

Washington Writing Update: Standards and Assessments

Presented by:
Nikki Elliott-Schuman
Writing Assessment Specialist



Writing Today

- ❑ Writing GLEs
- ❑ 2011 Assessment Data



2011 MSP/HSPE Results

Difference in percent meeting standards, 2010 to 2011

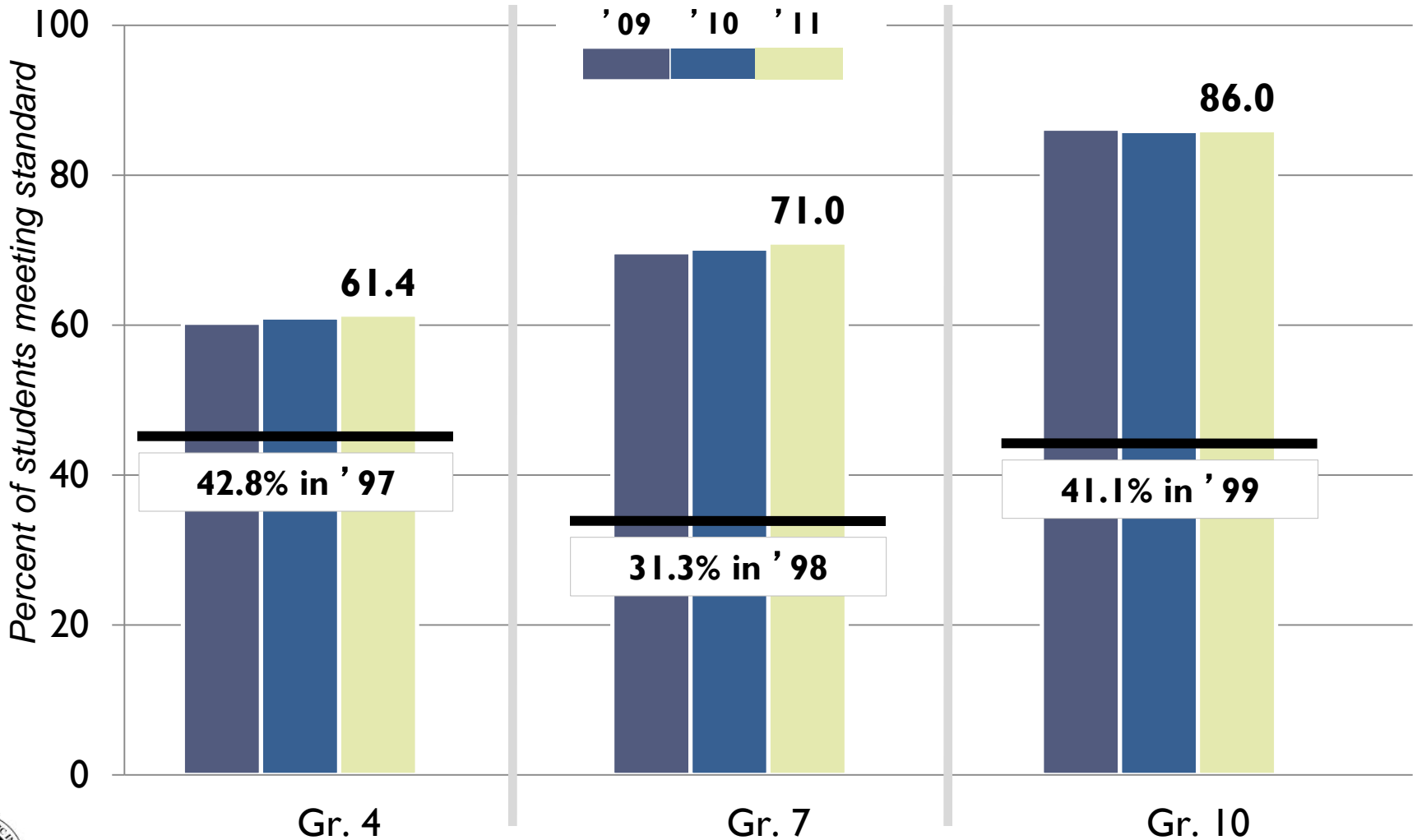
	Reading	Math	Writing	Science
Grade 3	↑ 1.0	-0.3		
Grade 4	0.1	↑ 5.6	0.3	
Grade 5	↓ -2.0	↑ 7.6		↑ 21.6*
Grade 6	↑ 6.0	↑ 6.9		
Grade 7	↓ -7.0	↑ 1.6	0.7	
Grade 8	-0.8	↓ -1.3		↑ 7.0*
Grade 10	↑ 3.4	EOCs	0.0	↑ 4.6

* New science standards tested in grades 5 and 8



Writing MSP/HSPE: Grades 4,7 and 10

Percent of students meeting standard



HSPE Grade 10 Prompt—Writing to Explain

A Favorite Place

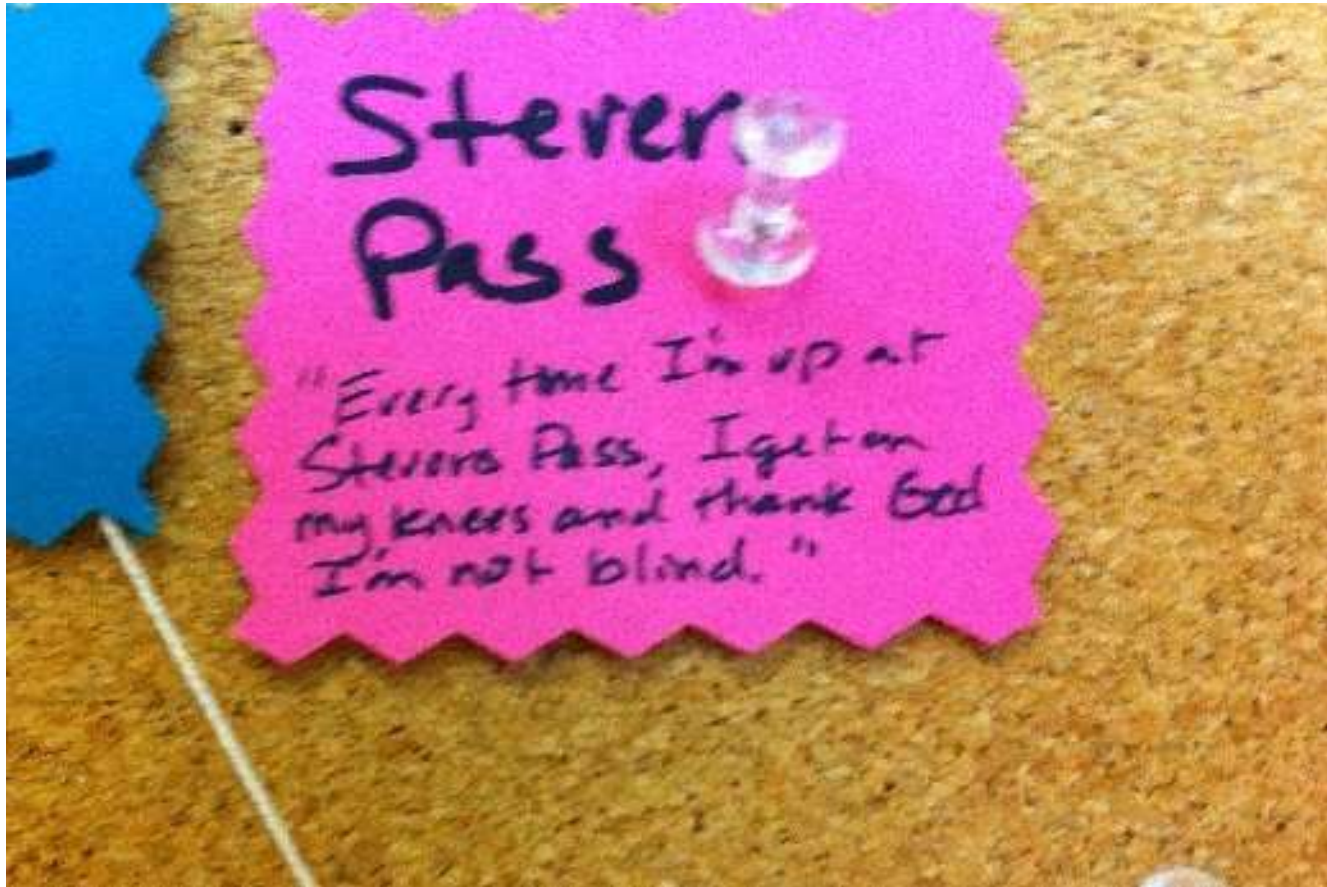
Think about a favorite place. Write a multiple-paragraph essay for your teacher in which you identify a place and explain why it is your favorite place.

- ❑ If you were writing to this prompt, what would be your favorite place?

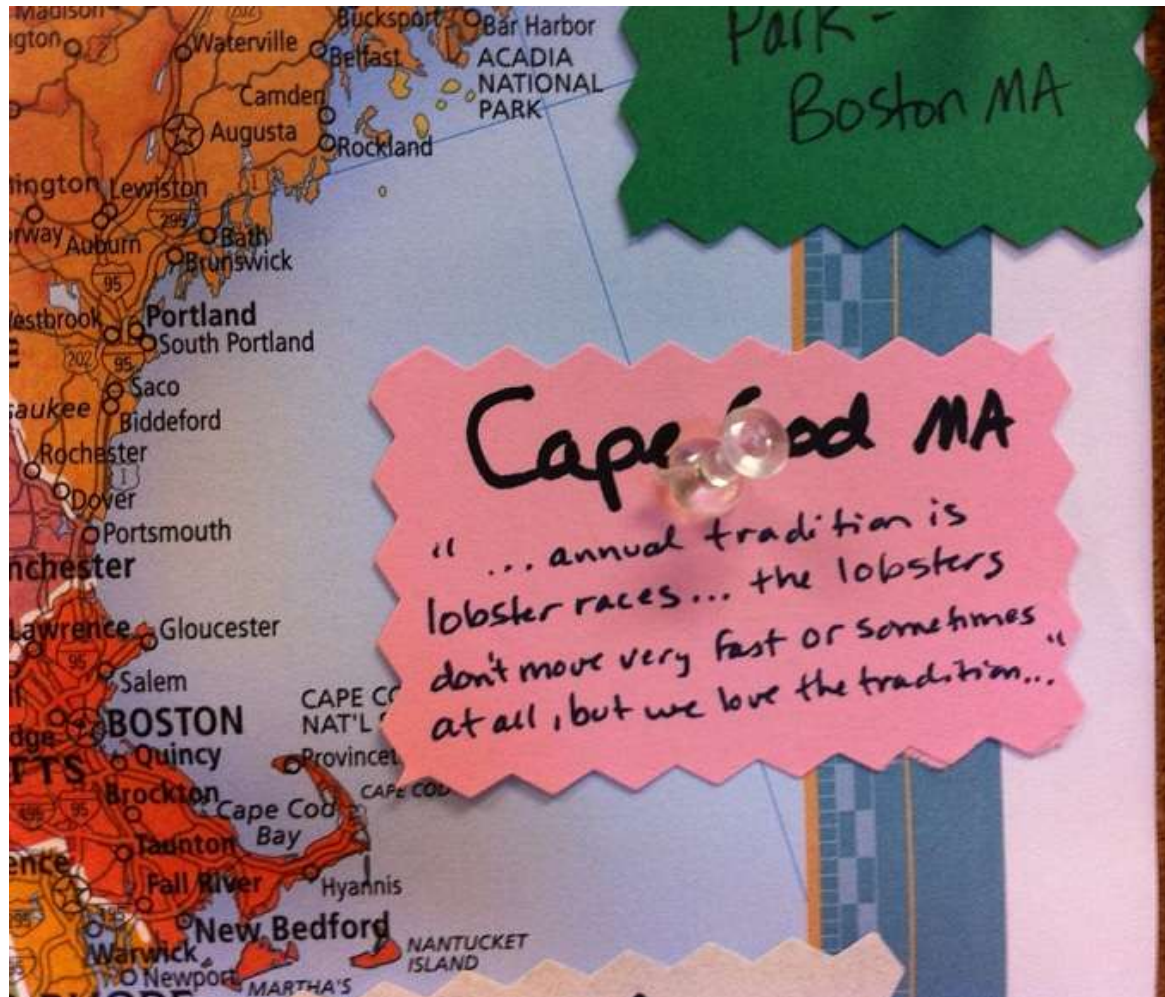
Favorite Places



Favorite Place—Stevens Pass



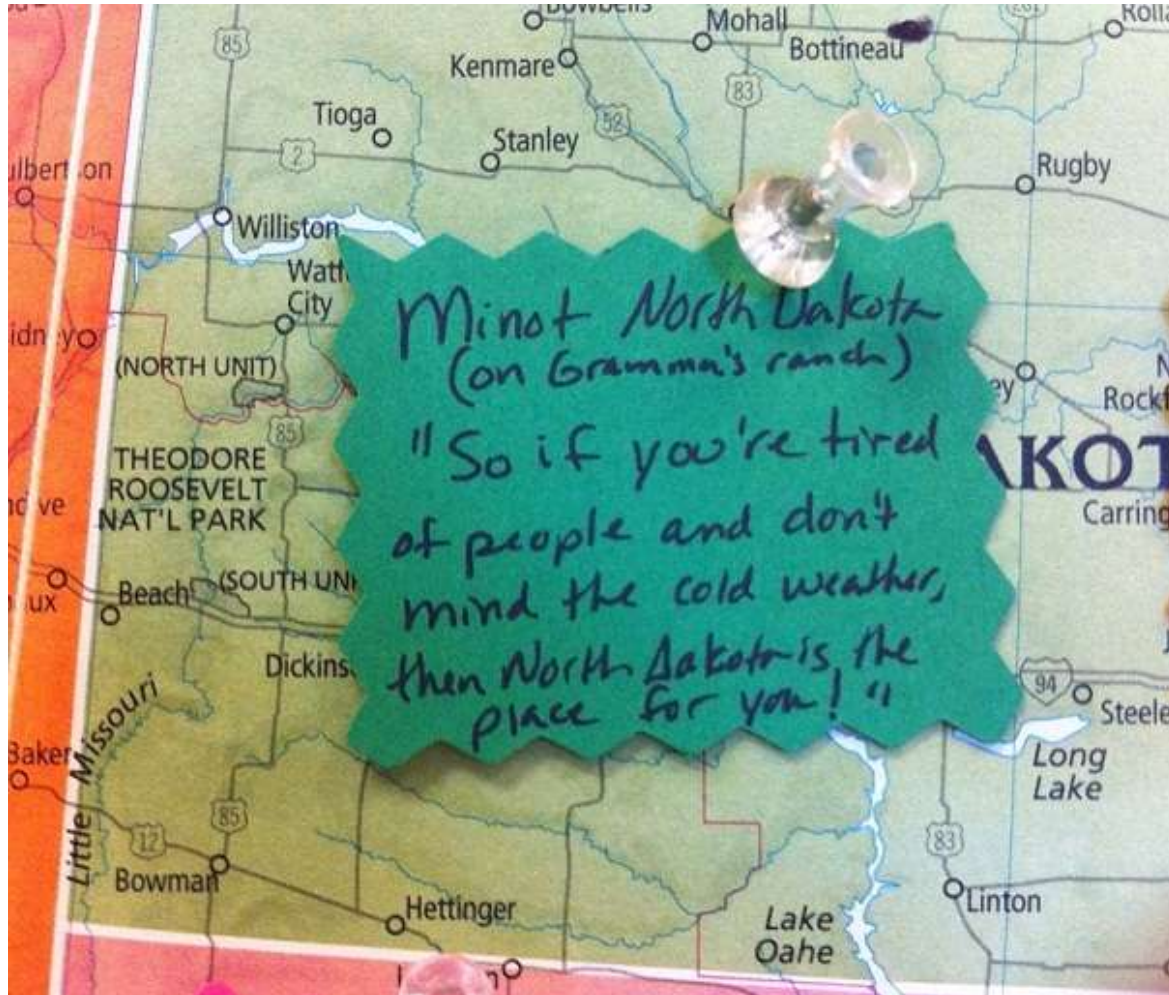
Favorite Place—Cape Cod, MA



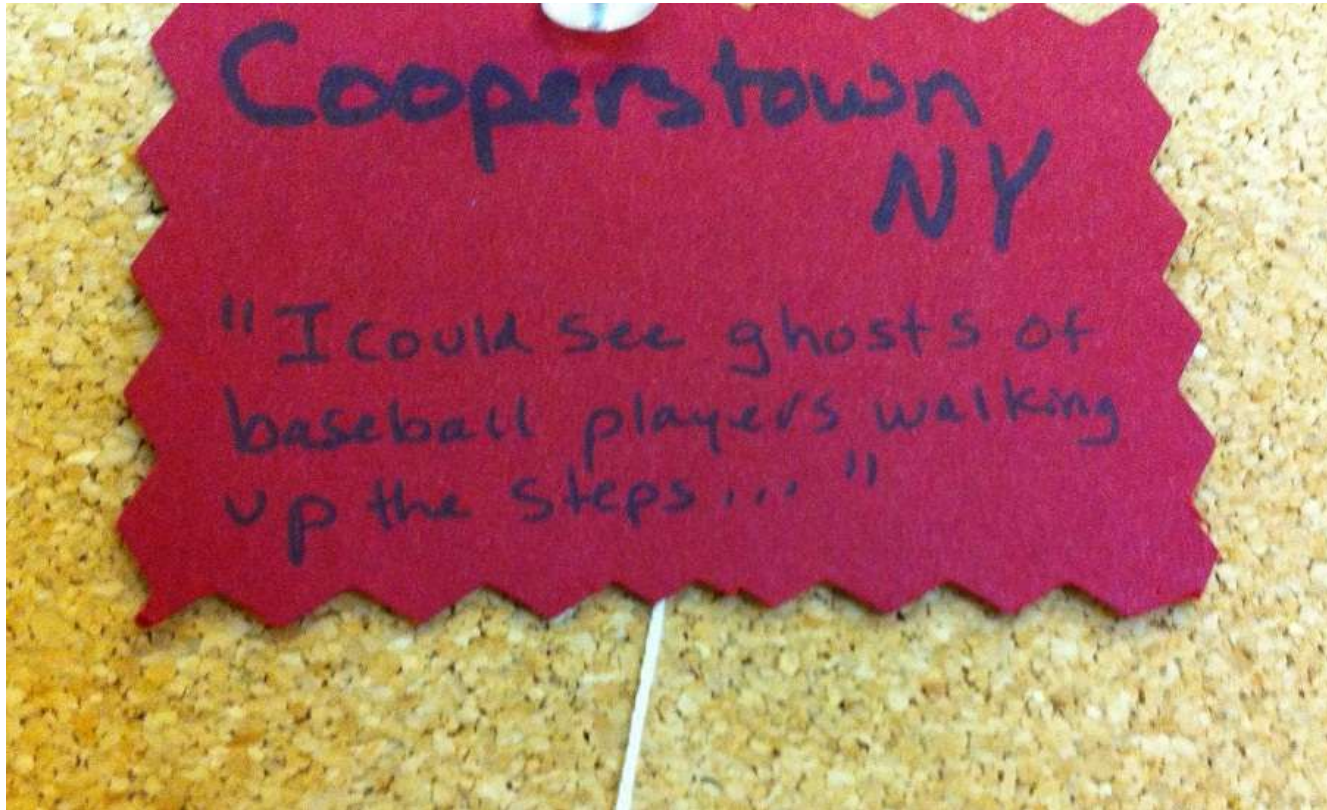
Favorite Place—Disneyland



Favorite Place—Minot, ND



Favorite Place—Cooperstown, NY



Favorite Places—Sparks, NV



Let's Celebrate!

- ❑ *Listen to Their Voices IX*
 - High school, writing to explain, page 14

HSPE Grade 10 Prompt—Writing to Persuade

Electronic Identification Tags

The school board is concerned about security. They are considering requiring all students to wear electronic identification tags (EITs) to monitor where students are at all times while at school. Take a position on this issue. Write a multiple-paragraph letter to the school board persuading them to support your position.

Let's Celebrate!

- ❑ *Listen to Their Voices IX*
 - High school, writing to persuade, page 18

High School Scoring Analysis—Expository

- ❑ Essays in the higher score point ranges (especially the 4s) tended to move away from the typical “fun” places (Disneyland, Florida, Silverwood) and to favorite places for which the writer had a deeper, longer term attachment.
- ❑ “Hardworking” 3s and 4s were also seen, where the writer was well acquainted with the favorite place and its important aspects and was determined to inform the reader as much as possible. This included some well-developed (what became known as) “Chamber of Commerce” or travel brochure type responses.

High School Scoring Analysis—Expository

- ❑ Transitions, when used, tended to be basic (*First... Second... In conclusion.*) This was evident even up through the 3 to low-4 score point range.
- ❑ Listed introductions and conclusions were common until the higher 3- and 4-score point responses. Higher score point essays often included contextual and narrowing introductions and/or better constructed conclusions that echoed the introduction or answered “so what?”

High School Scoring Analysis—Persuasive

- ❑ Most responses incorporated some persuasive techniques. The use of these techniques was more effective in higher score responses.
- ❑ Transitions between paragraphs were generally basic or absent. Some students used more mature transitions, and a few responses tied arguments together, but this was quite rare until the top end of the 3 range and into the 4s. Many better writers that were capable of using stronger transitions, as demonstrated by their use internally, still used basic transitions in moving between arguments.
- ❑ Compromise solutions were frequently used as final arguments in many responses. A few papers organized their responses by building a case for a single compromise solution throughout.

MSP Grade 7 Prompt—Writing to Explain

A New Skill or Talent

Imagine you could wake up tomorrow with a new skill or talent, such as the ability to play basketball, to play an instrument, to speak another language, or to do something else. What new skill or talent would you choose? Write a multiple-paragraph essay for your teacher identifying the skill or talent and explaining why you would choose it.

- ❑ If you were writing to this prompt, what skill or talent would you choose?
- ❑ Brainstorm what you might write about.

New Skill or Talent—Artistic

“Play the harp...The beautiful harmony rings heavenly as you lightly pluck its strings.”

“What skill would I desire? Yodeling of course!...I would really like to annoy my older brother, and yodeling might just be the trick!”



New Skill or Talent—Academic



"...to speak all the languages of the world...I would be like a portable Rosetta Stone."

"...Loud noises occur in your head and 32 pairs of eyes stare right through your soul. Your brain is forgotten in a frozen wasteland...If I could wake up tomorrow with a new skill, it would definitely be public speaking."

New Skill or Talent—Athletic



“If I want to be good at fishing I would have to prove that the smarter creature is on the dry end of the fishing line.”

“I dribbled around one person after the next, faking everyone. I sped up my dribble. I could feel the wind in my face, hear the crowd’s cheers. Is this the winning goal? Will I make it? I kicked the black and white ball as hard as I could.”

Let's Celebrate!

- ❑ *Listen to Their Voices IX*
 - Grade 7, writing to explain, page 6

MSP Grade 7 Prompt—Writing to Persuade

Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Let's Celebrate!

- ❑ *Listen to Their Voices IX*
 - Grade 7, writing to persuade, page 11

Grade 7 Scoring Analysis—Expository

- ❑ A majority of students supported their controlling ideas by elaborating using personal anecdotes or scenario examples, problem-solving and other persuasive techniques, reasons, or narrative/description to demonstrate to the reader the significance of their choices.
- ❑ Formulaic 5- paragraph responses were more likely to earn 3s and 4s when support for their ideas was more layered, sentence-to-sentence, specifically or selectively described, and logically or progressively connected. In lower score points, the support was typically limited to reasons, listed related information, with some minor causal elaboration.

Grade 7 Scoring Analysis—Expository

- The predominant theme at all score point levels was how they could be heroes, or how they could help out with specific problems in society because of the special skill or talent they chose; personal gain from their skill or talent was generally balanced with charitable giving or societal responsibilities. This is a typical example of an altruistic response: *I want to be as famous as Justin Bieber...I want to be famous enough to meet the GLEE cast and be on their show...Most singers get lots of money...I could help charities with that money...Help find a cure for breast cancer...If I become a better singer I can do all these things...I can become a hero.*

Grade 7 Scoring Analysis—Persuasive

- Style and content were often closely related, particularly in responses that relied heavily on anecdotal support. Describing an event in the student’s classroom experience usually resulted in sentence-to-sentence progression as well as a sense of the person behind the words, especially in the higher score points.
- Many students chose to include a problem solving/process approach in their essays. Rather than implementing a blanket solution, many advocated for a compromise where “troublemakers” were placed in the front of the class and the less disruptive or higher academically achieving students were afforded the opportunity to select their seats.

MSP Grade 4 Prompt—Writing to Tell a Story

Invisible Spray

One day at school you find a can labeled “Invisible Spray.” In several paragraphs, write a story telling what happens.

Let's Celebrate!

- ❑ *Listen to Their Voices IX*
 - Grade 4, writing to tell a story, page 1

MSP Grade 4 Prompt—Writing to Explain

Your School Playground

Think about your school playground. In several paragraphs, explain to your teacher what you like or dislike about your playground and why.

Let's Celebrate!

- ❑ *Listen to Their Voices IX*
 - Grade 4, writing to explain, page 4

Grade 4 Scoring Analysis—Narrative

- ❑ Most of the responses were organized chronologically—finding the spray can, plotting a series of escapades, and eventually paying the consequences for their actions. A vast majority of the students felt regret for their actions while being invisible. The reflective quality of the character(s) was apparent in the writing.
- ❑ A number of responses used a drop-in approach, i.e. the story begins in the midst of action or dialogue rather than beginning with the more traditional exposition of setting or scene or introduction of character(s), etc.
- ❑ Many papers, including almost all “4” papers, included dialogue.

2011 Grade 4 Scoring Analysis—Narrative

- There were many big-story papers. Many students attempted, but struggled, to write big stories. Trying to introduce many characters and plotlines and keeping them synchronized proved to be difficult, resulting in lapses or gaps in plot or logic. However, some students with strong writing skills were able to control their stories and come out with a stronger response using “showing” and relevant dialogue.

Grade 4 Scoring Analysis—Expository

- ❑ The expository prompt elicited a variety of approaches, such as a persuasive bent, cause/effect, problem/resolution, and process/procedure.
- ❑ Some students listed 1-2-3 items that he/she liked about the playground and then listed 1-2-3 items that he/she disliked about the playground. This approach often yielded a lower score point, as the responses tended to stay general and lacked elaboration.

Where do we go from here?

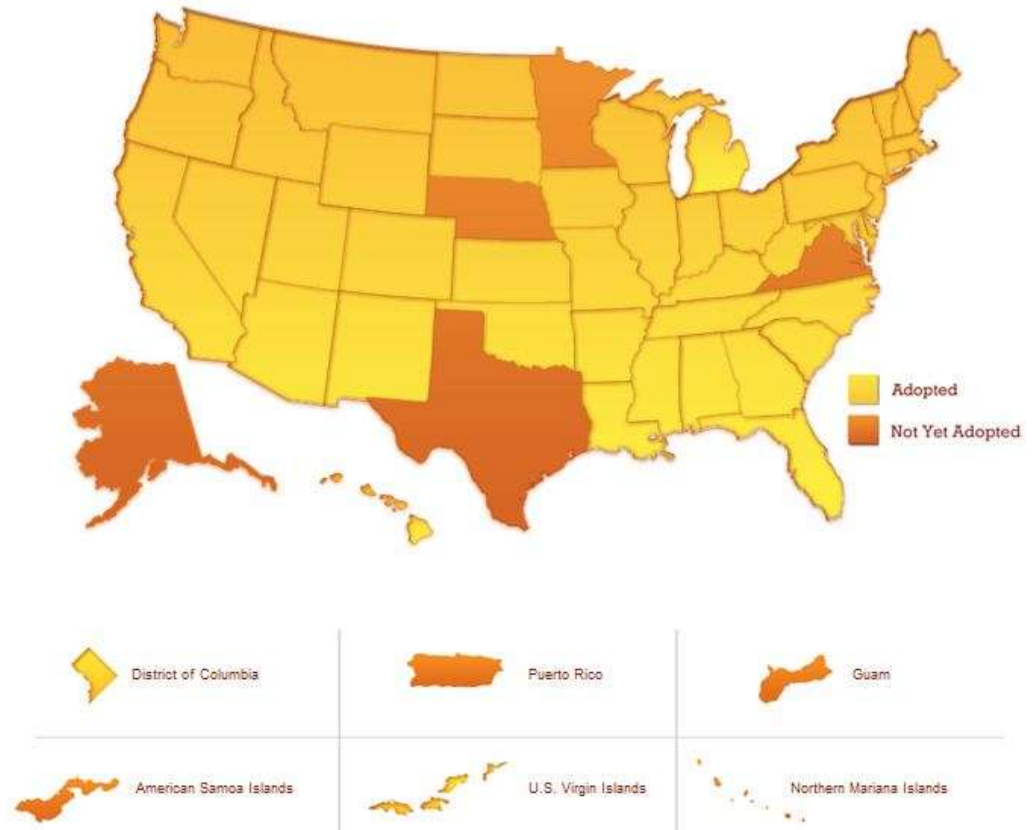
- ❑ Common Core State Standards (CCSS)
- ❑ SMARTER Balanced Assessment Consortium (SBAC)

Common Core State Standards: ENGLISH LANGUAGE ARTS



Common Core State Standards

- ❑ Define the knowledge and skills students need for college and career
- ❑ Developed voluntarily and cooperatively by states; more than 40 states have adopted
- ❑ Provide clear, consistent standards in English language arts/Literacy and mathematics

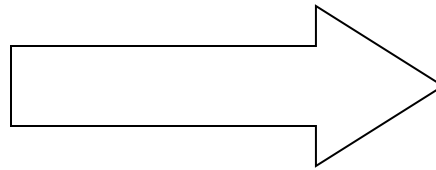


Source: www.corestandards.org

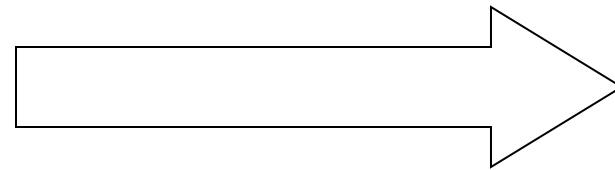
Washington State's Implementation Timeline

2010-11 2011-12 2012-13 2013-14 2014-15

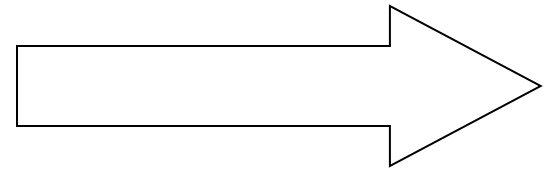
Phase 1: Awareness and Understanding, Alignment, and Adoption



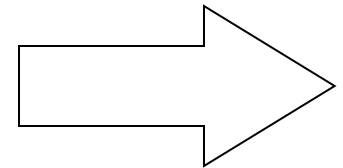
Phase 2: Build Statewide Capacity, Collaboratively Develop and Align Resources and Materials



Phase 3: Classroom Transitions



Phase 4: Statewide Implementation through the Assessment System



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION





Smarter Balanced Assessment Consortium

A Peek at the Assessment System



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

The Purpose of the Consortium

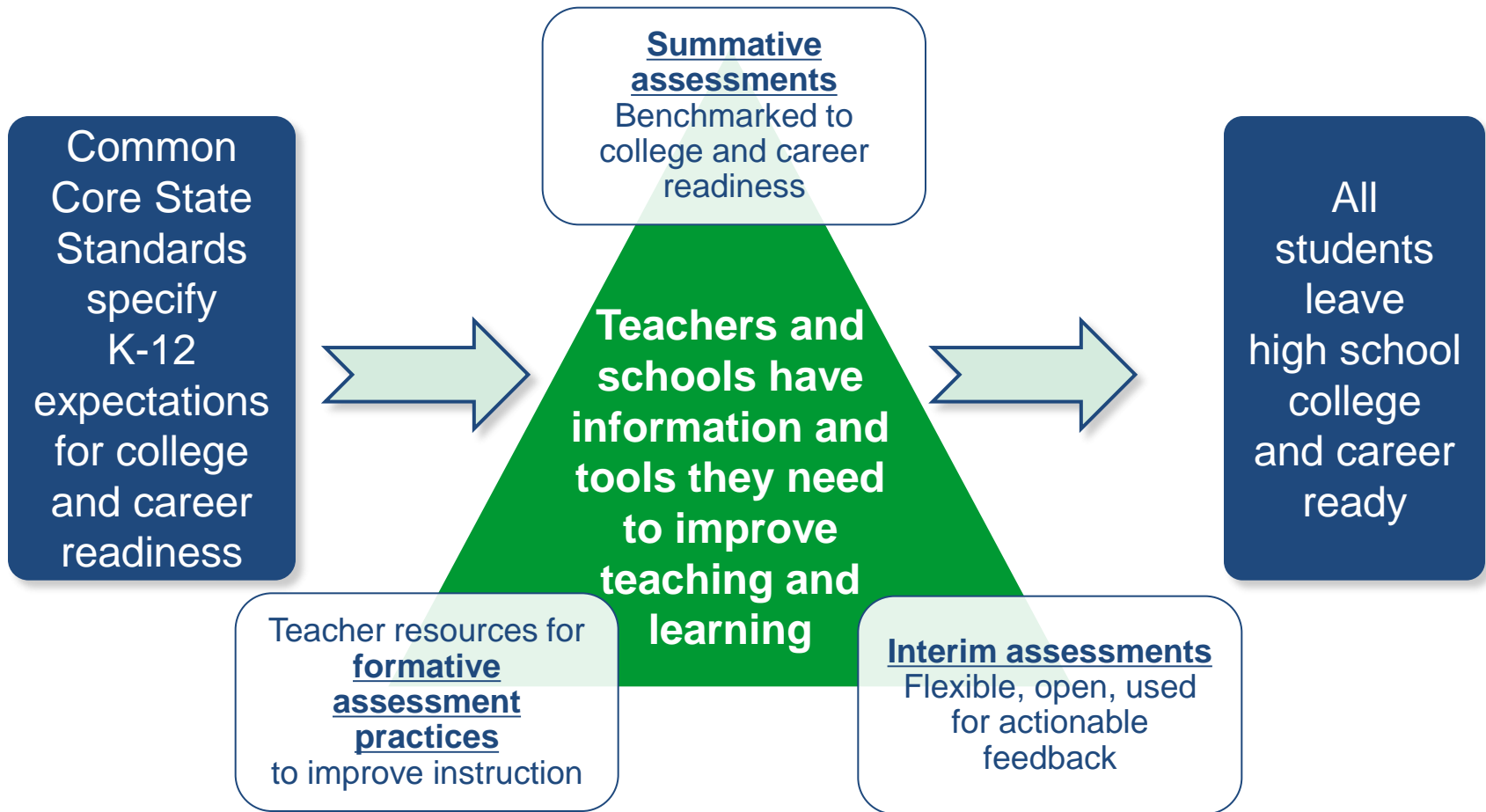
- ❑ To develop a **comprehensive and innovative** assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that...
 - ❑ ...students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching
- [The assessments shall be **operational** across Consortium states in the 2014-15 school year]

A National Consortium of States

- ❑ 28 states representing 48% of K-12 students
- ❑ 21 governing, 7 advisory states
- ❑ Washington state is fiscal agent

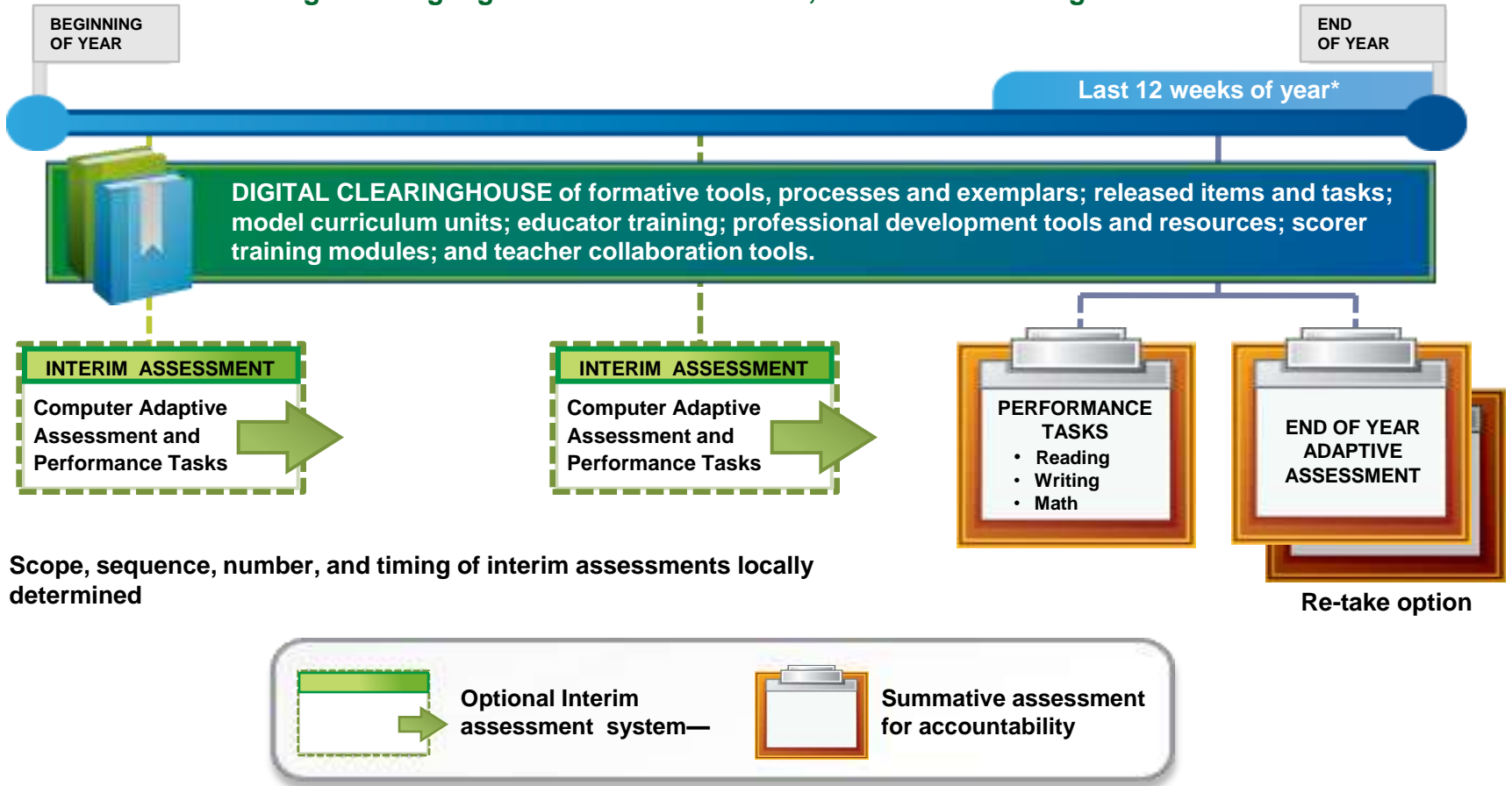


A Balanced Assessment System



System Highlights

English Language Arts and Mathematics, Grades 3–8 and High School



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Source: <http://www.ets.org>



Support for Special Populations

- ❑ Accurate measures of progress for students with disabilities and English Language Learners
- ❑ Accessibility and Accommodations Work Group engaged throughout development
- ❑ Outreach and collaboration with relevant associations

“

**Common-
Core Tests
to Have Built-in
Accommodations”**

- June 8, 2011





State-Led and Committed to
Transparency

State Involvement in Getting the Work Done: Consortium Work Groups

Work group engagement of 90 state-level staff:

Each work group:

- Led by co-chairs from governing states
- 6 or more members from advisory or governing states
- 1 liaison from the Executive Committee
- 1 WestEd partner

Work group responsibilities:

- Define scope and time line for work in its area
- Develop a work plan and resource requirements
- Determine and monitor the allocated budget
- Oversee Consortium work in its area, including identification and direction of vendors





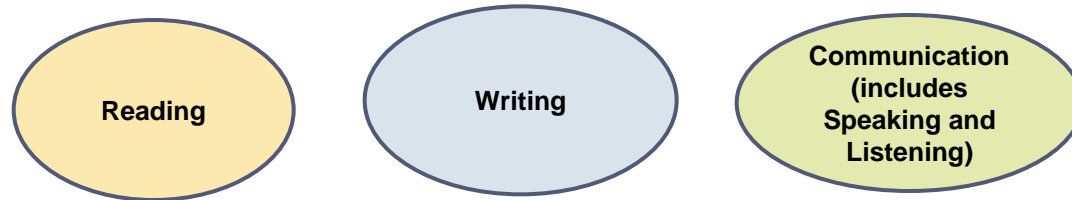
Common Core State Standards in English Language Arts

A glance at the content

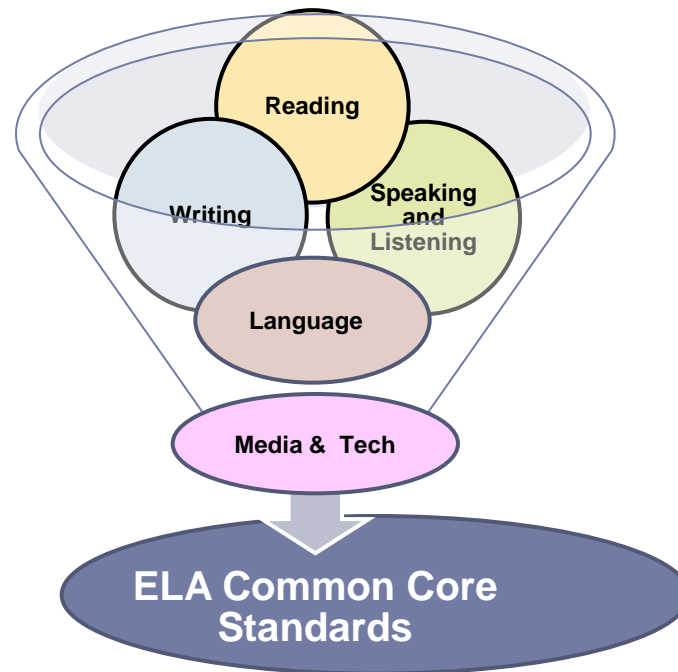


OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Current WA Standards (GLEs) – Grades K-10



Common Core ELA Standards – Grades K-12



The ELA Document Structure

Introduction

□ K-5

- Reading
 - Foundational Skills
- Writing
- Speaking and Listening
- Language

▶ 6-12

- ▶ Reading
- ▶ Writing
- ▶ Speaking and Listening
- ▶ Language
- ▶ Literacy in History/Social Studies, Science, and Technical Subjects

Appendices A, B, C

College and Career Readiness Anchor Standards for ELA

College and Career Readiness (CCR) Standards – Overarching standards for each of four ELA strands that are further defined by grade-specific standards

- **Reading - 10**
- **Writing - 10**
- **Speaking and Listening - 6**
- **Language - 6**

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing Strand

- ❑ Writing Anchor Standards K-5
- ❑ Writing K-5 Standards
- ❑ Writing Anchor Standards 6-12
- ❑ Writing 6-12 Standards

Writing Sub-Headings

□ Writing

- Text types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Language Sub-headings

□ Language

- Conventions of Standard English
- Knowledge of Language (word choice, style)
- Vocabulary Acquisition and Use

Literacy Standards for History/Social Studies, Science, and Technical Subjects

- ❑ Reading Anchor Standards
- ❑ Reading Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

- ❑ Writing Anchor Standards
- ❑ Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

An example of CCSS Integrated Literacy

Writing standard 9 – Grade 4

W.4.9a

W.4.9b

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 **Reading standards to literature** (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 **Reading standards to informational texts** (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

An example of CCSS Integrated Technology

Reading Standard 7– Grade 8

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

speaking OR writing

technology

Appendix A

- ❑ Research and evidence
- ❑ Glossary of key terms
- ❑ Overview of each strand (handout)
- ❑ Text complexity
- ❑ Conventions grade-level chart

Appendix B:

Reading Text Exemplars with Sample Performance Tasks

Table of Contents

K-1 Text Exemplars	14
Stories	14
Minarik, Else Holmelund. <i>Little Bear</i>	14
Eastman, P. D. <i>Are You My Mother?</i>	15
Seuss, Dr. <i>Green Eggs and Ham</i>	15
Lopshire, Robert. <i>Put Me in the Zoo</i>	15
Lobel, Arnold. <i>Frog and Toad Together</i>	15
Lobel, Arnold. <i>Owl at Home</i>	16
DePaola, Tomie. <i>Pancakes for Breakfast</i>	17
Arnold, Tedd. <i>Hi! Fly Guy</i>	17
Poetry	17
Anonymous. "As I Was Going to St. Ives."	17

Appendix C :

Annotated Student Writing Samples

Student Sample: Grade 4, Narrative

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: “One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens.”

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

“Don't you guys have somewhere to be?” I quizzed the cats.

“Meeeeeeooooow!” the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

Appendix C :

Annotated Student Writing Samples

Student Sample: Grade 8, Narrative

This narrative was written to fulfill an assignment in which students were asked to introduce a special person to readers who did not know the person. The students were advised to reveal the personal quality of their relationship with the person presented. The student who wrote this piece borrowed ideas from a fictional piece she had read.

Miss Sadie

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every Swoosh of her big, brown body. Her summer dresses stained from cooking in her sweat-soaked kitchen.

Balance of Writing Text Types

Grade Level	To Persuade (Argumentative)	To Explain (Informative)	To Convey Experience (Narrative)
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

- In grades K-5, the term opinion refers to persuasive writing
- Argumentative is a form of persuasion but brings in evidence from both sides of the issue.
- Narrative strategies are an important component in developing both argumentative and explanatory writing

What instructional shifts do you see?

- Share out

Transition to the Writing Common Core: Some Recommendations

- ❑ Expect students to compose opinions/arguments, informative/explanatory pieces, and narrative texts
- ❑ Focus on the use of reasons and evidence to substantiate an argument or claim
- ❑ Include instruction in narrative writing (grades 4 & 7) and descriptive /narrative strategies to support/develop other types of writing where appropriate
- ❑ Emphasize ability to conduct research – short projects and sustained inquiry

Transition to the Writing Common Core: Some Recommendations

- ❑ Include student writing samples that illustrate the criteria required to meet the standards (See appendix C for writing samples)
- ❑ Focus on teaching conventions – especially in the context of writing
- ❑ Incorporate word choice, sentence combining, and sentence revision into instruction
- ❑ Require students to incorporate technology as they create, refine, and collaborate on writing



Common Core State Standards for Washington Sixth Grade Highlights

The Common Core State Standards for English Language Arts

Overview

These standards describe what students should know and be able to do in order to be college and career ready in the 21st century. Students who master the standards will be fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners. They will effectively comprehend complex informational and literary texts and respond, as warranted by the task, using technology as a source of information and a means of communication.

The standards are divided into four strands: reading, (including literature and informational text and foundational skills), writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by two grade spans for high school.

For grades six through twelve, the standards are covered in two sections, one for English language arts and the other for history/social studies, science, and technical subjects. The intention of these two sections is to promote an interdisciplinary approach to literacy. In K-5, these two sections are integrated into the four strands of the standards.

Specific information on the CCSS can be found at:
<http://www.corestandards.org>

*Individual grade-specific standards can be identified by their strand, grade, and standard number. For example, RL.6.5 stands for Reading Literature Text, grade 6, standard 5.



As Washington State moves to the Common Core State Standards, **sixth grade** students will continue to learn current Washington GLEs while transitioning to the CCSS. This snapshot features some of the shifts; however, it is not intended to be an all-inclusive list of changes to the standards.

Reading

- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)*

Writing

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters. (W.6.3a)
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6)

Speaking and Listening

- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)

Language

- Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. (L.6.5b)

Generated in 2011 by Washington State Educators and OSPI ELA team.

Grade Level One-Pagers created by teachers in Washington State

See the Resource page for
the link to these documents.

Resources for Implementation

- ❑ ELA overview documents (one-pagers) as connected with WA standards:

<http://k12.wa.us/CoreStandards/Transition.aspx#ELAGradeLevel>

- ❑ Publisher's Criteria in ELA and Literacy:

<http://k12.wa.us/CoreStandards/Resources.aspx>

- ❑ Alignments cross-walk documents:

<http://k12.wa.us/CoreStandards/Transition.aspx#Analyses>

- ❑ Parent Resource Guides:

<http://www.pta.org/4446.htm>

CCSS Statewide Webinar Series

- January 10, 10:30 – 11:30: District/Building Leaders
- January 17, 3:30 – 4:30: Mathematics
- **January 19, 3:30 – 4:30: English Language Arts**
- March 7, 10:30 – 11:30: District/Building Leaders
- March 20, 3:30 – 4:30: Mathematics
- **March 21, 3:30 – 4:30: English Language Arts**
- May 23, 10:30 – 11:30: District/Building Leaders
- May 29, 3:30 – 4:30: Mathematics
- **May 31, 3:30 – 4:30: English Language Arts**

<http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx#Webinar>



Thank you.

Nikki Elliott-Schuman:

nikki.elliottschuman@k12.wa.us

OSPI Writing Assessment

<http://www.k12.wa.us/Writing/default.aspx>