



How to Use Your Data to Inform Literacy Instruction

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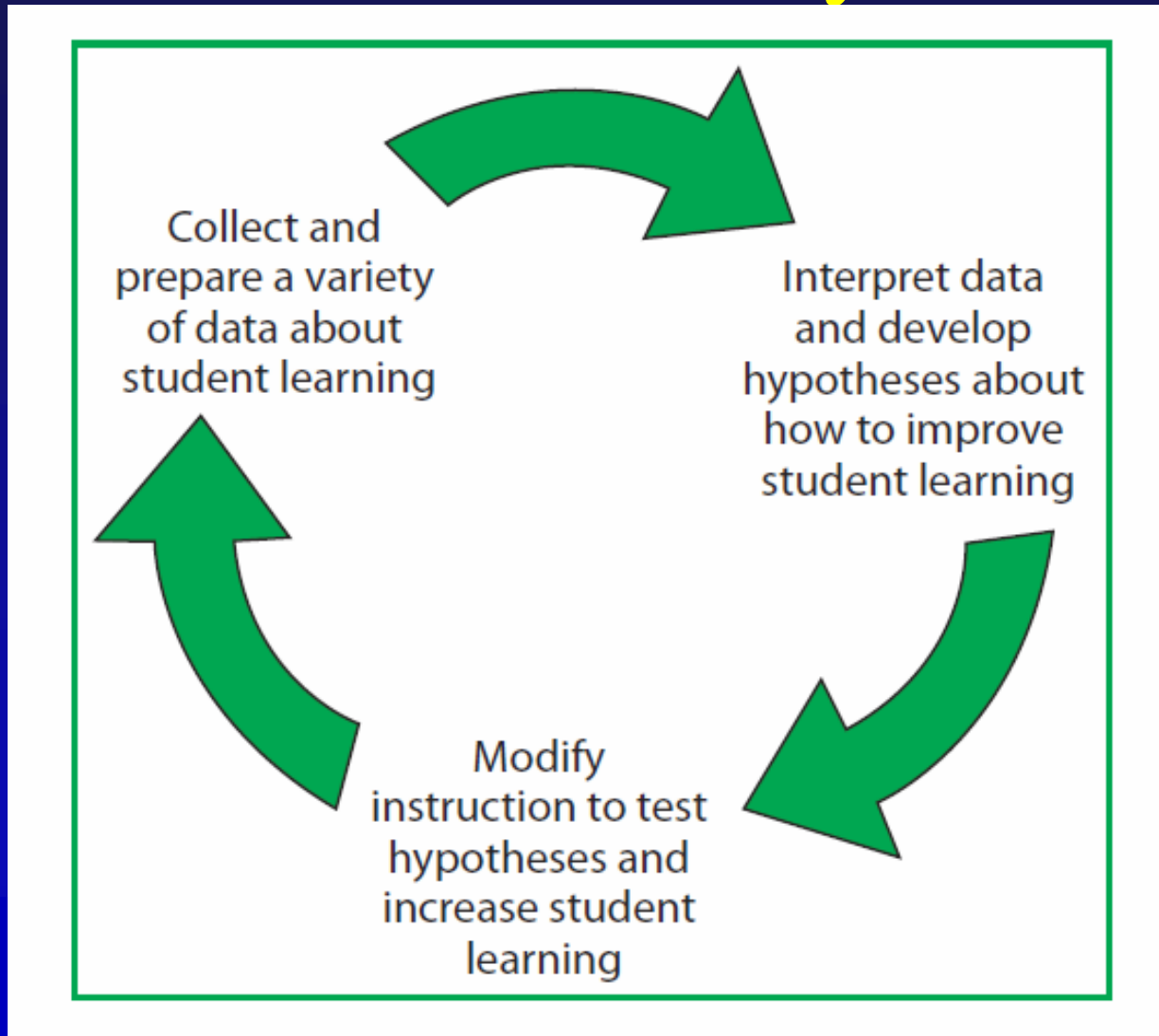
Purpose of Assessment

What question is to be answered?

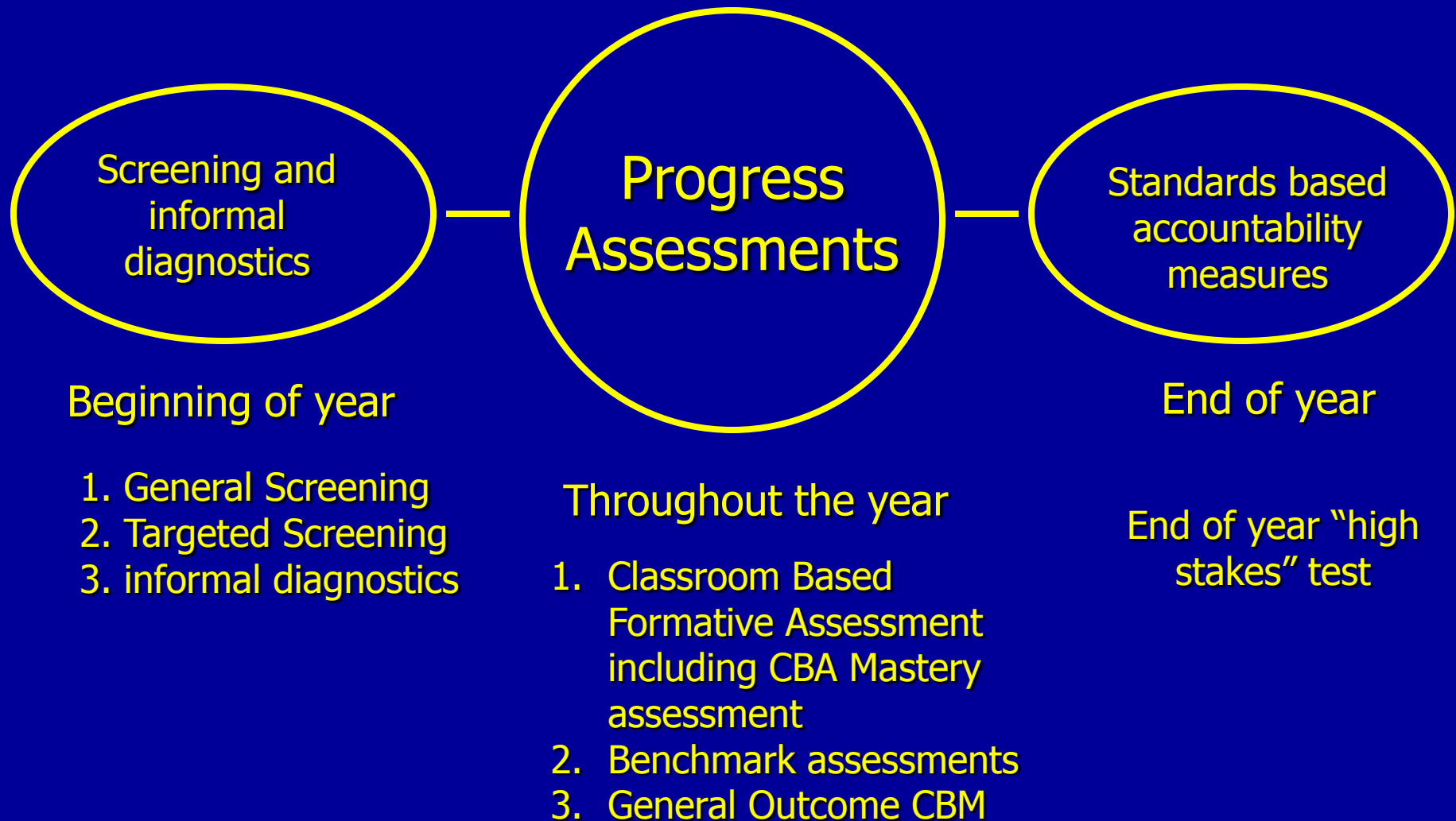
Who will use the information?

What are the actions to be taken?

Data Use Cycle



(IES Practice Guide, 2009, p. 10); also see Boudett & Steele (2007).



Formal and informal diagnostic measures can really be given anytime during the year, whenever the need arises

What's the Correct Answer?

- An assessment is _____to the extent that information from the assessment is fed back within the system and actually used to improve the performance of the system in some way. [from Black & Wiliam, 2007]
- A. interim
- B. formative
- C. summative

Benchmark, or interim, assessments

Typically standards-based assessments that mimic the year-end accountability assessment

Currently very popular with district and school leaders

Used for identifying students “at risk” for performance below standards on year-end summative measure

Useful for evaluating impact of instructional programs

Teachers typically do not find useful for guiding instruction

Are usually standardized within a school, or across a district

No systematic research currently available indicating their impact on student performance

FCAT 2.0 Reporting Categories

- Reporting Category 1: Vocabulary
- Reporting Category 2: Reading Application
- Reporting Category 3: Literary Analysis-
Fiction/Nonfiction
- Reporting Category 4: Informational Text/
Research Process

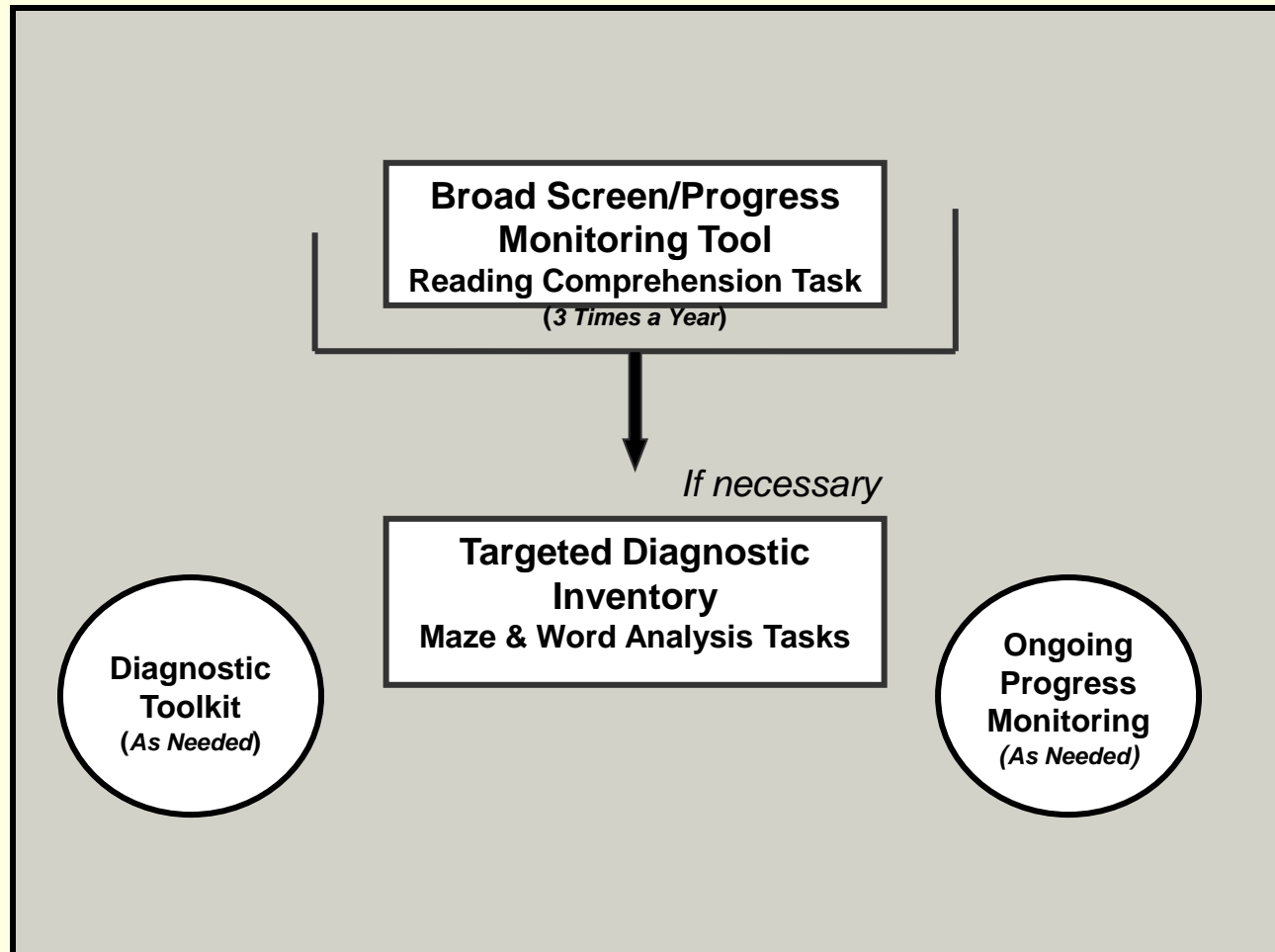
FCAT 2.0: Benchmarks x Grade

	Category 1	Category 2	Category 3	Category 4	Total
Grade					
3	4	6	3	1	14
4	4	6	3	1	14
5	4	6	3	2	15
6	4	5	3	2	14
7	4	5	3	2	14
8	4	5	3	2	14
9/10	4	5	3	2	14

Benchmark Conundrum

- Benchmark tests rarely have enough items to be reliable at the benchmark level. Besides, teaching to benchmarks (e.g., “the student will use context clues to determine meanings of unfamiliar words”) results in fragmented skills. Teach to the standard(s) (e.g., “The student uses multiple strategies to develop grade appropriate vocabulary). Assess at aggregate levels (e.g., Reporting Categories).

Florida Assessments for Instruction in Reading: Grades 3-12 Model



FAIR 3-12 “Big Picture” Map

Type of Assessment	Name of Assessment
Broad Screen/Progress Monitoring Tool (BS/PMT) – Appropriate for ‘All’ students	<ul style="list-style-type: none">• Reading Comprehension (RC)
Targeted Diagnostic Inventory (TDI) – “Some” students	<ul style="list-style-type: none">• Maze• Word Analysis (WA)
Ongoing Progress Monitoring (OPM) – “Some” students	<ul style="list-style-type: none">• Maze• ORF• RC
Informal Diagnostic Toolkit (Toolkit) – “Some” students	<ul style="list-style-type: none">• Phonics Inventory• Academic Word Inventory• Lexile Passages• Scaffolded Discussion Templates

FAIR: Purpose of Each 3-12 Assessment

■ **RC Screen**

- Helps us identify students who may not be able to meet the grade level literacy standards at the end of the year as assessed by the FCAT without additional targeted literacy instruction.

■ **Mazes**

- Helps us determine whether a student has more fundamental problems in the area of text reading efficiency and low level reading comprehension.

■ **Word Analysis**

- Helps us learn more about a student's fundamental literacy skills--particularly those required to decode unfamiliar words and read accurately.

Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading

If student's FSP score on Broad Screen = 85% or higher (Green Zone) (Box 1)

- Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
- What programs or strategies do we have available to address these needs?

If student's FSP score on Broad Screen = 84% or lower (Yellow or Red Zone) and...

Maze score is above 30th percentile (Box 2)

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

WA score is above 30th percentile (Box 4)

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Maze score is below 30th percentile (Box 3)

Have student orally read a passage monitoring fluency (rate, accuracy, expression)

If the student reads fluently, then work on comprehension strategies.

- What programs or strategies do we have available to address these needs?

If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy)

- What programs or strategies do we have available to address these needs?

WA score is below 30th percentile (Box 5)

Use Error Analysis Guide and Phonics Inventory to help identify specific areas of need.

If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).

- What programs or strategies do we have available to address these needs?

If student struggles with morphological errors provide instruction in base/root words and prefixes/suffixes.

- What programs or strategies do we have available to address these needs?

If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Assessment/Curriculum Decision Tree for Reading Improvement for the Florida Assessments for Instruction in Reading

Common Profiles/Patterns of Performance

If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.






If a student's scores fall in Box 2 + 4, then provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.

If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.

If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.

Common Profiles/Patterns of Performance on FAIR

Class List	FCAT Success Probability	Score Detail	Percentile Rank			
			RC	Maze	Word Analysis	
<u>Student 1</u>	99%		90			Box 1
<u>Student 2</u>	79%		81	60	58	Box 2 + 4
<u>Student 3</u>	80%		74	40	19	Box 2 + 5
<u>Student 4</u>	37%		40	20	41	Box 3 + 4
<u>Student 5</u>	2%		1	20	18	Box 3 + 5

School Status Report for FAIR

School Status Report 9/22/2009 8:49 AM

District: School: Calendar: District-Wide

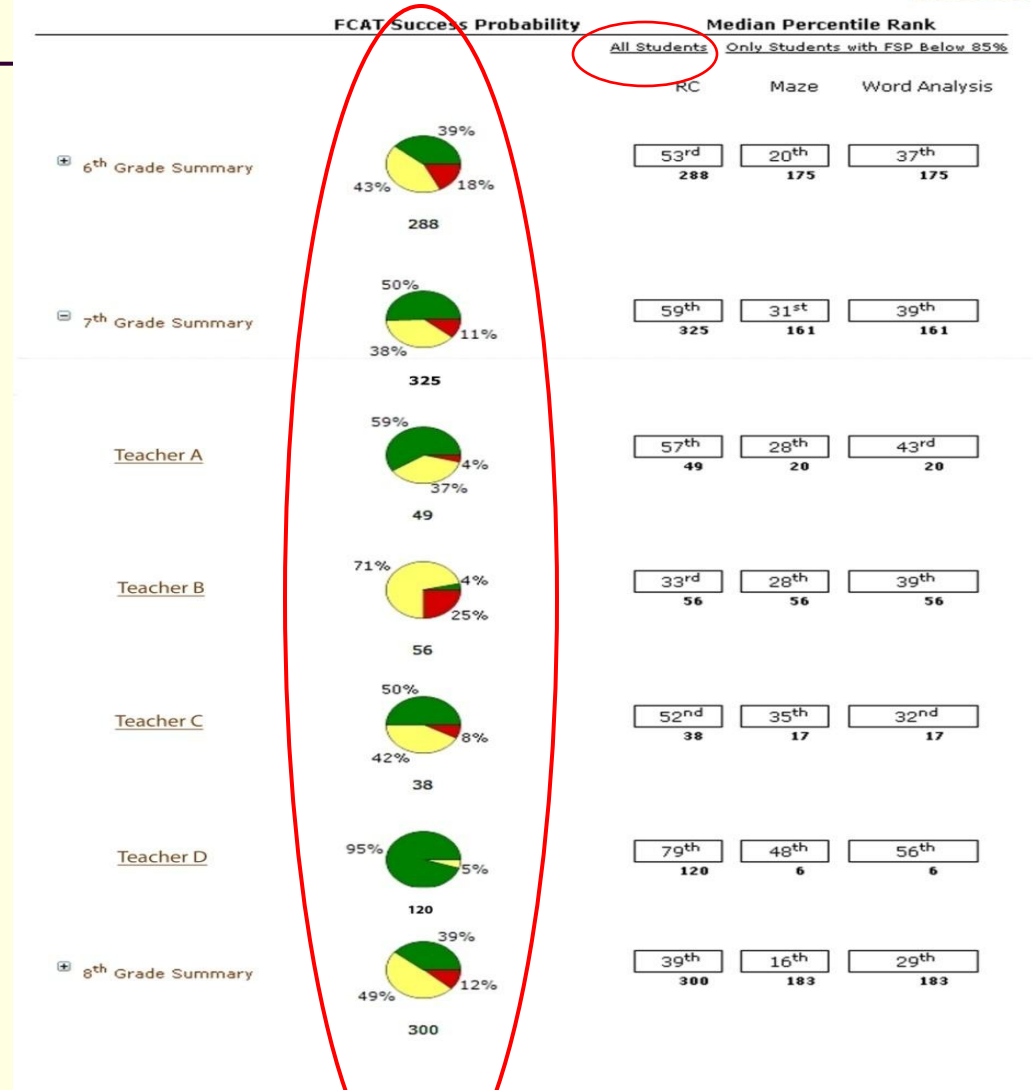
Grade: 3-12 Teacher: Class: All

Student: School Year: 2009-2010 Assessment Period:

Assessment Type: All Task: All Score Type: All

[Click Here to Print this Report](#)

[Show Legend](#)



Questions to Answer Using the School Status Report

- Where should my resources be allocated (which grades and classes are struggling in certain areas)?
- What percentage of students is at each success zone in each class and grade?
- How many students need additional support?
 - Are these students clustered in one grade/one teacher?
 - What types of intervention do the students need
 - Where should I focus my Professional Development?
 - Are there any programs that I need to purchase and/or strategies I need to implement?

FAIR School Grade Summary Report – Table Form

School Grade Summary Report				9/22/2009 8:53 AM	
District:	Sunshine	School:	Sunshine Middle School	Calendar:	District-Wide
Grade:	7th Grade	Teacher:	All	Class:	All
Student:	All	School Year:	2009-2010	Assessment Period:	1
Assessment Type:	All	Task:	All	Score Type:	All
Click Here to Print this Report					

[View as Bar Graphs](#) [View as Tables](#)

Reading Comprehension (325 Students)

FCAT Success Probability			Lexile ® Measure			Percentile Rank		
Range	Number of Students	Percentage of Students	Range	Number of Students	Percentage of Students	Range	Number of Students	Percentage of Students
0 - 15%	36	11%	100 - 149	0	0%	1 st - 10 th	29	8%
16 - 24%	10	3%	150 - 199	0	0%	11 th - 20 th	19	5%
25 - 34%	13	4%	200 - 249	8	2%	21 st - 30 th	20	6%
35 - 44%	8	2%	250 - 299	0	0%	31 st - 40 th	32	9%
45 - 54%	11	3%	300 - 349	0	0%	41 st - 50 th	30	9%
55 - 64%	12	3%	350 - 399	0	0%	51 st - 60 th (Median = 59%)	41	12%
65 - 74%	26	8%	400 - 449	0	0%	61 st - 70 th	36	11%
75 - 84%	45	13%	450 - 499	4	1%	71 st - 80 th	54	16%
85 - 100% (Median = 85%)	164	50%	500 - 949	86	26%	81 st - 90 th	33	10%
			950 - 1800 (Median = 1080)	227	69%	91 st - 99 th	31	9%

Targeted Diagnostic Inventory

Maze (161 Students)		
Percentile Rank		
Range	Number of Students	Percentage of Students
1 st - 10 th	15	9%
11 th - 20 th	34	21%
21 st - 30 th	30	18%
31 st - 40 th (Median = 31%)	41	25%
41 st - 50 th	20	12%
51 st - 60 th	7	4%
61 st - 70 th	10	6%
71 st - 80 th	2	1%
81 st - 90 th	1	0%
91 st - 99 th	1	0%

Word Analysis (161 Students)		
Percentile Rank		
Range	Number of Students	Percentage of Students
1 st - 10 th	29	18%
11 th - 20 th	15	9%
21 st - 30 th	17	10%
31 st - 40 th (Median = 39%)	22	13%
41 st - 50 th	25	15%
51 st - 60 th	22	13%
61 st - 70 th	2	1%
71 st - 80 th	12	7%
81 st - 90 th	14	8%
91 st - 99 th	3	1%

Classroom-based formative assessment

The strongest support for use of assessment to improve instruction comes from studies of classroom-based formative assessments

Characteristics

- Involves short-cycle, very frequent (daily) assessment

- Can take a variety of forms – projects, discussion, questions, quizzes

- Has well defined targets

- Provides enough detail to suggest next steps

- Followed by appropriate feedback and instructional adj.

- Involves students in self and peer assessment

Examples of Classroom & Other data

- Curriculum based unit tests
- Class projects & classwork & homework
- Language proficiency data
- Attendance records
- Records from parent meetings & phone calls
- Classroom behavior charts
- Individualized educational plans (IEPs)
- Prior data from students' cumulative folders

(see IES Practice Guide, 2009, p. 13)

General Screening info. at beginning of year

On track

Classroom based
formative assessments

Grade level,
standards based
progress monitoring

At risk - receive further *targeted* screening

**Needs support for
comprehension**

Classroom based
formative
assessments

Grade level,
standards based
progress
monitoring

Needs comprehensive intervention

Further diagnostics

Classroom based
formative
assessments

CBM- lower
level growth
indices

Important Considerations

- What further diagnostic information is needed to explain poor performance on the summative test and to guide instruction?
- Is your instruction aligned with a research-based, developmental sequence of knowledge and skills? [Learning Progressions]
- Assessments that cover the continuum of literacy skills inform instruction for struggling and accelerated students.

Enacting Design Characteristics

- Present students with “just-manageable difficulties”
- Identify a set of “enduring connected ideas”
- Make students’ thinking visible to both teachers and students (formative assessment)
- Inculcate habits of mind to assess own progress
- Establish classrooms as learning communities

Literacy Knowledge & Skills

Knowledge

Language: Syntax, semantics, phonology

Alphabets: PA, LN/LS, GPCs

Orthography/morphology

Comprehension: prior knowledge; inferencing

Skills

Abstract, academic vocab, narrative/expository

PA linked to Letter-sounds; identifying; word ID

Spelling; inflections & derivations

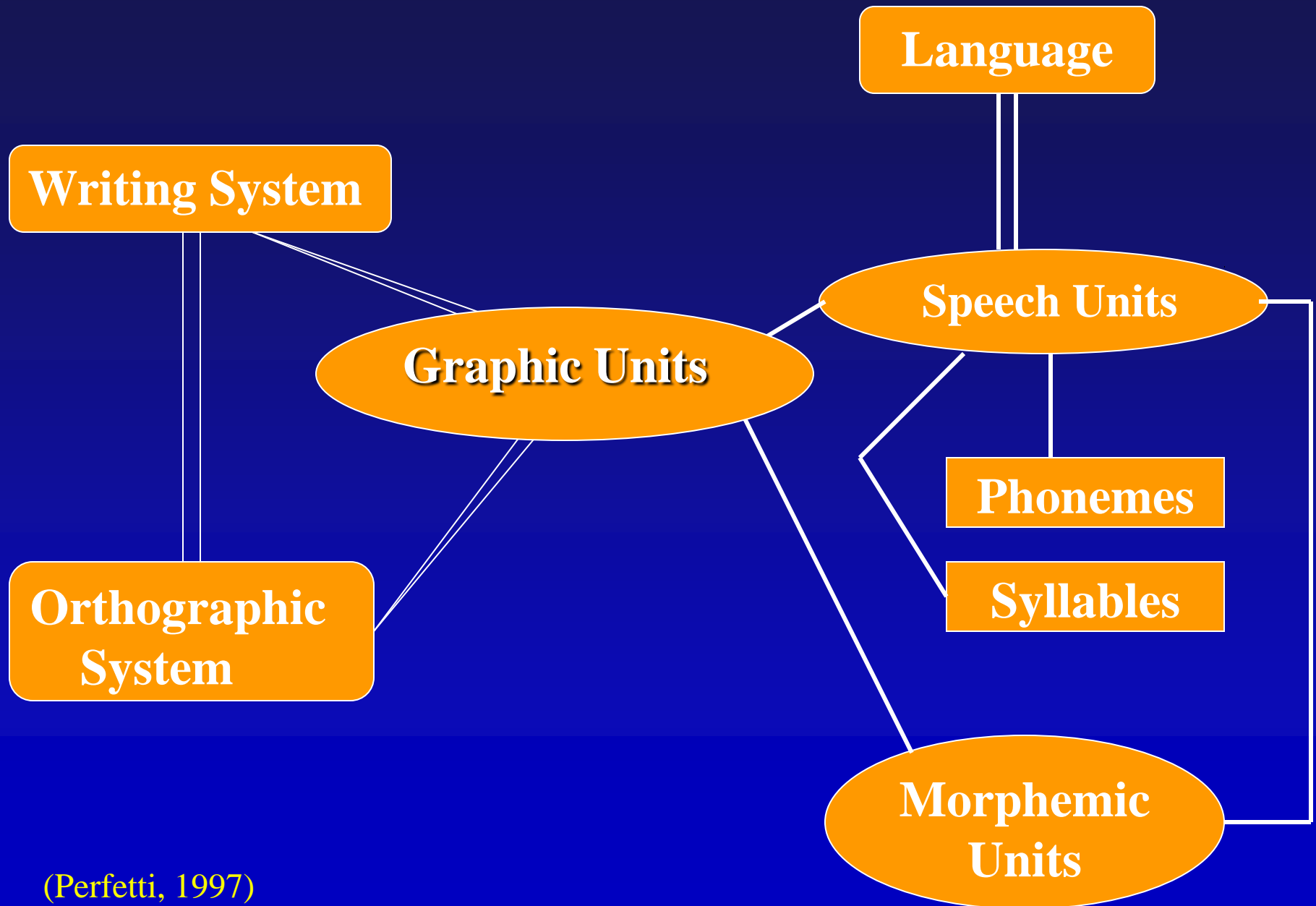
Comprehension monitoring; text structure

Mapping Literacy Constructs to Measures

Measures	PreK	K	Gr 1	Gr 2	Gr 3-12
Print Concepts	X	(X)			
Phonological Awareness	X	X	X	(X)	
Alphabetic Knowledge (LN/LS; decoding; encoding/spelling)	X	X	X	X	X
Vocabulary (Expressive/Receptive)	X	X	X	X	X
Comprehension					
Listening Comprehension	X	X	(X)	(X)	
Reading Comprehension		(X)	X	X	X
Written response	name	X	X	X	X

Language and Literacy

- What is language and how does it relate to literacy? What is the “grain size” of the phonological-orthographic mapping?
- Is the mapping the same for all languages?
- Is it easier to learn to read and write in some languages compared to others?



(Perfetti, 1997)

Which is the least transparent?

- Arabic
- Danish
- English
- Finnish
- French
- German
- Hebrew
- Korean
- Italian
- Portuguese
- Spanish
- Serbo-Croatian
- Welsh

Poll on Transparency of Alphabetic Orthographies

Shallow

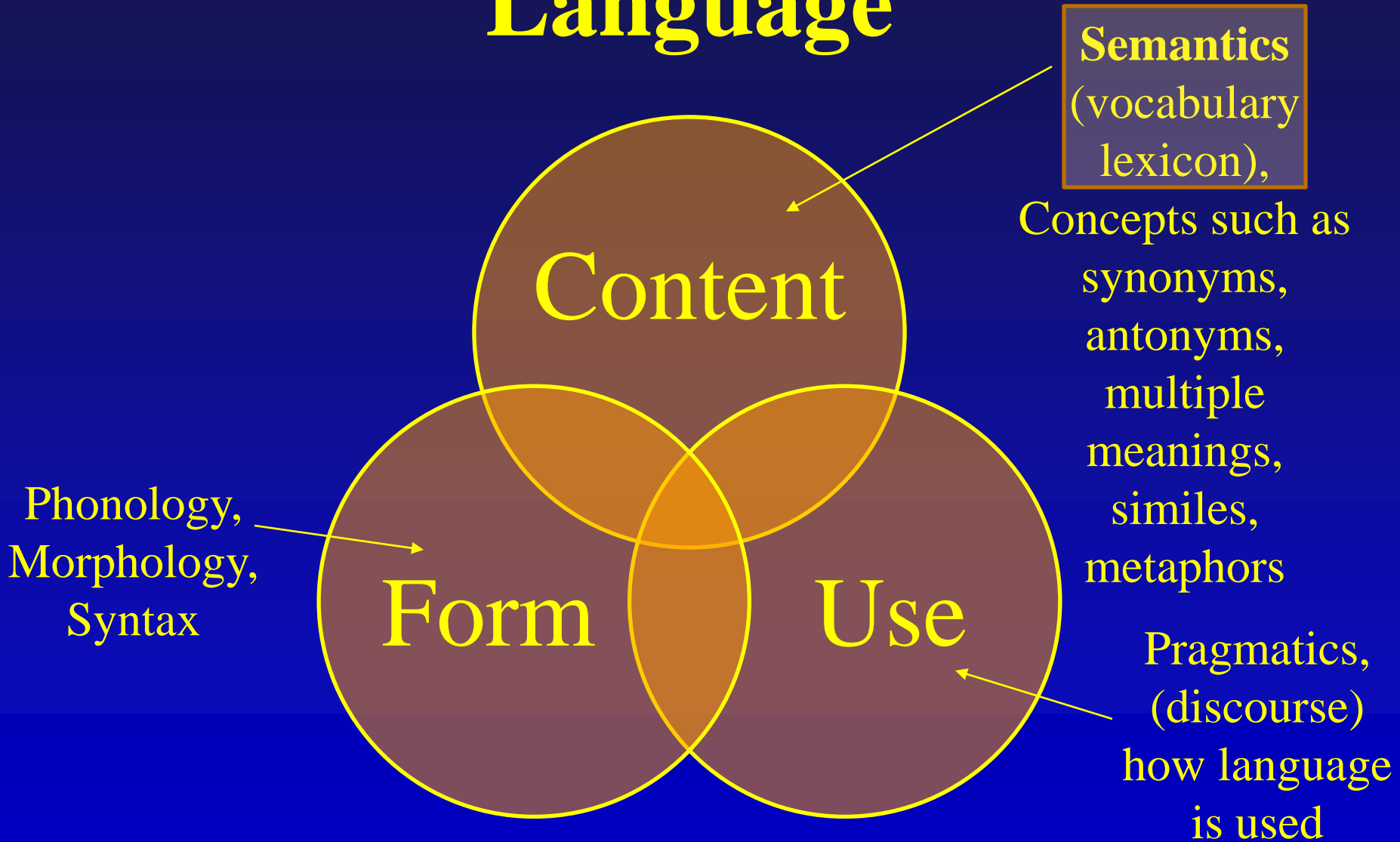


Deep

- Finnish, Welsh
- Korean, Italian, German, Serbo-Croatian
- Spanish, Portuguese
- French, Danish
- **English**
- Hebrew, Arabic

Perfetti, 2011

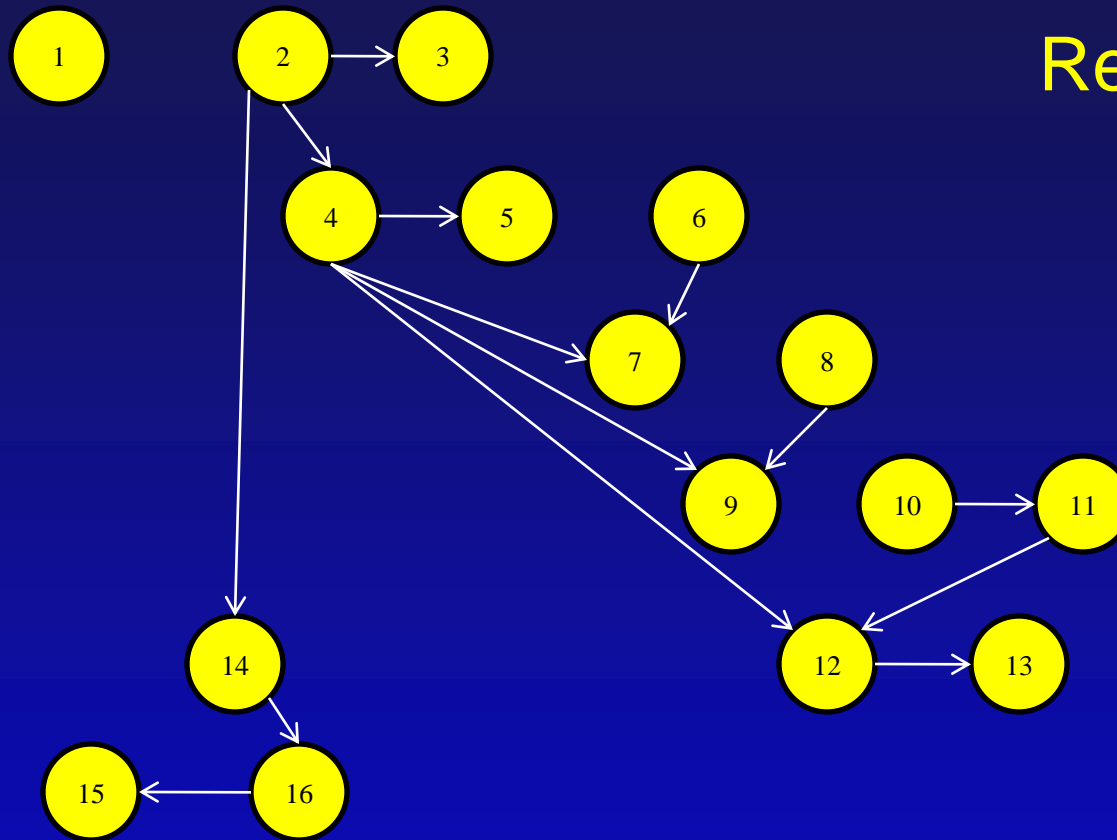
Language



Learning to read & write entail...

- Normally developed language skills
- Knowledge of phonological structures
- Knowledge of how written units connect with spoken units (alphabetic principle)
- Phonological recoding and fluency
- Print exposure & writing instruction

Retelling Rubric



Microstructure. Excerpt from *The Cat's Purr*, the aural story used in Year 1 (Kendeou et al. (2009):

1 → Once upon a time, 2 → Cat and Rat were best friends. 3 → They lived in houses right next to each other. 4 → Rat liked to copy cat. 5 → Rat built a house that was just like Cat's. 6 → Cat planted a tree by his house. 7 → Rat planted one too. 8 → Cat made a straw mat for his house, 9 → and Rat made one too. 10 → Once, Cat made a flute 11 → and played sweet tunes. 12 → "Let me play a tune, too," said Rat. 13 → So, Cat let Rat play a tune. 14 → Cat and Rat also worked together in their vegetable garden. 15 → They planned to have a big party for their friends 16 → when all of the vegetables were ready.

Phonemic Awareness



The ability to identify, think about, or manipulate the individual sounds (phonemes) in words

PA as Concept Development

1. In K, identity-based teaching:

First sound of sand is /s/;

/s/ in sand and /s/ in sit are the same;

/s/ is represented by the letter s.

2. K-1 writing signals children's awareness of the alphabetic principle. E.g., a typical progression for first-grade spelling is:

TGK, THIEK, TANGK, THINK, THINK
semiphonetic-phonetic-transitional-conventional

Alphabetic Skills in K-2

Kindergarten	<ul style="list-style-type: none">• Print Awareness• Letter name and sound knowledge• Phoneme Blending• Phoneme Deletion Word Parts/Initial• Letter Sound Connection Initial• Letter Sound Connection Final• Word Building –Initial Consonants• Word Building –Final Consonants• Word Building –Medial Vowels
First Grade	<ul style="list-style-type: none">• Letter Sound Knowledge• Phoneme Blending• Phoneme Deletion Initial• Phoneme Deletion Final• Word Building –Consonants• Word Building –Vowels• Word Building –CVC /CVCe• Word Building –Blends
Second Grade	<ul style="list-style-type: none">• Phoneme Deletion Initial• Phoneme Deletion Final• Word Building –Consonants• Word Building –CVC /CVCe• Word Building –Blends & Vowels• Multisyllabic Word Reading



Front, smiley

e

see
these
me
eat
key
happy
chief
either

i

sit
gym

a

make
rain
play
baby
eight
vein
great
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daughter
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moo
tube
blue
chew
ruby
suit



Back, rounded

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sir

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ur

fur

ar

car

or

pour, or

oi/oy

boy, oil

ou/ow

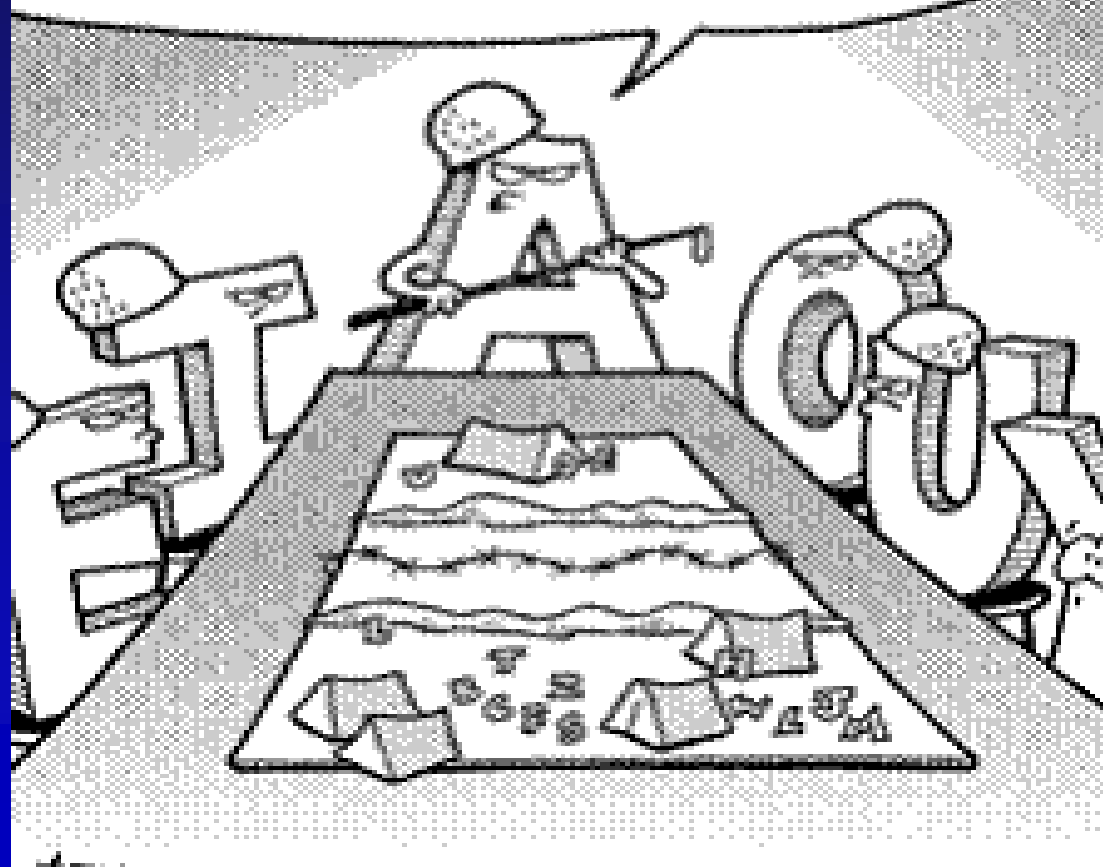
cow, out, bough



Low, open

(Moats, 2000)

THE CONSONANTS SEEM TO KNOW
OUR EVERY MOVE...THERE MAY BE
A DOUBLE AGENT AMONG US...



Formative Assessment: Encoding

Word Building

F_n (Make “fan”): assess CVC

F_t_ (Make “fate” : Assess CVCe

Fa__ (Make “fast”): Assess CVCC

F_at (Make “flat”) : Assess CCVC

Six Syllable Types

1. Closed (CVC) (milk, fan-tas-tic)
2. Open (CV) (she, si-lent)
3. Vowel-consonant-e (VCe) (bake, write)
4. Vowel team/Diphthongs (sea, train, boil)
5. R-controlled (horn, fir, art)
6. Final stable (sta-ple, rid-dle,
man-age, pic-ture,
sta-tion)

72.2% of
syllables in words
are comprised of
Open and Closed
Syllables

(Carreker, 2005; Steere, Peck, & Kahn, 1998)

SAM - Age 9 - Grade 3.0

Verbal IQ 115

Written Expression

(item)

in mis

(two)

two

(garage)

day coach.

(b)

five dathroom's.

Six room's

(slide)

in door Pool

(with)

with

(real)

a Salad

(fast)

that

you

can

go

will

fast

on.

Dining Room

that

has

a

(connects)

catn

to

the

(kitchen)

kitchen.

the

kitchen

has

a

(dish)

bas-

washer.

that

has

it's

in

a

apple

tree

(tree)

(point)

boat.

no

pasmet,

a

tuner

(turn)

in

(front)

front

of

my

hose.

Co-articulation

1. Assimilated vowels

park PRK

went WET

2. Flaps: Reduction of /t/ and /d/ phonemes to common phoneme.

letter LEDR

writer RIDR

3. /t/ & /d/ affected by /r/ in consonant blends

tack- track

tuck-truck

dagger-dragon

dunk-drunk

CHRAN for ?

JRAGN for ?

Spelling Errors

Orthographic Errors	Phonological Errors
1. Letter Scrambling – Addition of letter already present e.g. lucidity/lucidity	1. Confusions, omission of vowel e.g. psn/person, drter/daughter
2. Letter Scrambling – Inversion of letter order e.g. exeragrate/exaggerate	3. Substitution of consonants e.g. stasun/station
4. Letter Scrambling – Deletion of letter occurring elsewhere e.g. physican/physician	2. Omission of consonants in blends e.g. ieln/island
5. Poor retention of low-frequency word patterns e.g. they said could	3. Substitution of vowels e.g. merred/married
6. Overreliance on surface phonetic spelling e.g. shun/tion	4. Omission of unaccented (schwa) vowels e.g. reltifh/relatives
	7. Omission or confusion of inflections –ed and -s e.g. takt/talked, dress/dresses

Language Curriculum

(after Marcia Henry, *Unlocking Literacy*, 2003)

	Sounds		Syllable	Morpheme
Anglo-Saxon	Consonants: single blends digraphs	Vowels: short/long r-controlled teams diphthongs	6 types: closed open r-controlled c-le vowel team vce	compounds inflections
Romance (Latin)				prefixes suffixes roots plurals
Greek	y=/l/ ch=/k/ chorus ph=/f/ sphinx			combining forms scientific vocab. (micro+meter) (psych+ology) Plurals: crises

What would you do instructionally for students with mostly morphological errors?

- Explicitly teach the rules for adding prefixes and suffixes
 - E.g., what happens to the y when you add a suffix such as ‘-ed’ to a word like ‘try’
- Morphology requires knowing what prefix or suffix to add AND knowing when to alter the base/root word
 - E.g., hope —————> hoping
 - E.g., hop —————> hopping

Learning to read & write entail...

- Normally developed language skills
- Knowledge of phonological structures
- Knowledge of how written units connect with spoken units (alphabetic principle)
- Phonological recoding and fluency
- Print exposure & writing instruction

Phonological Recoding

- Recodings of spellings into pronunciations allow words to move from a functional to an autonomous lexicon.
- With practice, words become high frequency, “sight words” that can be read without effort (i.e., automatically)
- Ask, “**On what words is this student accurate or fluent?**” not, “Is this student an accurate or fluent reader?”

Bud the Bee [TW = told word; SC = self-corrected word]

Bud was a bee. His mom named him Bud ^{TW}~~because~~ he liked to hide in ^{ros}~~rosebuds~~.

He was small, so he could fit into the ^{ros}~~rose~~ before it ^{open}~~opened~~. It was a great ^{hid}~~hiding~~ ^{play}~~place~~ for Bud.

One day, Bud was looking for a ^{play}~~place~~ to hide from his ^{family}~~friends~~. He flew and flew but

could not find a good ^{play}~~place~~ to ^{hid}~~hide~~. He had already used the hiding ^{TW}~~places~~ ^{TW}~~around~~ his home. At

last, he ^{TW}~~found~~ the best ^{play}~~place~~ to ^{SC}~~hide~~. He hid in a ^{ros}~~rose~~. He did not know that he went too far from his home. He said to himself, "This is the best hiding place ever. No one will find me here."

He was right. No one ^{TW}~~found~~ him. He sat there and sat there, but ^{no}~~none~~ of his friends even ^{TW}~~came close~~.

Bud flew so far that day that he was very ^{TW}~~tired~~. He fell asleep in the rose. When Bud woke up, he came out of the rose bud. It was dark. Bud was sad. No one found him. He was ^{alon}~~alone~~ and did not ^{TW}~~know~~ ^{the}~~which~~ way to go home.

Bud went back into the rose and cried. "I miss my room and my ^{SC}~~family~~," said Bud.

"What will I do? I will have to stay here all night. Mom will not know where to find me."

Reading Vocabulary

ate • eight • rose • rows •
bear • bare • cent • scent • sore • soar
blue • blew • their • there • sent • eye •
they're • our



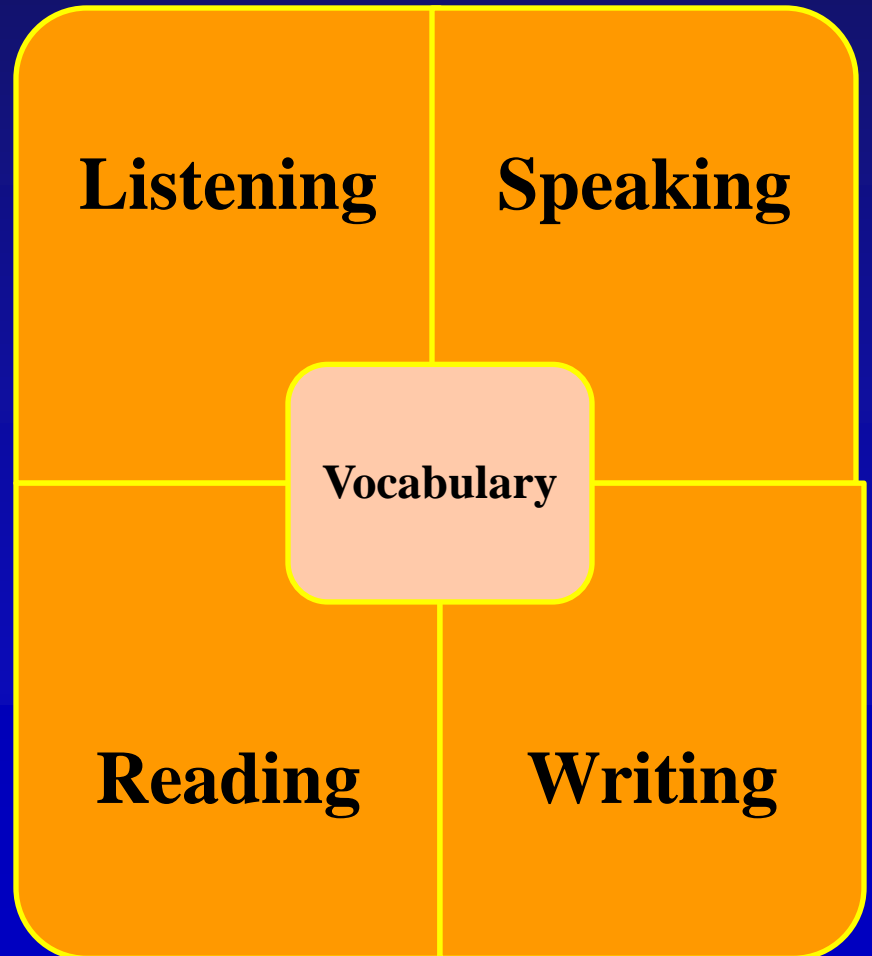
**Understanding word meanings to read text with
fluency and comprehension**

Background on Vocabulary

- Vocabulary knowledge (knowledge of the meanings of words) forms the basis for all reading comprehension
- If one fails to grasp the meanings of individual words in text, one will struggle to grasp the meaning of the text as a whole
- Word consciousness goes beyond vocabulary knowledge and enables the growth of vocabulary
- When individuals have generative knowledge about words, new words are acquired more easily
- Knowledge about the world of words begins early and is more a function of experience than of direct teaching

The Vocabulary Quartet & Levels of Knowing

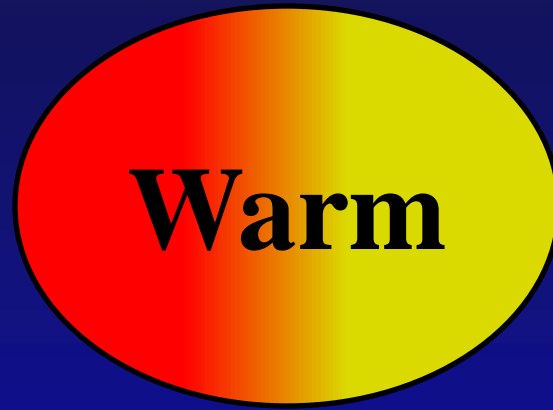
- Receptive vs. Expressive
- Written vs. oral mode
- Depth: Level of understanding
- Breadth: Amount of words in the lexicon



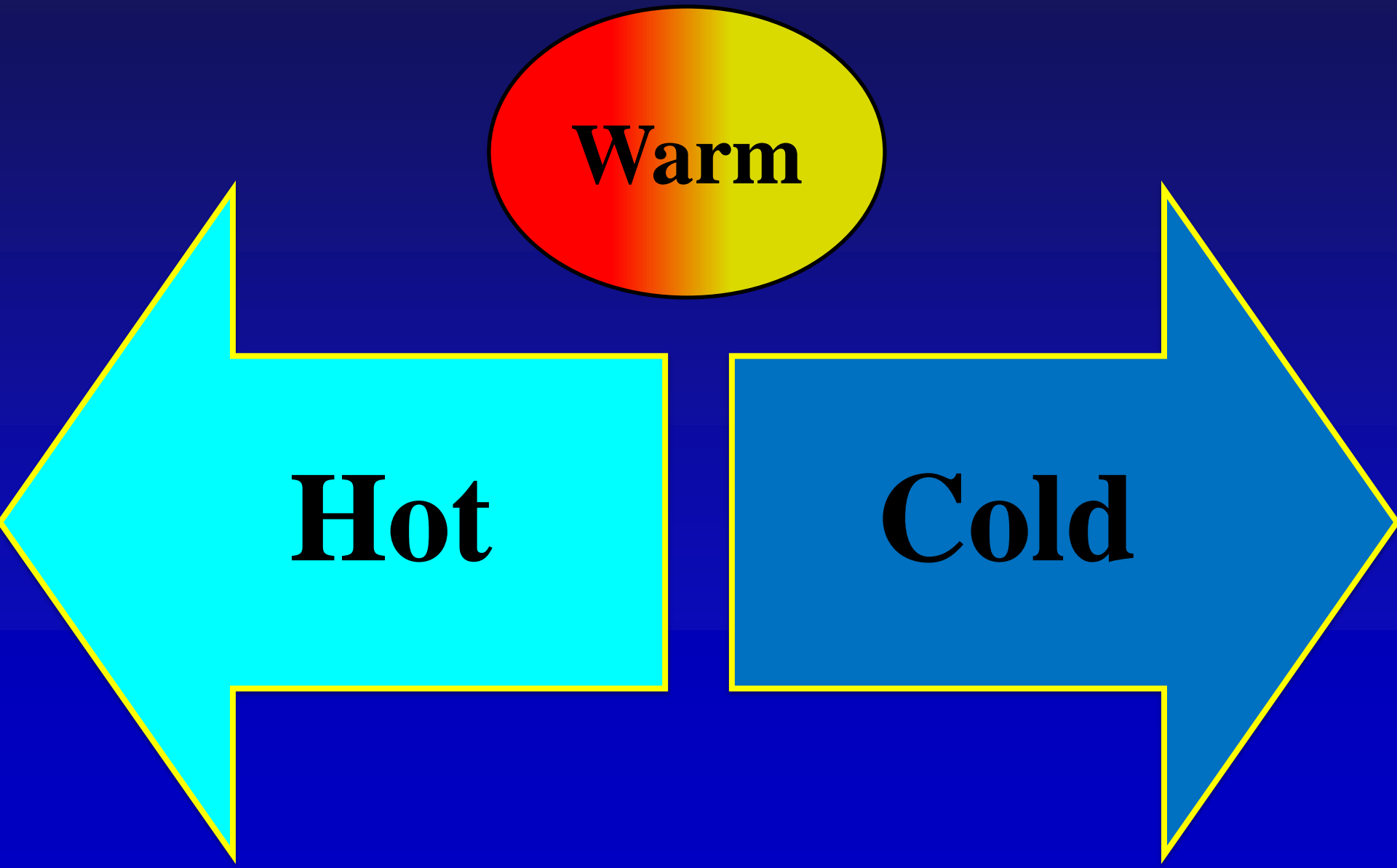
Dimensions of Word Knowledge

- Knowledge of word's spoken form (pronunciation)
- Written form (spelling)
- Grammatical behavior (syntactic/morphological features)
- Co-locational behavior (occurs with other words)
- Frequency (orally and in print)
- Stylistic register (e.g., academic language; informal)
- Conceptual meaning (antonyms, synonyms)
- Association with other words (inter-relatedness)

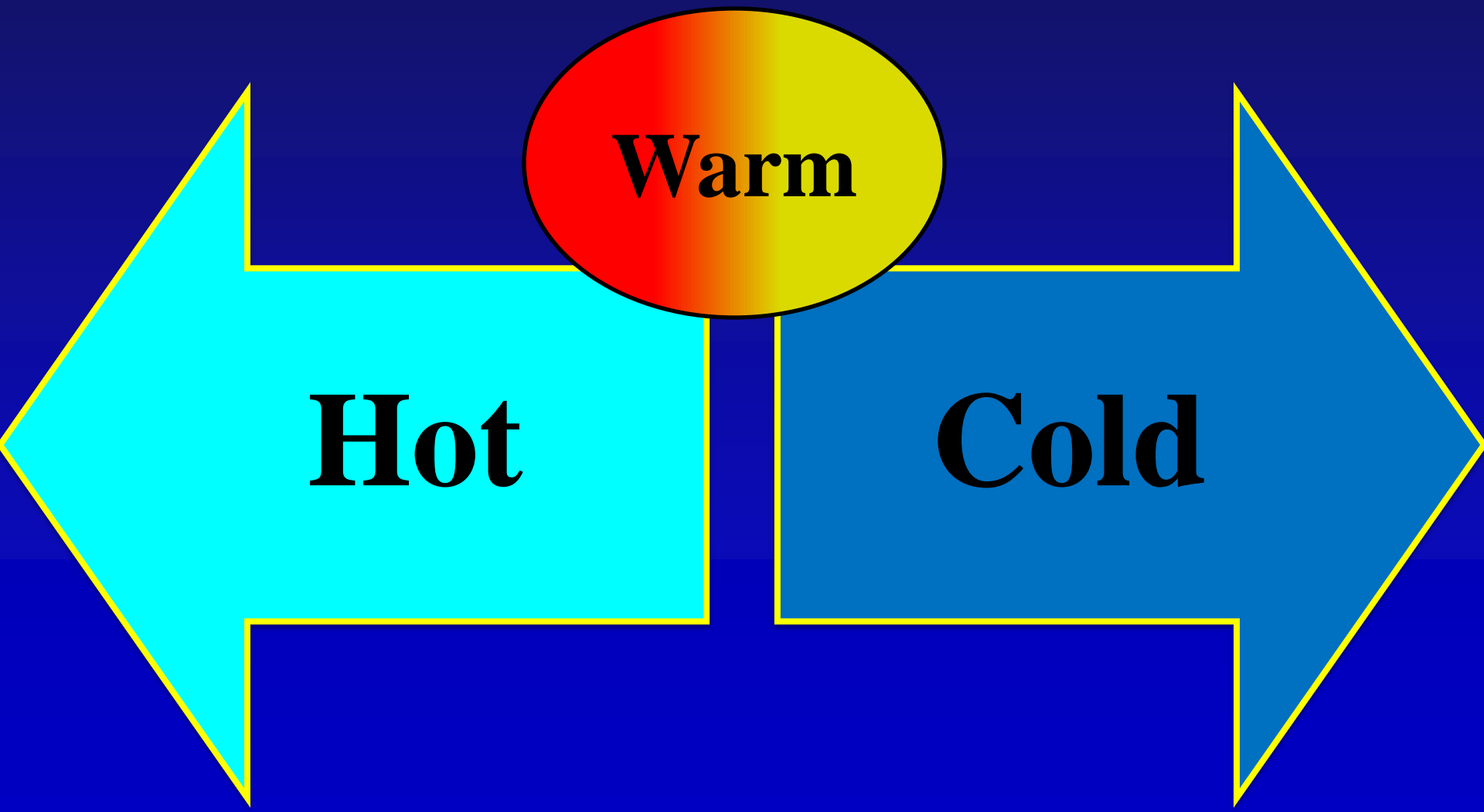
Interrelatedness



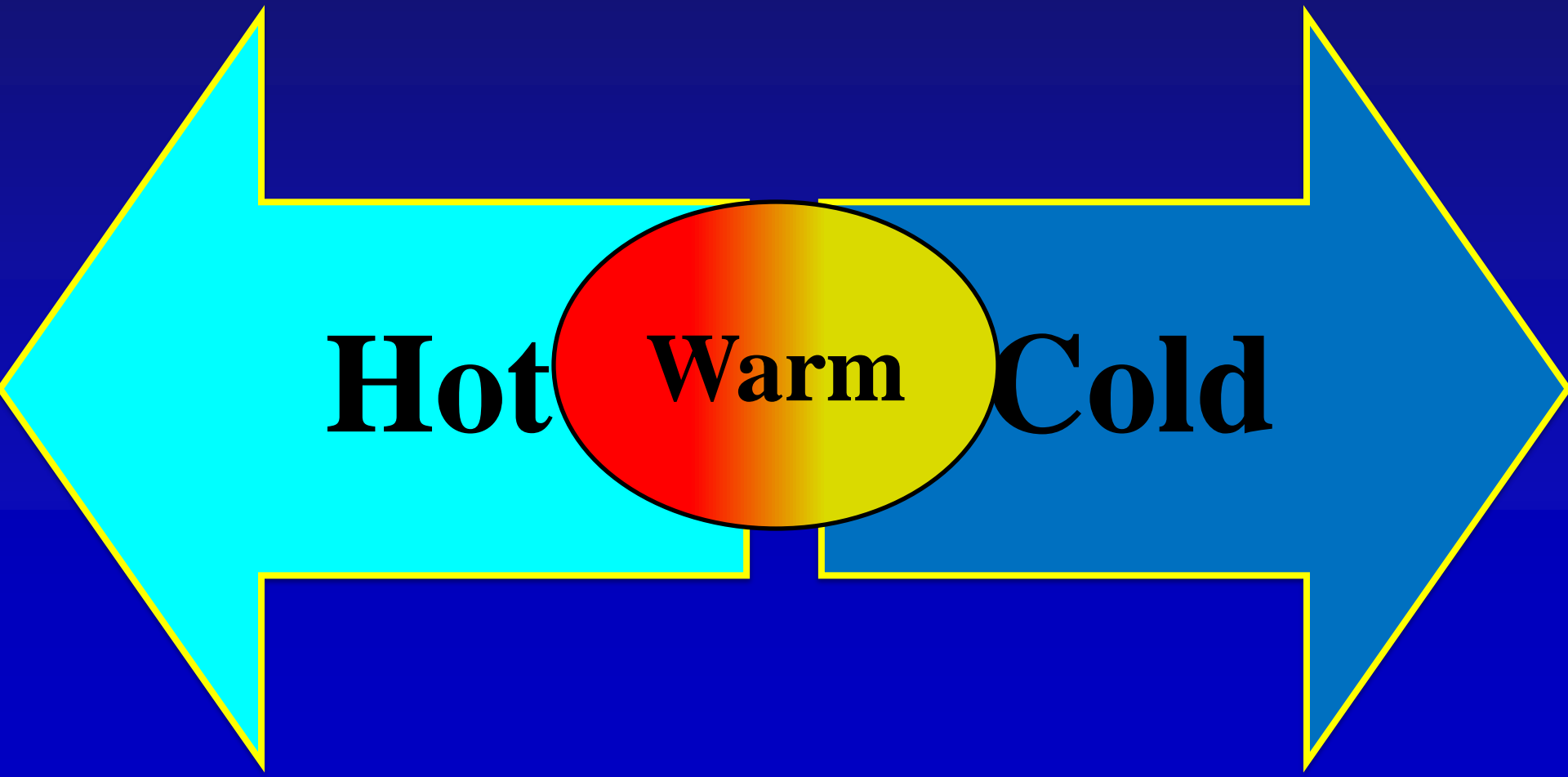
Interrelatedness



Interrelatedness



Interrelatedness



Formative Assessment: Morphology

- Her [query, quest*, question] for knowledge about how to cure sick people led her to become a doctor.
- Tell me a word that has *circulate* in it that fits in this sentence: “ the heart’s network of blood vessels is called the _____ system.”

Syntactic Elements

- Connectives (temporal, causal, logical, additive, adversative)
- Anaphora (pronoun reference)
- Subject-verb agreement

Formative Assessment: Syntax

- Pizza is one of my favorite foods, (although, as, when) we only get to eat it on special occasions.
- Dolphins are light in weight and very strong and athletic. (Lastly, Consequently, Furthermore,) they can leap very high out of the water.
- She noticed a bird lying on the sidewalk (and, when, instead) she turned the corner.
- How would she be able to see her grandchildren if (she, we, they) lived so far away?
- There (has, have, had) to be some snacks left in the pantry for our party tonight.

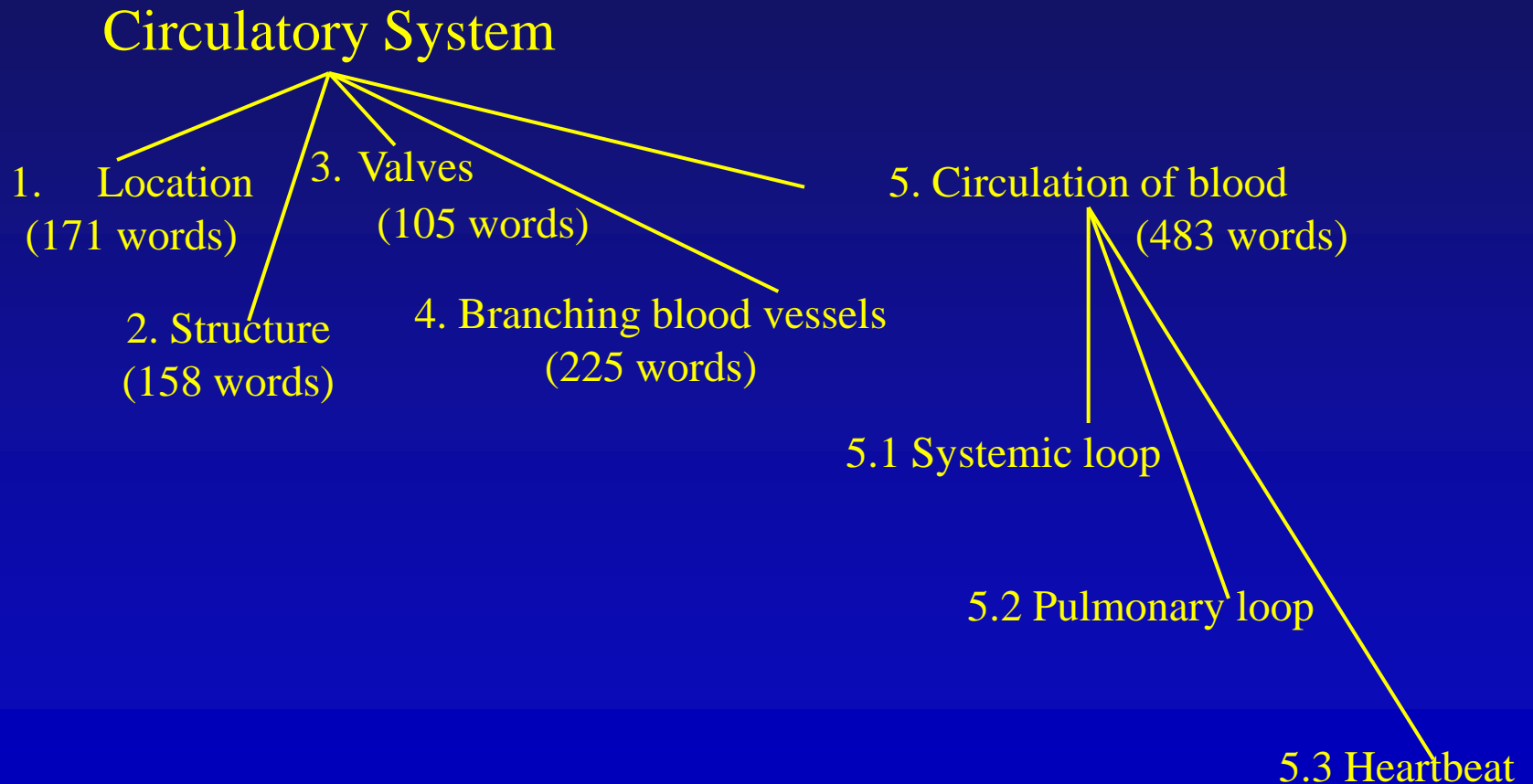
Levels of Text Processing

- Linguistic level: decoding graphic symbols
- Semantic level: word meanings, propositions integrated syntactically into coherent microstructure
- Textbase: meaning of the text—micro & macrostructure—as actually expressed by text

[Kintsch's Construction-integration model (Kintsch & Rawson, 2005);
Van den Broek's Landscape model (van den Broek et al., 2004);
Langston, Trabasso, & Magliano's (1998) model]

Macrostructure of Text on Functioning of Human Heart

(Kintsch & Rawson, 2005)



Formative Assessment: Summary

- Write a summary in 50 words or less of the expository passage on the circulatory system
- Compare your summary to that of simulated peers. Rate your summary and those of the simulated peers
- Go back and revise your summary

Writing Rubrics: Organization/Content

Organ./content	1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Intro. paragraph	Argument unclear	Argument vaguely indicated	Argument clear	Clear & grabs attention
Body paragraph	No main idea No support	Some main ideas Weak support	Clear main ideas Good support	Main ideas smoothly connected Strong evidence
Conclusion	No summary No restating of argument	Some summary Repetitive restatement	Accurate summary New restatement	Commanding summary & restatement
Overall organ.	Sudden transitions; poor organ.	Some awkward transitions; some organization	Transitions present Ideas logically organized	Seamless transitions Logical, engaging organization
Overall content	Not original or convincing	Ideas somewhat reasonable	Ideas logical and convincing	Ideas insightful & illuminating

Writing Rubrics: Grammar & Usage

	1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Paragraphing	No paragraph breaks or indentations	Inconsistent or illogical breaks, indentations	Consistent use of breaks/indentation	Consistent/accurate breaks
Capitalization	Many errors	Several errors	A few errors	Free of errors
Sentence Structure	Numerous fragments and/or run-on sentences	Occasional fragments and run-on sentences	Free of fragments and run-on sentences	No fragments or run-on sentences & uses varied sentence structures
Punctuation	Many errors	Several errors	A few errors	Free of errors

Writing Development (Wagner et al., 2011)

- CFA shows 5-factor model of writing development in 1st and 4th grades: 1) macro-organization; 2) productivity; 3) complexity; 4) spelling & punctuation; and 5) handwriting fluency
- **Handwriting fluency** correlated with written composition factors at both grades, but surprisingly strongly related to macro-organization and productivity in grade 4.


Disciplinary Literacy

	English	Mathematics	History	Science
text type	literary	informational or technical, symbolic, diagrams	expository, argumentative, persuasive	Informational or technical, diagrams
text structure	plot, setting, characterization, point of view, verse, rhyme	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features	sequence, cause and effect, problem and solution, author's perspective supporting ideas and evidence, contrasting viewpoints, graphical features	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features
author's craft	diction, dialogue, symbolism, imagery, irony, figurative language	rhetorical structure, examples, logical arguments	figurative language, rhetorical structure, examples, emotional appeal	rhetorical structure, examples, logical arguments

Performance Assessments: Appendix B of the Common Core

- Fiction: Students *summarize the development* of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed *through characters, setting, and plot*. [RL.8.2]

Informational Text in History: • Students analyze the governmental structure of the United States and *support* their *analysis by citing specific textual evidence from primary sources* such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution* [RH.6–8.1]

The background of the slide features a light blue gradient with several large, semi-transparent gears and question marks. The gears are in various shades of blue and are positioned in a way that they appear to be interlocking. The question marks are also in shades of blue and are scattered across the background. The overall theme is one of inquiry and discussion.

Questions/ Discussion

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