

Developing a Schoolwide Approach to CCSS Writing with the 6+1 Trait[®] Model

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ny

Turn...gulp gulp...
this... gulp gulp...
off..I..gulp gulp....
can't breath...gulp gulp

NO!



5 KEY AREAS

Technical and Adaptive Leadership



Educator Effectiveness

THE 753 EXPERIENCES YOU SIMPLY MUST HAVE BEFORE YOU

Teaching and Learning

District and School Structure and Culture

Family and Community

USED LEADERS

CULTURE

FORGET... 66

6 SECRETS FOR LEADING SUCCESSFUL CHANGE

SERIOUSLY

FOCUS

SITUATIONAL AWARENESS

DISCIPLINE

INTELLECTUAL STIMULATION

14

STRATEGIES TO TURN AROUND

8 THINGS PRINCIPALS DO DIFFERENT

OUTREACH

STEPS TO IMPROVE STUDENT

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Three Steps to Success

What do you think they are?

1. Develop a common understanding of high-quality writing
2. Provide clear expectations for assessment and instruction
3. Build capacity for systematic instructional change

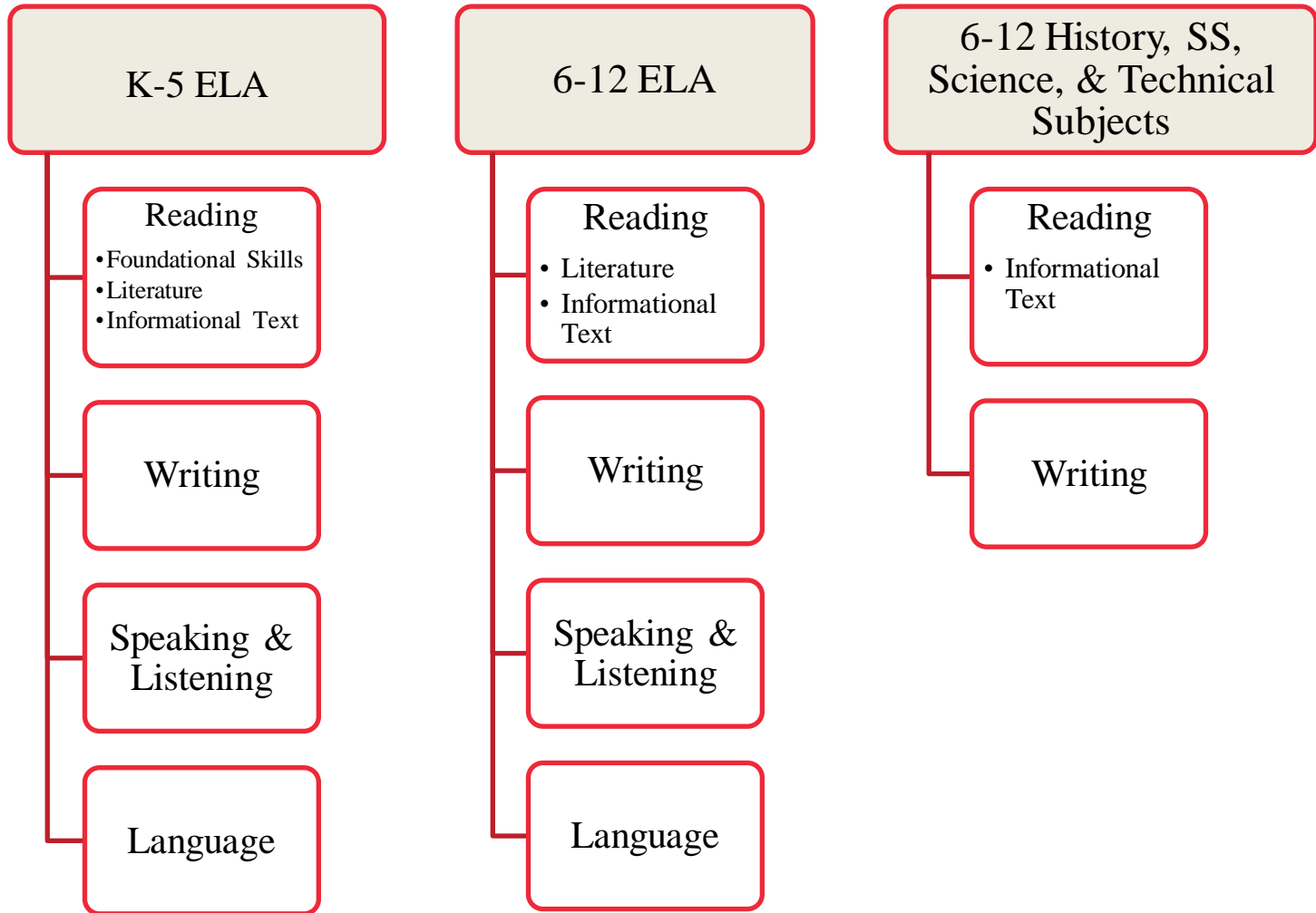
But There Is Still No Recipe



Step 1: Develop a Common Understanding of High-Quality Writing

- Provide training on CCSS expectations
- Provide training on using a well-designed rubric:
 - understand the language
 - identify anchor papers
 - practice scoring/calibrate

CCSS English Language Arts (ELA) and Literacy Strands



Percentage of Writing by Text Type Expected for CCSS

- Elementary
 - 30% Argument, 35% Informative/Explanatory
35% Narrative
- Middle School
 - 35% Argument, 35% Informative/Explanatory,
30% Narrative
- High School
 - 40% Argument, 40% Informative/Explanatory,
20% Narrative

K-12 College and Career Readiness Anchor Standards for Writing: Text Types & Purposes

- Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
- Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences

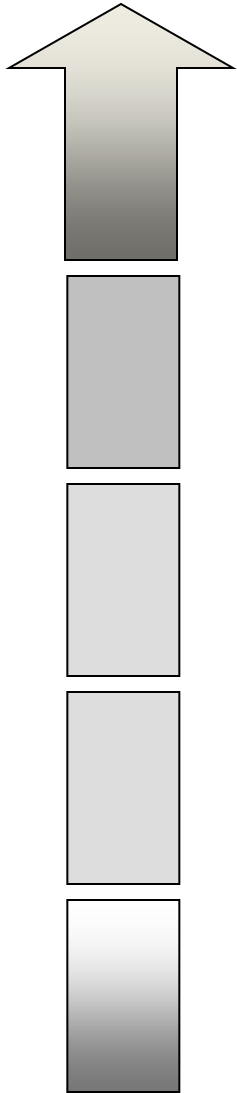
Holistic Scoring



Discuss Strengths & Weaknesses



Analytic Scoring



6 EXEMPLARY

5 STRONG

4 EFFECTIVE

3 DEVELOPING

2 EMERGING

1 NOT YET


Now use a scale of 1 to 6 for each component of high-quality writing:

- Ideas
- Organization
- Conventions
- Word Choice
- Voice
- Sentence Fluency
- Presentation

Analytic Scoring

- Helps with identifying strengths and weaknesses
- Provides common vocabulary for talking with students
- Provides a solid foundation for revision and editing

Ideas

| Traits Rubric for Ideas: Grades 3-12 | | | | | | | |
|--|---|---|--|--|---|---|--|
| Key question: Does the writer engage the reader with fresh information or perspective on a focused topic? | | | | | |  | |
| Not proficient | | | Proficient | | | | |
| 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional | | |
| | Does not reflect a main idea or purpose; includes content that is off topic | Has a main idea that begins to emerge, but author's direction is unclear | States or implies a main idea, but is unclear, unfocused, inaccurate, and/or underdeveloped | Has organization that moves the reader through the text logically without confusion | Produces a clear, focused, accurate, and complex main idea with convincing development and/or support | Conveys a clear, focused, accurate, and significant main idea and includes unique, substantial insights that are fully developed and supported | |
| A. Main idea | Does not convey a main idea or topic | Focuses on a general topic but does not suggest a main idea | Suggests a main idea, but the direction of the piece is still unclear | Has a clear, focused main idea | Conveys a clear, focused, and substantive main idea | Conveys a clear, focused, substantive, and original main idea that drives the piece | |
| B. Details and support | Does not develop or support a main idea | Attempts to develop or support the main idea with limited, repetitious, faulty, and/or unclear information and/or details | Provides incidental support of the main idea with information that lacks specificity and relevance and may be inaccurate; may include some generic details In A/O writing at grade 7+, includes one or more counterclaims that are acknowledged but not addressed | Develops the main idea with generally accurate and relevant supportive information and/or details In A/O writing at grade 7+, addresses one or more counterclaims | Develops the main idea with specific, relevant, accurate information and/or some vivid details In A/O writing at grade 7+, addresses and thoroughly examines counterclaims | Develops the main idea with convincing, supportive information and/or concrete details that go beyond the obvious In A/O writing at grade 7+, thoroughly examines counterclaims and addresses them in original ways that enrich the author's claim | |
| C. Reasoning/ thinking | Does not show author's thinking in developing or connecting ideas | Generalizes about the topic without providing logical connections among ideas, or uses connections that are faulty | Begins to develop supporting ideas, some of which lack clarity or obvious logical connection | Presents useful information that helps the reader understand the author's reasoning, logic, or perspective | Presents useful, fresh information or perspective with logical reasoning that clarifies complex ideas | Conveys fresh, useful information using higher order thinking skills and convincing reasoning to provide unique insights into complex ideas | |

Informing Writing

The Benefits of Formative Assessment

A Report from Carnegie Corporation of New York

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The Recommendations

1. USE FORMATIVE WRITING ASSESSMENT TO ENHANCE STUDENTS' WRITING
2. APPLY BEST PRACTICES FOR ASSESSING WRITING IN THE CLASSROOM

<http://carnegie.org/fileadmin/Media/Publications/InformingWriting.pdf>

Using Rubrics for Instruction

- Teachers have common understanding of traits/domains and indicators
- Teachers recognize various performance levels
- Students have common understanding of traits/domains and indicators
- Students know writing strengths and weaknesses based on traits/domains and indicators
- Teachers provide instruction and feedback to help students become proficient across traits/domains

Step 2: Provide Clear Expectations for Assessment and Instruction

- Detail expectations for and support regular assessment of student writing
- Require teachers to explain how they are using assessment results to refine instruction

Resources

Oregon Department of Education's CCSS Toolkit

www.ode.state.or.us/search/page/?id=3430

Teachers' College Reading and Writing Project

readingandwritingproject.com/resources.html

Student Achievement Partners' Achieve the Core

achievethecore.org

Use of Protocols to Implement, Monitor, and Adjust



Looking at Student Work

- Review assignment and learning goal
- Discuss student understandings/skills, misconceptions/gaps, and feedback
- Synthesize across students, classrooms, etc.
- Reflect on implications for instruction

Schoolwide Implementation Agreements

1. Teach students about the traits, focusing first on Ideas and Organization
2. Provide more frequent writing time (ideally every day)
3. Take one piece per quarter through revision and editing
4. Regularly use 1 of the 3 schoolwide strategies
5. Collect, score, and discuss writing samples

Schoolwide Strategies

- Modeling
- Focused revision
- Three types of conferencing
- [Read-alouds, collaborative writing, and walking students through revision]

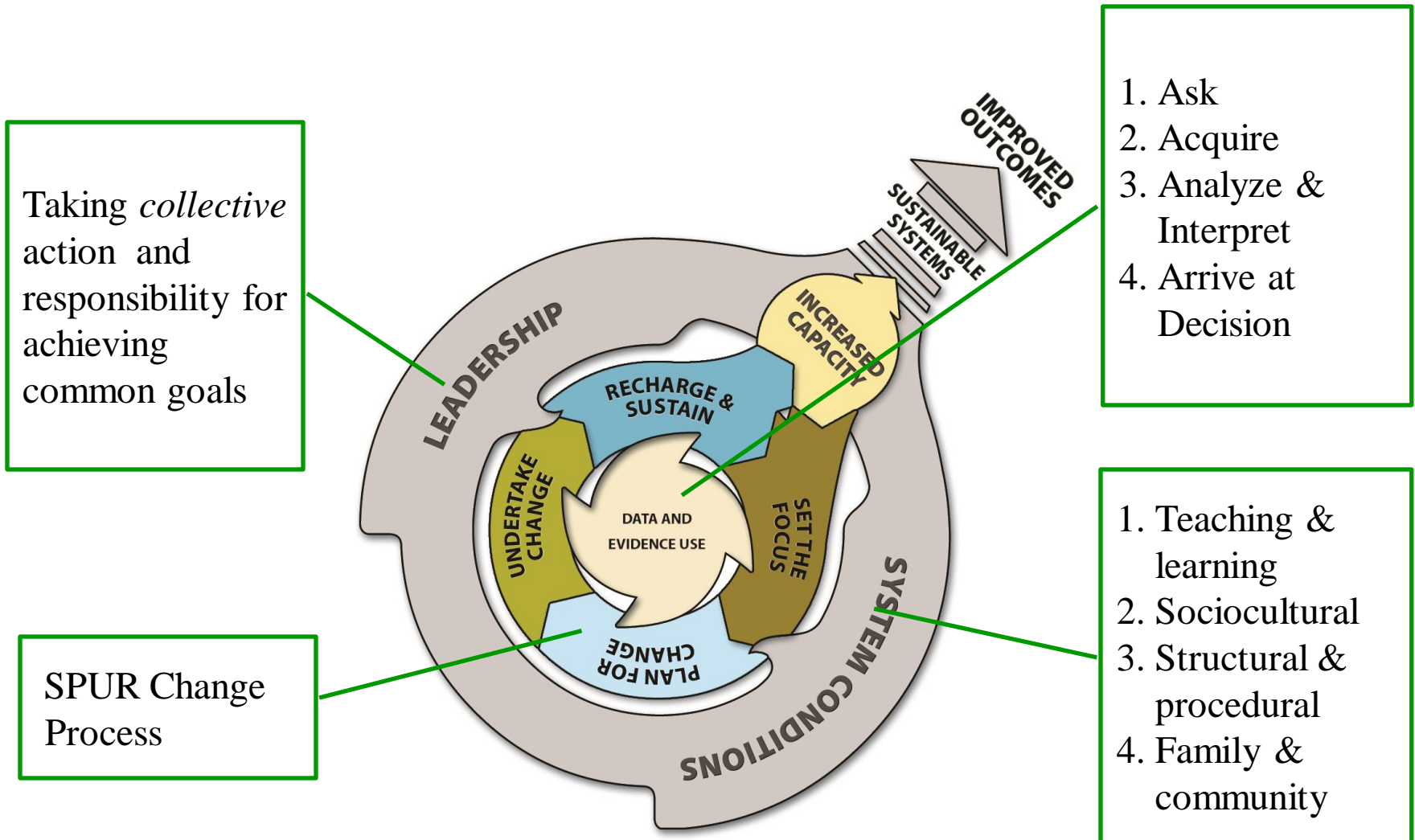
“Four R’s” Process

- Reflect on teaching
- Review data
- Refine plans
- Record

Step 3: Build Capacity for Systematic Instructional Change

- Use an explicit, shared, and structured change process
- Use data and evidence systematically
- Attend to shared leadership and other system conditions
 - Provide tools and training for leadership team
 - Ensure teachers have collaborative time

Change Framework



4A's Data & Evidence Use Process

- Step 1: Ask Questions
- Step 2: Acquire Data and Evidence
- Step 3: Analyze and Interpret Data
- Step 4: Arrive at a Decision

This process can be applied to any situation. We use it in each stage of our change process.



Model of Instruction & Assessment

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
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Attend To System Conditions

- Shared Leadership
- Teaching and learning
- Sociocultural
- Structural and procedural
- Family and community



Questions?

Thank you

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