

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Building a Culture of Writing

K - 5 Assessing Writing

Session 2

October 18, 2016

Session Presenters

**Dr. Roberta Gardner,
Georgia State University**

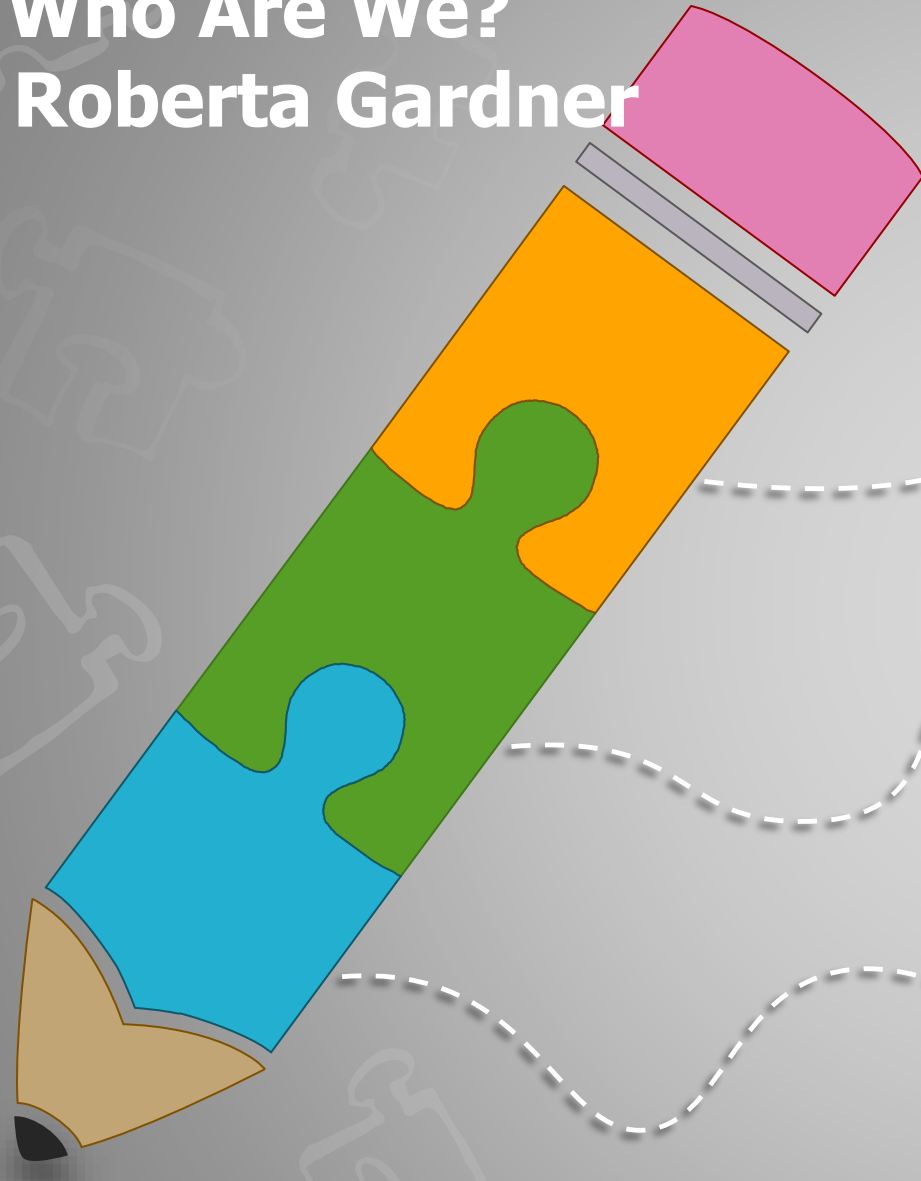


**Julie Owens,
Georgia State University**



Who Are We?

Dr. Roberta Gardner



**Reading & Writing
Methods**

**10 years School Media
Specialist Literacy
Support**

**Social Cultural Reading
Writing Development**

Who Are We? Julie Owens

Classroom Experience

Clayton County 7 years
Title I School System
1st grade
5th grade ELA
Special Education!

Writing Success

Students' love of writing
increased while in my
classroom

Raised writing scores
from 69% to 93% in 3
years

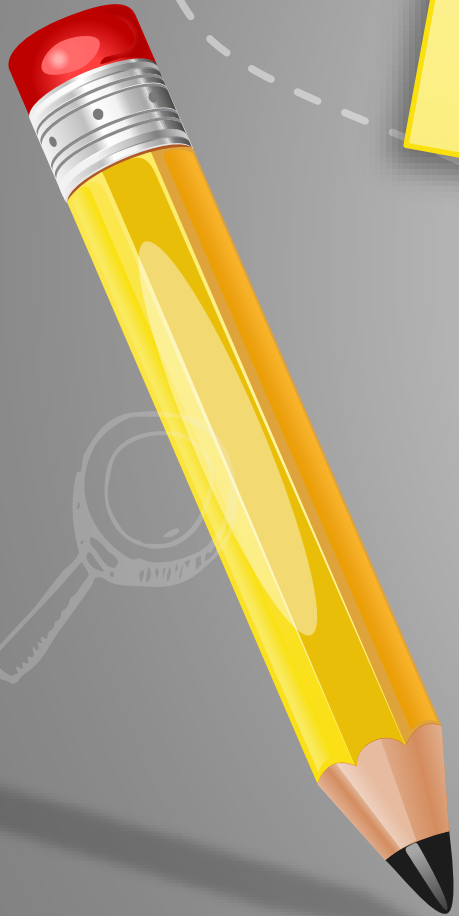
Strategies I used

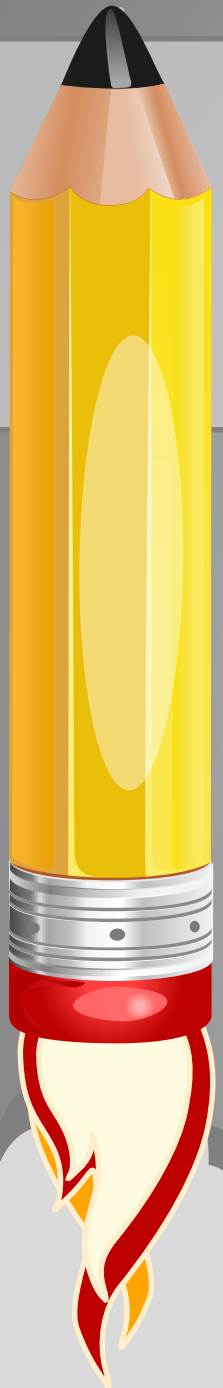
Writer's Workshop
Explicit Modeling
Authentic Writing Tasks
Conferring
Feedback (peer/teacher)
Choice

Research Interests

Self Regulated Strategy
Development in writing with
student with Emotional &
Behavior Disorders

Self Concept/Self-Esteem in
Adolescent Girls






Lucy Calkins

"Teach the writer and not the writing. Our decisions must be guided by what might help this writer rather than what might help this writing."

What works with teaching writing?





How do I
conduct a
writing
conference?

How do I
effectively use
rubrics with
writing?

How can
feedback help
my students?

How do I use
formative
assessments
in writing?

How do I
REALLY use
assessment to
guide my
instruction?

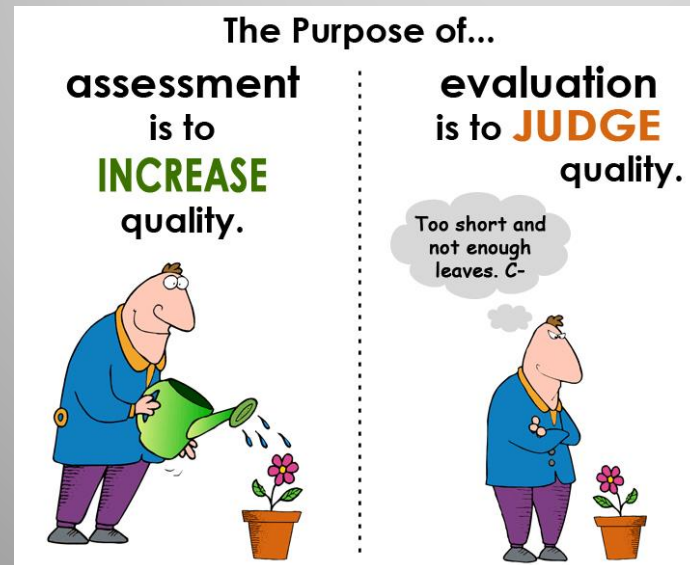
Guiding Questions

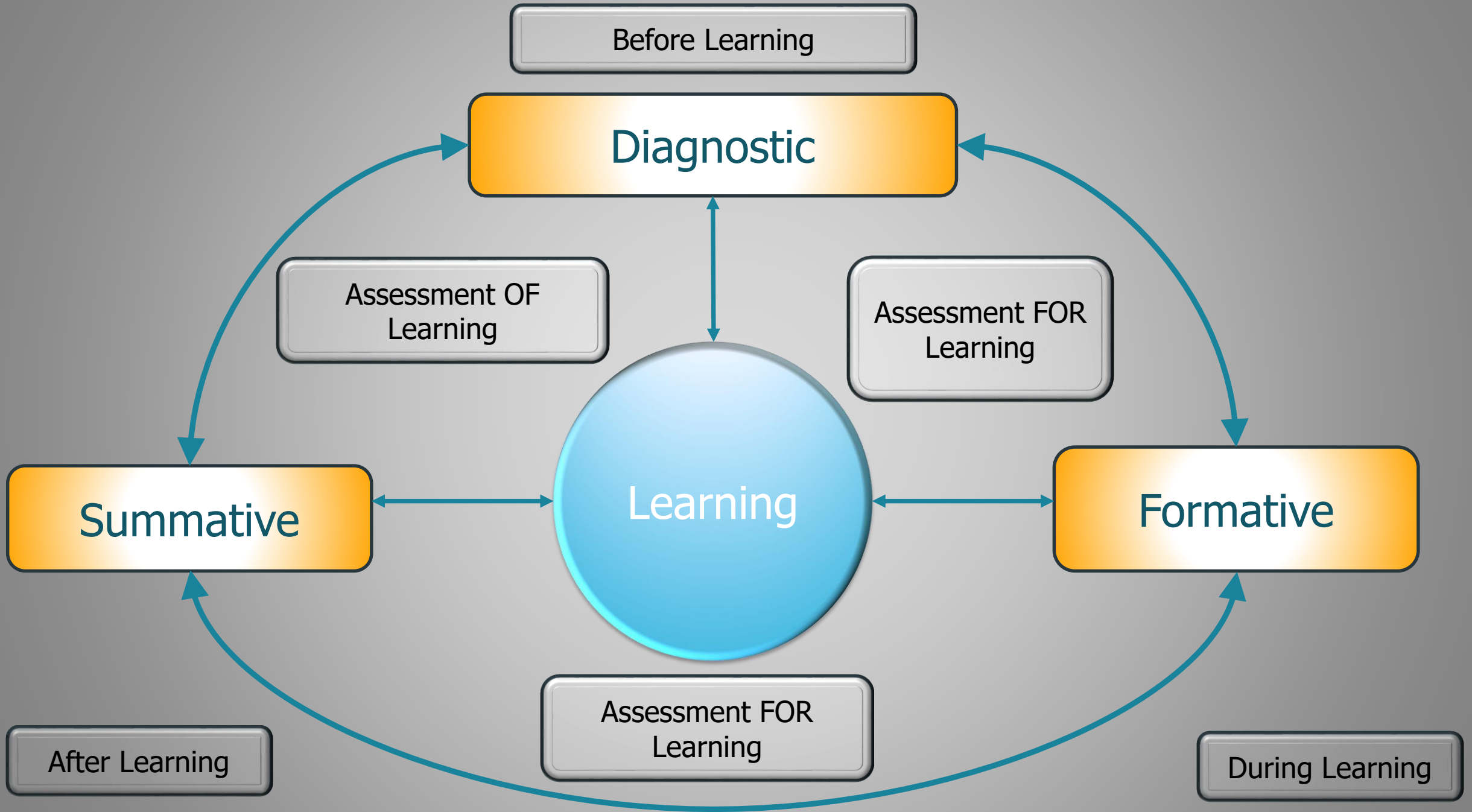
Assessment is...

Gathering information to be used by both the student and teacher to identify strengths, areas for growth, and plans to move toward an end goal.

Evaluation is...

Summative in nature, often graded (or ranked), used at the end of a unit, and CAN be used formatively IF teachers choose to adjust teaching to address the needs.





Formative & Summative Assessments



Diagnostic

Before Learning

Baseline
Pre-tests

Formative

During Learning

Journal writing
Weekly essays
Quick Writes

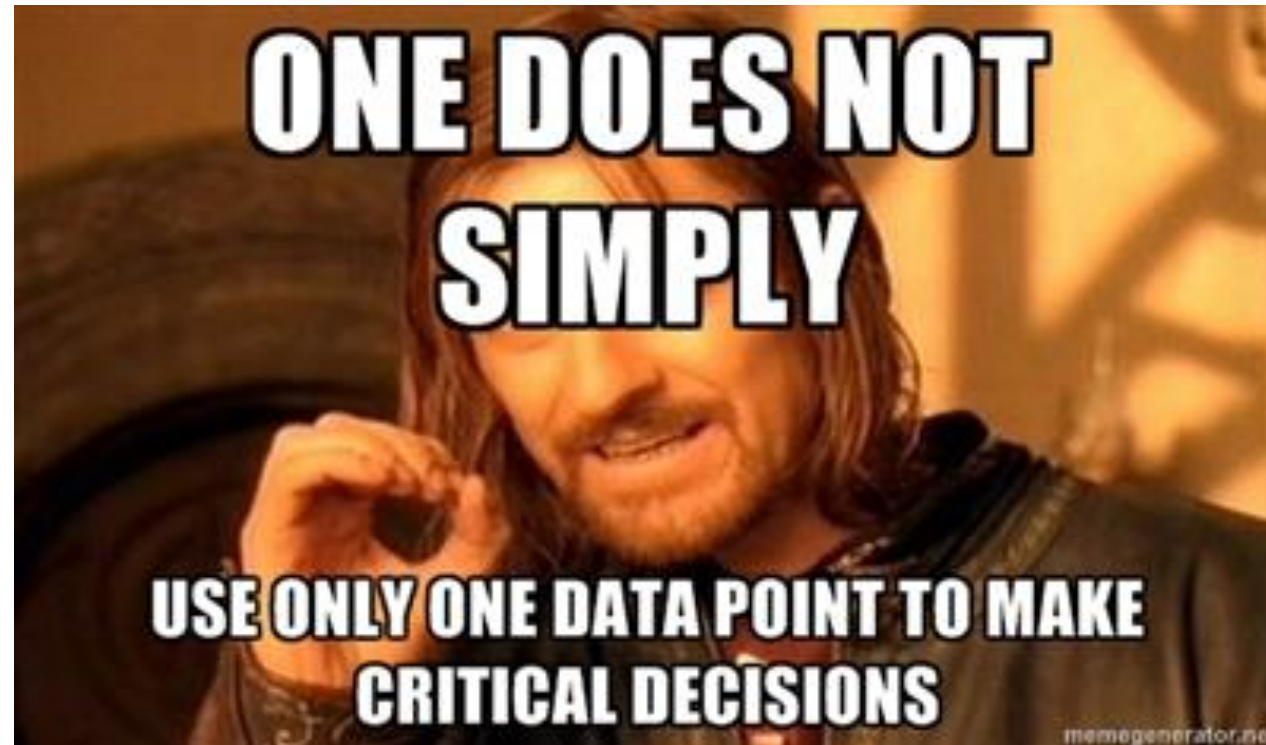
Summative

After Learning

Writing Assessment
County genre
writing assessment



This means that your students must be writing in order for you to assess them.



Matusov and Smith (2007)

Objectification
Based on Observations and Inferences

subjectivizing
Student perspectives

Finalizing
Level of Certainty

Problematizing
Taking an inquiry stance

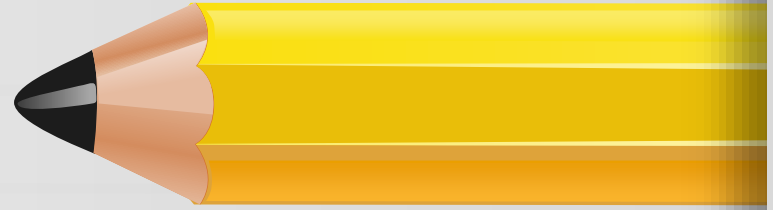


Notebooks as Assessment Tools



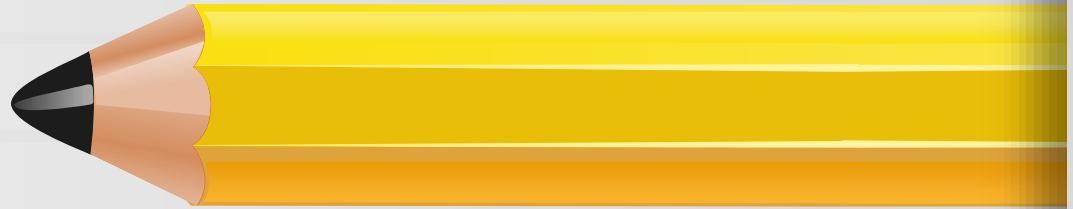
Checklists

You can create these to fit the lessons YOU HAVE taught!



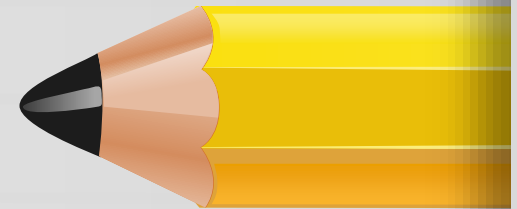
Skim

Yes, skim. Summative assessments take time and engagement, but formatives can allow you to skim for mini-lesson content.



Multiple Formats

Ticket out the door, Plickers, Thumbs up/down, Five finger check-in, rubrics etc.



Look for patterns

Patterns in lessons can show gaps in instruction and focus for future mini-lessons.



Examples in K-2

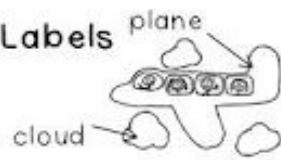
Neat Handwriting



Spaces



Labels



Periods

I see a plane.

Capital Letters

I see a plane.

I did my best!



Name _____

Name: _____ Date: _____

Narrative Writing Checklist

	Grade 2	NOT YET	STARTING TO	YES!
	Structure			
Overall	I wrote about <i>one time</i> when I did something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk, or setting that would make a good beginning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I told the story in order by using words such as <i>when, then, and after</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I chose the action, talk, or feeling that would make a good ending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I wrote a lot of lines on a page and wrote across a lot of pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I tried to bring my characters to life with details, talk, and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I chose strong words that would help readers picture my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

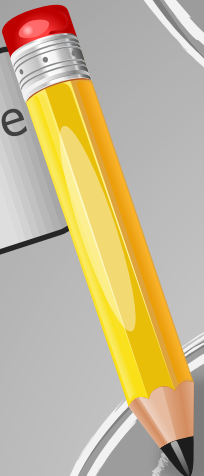
Examples in 3-5

4 th grade informational checklist	Yes!!!	No, I could do better
Topic: I introduced my topic in the 1 st paragraph		
Support: I used facts and definitions from the text to support my topic		
Transitions: I used transitions to connect my ideas		
Conclusion: I have a conclusion paragraph		
Grammar: My spelling and grammar are MY BEST!		

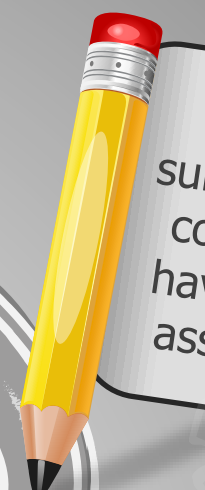
Writing a News Report: Student Self-Assessment Checklist

In this written material, I

	YES	Could be Improved
1. Organization		
• Used a headline		
• Began with a lead which contains the most important information		
• In the opening paragraph or two, answered all or most of the following questions: Who? What? Where? When? Why? How?		
• Divided my news report into short paragraphs		
• Used transitions to link my ideas		
• Used the least newsworthy information at the end		
2. Content		
• Stayed focused on topic		
• Used supporting details and background information to help the reader understand more about what happened		
• Used quotations from people who were at the scene or who are experts on the event		
3. Language		
• Used clear language appropriate to the readers of a newspaper		
• Used an objective, non-personal point of view		
4. Language Conventions		
• Checked to see that I have spelled words correctly		
• Checked to see that I have written in complete sentences		
• Used appropriate punctuation correctly		




Formative assessments are a process, not a test.




Educators can't give a summative assessment and consider it valid when we haven't been teaching and assessing along the way.

Formative Assessments are how you guide your students to the final destination. Let's remember...



Formative feedback allows for changes to be made that can get the student closer to meeting the standards.



They don't use grades as a guide but impactful feedback

Rubrics

Holistic

- Overall quality of writing

Analytic

- Point by Point
- Elements of genre writing

Teacher Made

- Specific to students and the lessons covered

1st Grade Holistic Rubric

Holistic Narrative Rubric	
Exceeds Standards	Has a complete understanding of narrative writing. Contains all elements of narrative standard.
Meets Standards	Has considerable understanding of narrative writing. Contains most of the elements of the narrative standard.
Approaching Standards	Has partial understanding of narrative writing. Contains some of the elements of the narrative standard.
Below Standards	Has little to no understanding of narrative writing. Contains few or no elements of narrative standard.

ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Holistic Rubric: 5th Grade

Exceeds Standards	The audience is able to easily identify the focus of the work and is engaged by its clear focus and relevant details. Information is presented logically and naturally. The author provides all elements of the narrative standard . No mechanical errors.
Meets Standards	The audience is easily able to identify the focus of the student work which is supported by relevant ideas and supporting details. Information is presented in a logical manner that is easily followed. The author contains most of the elements of the narrative standard . Very few mechanical errors.
Approaching Standards	The audience can identify the central purpose of the student work without little difficulty and supporting ideas are present and clear. The information is presented in an orderly fashion that can be followed with little difficulty. The author contains some of the elements of the narrative standard . Some mechanical errors but does not impeded understanding.
Needs Improvement	The audience cannot clearly or easily identify the central ideas or purpose of the student work. Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas. Contains very few elements of the narrative standard . Mechanical errors affect the reader's ability to understand.

Holistic Rubric

When using a holistic rubric, you need to have knowledge of the standard.

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	Student begins to develop two or more sentences related to a single event or several linked events.	Student dictates or writes one complete thought that expresses an event or experience related to a chosen topic.	Student draws a picture and orally expresses related words for a self-selected topic.	Student's oral story is unrelated to a picture drawn. No topic developed.
Sequence	Student has a clear sequence of events in the written sentences.	Student is able to write or dictate a beginning and ending of the event.	Student writes or dictates a beginning but no ending.	Student's thoughts are random with no order.
Reaction	Student writes a reaction to the event with a variety of word choice and sentence structure.	Student uses simple word choices and basic sentence patterns to write a reaction to the event.	Student is able to orally explain a reaction to the event.	Student shows no reaction to the event. Does not attempt to explain.
Conventions	Contains correct sentences, usage, grammar, and inventive spelling that make the writer's ideas understandable.	Some errors are present, but they do not interfere with meaning. Spaces are evident between words.	Errors interrupt the flow of communication and may interfere with meaning. Uses inventive spelling that reflects letter/sound relationships.	Errors prevent the reader from understanding the writer's message. Words do not reflect letter/sound relationships.

Kindergarten Analytic Example

ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Analytic Example First Grade

Exceeds (9)	Meets (6)	Does Not Meet (3)	Teacher's Score	Comments
a. The student's writing is long enough and includes extra details to tell the story or address a topic.	a. The student's writing is long enough to tell the story or address a topic.	a. The student's writing is too short to tell a story or address a topic.		
b. The student described an experience using sensory and/or descriptive writing.	b. The student described an experience through his/her writing.	b. The student did not describe an experience through his/her writing.		
c. The student's writing is very neat and has spaces between words and sentences.	c. . The student's writing has spaces between words and sentences.	c. The student's writing does not have spaces between words and sentences.		
d. The student used correct punctuation and correct capitalization <u>all</u> of the time.	d. The student used correct punctuation and correct capitalization <u>most</u> of the time.	d. The student does not have correct punctuation and correct capitalization.		

Does this rubric address the standard?

ELAGSE1W3: Write narratives in which they **recount two or more appropriately sequenced events**, include **some details regarding what happened**, use **temporal words to signal event order**, and provide **some sense of closure**.

Analytic Example First Grade

Exceeds (9)	Meets (6)	Does Not Meet (3)	Teacher's Score	Comments
a. The student introduces the topic clearly and provides a hook for the reader.	a. The student introduces the topic clearly.	a. The student does not introduce the topic clearly or the topic is not included.		
b. The student clearly states opinion related to the topic.	b. The student's opinion is implied OR the student states multiple multiple opinions.	b. The student does not state an opinion or is off topic.		
c. The student gives multiple reasons that back up the opinion. May also include evidence.	c. The student gives at least ONE reason to back up opinion.	c. The student does not give any reasons to support opinion.		
d. The student has an efficient closure that restates the topic and opinion.	d. The student provides some sense of closure.	d. The student does not provide closure to the essay.		

Does this rubric address the standard?

ELAGSE1W1: Write opinion pieces in which they **introduce the topic** or the name of the book they are writing about, **state an opinion**, **supply a reason** for the opinion, and **provide some sense of closure**.

Yes! Remember to choose or create rubrics that address the standards we are teaching students.



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Let's take a look at the 4th grade standard for informational writing

ELAGSE4W2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELAGSE4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

Analytic 4th Grade Informational Rubric (Portion)

	Exceeds Standards	Below Standards
ELAGSE4W2 Focus/Information	The response is an informative/explanatory text that effectively examines a topic and conveys ideas and information quite clearly.	2. The response is an informative/explanatory text that minimally examines a topic and lacks clarity in conveying ideas and information.
a. Topic	a. The response skillfully introduces a topic clearly, capably groups related information in paragraphs and sections (organization), and includes well-crafted formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	a. The response minimally introduces the topic, lacks clarity, and groups related information illogically (organization), neglecting formatting (e.g., headings), illustrations, and multimedia that might be useful to aiding comprehension.
b. Support	b. The response develops the topic especially well with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.	b. The response weakly develops the topic with few if any facts, definitions, details, quotations, or other information and examples related to the topic.
c. Transitions	c. The response skillfully links ideas within and across categories of information using precise, appropriate, and varied words and phrases (e.g., <i>another, for example, also, because</i>). (transitions)	c. The response rarely links ideas within and across categories of information and uses few if any connecting words and phrases (e.g., <i>another, for example, also, because</i>). (transitions)
d. Vocabulary	d. The response uses exceptionally precise language and well-chosen domain-specific vocabulary to inform about or explain the topic.	d. The response uses little or no precise language or domain-specific vocabulary to inform about or explain the topic. (word choice)
e. Conclusion	e. The response provides a well-crafted concluding statement or section related to the information or explanation presented.	e. The response provides an ineffective or no concluding statement or section related to the information or explanation presented.
ELAGSE4W4 Conventions	4. The response, for the most part, provides especially clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4. The response provides unclear writing that lacks coherence and in which the development and organization are inappropriate to task, purpose, and audience

Teacher Made Rubrics

Fourth Grade Rubric

Based off of previous rubric: Simplified for teacher and students to read

	Exceeds Expectations 3	Meets Expectations 2	Below expectations 1
Topic	*Skillfully introduces topic *Includes headings, graphics, illustrations	*Clearly introduces topic	*Does not clearly state topic or address topic
Support	*Supports the topic with paraphrased information from text or cited information from text *provided details, examples from the text	*Supports the topic with information from text with details and examples from the text	*Provided no support from the text
Transitions	*Used multiple transition words to skillfully connect ideas Ex: I read from the text, The author stated, One example from the text	*Used one to two transitions to connect ideas	Used one or less transitions
Conclusion	*Included a clear conclusion that restated the topic in an interesting way for the reader	*Included a clear conclusion that restated the topic	*Did not include a conclusion

Rubrics can be used across the curriculum with writing

Science/Social Studies
DBQs: document based questions
Text based informational writing

Mentor text across the curriculum
Exposure and Analysis Through Reading Like Writers

Math
Explain your conceptual understandings

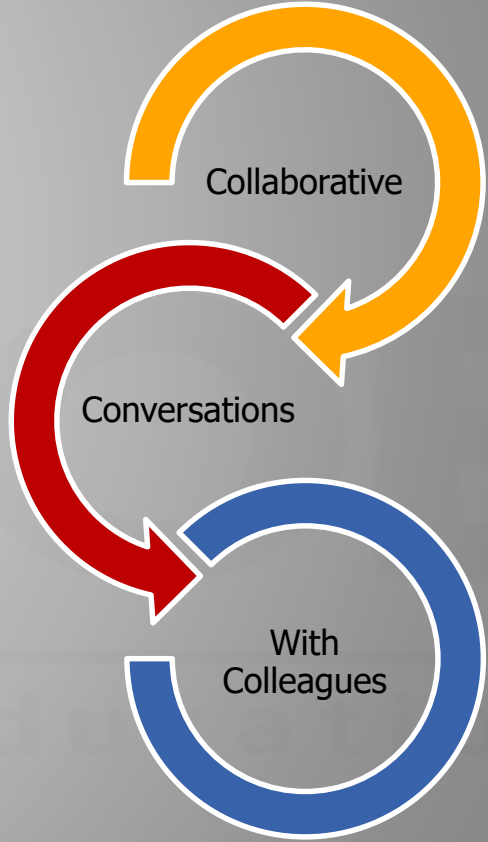
Reminder
Remember that we ENCOURAGE writing across the curriculum BUT we all need to teach the process and not just the product



Questions???



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Conferring

Feedback

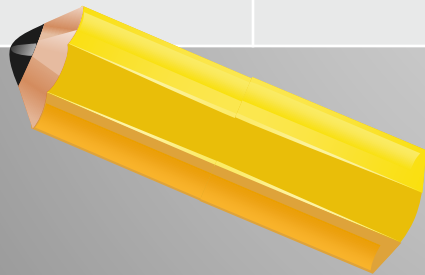
**How can assessment make
my students' writing SOAR?**

**Using
assessment
to Guide
Instruction**



Conferences

Student:				
Date	Strengths	Areas of Growth	Next Steps	Notes from Conference



Donald Graves (1982) identified six Characteristics of successful writing conferences

- 1. Predictable structure**
- 2. Focus on a few points**
- 3. Demonstrate solutions to students' problems**
- 4. Permit role reversals**
- 5. Encourage use of vocabulary appropriate for writing**
- 6. Stimulate pleasure in writing**

Graves, D. (1982). Six guideposts to a successful writing conference. *Learning*, 11(4), 76-77.

There is no clear path in conferring... you have to create what works for YOUR class!

Conferencing Norms

Explicitly teach conferencing routines, and classroom procedures during writing conferences.

Don't give up!

Conferring is a learning process for all involved. Cut yourself some slack!

Explore technology

Audiofeedback, google docs, etc. can be a way to increase time with conferences.

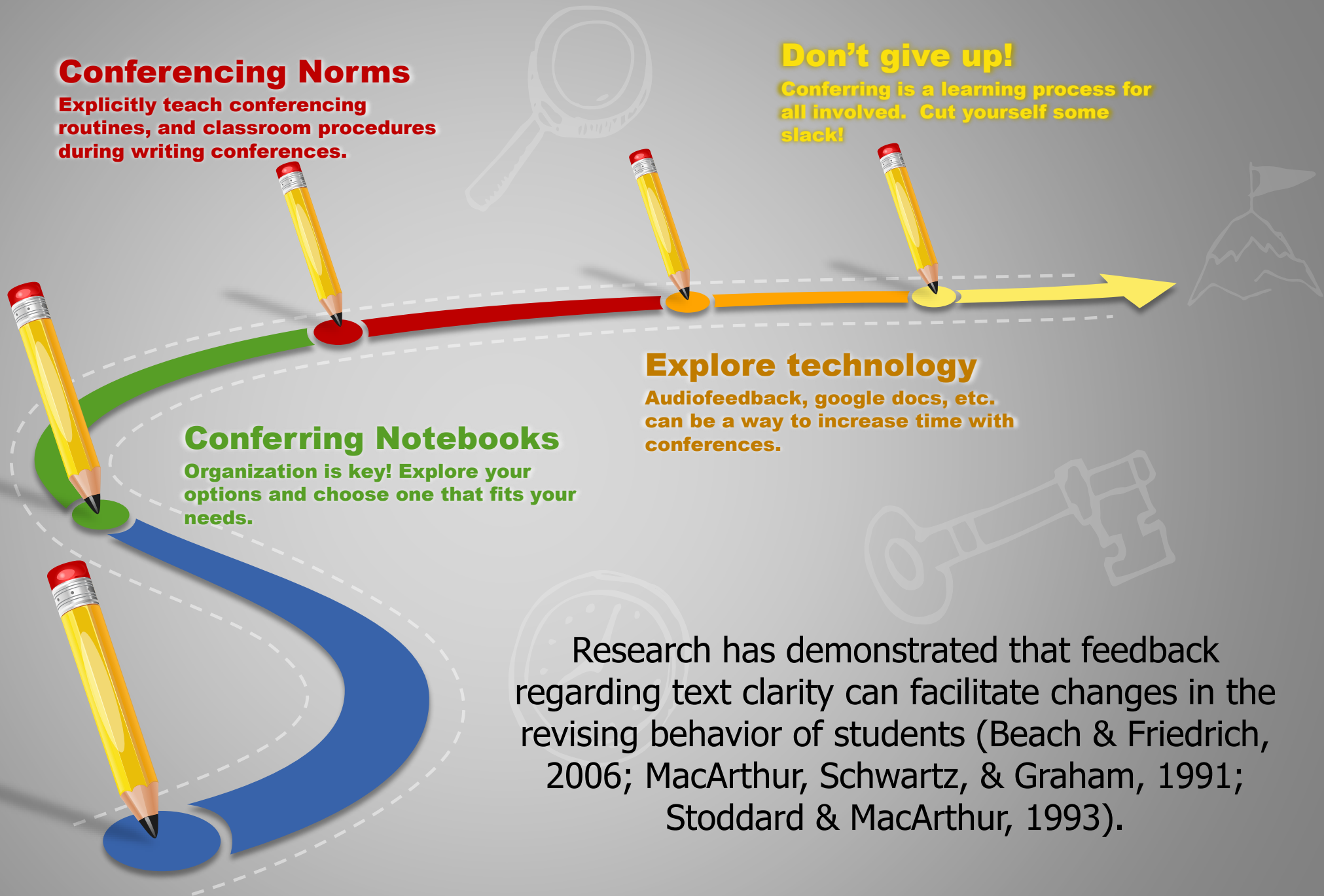
Conferring Notebooks

Organization is key! Explore your options and choose one that fits your needs.

Scheduling

How often will you conference? Certain days/times?

Research has demonstrated that feedback regarding text clarity can facilitate changes in the revising behavior of students (Beach & Friedrich, 2006; MacArthur, Schwartz, & Graham, 1991; Stoddard & MacArthur, 1993).





"Your handwriting is a mess and you **STILL** didn't space your words."

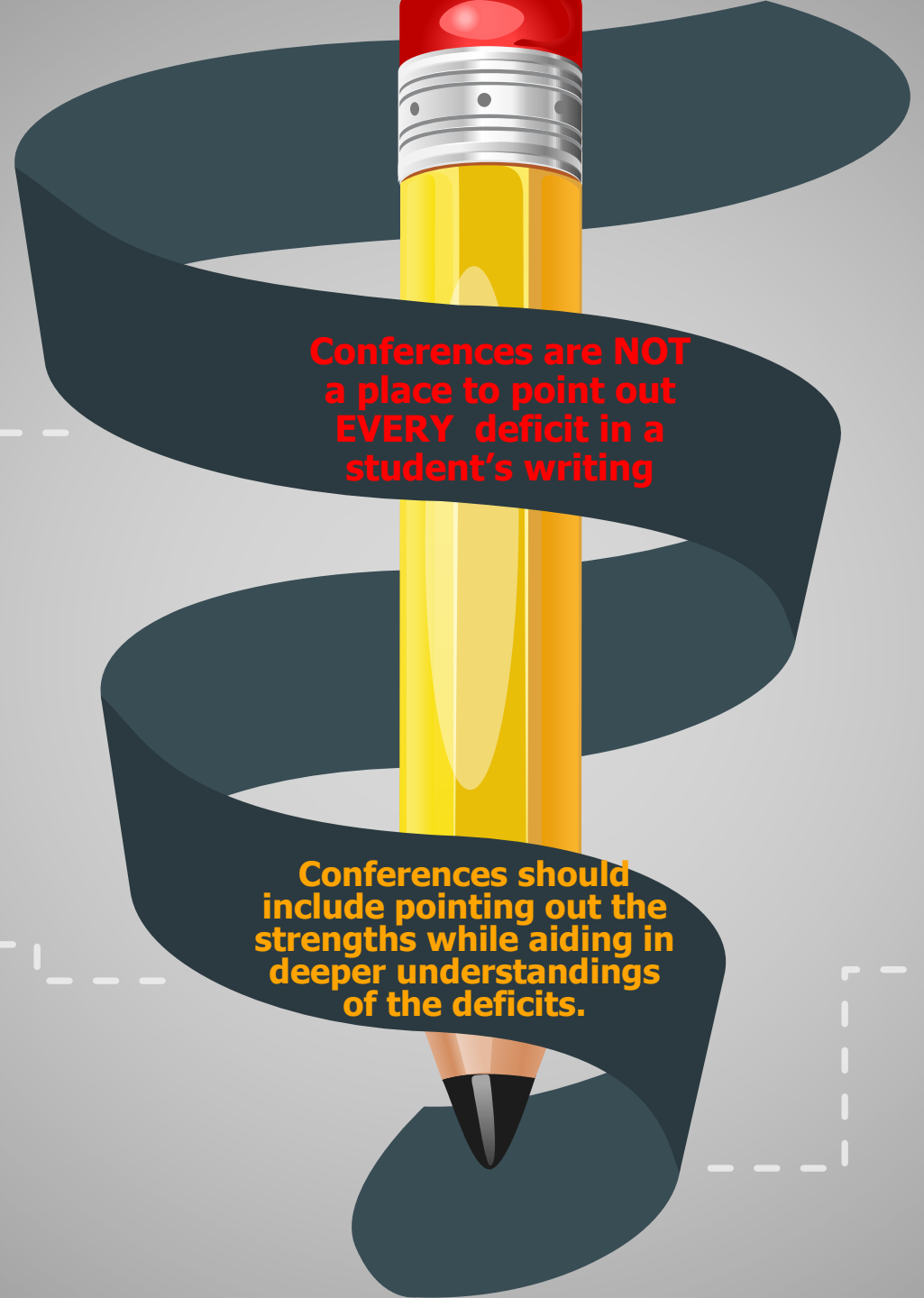
"Your ideas in this story are incredible. I can't wait to see what your character decides to do. Remember in our last session how discussed proper spacing? How do you think you did on this draft? Why is spacing important?"

Conferences are NOT a place to point out EVERY deficit in a student's writing

Conferences should include pointing out the strengths while aiding in deeper understandings of the deficits.

"Honestly, I have read your persuasive essay and I just see none of the parts we have identified in our lessons."

"Your hook really grabs my attention and makes me want to keep reading. Can you remind me what a topic sentence is? Where is yours in this piece?"



The Importance of Feedback



It Improves Student Writing

According to Graham et al., (2015) Adult feedback showed a significantly effect size on the improvement of student's writing.

Feedback isn't as effective when it occurs with a graded assignment

Research shows that when they receive feedback while they are writing , they are more likely to apply the feedback in revising.

Multiple forms of feedback

Teacher feedback can be verbal or written, peer feedback, self evaluation feedback

In all cases, feedback should be tailored to individual needs and prioritized to address the most pressing needs of the writer (Boscolo & Ascorti, 2004).



Do I fix grammar at all?

How long do they last?

What do I say to the student?

What if I can't read their writing?

What does a conference look like?

5th Grade Narrative Standard

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

It was May 31, 2016. I waited four and a half hours to arrive at my destination. California. I went there on summer break. The only reason why I went was to have fun! A couple of days after we got to California, we went to one of its biggest tourist attractions. Disneyland.

I was in awe when I saw the place. It was 60th year anniversary celebration. I was excited. Due to the fact that school in California hadn't let out yet, it wasn't as crowded as it would have been in the dead middle of summer. But nonetheless it was still crowded. It was a nice 85 degree sunny southern California day.

There was so many rides! I couldn't get on all of them due to the lengths of the lines. My favorite ride was one called "It's a Small World." It was about all the heritages around the world. It was a water log ride. The type that you can dip your hands into the shallow water and feel the cooling sensation the water provided.

As the day was coming to an end, two things happened. One, a Disney movie themed parade. With all the Disney characters you have seen. Second, they held the biggest, most spectacular firework show I have ever witnessed. The firework show also circulated around Disney movie themes. This will be an experience I will never forget.

Real 5th grade student's personal narrative:

In a conference, what might be some strengths, areas for growth, or possible mini-lessons?

Possible Conference Discussion

Student: John Doe				
Date	Strengths	Areas of Growth	Next Steps	Notes from Conference
	<p>Strong use of voice and sensory language: "I was in awe" "dead middle of summer" "type you can dip your hands into the shallow water" "circulated" "cooling sensation"</p> <p>Clear sequence of events</p> <p>You organized into paragraphs and each paragraph had a purpose. This helped me as the reader</p>	<p>*Spend more time establishing the situation. Who went with you? Provide a little more hook to grab the reader's attention.</p> <p>*Insert some dialogue or more descriptions</p> <p>*Where could you add figurative language to paint a more vivid picture for your reader?</p>	<p>*Revise and edit</p> <p>Definitely has a sense of most of the standard.</p> <p>Next time, write about a narrative and not personal narrative to see if he can expand on the other parts of the standard</p>	<p>Possible Mini-lessons:</p> <p>How to use</p> <ol style="list-style-type: none"> 1. Dialogue 2. Descriptions 3. Pacing to develop experiences and events <p>Reteach: Introduction/hook</p>

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

Teacher Keys Effectiveness System

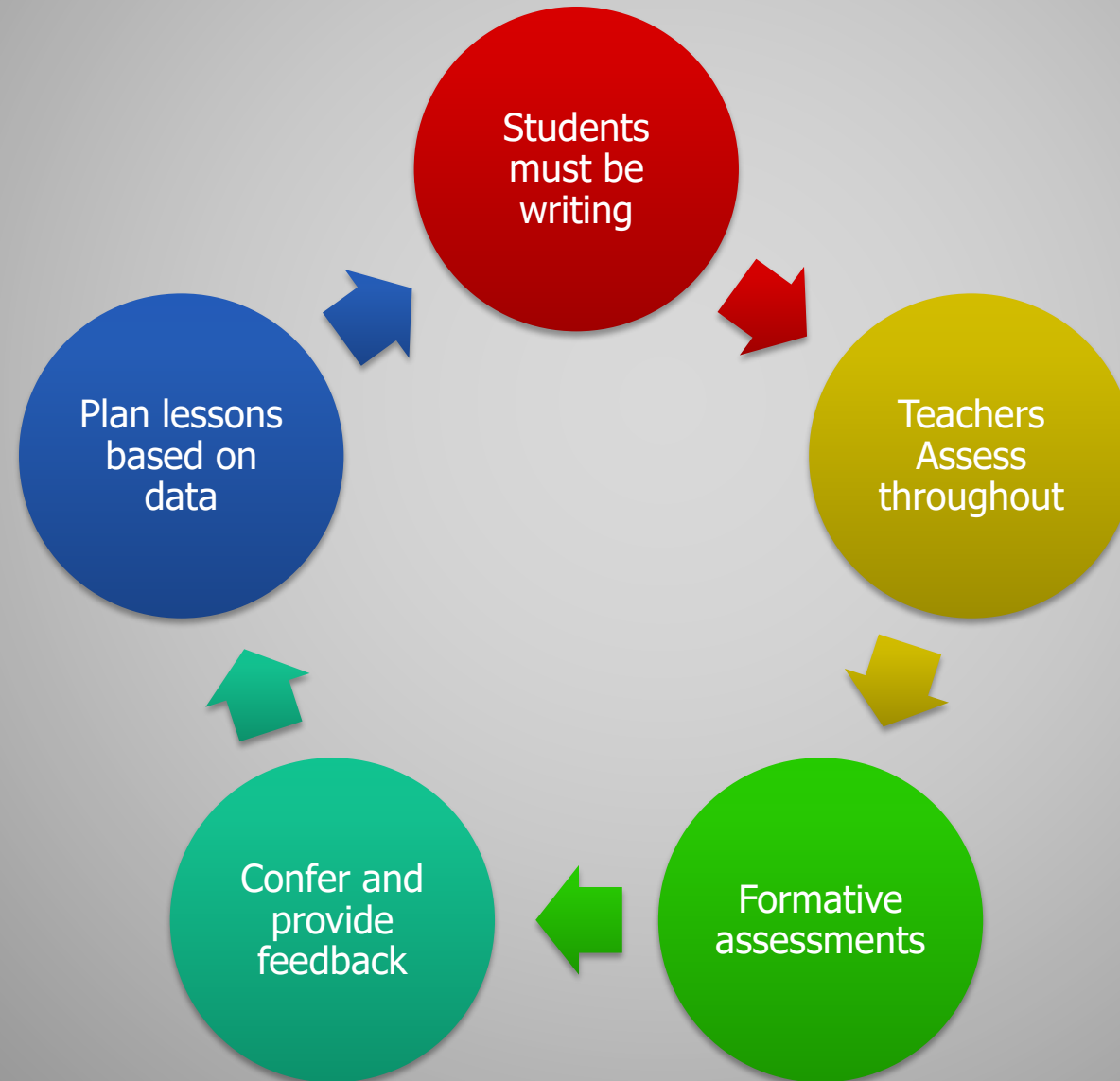
Assessment Uses

- Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction
- Systematically analyzes and uses data to measure student progress, design appropriate interventions, and to inform long and short term instructional decisions
- Provides constructive and frequent feedback to students on their progress toward their learning goals

Assessment Strategies

- Align student assessment with the established curriculum and benchmarks (TM rubrics, checklists)
- Involves students in setting learning goals and monitoring their own progress (Checklists)
- Collaborates with others to develop common assessments, when appropriate (Rubrics)
- Uses assessment techniques that are appropriate for the developmental level of students

Remember assessment is not just about assessing the product but also assessing the process.



Questions???



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