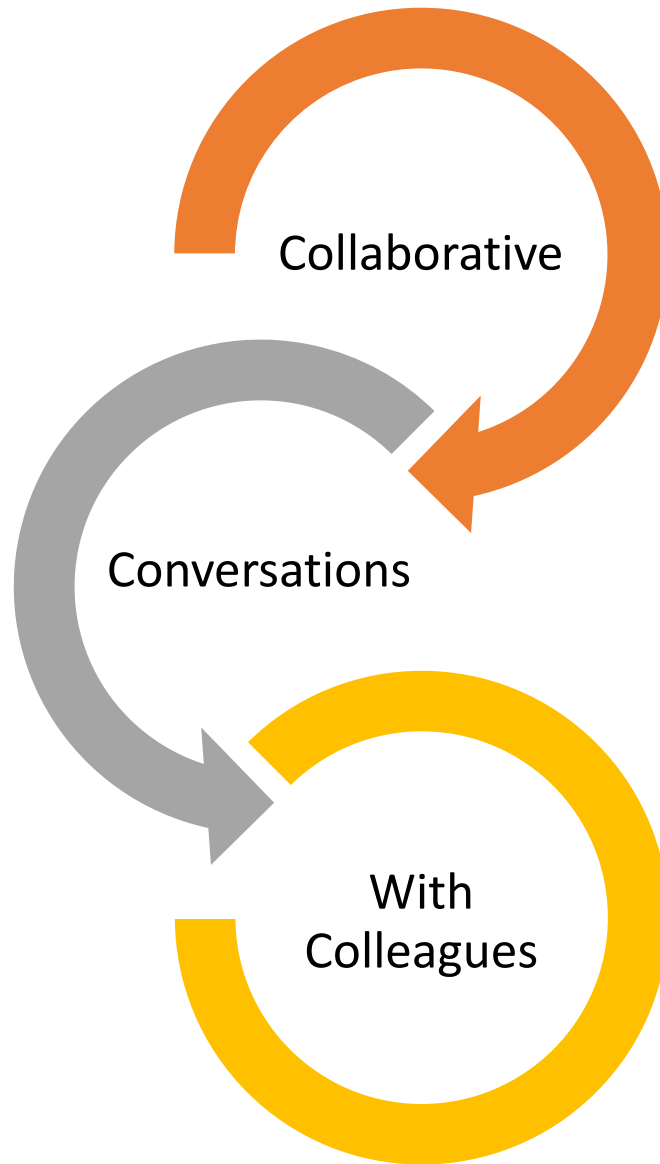
Professional Learning Guide (6-12)
Assessing Writing

How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

The outline for the 90-minute, face-to-face session is as follows:

Discussion of Webinar Content	Suggested time: 10 minutes
Small Group Work	Suggested time: 15 minutes
Break	Suggested time: 5 minutes
Plan for Implementation	Suggested time: 40 minutes
Share plan	Suggested time: 10 minutes
Reflection	Suggested time: 10 minutes
	Total time: 90 minutes

Things to Consider for Tier 2 and Tier 3 Facilitators

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or "hold" their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

Before viewing:

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

Carousel Brainstorming

Post activator questions or on poster paper.
Divide your group into smaller teams to match the number of questions you have.
Give a different color marker to each team, and have each team start at a particular question.
At each question, participants should brainstorm responses or points they want to make about the posted question.
After 2-3 of minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

View with a Question in Mind

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Resource:

Harvey, S., & Daniels, H. (2009). Comprehension and collaboration: Inquiry circles in action.
Portsmouth, NH: Heinemann.

<u>After viewing:</u>

"Opening Moves" is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

The National School Reform Faculty's 4 "A"s Protocol

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

http://www.nsrfharmony.org/system/files/protocols/4_a_text_0.pdf

Visible Thinking Protocol

I used to think_____, but now I think_____ **or**

I used to think _____ and I still think_____

Have participants share and explain their shifts in thinking.

Resource:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm

Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or "hold" their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section.   Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.
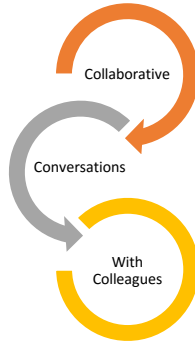
Session 1: Assessing Writing

Lead Presenter: Dr. Kevin Raczynski   *Co-presenter: Ashley Morris*

A deeper understanding of assessing writing provides a deeper understanding of what to focus on during writing instruction. For this reason, session 1 begins with the end in mind and provides insights into assessing writing.

During this 90-minute session, participants will examine rubrics commonly used to assess student writing in the argumentative genre. Rubrics will include those used on EOG/EOC assessments, AP exams, and in the office of First Year English at the University of Georgia, thus providing a vertical 6-12 focus on assessing argumentative writing. There are significant similarities across these rubrics. Student responses will help illustrate differences in score points on the rubrics.

We will also discuss effective ways to use the information gleaned from assessments to guide instruction. The presenter will model how to use rubrics when evaluating students' writing development and offer strategies for providing students with meaningful feedback.

In the final portion of the session, the focus shifts to assessing text-based narrative writing.

While time will not allow for an exploration of assessing writing in all genres, many of the principles that will be in view can be applied to the other genres of, and purposes for, writing.

Objective(s): By the end of this session, participants will be able to

- see similarities in how argumentative writing is assessed in multiple contexts
- make specific connections between assessing writing and writing instruction
- effectively use writing assessment data to guide writing instruction

Activator

Questions to consider prior to viewing webinar:

- How do you currently assess student writing?

- How do you use writing assessments to guide instruction?
- What are some of the barriers you have experienced when it comes to assessing student writing?

Guide for Follow-up Session

Materials: Chart paper   Markers   Sample writing rubrics

Opening Moves

Discussion of Webinar Content (Think-Pair-Share)   *Suggested time: 10 minutes*

- What challenges have you experienced when it comes to assessing student writing? Share what have you done to overcome those challenges.
- What has been your experience with some of the writing assessments shared in the webinar? What value can you glean from other assessments shared that you are unfamiliar with using?
- How are your rubrics for argumentative and narrative writing similar to/different from those presented during the webinar?
- What is one take-way from today's session that you feel can be implemented immediately into your practice to support you with evaluating student writing and planning future instruction?

Break   *Suggested time: 5 minutes*

Work Period

Mean, Say, Matter Activity

Step 1. Small Group Work   *Suggested time: 15 minutes*

a. Have participants partner with others in similar grades. *Content area teachers should assign themselves to the grades in which they teach.*
b. Provide each group with chart paper and a marker (each group will need a recorder)
c. Instruct recorder to create three columns on the paper (Mean, Say, Matter)
d. In their groups, have participants discuss and record their perspectives about the information shared by the presenters. Recorders will write responses to the following questions on the chart paper.

   What does this information about writing assessment **mean** for my practice?

   What does it **say**?

Why does it **matter**?

    e. Ask a volunteer to share their group's responses

Step 2. Create a Plan for Implementation   *Suggested time: 40 Minutes*

Say, "Think about your existing approach to evaluating student writing in the argumentative and narrative genres. What rubric do you use for these genres, and how are they similar to/different from those presented during the webinar?" Next, ask, "What are some additional strategies you learned today that could support you with effectively determining student needs and designing instruction to address their needs?" Explain that they will now work to create an authentic argumentative or narrative writing task and scoring rubric. Provide participants with copies of the sample rubrics. Also invite them to examine additional rubrics provided by Dr. Kevin Raczynski using the following links.

- Advanced Placement rubrics: https://secure-media.collegeboard.org/digitalServices/pdf/ap/apcentral/ap15_eng_lang_q1.pdf
- University of Georgia's First Year Composition standard rubric: https://www.english.uga.edu/fyc/pages/12 (Click short form)

Step 3. Share   *Suggested time: 10 minutes*

Have participants organize themselves into groups of 3-4. Have them share their writing task and rubric with group members.

Closing Moves

Reflect on what we have learned   *Suggested time: 10 minutes*

Use the 3-2-1 Activity as a framework for reflecting on today's session.

3-2-1 Activity

3	*List 3 new things you learned*
2	*List 2 things you found MOST interesting*
1	*List 1 question that you still have about assessing writing*

SCORING GUIDELINE FOR NARRATIVE ITEM

Score	Description
4	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.* • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning
3	*The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.* • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning
2	*The student's response is an incomplete or oversimplified narrative based on text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue or description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning

Score	Description
1	*The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.* • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences or events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning
0	*The student's response is flawed for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

(Georgia Department of Education, 2015)

Trait 1 for Argumentative Genre

Writing Trait	Score	Description
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argumentative essay.*	**4**	*The student's response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.* • Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience • Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence • Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns • Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) • Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that follows from and supports the argument presented
	3	*The student's response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.* • Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s) • Uses an organizational strategy to present claim(s), reasons, and evidence • Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns • Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence • Uses an appropriate tone and style fairly consistently for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented

(Georgia Department of Education, 2015)

	2	The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.
		• Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s)
		• Attempts to use an organizational structure, which may be formulaic
		• Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience's knowledge or concerns
		• Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak
		• Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience
		• Provides a weak concluding statement or section that may not follow the argument presented
	1	The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.
		• May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s)
		• May be too brief to demonstrate an organizational structure, or no structure is evident
		• Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience's knowledge or concerns
		• Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s)
		• Uses a style and tone that are inappropriate and/or ineffective
		• Provides a minimal or no concluding statement or section
	0	The student's response is flawed for various reasons:
		• Blank
		• Copied
		• Too Limited to Score/Illegible/Incomprehensible
		• Non-English/Foreign Language
		• Off Topic/Off Task/Offensive

(Georgia Department of Education, 2015)

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Argumentative Genre

Writing Trait	Score	Description
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Uses clear and complete sentence structure, with appropriate range and variety • Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations • Has no errors in usage and/or conventions that interfere with meaning
	2	*The student's response demonstrates partial command of language usage and conventions.* • Uses complete sentences, with some variety • Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations • Has minor errors in usage and/or conventions with no significant effect on meaning
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources • Has frequent errors in usage and conventions that interfere with meaning
	0	*The student's response is flawed for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

(Georgia Department of Education, 2015)

3-2-1 Reflection Activity

3	*List 3 NEW things you learned*
2	*List 2 things you found MOST interesting*
1	*List 1 QUESTION that you still have about assessing writing*

Thompson, M. (2009). *Learning focused solutions.* Boone, NC. Learning Focused.

References

Goldberg, G. L. (2012). Judgment-based scoring by teachers as professional development: Distinguishing promises from proof. *Educational Measurement: Issues and Practice, 31*, 38–47.

Johnson, R. L., Penny, J. A., & Gordon, B. (2009). *Assessing performance: Designing, scoring, and validating performance tasks*. New York, NY: Guilford Press.