

# Facilitator's Packet for The Essential Skill of Writing: An Overview

This packet contains the following:

- Facilitator's Agenda


- PowerPoint Slides with Facilitator's notes

Note: Facilitator will need a separate copy of the participants' handouts

Updated April 2012

**Essential Skill of Writing Overview Session**  
**AGENDA: 30 – 45 MINUTES**  
**30 minutes without sample student papers;**  
**45 minutes with discussion of student papers**

5 minutes	<ol style="list-style-type: none"> <li>1. Welcome and Introductions <ul style="list-style-type: none"> <li>• May be done by the host or by the presenter.</li> <li>• Focus on making participants feel welcome and let them know what to expect</li> <li>• Take care of any housekeeping details</li> <li>• <b>Handout:</b> The Essential Skill of Writing – An Overview booklet which contains all handouts. References to Handouts are marked in the facilitator notes in the PowerPoint presentation.</li> </ul> </li> </ol>
PowerPoint 10 – 15 minutes	<ol style="list-style-type: none"> <li>2. Writing Work Samples PowerPoint <ul style="list-style-type: none"> <li>• <b>Materials:</b> Laptop with PowerPoint &amp; projector</li> <li>• At the end of the PowerPoint presentation, turn off the projector and have participants refer to the materials in their handout packet.</li> </ul> </li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>3. First examine the scoring guide (if not done during PowerPoint presentation) (Presenter option – focus on 2-4 traits rather than all 6)</li> </ol>
5 – 10 minutes	<ol style="list-style-type: none"> <li>4. Have participants read the first sample student paper: <b>2009 Grade 10 Paper 1 – Jobs</b></li> <li>5. Discuss general strengths &amp; weaknesses.</li> <li>6. Tell participants that this paper scored all 4's – it meets the standard.</li> <li>7. Refer to <b>Commentary 1</b></li> </ol>
5 – 10 minutes	<ol style="list-style-type: none"> <li>8. . Have participants read the second sample student paper: <b>2009 Grade 10 Paper 2 – Air and Water</b> Discuss strengths &amp; weaknesses. Tell participants that this paper scored more 3's than 4's – and therefore did not meet the standard.</li> <li>9. Refer to <b>Commentary 2</b></li> </ol>
5 – 10 minutes	<ol style="list-style-type: none"> <li>10. Optional Question &amp; Answer or Summary</li> </ol>
<b>Total = 30 – 45 minutes</b>	
	<b>Handouts: Printed Booklet</b> <ul style="list-style-type: none"> <li>• Cover Document</li> <li>• Printed copy of PowerPoint for note-taking if desired;</li> <li>• Oregon's Official Writing Scoring Guide;</li> <li>• Condensed Student Language Scoring Guide: High School</li> <li>• Official Writing Scoring Form;</li> <li>• Guidelines HS Writing Work Samples</li> <li>• Sample student papers: <ul style="list-style-type: none"> <li>• 2009 Grade 10 Paper 1 -- Jobs</li> <li>• 2009 Grade 10 Paper 2 – Air and Water</li> <li>• Commentary 1</li> <li>• Commentary 2</li> </ul> </li> </ul>



# Essential Skill -- Writing

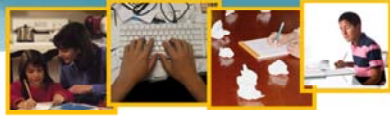
## Overview of Requirements

Updated Apr 2012

Intro slide

**REFER TO HANDOUT:** PowerPoint Notes Pages

## Goals for this session



### Participants will know:

- Requirements for demonstrating proficiency in the Essential Skill of Writing
- Official State Scoring Guide traits
- Resources & professional development available

This slide sets goals for the presentation.

# Class of 2013 Requirements



- OAR: 581-22-0615

Students first enrolled in grade 9 in 2009-10 (and beyond) will be required to demonstrate proficiency in the following essential skills:

- ♦ read & comprehend a variety of text
- ♦ write clearly and accurately

Many of these students will be juniors in the 2011-12 school year. Requirements are based on a cohort group determined by the year in which a student first enrolled in grade 9. If a student in this cohort group graduates early or takes additional time to complete diploma requirements, he/she is still responsible for only these Essential Skills.

An Overview of the requirements for the Essential Skill of Reading is available at <http://www.ode.state.or.us/search/page/?id=2663>

## Write clearly and accurately



- ♦ Adapt writing to different audiences, purposes, and contexts
- ♦ Develop supported, focused, well-reasoned, and organized communications
- ♦ Write to explain, summarize, inform, and persuade
- ♦ Use appropriate conventions including correct usage, punctuation, capitalization, and spelling

ODE  
Essential Skills Definitions

Language from Essential Skill Definition -- ODE website

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

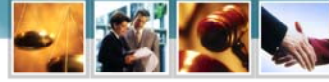
## 3 Options to Demonstrate Proficiency



1. Oregon Statewide Assessment of Writing
  - ♦ Composite score of 40
2. Other approved standardized assessments
  - ♦ SAT Writing Assessment score of 460 or higher

On March 11, 2011 the State Board of Education approved the SAT Writing Assessment as the first standardized test approved for proficiency in the Essential Skill of Writing. The minimum score required is 460. The SAT Writing Test is a direct writing assessment. The Assessment of Essential Skills Review Panel (AESRP), the group that makes recommendations to the State Board for standardized test options, is committed to recommending only tests that include a direct writing component. **The next slide shows the work sample option.**

## Option 3 – Writing Work Samples



- ♦ 2 work samples
- ♦ 1 expository or persuasive
- ♦ 1 any mode: expository, persuasive or narrative (real or imagined)
- ♦ Score of 4 or higher in each of four required traits on Official State Scoring Guide

To demonstrate proficiency in the Essential Skill of Writing using work samples, students must meet all three criteria listed here – 2 work samples, one expository or persuasive and one that is in any mode: expository, persuasive or narrative – personal or fictional. Scores must be 4 or higher in the required traits of Ideas/Content, Organization, Sentence Fluency, and Conventions on both worksamples.



## Oregon's Writing Assessment Model



- Analytic rather than holistic
- 6 traits of writing – 4 are required
- Developed over last 25 years in Oregon by Oregon teachers
- High confidence as valid assessment
- High inter-rater reliability of trained raters

Holistic scoring is when one single score is given on the general merit of the paper.

Analytic scoring looks at different elements in the paper – in Oregon 6 traits of writing are scored.

Oregon's writing assessment has received national recognition as a strong assessment and several other states have adopted our scoring guide.

Oregon raters who are well-trained agree within one point of each other 98% of the time.

# Six Traits of Writing



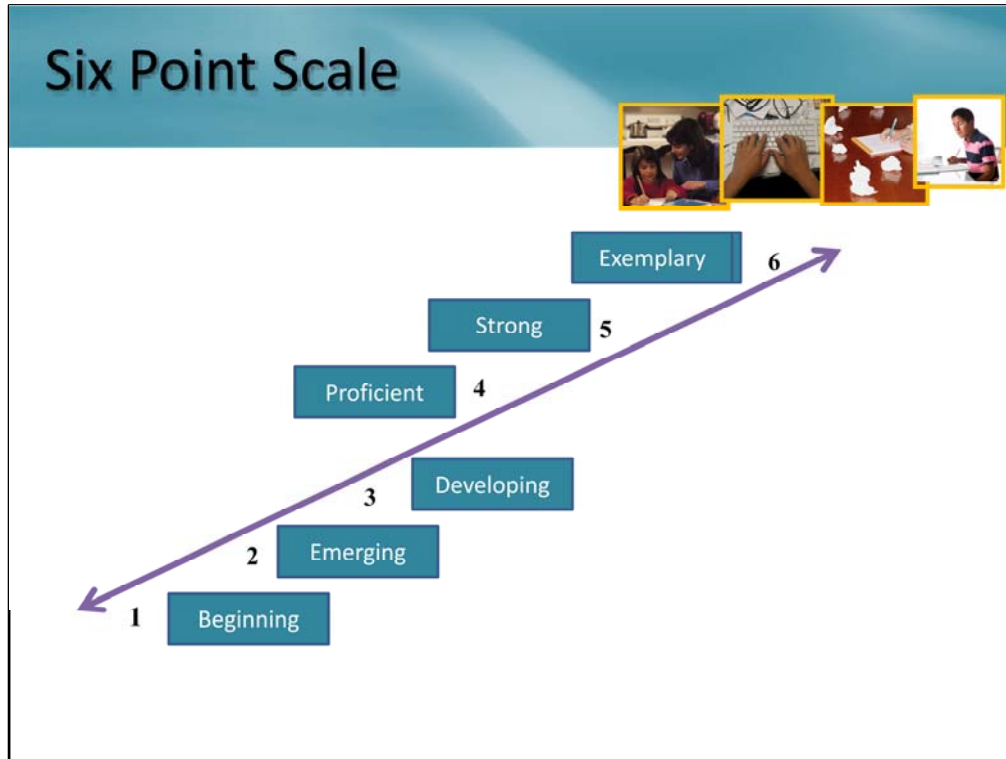
- Ideas and Content\*
- Organization\*
- Voice
- Word Choice
- Sentence Fluency\*
- Conventions\*

\* Required traits for proficiency



**REFER TO HANDOUT: Official Scoring Guide.** Oregon scores all 6 traits to give feedback to students on their writing. However, only the four traits with an asterisk are counted for proficiency in the essential skill of writing.

**Presenter choose:** briefly review scoring guide here or review it after PowerPoint presentation.



This shows the continuum of scores students may achieve. The scores describe the development of a particular piece of writing. Point out that the Official Scoring Guide contains detailed descriptions of each score level for each trait.

## Formative Assessment & Writing



- Scoring Guide → more than final assessment
- Used throughout writing process
  - ◆ Prewriting
  - ◆ Early drafts
  - ◆ Revising/editing
- Teach students scoring guide
- Improve analytical and critical thinking

**REFER TO HANDOUT: Condensed Student Language Scoring Guide.** Teachers use the Scoring guide to give students feedback during instruction and as formative (interim) assessment. When students learn the student language version of the scoring guide, their scores often improve. Point out importance of the writing process and how Oregon statewide assessment & work samples support this by providing adequate time over several days for students to write and polish an essay.

# Rumor versus Reality



## Rumor

- Work Samples must be scored by 2 raters



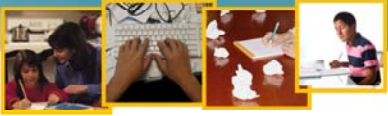
## Reality

- Only one rater is required
- In the case of a borderline passing paper, districts may wish to have more than 1 rater.

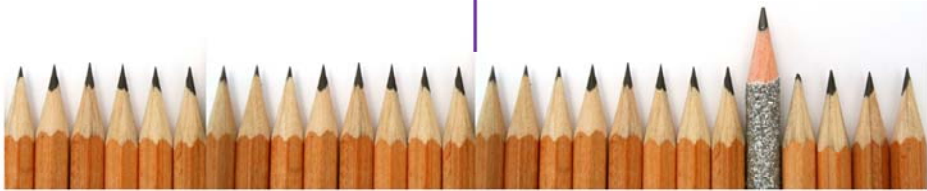
Many rumors contain inaccurate information. The next series of slides is designed to provide up-to-date correct information.

**REFER TO HANDOUT: Guidelines for High School Writing Work Samples** which explains requirements and recommendations.

## Rumor versus Reality



Rumor	Reality
<ul style="list-style-type: none"><li>Students may not revise after a work sample has been scored</li></ul>	<ul style="list-style-type: none"><li>Students may revise and resubmit work samples to be rescored</li></ul>



## REFER TO HANDOUT: **Guide to Revision (for high school students)**

Students may use the guide to revision while creating the writing work sample. It is also useful after a work sample has been scored.

# Rumor versus Reality



## Rumor

- Teachers may not provide any feedback



## Reality

- Feedback is allowed using ONLY the Scoring Guide and/or the Official Scoring Form

**REFER TO HANDOUT: Official Scoring Form.** Emphasize that teachers may provide feedback for revisions by highlighting on the Official Scoring Guide, and/or checking boxes on the Official Scoring Form. This is in addition to the Student Guide to Revision.

# Rumor versus Reality



## Rumor

- Students may not use word processors
- Or
- Spelling and grammar check must be disabled

## Reality

- Students **may** use word processors
- Spelling and grammar check do **not** need to be disabled

Additional information on the use of word processors is available in Appendix N of the 2010-11 Test Administration Manual at [http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix\\_n.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix_n.pdf)



# Rumor versus Reality



## Rumor

- Only trained raters can score work samples

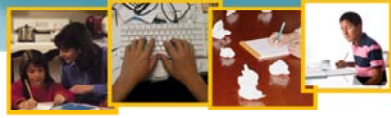


## Reality

- **TRUE** – raters must be trained to use the scoring guide accurately

Training and workshop material is available for district/school personnel to become local trainers. Details are available at <http://www.ode.state.or.us/search/page/?id=2664>

# Resources




Oregon Department of Education Website

[www.ode.state.or.us/go/worksamples](http://www.ode.state.or.us/go/worksamples)



- Scoring Guides
- Work Samples
- Anchor Papers
- Classroom resources

Many resources are available at this web site and more are being added. Check back regularly to find out what is new.



**“Writing is an exploration. You start from nothing and learn as you go.”**

**E.L. Doctorow**

**Facilitator:** Now have the participants turn to the handout materials in their packet and begin reviewing the scoring guide followed by the two student sample papers.