

Issaquah Middle School's All-School Write



Corrine DeRosa, Principal
Barbara Galler, Humanities Teacher
Jerry Miller, Teaching and Learning Services
millerj3@issaquah.wednet.edu
Issaquah School District

The All-School Write

- Fall and Spring of each school year
 - All students write to the same prompt during their Language Arts block.
 - All papers are scored against the end-of-middle school expectation by parent volunteers and two teachers.
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All School Write Follow-up

- ❑ Building, grade level, and individual classroom data are analyzed.
 - ❑ Teachers and students get individual and class results back within 2 weeks.
 - ❑ Teachers use data to plan for instruction.
 - ❑ Students use data to set writing goals and work on areas of challenge.
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Our Time Together

- ❑ How it all got started
 - ❑ Step by Step Overview of the process
 - ❑ How classroom teachers and students use the data
 - ❑ Finding and training parent volunteers
 - ❑ Benefits to our school and community
 - ❑ Q&A
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Program History

Why Writing?

- Issaquah Middle School Continuous Improvement Plan
 - Flat writing scores over time
 - Started when WASL had extended response
 - Minimal writing going on school-wide
 - Demographics beginning to change
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An evolving process

- ❑ Decided to emulate the MSP
 - school-wide block of time to write rather than in Humanities classes
 - Credit in Humanities class for rough draft not final score

 - ❑ Began with all teachers scoring papers

 - ❑ Parents and teachers scoring together

 - ❑ Parents with 2 teachers as support
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Requirements for Getting Started

- Committed Principal
 - Willing Teachers
 - Several Passionate Parents
 - Curriculum Support
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Rubric

- ❑ One Rubric for all grades
 - ❑ Shared with students
 - ❑ Some teachers have had students translate it into kid-language
 - ❑ Resist the impetus to constantly change the rubric in response to the current prompt
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Prompt Writing

- Gather possible prompts and distribute to teachers for feedback
 - Add final prompt to Writing Assessment front page (A-)
 - Print and distribute assessments to classroom teachers
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Prompt Writing

- ❑ Clearly identifiable topic, audience and purpose.
 - ❑ MSP format
 - ❑ Broad enough to include all writers
 - ❑ Narrow enough to give every writer a sense of direction.
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Library Set-up

- Volunteer Schedule
 - Numbered Sign-in Sheet
 - Rater# Nametags
 - Post-its
 - Pencils
 - Data Station(s)
 - Labeled Boxes for Paper Flow
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Library Set-up- Paper Flow

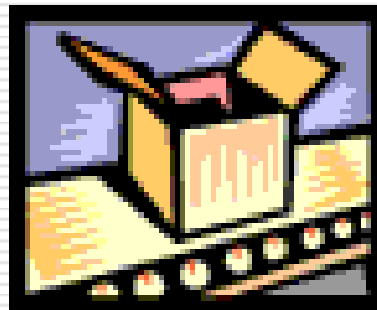


1. Unread

All classes mixed



R-1



2. Read Once

Continually re-mixed. Readers take top 20.



R-2



3. A. Third Reader Needed



3. B. Ready for Data Entry



Training Volunteers to Score

□ **First few years:**

- Packets with exemplars
- Whole group scoring of same paper(s)
- Pairs score, swap, compare and discuss

□ **Working with seasoned scorers:**

- Pairs score, swap, compare and discuss
 - Small group training for new scorers
 - Veterans opt in as they feel they need
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Scoring the Assessments: Reader # 1

- Read the paper and score it on all six traits
- Cover scores with Post-it
- Put finished papers in Second Read Box



Scoring the Assessments: Reader # 2

- Read the paper and score it on all six traits

 - Uncover Rater #1's scores and compare
 - If they are the same, circle one of the scores
 - If they are off by one, circle the higher of the two scores
 - If they are off by two, check the trait that needs to be re-evaluated by a third reader.
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Circling the Scores

Trait	Rater #1	Rater #2	Rater #3
Ideas	2	②	
Organization	③	2	
Voice	③	3	
S. Fluency	1	3	X
Word Choice	2	②	
Conventions	②	1	

Scoring the Assessments: Reader # 3

- ❑ Only reads for the identified area
- ❑ Almost always lands between the two discrepant scores.
- ❑ They are the final voice.



Data Station

- ❑ Computer or computers opened to a shared file.
- ❑ Excel Spreadsheet with the following columns labeled:
 - **Teacher Number**
 - **Period**
 - **Student Number**
 - **Student Initials**
 - **Ideas**
 - **Organization**
 - **Word Choice**
 - **Sentence Fluency**
 - **Voice**
 - **Conventions**
 - **OP/OM**
- ❑ ~~Volunteer (s) to enter data and re-file assessments by teacher and class~~



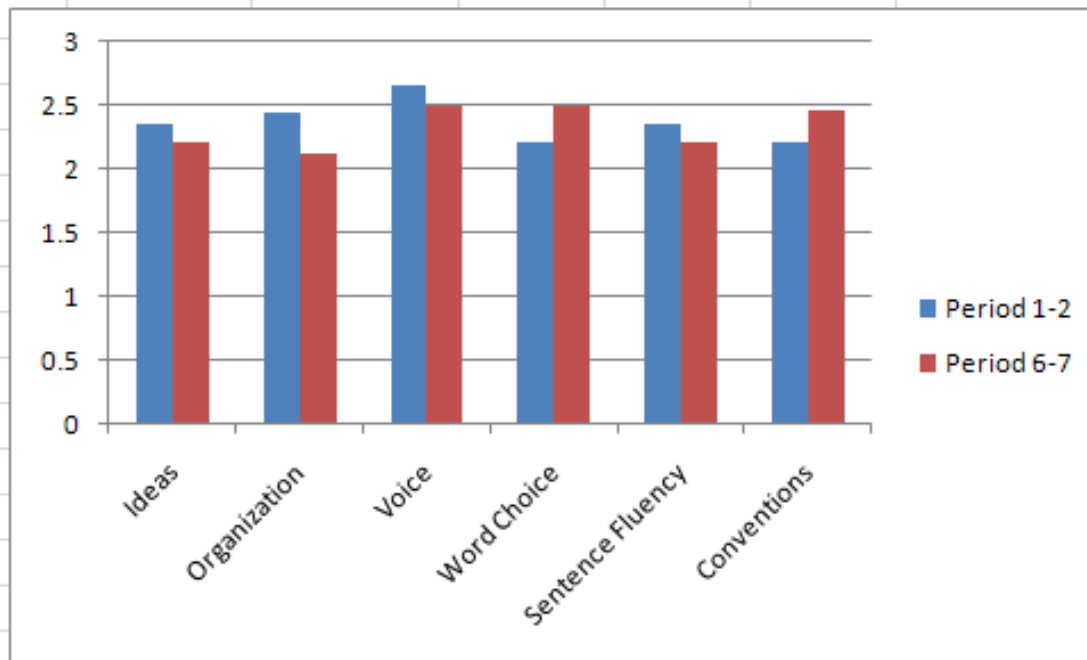
	A	B	C	D	E	F	G	H	I	J	K	L
1	Teacher	Period	Student Number	Student Initials	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	OP	OM
2	C5	1-2	862944	L.W.A.	3	2	3	2	2	2		
3	B2	4-5	862784	J.L.K.	3	3	3	3	3	3		
4	B4	4-5	8833210	E.B.S	3	3	3	4	3	3		
5	B1	4	860140	A.R.S.	3	3	3	3	3	3		
6	B2	6-7	880010	M.M.C	3	4	3	3	3	3		
7	A3	5	865741	J.D.D.	2	3	3	3	3	3		
8	C1	1-2	883319	A.G.	3	3	3	3	3	3	X	
9	A3	5	862329	J.G.D.	2	2	3	3	2	2		
10	C1	1-2	882927	A.K.F.	3	3	3	3	2	3		
11	C1	1-2	877970	R.I.W.	2	2	3	2	2	1		
12	C1	1-2	863926	Z.D.M.	3	3	4	3	3	3		
13	C3	1-2	864079	M.F.M.	2	2	3	3	2	3		
14	A4	4	873401	S.R.T.	4	3	4	3	3	3		
15	C1	6-7	874255	L.T.S.	2	3	2	3	3	3		
16	C3	1-2	865735	J.M.L.M.	2	2	2	3	2	2		
17	C6	6-7	864642	T.M.S.	3	3	3	3	3	3		
18	C4	1-2	883334	M.N.S.	4	3	4	3	3	3		

Individual Student Data by class

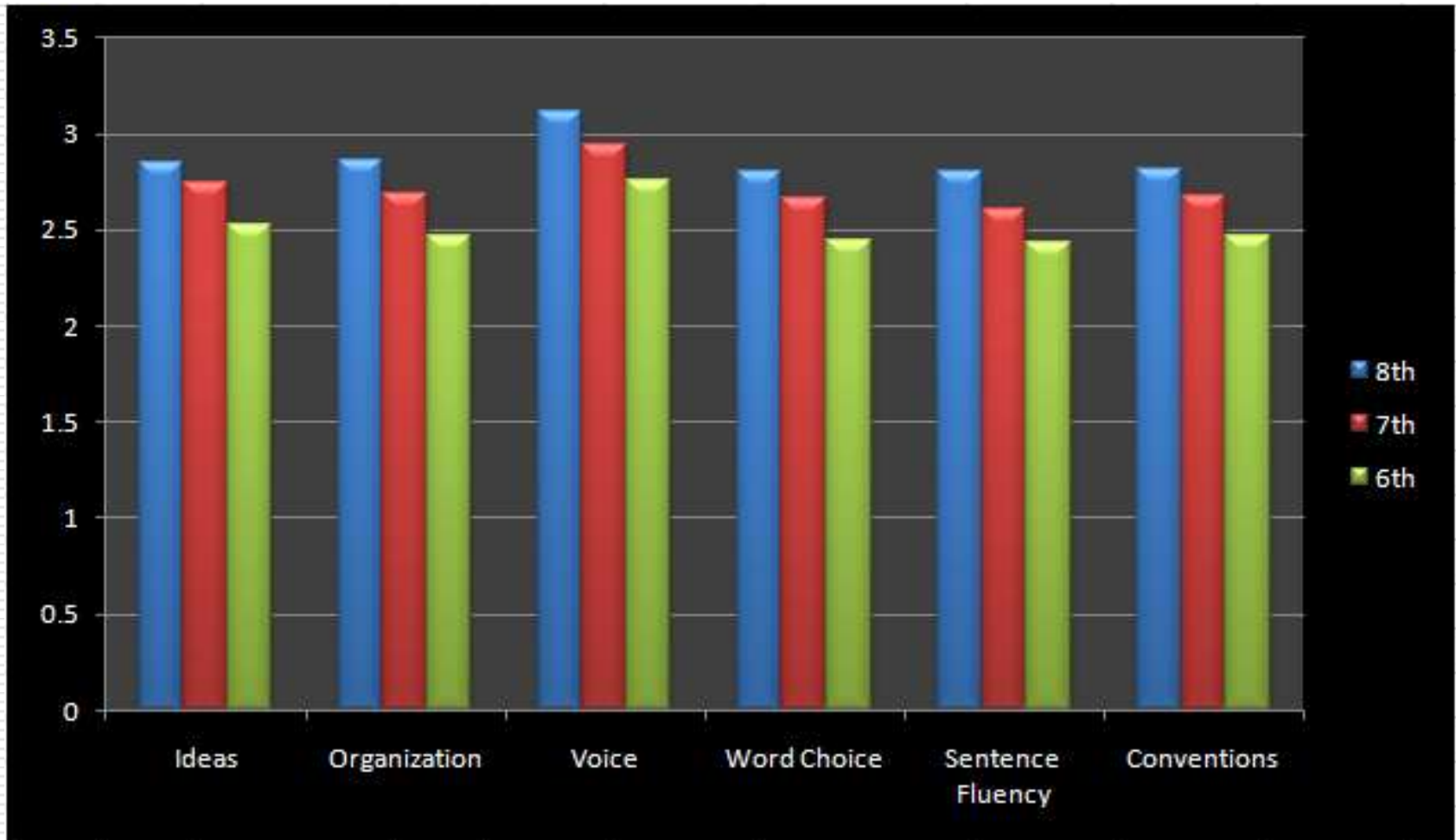
Teacher	Period	Student Number	Student Initials	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	OP	OM
C6	1-2	863839	J.L.G.	3	3	4	3	3	3		
C6	1-2	863990	SSO	3	3	3	2	3	3		
C6	1-2	882936	CLH	2	2	3	2	2	2		
C6	1-2	864018	MWS	3	3	3	2	1	1		
C6	1-2	863246	CBO	2	3	2	3	3	3		
C6	1-2	863191	VET	2	2	2	1	2	1		
C6	1-2	883478	JME	1	2	3	3	3	1		
C6	1-2	869167	TJB	2	3	3	2	3	2		
C6	1-2	863829	BJL	3	3	3	3	2	3		
C6	1-2	863506	ACJ	3	3	2	3	3	2		
C6	1-2	883326	CHD	3	2	2	2	2	2		
C6	1-2	863927	AJM	2	2	3	2	3	2		
C6	1-2	167641	AWB	2	2	3	3	3	2		
C6	1-2	868764	TSG	1	1	3	2	2	3		x
C6	1-2	864061	CFG	2	3	2	2	2	3		
C6	1-2	877037	BMC	3	3	3	2	2	3		
C6	1-2	871355	ADS	3	3	2	2	2	2		
C6	1-2	867819	JDW	2	2	2	2	3	2		
C6	1-2	864084	JMB	3	2	3	2	2	3		
C6	1-2	864103	MJS	1	1	2	2	1	1		x
C6	1-2	867621	SAD	3	3	3	2	2	2		
C6	1-2	883327	RBS	2	2	2	2	2	2		
C6	1-2	880489	CMW	3	3	3	2	3	3		
				2.34782609	2.434782609	2.652174	2.217391	2.347826	2.217391304		

Class by Class Data for each teacher:

	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Period 1-2	2.34782609	2.434782609	2.652174	2.217391	2.347826	2.217391304
Period 6-7	2.208333333	2.125	2.5	2.5	2.208333	2.458333333



Grade Level Comparison



Recruiting Volunteers

- ❑ Fall- Curriculum Night
 - ❑ Principal Announcement
 - ❑ Humanities Teachers repeat

 - ❑ Humanities Teachers' websites

 - ❑ E-News Announcements

 - ❑ PTA meetings
 - ❑ Principal
 - ❑ Scoring Sampler with District Personnel
-

Convenience is Key!

- ❑ Multiple scoring opportunities during the day
 - ❑ Low-stress training
 - ❑ Teacher support
 - ❑ Welcoming atmosphere
 - ❑ Write prompts with your audience in mind!
-

All School Write

Good for our School

Good for our community

Good for our teachers

Good for our students



Benefits to Our School and Community

- ❑ **Common language**
 - ❑ **Connection with our parents**
 - ❑ **More writing**
 - ❑ **Formative data**
-

Family Ties

- “My granny was such a wonderful cook. She taught me many things, for example, lighting things on fire.”
-

Family Ties

- “My mom didn’t inherit the cooking skills; anything she touches is done for.”
-

Family Ties

- “Learning how to deal with your sister is one thing, but on an airplane...well, lets just say it’s no cake walk.”
-

Family Ties

- “Just respect people and your parents, particularly, because they take you to the mall...”
-

Family Ties

- “Then I got on my bike and rode. I got about 3 yards and crashed because I hit a rock. My parents then backed me up a bit. Then I got on my bike and rode. I hit a curb.. I hit a lawn...I hit a blackberry bush, my parents then taught me to turn.”
-

Family Ties

□ “You see, you wouldn’t really call me a pleasant child.”

Family Ties

- “Lastly, not only did my grandma teach me to knit, she helped me believe in myself, which will be very important in getting where I want to go – Mars.”

What I Learned

- “You don’t want to be 16 and go on a date and ask your date to tie your shoes for you.”
-

What I learned. . .

- “This sport is very important to me because it gives me time to do what I do best, get somebody muddy.”
-

What I learned

- “Without fear, roller coasters are just roads of metal, sky diving is just windy, and Steven King would be out of a job.”
-

What I learned

- “I learned ignorance isn’t bliss, ignorance is blisters!”
-

What I learned

- “From the first time I picked up a basketball, I was in love.”
-

What I learned

- “When I was 7 years old I had an experience with gravity in which I learned that umbrellas can’t compensate for it.”
-

What I learned

- “Baseball...important? I think so!”
-

Life Lessons

- “Caution: do mouth-to-mouth resuscitation only when a person isn’t breathing.”
-

Life Lessons

- "...life can hurt if your brain decides to throw a bad mannered thought out of your mouth."
-

Life Lessons

- “It is wrong and cruel to say button sewing isn’t important.”
-

Life Lessons

- “When you move as one with your horse, don’t be a bump on a log.”
-

Life Lessons

- “Friendship is like a fragile china cup. If you drop it, it shatters, and hurts someone in the process. Even if you pick up all the pieces, it cannot be repaired to its original state. I learned not to drop the cup.”
-

Life Lessons

- “Putting keys in an electrical outlet kills a significant amount of brain cells.”
-

Life Lessons

- “Friends are people you can be yourself around, no matter how odd yourself is.”
-

Life Lessons

- “It’s really hard to start a social life when you’re always out of town.”
-

Life Lessons

- “Money, money everywhere, but not a cent for me.”
-

Gender Differences

- “Every little girl has a dream, a wish, and almost every girl wishes for the same thing, besides being a princess. They wish to fly.”
-

Gender Differences

- “Life lesson from football: concentrate on what’s important ... if I’m supposed to catch the ball & I’m watching a cheerleader ... I probably won’t catch the ball.”
-

Gender Differences

- “I think having an adrenaline rush is essential in a guy’s life.”
-

□ “And now, the great unknown has become the great known, for you now know all of what us kids do when we are not at school.”

What I Learned

P.S. If you are reading this and do know of a school that teaches fishing, please write it down on this paper please."
