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
"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?

- Explicit Modeling
- SRSD (Self-regulated Strategy Development)
- Self-regulated strategy development
- Authentic Writing
- Engagement & UDL
- Teaching strategies to plan, revise, and edit
- Choice
- Frequent Writing opportunities
How do I use formative assessments in writing?

How do I conduct a writing conference?

How can feedback help my students?

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.
Learning

Diagnostic

Assessment FOR Learning

Formative

Assessment FOR Learning

Summative

Assessment OF Learning

After Learning

Before Learning

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

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

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.

Checklists
You can create these to fit the lessons YOU HAVE taught!
Examples in K-2

### Narrative Writing Checklist

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>NOT YET</th>
<th>STARTING TO</th>
<th>YES!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wrote about <em>one time</em> when I did something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I told the story in order by using words such as <em>when, then,</em> and <em>after.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I chose the action, talk, or feeling that would make a good ending.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wrote a lot of lines on a page and wrote across a lot of pages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I tried to bring my characters to life with details, talk, and actions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Craft</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I chose strong words that would help readers picture my story.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples in 3-5

4th grade informational checklist

<table>
<thead>
<tr>
<th>Topic: I introduced my topic in the 1st paragraph</th>
<th>Yes!!!</th>
<th>No, I could do better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support: I used facts and definitions from the text to support my topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions: I used transitions to connect my ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion: I have a conclusion paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar: My spelling and grammar are MY BEST!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Formative Assessments are how you guide your students to the final destination. Let’s remember...

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

They don’t use grades as a guide but impactful feedback.

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

Formative assessments are a process, not a test.
Rubrics

Holistic
- Overall quality of writing

Analytic
- Point by Point
- Elements of genre writing

Teacher Made
- Specific to students and the lessons covered
### Holistic Narrative Rubric

<table>
<thead>
<tr>
<th>Exceeds Standards</th>
<th>Has a <strong>complete</strong> understanding of narrative writing. Contains <strong>all</strong> elements of narrative standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Standards</td>
<td>Has <strong>considerable</strong> understanding of narrative writing. Contains <strong>most</strong> of the elements of the narrative standard.</td>
</tr>
<tr>
<td>Approaching Standards</td>
<td>Has <strong>partial</strong> understanding of narrative writing. Contains <strong>some</strong> of the elements of the narrative standard.</td>
</tr>
<tr>
<td>Below Standards</td>
<td>Has <strong>little to no</strong> understanding of narrative writing. Contains <strong>few or no</strong> elements of narrative standard.</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Holistic Rubric: 5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Standards</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Meets Standards</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Approaching Standards</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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.
### Kindergarten Analytic Example

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

**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

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

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

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.
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.)
<table>
<thead>
<tr>
<th>ELAGSE4W2 Focus/Information</th>
<th><strong>Exceeds Standards</strong></th>
<th><strong>Below Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The response is an informative/explanatory text that effectively examines a topic and conveys ideas and information quite clearly.</td>
<td>2. The response is an informative/explanatory text that minimally examines a topic and lacks clarity in conveying ideas and information.</td>
</tr>
<tr>
<td>a. Topic</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>b. Support</td>
<td>b. The response develops the topic especially well with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>b. The response weakly develops the topic with few if any facts, definitions, details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>c. Transitions</td>
<td>c. The response skillfully links ideas within and across categories of information using precise, appropriate, and varied words and phrases (e.g., another, for example, also, because). (transitions)</td>
<td>c. The response rarely links ideas within and across categories of information and uses few if any connecting words and phrases (e.g., another, for example, also, because). (transitions)</td>
</tr>
<tr>
<td>d. Vocabulary</td>
<td>d. The response uses exceptionally precise language and well-chosen domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. The response uses little or no precise language or domain-specific vocabulary to inform about or explain the topic. (word choice)</td>
</tr>
<tr>
<td>e. Conclusion</td>
<td>e. The response provides a well-crafted concluding statement or section related to the information or explanation presented.</td>
<td>e. The response provides an ineffective or no concluding statement or section related to the information or explanation presented.</td>
</tr>
<tr>
<td>ELAGSE4W4 Conventions</td>
<td>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</td>
<td>4. The response provides unclear writing that lacks coherence and in which the development and organization are inappropriate to task, purpose, and audience</td>
</tr>
</tbody>
</table>
# Teacher Made Rubrics

## Fourth Grade Rubric

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

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 3</th>
<th>Meets Expectations 2</th>
<th>Below expectations 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><em>Skillfully introduces topic</em>&lt;br&gt;  <em>Includes headings, graphics, illustrations</em>&lt;br&gt;</td>
<td><em>Clearly introduces topic</em></td>
<td><em>Does not clearly state topic or address topic</em></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td><em>Supports the topic with paraphrased information from text or cited information from text</em>&lt;br&gt;  <em>Provided details, examples from the text</em></td>
<td><em>Supports the topic with information from text with details and examples from the text</em></td>
<td><em>Provided no support from the text</em></td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td><em>Used multiple transition words to skillfully connect ideas</em>&lt;br&gt;  <em>Ex: I read from the text, The author stated, One example from the text</em></td>
<td><em>Used one to two transitions to connect ideas</em></td>
<td>Used one or less transitions</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td><em>Included a clear conclusion that restated the topic in an interesting way for the reader</em></td>
<td><em>Included a clear conclusion that restated the topic</em></td>
<td><em>Did not include a conclusion</em></td>
</tr>
</tbody>
</table>
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???
How can assessment make my students' writing SOAR?

Conferring

Feedback

Using assessment to Guide Instruction
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

How often will you conference? Certain days/times?

Scheduling
How often will you conference? Certain days/times?

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

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

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

Don’t give up!
Conferring is a learning process for all involved. Cut yourself some slack!

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

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

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

Don’t give up!
Conferring is a learning process for all involved. Cut yourself some slack!

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

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

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.

“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?”

“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?”

“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?”

“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?”
Teacher feedback can be verbal or written, peer feedback, self evaluation feedback. Multiple forms of feedback.

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

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.

In all cases, feedback should be tailored to individual needs and prioritized to address the most pressing needs of the writer (Boscolo & Ascerti, 2004).
What does a conference look like?

Do I fix grammar at all?

What do I say to the student?

What if I can't read their writing?

How long do they last?
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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Strengths</th>
<th>Areas of Growth</th>
<th>Next Steps</th>
<th>Notes from Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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”</td>
<td><em>Spend more time establishing the situation. Who went with you? Provide a little more hook to grab the reader’s attention.</em>&lt;br&gt;<em>Insert some dialogue or more descriptions</em>&lt;br&gt;<em>Where could you add figurative language to paint a more vivid picture for your reader?</em></td>
<td><em>Revise and edit&lt;br&gt;Definitely has a sense of most of the standard. Next time, write about a narrative and not personal narrative to see if he can expand on the other parts of the standard</em></td>
<td>Possible Mini-lessons:&lt;br&gt;How to use 1. Dialogue&lt;br&gt;2. Descriptions&lt;br&gt;3. Pacing to develop experiences and events&lt;br&gt;Reteach: Introduction/hook</td>
</tr>
</tbody>
</table>

**ELAGSE5W3**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>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.

- Students must be writing
- Teachers Assess throughout
- Plan lessons based on data
- Confer and provide feedback
- Formative assessments
Questions???