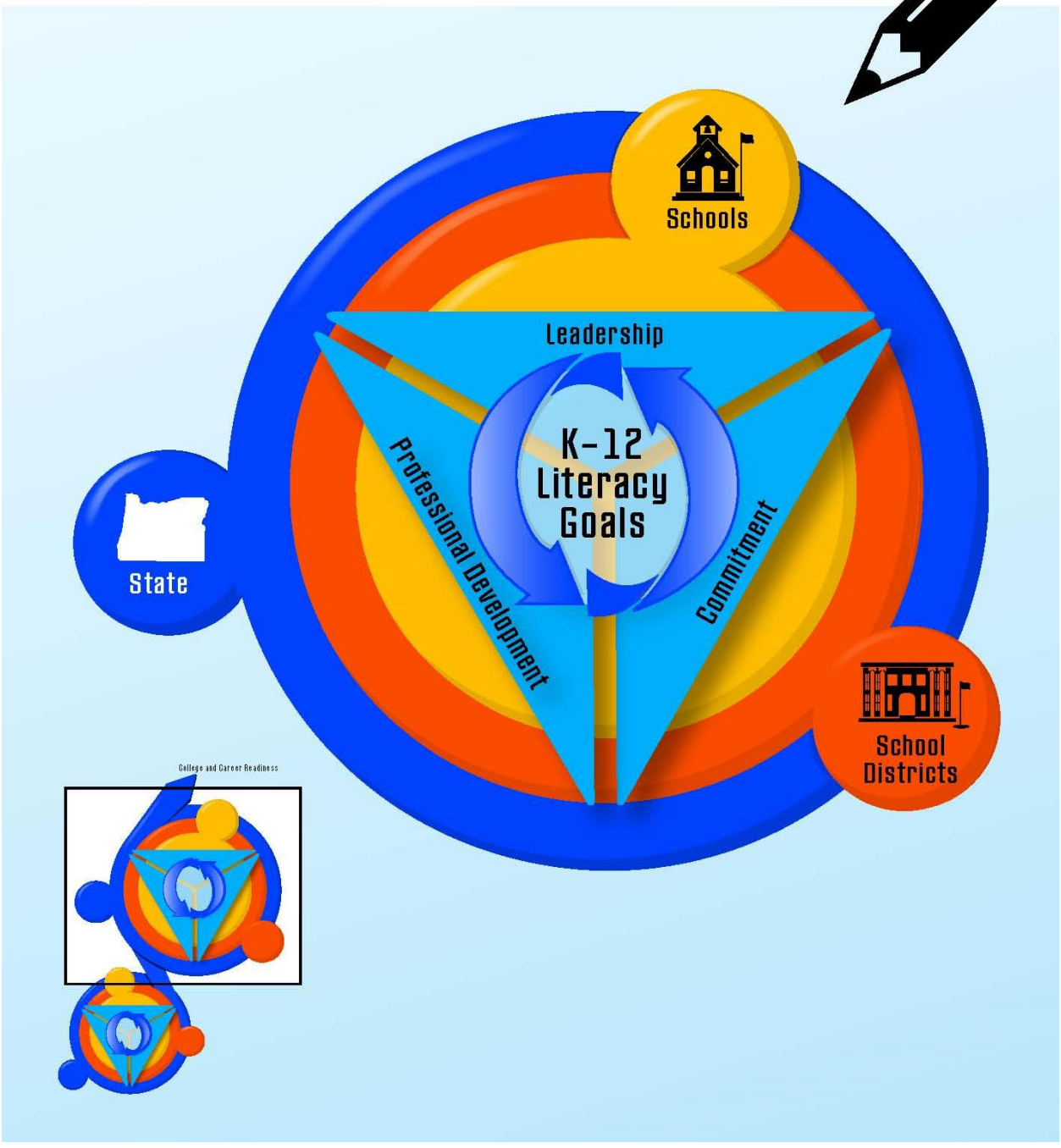
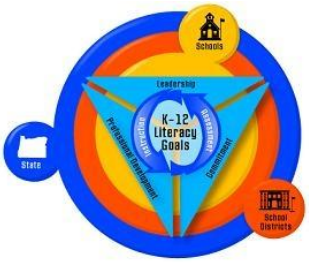
Oregon Literacy Plan: K-12 Writing



Oregon Literacy Plan: K–12 Writing

Table of Contents



K-12 Writing

Oregon Literacy Plan

	Goals	Assessment	Instruction	Leadership	Professional Development	Commitment
Birth to 5						
K-12 Reading	Refer to The Oregon K-12 Literacy Framework					
K-12 Writing						

Introduction:
Framework and Implementation

(1) Framework

Writing well matters. It matters in *any* academic setting and it matters in *any* academic discipline. It also matters in a growing number of work environments where doing *any* job effectively requires employees to communicate clearly and precisely through print.

A national survey of 120 major American corporations employing nearly 8 million individuals concluded that "*writing is a ticket to professional opportunity, while poorly written job applications are a figurative kiss of death.* ***Writing is a "threshold skill" for both employment and promotion*** (National Commission on Writing, 2004, p. 3). Estimates based on the survey returns reveal that employers spend billions annually correcting writing deficiencies. The survey found that people who *cannot* write well and *cannot* communicate clearly are much *less likely* to be hired for *any* job in the first place, and, if they are hired, they are much *less likely* to stay on the job long enough to be considered for promotion. The report also concludes that **students who want to enter the workforce immediately after finishing high school need to write *as well as* students entering college**, given that both universities and employers now seek the same core writing skills (ACT, Inc., 2006).

The College Board summarized a series of validity studies conducted on the SAT and found that the **writing portion of the SAT was a better predictor of performance in the first year of college than either the mathematics or critical reading portions** (Kobrin, Patterson, Shaw, Mattern, & Barbuti, 2008). This prediction pattern was true for all groups of students, regardless of race or ethnicity. The Board suggested **writing** was predictive of first-year college success because writing is the means by which students are evaluated in nearly every postsecondary course.

Teaching students to write effectively should be a *major* instructional objective in K-12 schools. Throughout *elementary*, *middle*, and *high school*, a comprehensive writing curriculum organized around two distinct but complementary roles (Graham & Perrin, 2007) will improve writing outcomes:

- **First,** writing should be taught as a skill and knowledge discipline that requires the use of specific strategies (such as *planning*, *writing*, *evaluating*, and *revising* written compositions) to accomplish a variety of ongoing school-related tasks—such as writing a report about a natural habitat, expressing an opinion about the right to privacy, or writing a poem or story about an experience with uncertainty. In these cases **writing is the medium through which students demonstrate their knowledge about a topic** and how well they can use writing to convey that knowledge.
- **Second**, writing should be seen and used as **a powerful method of helping students extend and deepen their knowledge** in any discipline from music to history to mathematics. In other words, writing should be used as a tool to develop knowledge, just as reading is such a tool. Not only does writing help students learn subject matter in any content discipline, it is also a highly effective way to help students learn to read with increasingly deep levels of comprehension (Graham & Perrin, 2007).

Current State of Writing

Despite the fact that writing proficiency is a necessary skill for success in public school (K–12), post-secondary education, and in work environments, the current state of writing quality among students and adults in the U.S., according to the National Commission on Writing (2003, 2004) and other organizations, is greatly in need of improvement. The consequences of poor writing can be measured in financial terms. For instance, private companies in the U.S. spend an estimated $3.1 billion per year teaching their employees to write (National Commission on Writing, 2004). About 44% of college professors indicated that students are generally not prepared for the level of writing required for college-level work (Sanoff, 2006).

The latest **NAEP results** (2007) show that only 31% of 8th graders and 23% of 12th graders in U.S. public schools reached the *Proficient* achievement levels, which indicate solid academic performance. In 2002, the percentages were 30% and 22%, revealing almost no improvement over this 5-year period. Also, **writing disparities among groups of students historically underserved in public school settings are substantial**. Comparisons between English Learners (ELs) and non-ELs, for example, reveal large differences in writing performance. Only 58% of 8th grade ELs performed the *Basic* level of writing proficiency on the NAEP 2007 assessment compared to 89% of non-ELs. In 12th grade, only 40% of ELs could write at least at a *Basic* level compared to 82% of non-ELs (National Center on Educational Statistics [NCES], 2008).

In Oregon, similar outcomes have been observed. In 2009-2010, on the writing subtest of the Oregon Assessment of Knowledge and Skills (OAKS) in grades 4, 7, and 10 respectively, only 44%, 50% and 53% of students met grade-level goals or exceeded them (Oregon Department of Education, 2009). In other words, **about one of every two Oregon students performs below what the state defines as a minimum acceptable standard in writing**. This level of performance is no better than in previous years.

Different explanations are offered for the poor writing performance of students nationally and in Oregon. One possibility is that schools are not focusing enough on teaching students the skills they need to become successful writers. Strong support for this explanation is contained in a report by the National Writing Commission (2003) called ***The Neglected "R."***

> "Although many models of effective ways to teach writing exist, both the teaching and practice of writing are increasingly shortchanged throughout the school and college years. Writing, always time-consuming for student and teacher, is today hard pressed in the American Classroom. Of the three "Rs," writing is clearly the most neglected." —*The Neglected "R"*

A related explanation is that **we underestimate how difficult it is to learn to write well and how difficult it is to teach**. The act of writing is inherently much more "internally" solitary than the act of reading (even if you explain what you understand *as* you read) or solving math problems. There is no clear stimulus to respond to, either correctly or incorrectly, as there is with a paragraph to read accurately or a math problem to solve. This internal aspect of writing makes it difficult for teachers to know how to help students who are struggling. And because written performance is so difficult, and time-intensive to measure (Cho, 2003; Olinghouse, 2009), (and no consensus yet on how best to measure it), even knowing who is doing well and who is struggling can be very difficult to determine reliably.

Oregon K-12 Literacy Framework—Writing

Despite these challenges, progress is being made on all fronts: on knowing what to teach for students to become effective writers and how to teach it, on knowing how to identify students who are struggling and what to do to support their improvement, and on knowing how to determine whether students have responded well or poorly to a school's efforts to support their writing progress.

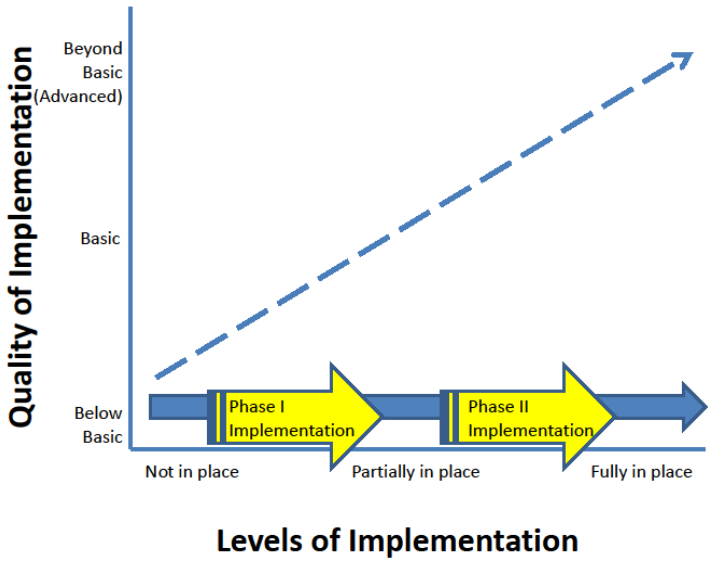
K-12 Writing, the third part of the Oregon Literacy Plan, and also a new section of the Oregon K-12 Literacy Framework, is not only research-based but is closely aligned to the Common Core State Standards (CCSS) for Writing. As such, it provides a roadmap for districts and schools to ensure students meet or exceed the CCSS for Writing at each grade level and in each content area, experience success as writers each year in school, and graduate with an Oregon Diploma prepared as writers for college and career without need for writing remediation…because writing well matters.

(2) Implementation

The implementation components of *K-12 Writing*, also located in the *Oregon K-12 Literacy Framework—Writing,* are designed to put the literacy planning schools and districts do *into action*. Two tools—the **School Self Assessment** and the **School Implementation Guide**—are intended to help districts and schools begin planning and then to move gradually from planning to high-quality writing implementation.

The first step of implementation is for schools and districts to determine what is currently in place in schools with respect to goals, assessment, instruction, leadership, professional development, and commitment. To obtain this information, they conduct an internal audit using the School Self-assessment. Not only does this process lead to the next step of implementation but the process of engaging in the audit is highly beneficial on its own. It is unifying and instructive for teachers and administrators to work together to take inventory of the school's writing program (e.g., writing instruction, materials, assessments). The self assessment tool includes items related to (a) Goals, (b) Assessment, (c) Instruction, (d) Professional development, and (e) Leadership and Commitment. The audit team rates each item according to one of three levels of implementation: (a) not in place, (b) partially in place, or (c) fully in place. Generally, these are scored as "0," "1," or "2" and for some particularly important items the scores are doubled. Scores are summarized at the end of each component and a percentage of the total number of points is calculated.

In the next part of the process, a school and district prioritize a school's needs (based on summary scores and other considerations) and prepare for implementation. The Implementation Guide is then used to guide and improve implementation efforts. The idea is that as implementation improves, a school moves from not in place to partially in place (Phase I) and from partially in place to fully in place (Phase II). Consequently, it is necessary to engage in the audit process regularly (e.g., two times per year) to monitor implementation goals. Once a school reaches a level of full implementation, the school can continue to focus on improving implementation by addressing increasingly detailed aspects of implementation quality. For example, the school can focus on advanced quality features such as sustainability and the institutionalization of highly effective practices and procedures.



The Implementation Guide gives schools specific definitions of implementation goals. That is, schools compare their ratings of *not in place*, *partially in place*, or *fully in place* with item-specific information in the Implementation Guide. For example, a school can rate an item as partially in place and use the Implementation Guide to help determine next steps in implementation, identify information that might help focus their implementation efforts, and obtain resources (e.g., internet links and references) related to that particular area of implementation.

References

ACT, Inc. (2006). *Ready for college and ready for work: Same or Different?* Iowa City, IA: ACT.

Cho, Y. (2003). Assessing writing: Are we bound by only one method? *Assessing Writing, 8,* 165-191. doi: 10.1016/S1075-2935(03)00018-7.

Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology, 99,* 445-476.

Kobrin, J. L., Patterson, B. F., Shaw, E. J., Mattern, K.D., & Barbuti, S. M. (2008). *Validity of the SAT® for predicting first-year college grade point average* (Report No.2008-5). New York, NY: College Board.

National Center for Education Statistics. (2007). *The nation's report card – writing 2007: National assessment of educational progress at grades 8 and 12* (Report 2008-468). Washington, DC: Institute of Education Sciences, U.S. Department of Education.

National Commission on Writing in America's Schools and Colleges. (2003). *The neglected "R": The need for a writing revolution.* New York, NY: College Board.

National Commission on Writing for America's Families, Schools, and Colleges. (2004). *Writing: A ticket to work…or a ticket out – A survey of business leaders.* New York, NY: College Board.

Olinghouse, N. G. (Summer 2009). Writing assessment for struggling learners. *Perspectives on language and literacy,* 15-18.

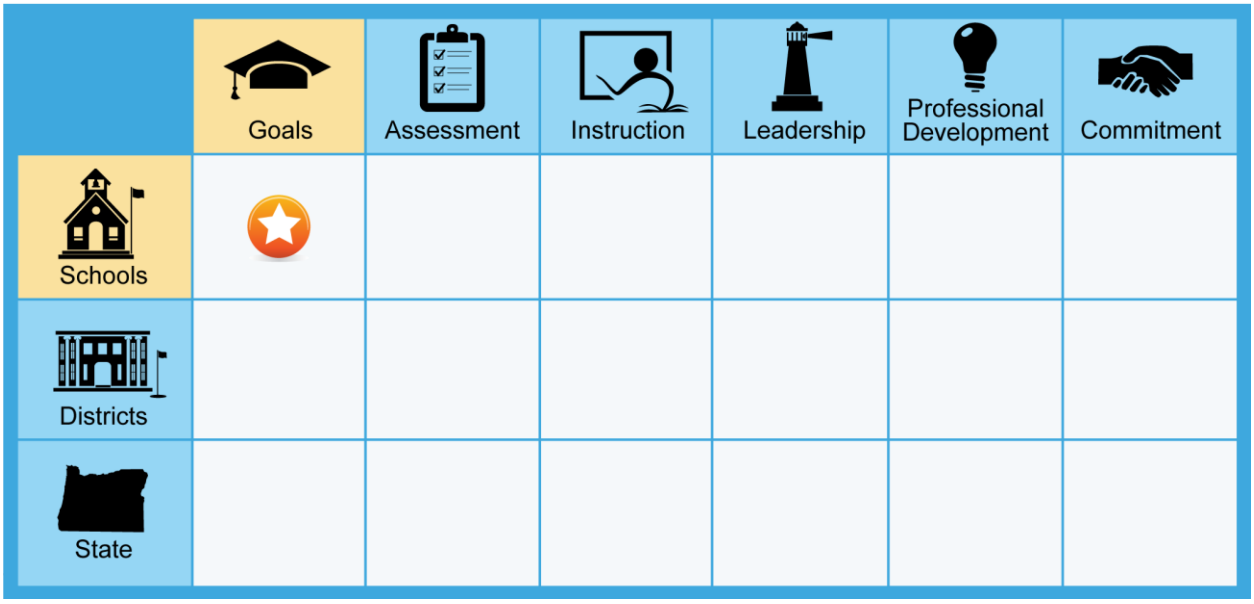
Oregon Department of Education. (2009). *Statewide report card (2008-2009: An annual report to the legislature on Oregon public schools.* Salem, OR: Oregon Department of Education.

Sanoff, A. P. (2006). What professors and teachers think: A perception gap over students' preparation. *The Chronicle of Higher Education, 52* (27).

K-12 Writing - Goals

Oregon K-12 Literacy Framework—Writing (Writing Framework)

Writing goals *that focus on students' fluency, productivity, writing quality, and use of the writing process to write multiple forms of text across the content areas—****anchor a school's comprehensive writing plan****.*



Setting and Meeting Measurable Writing Goals aligned to the Common Core:

- **Producing:** A critical school responsibility is ensuring K-12 students develop the skills to write fluently, so they are able produce the amount (and quality) of writing necessary to complete school assignments and other academic tasks. Specifically, fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) are essential for proficient, fluent writing.
- **Adapting written communication:** A primary writing goal across K-12 is that students must adapt their written communication to audience, task, purpose, and discipline, *and* apply the conventions associated with different writing genres. Specifically, students must develop proficiency with *argument, informational/explanatory, and narrative writing* in the CCSS.
- **Developing coherent written products using the writing process:** K-12 students use all aspects of the writing process (e.g., plan, organize, write, edit, revise) to produce high quality, coherent writing.

- **Writing to Learn:** K-12 students must use writing to think and learn (e.g., writing to learn, writing in the content areas), respond to reading tasks (e.g., use of written summarization, writing comprehension questions for class discussion), and research and build knowledge (e.g., research projects and data gathering).
- **Writing routinely:** K-12 students must write frequently and regularly over extended and shorter timeframes.

K-12 Writing Goals and the Common Core

Meeting or exceeding grade-level formative and summative writing goals means that students have met the Common Core State Standards (CCSS) expectations for writing knowledge and skills. Specifically, students must write fluently and productively; write for a variety of purposes (e.g., multiple text types) and audiences; purposefully engage in each step of the writing process; demonstrate their ability to incorporate the mechanics of good writing in each written text they produce (e.g., writing quality); use writing to learn; and spend instructional time writing. **Not meeting** grade-level formative and summative writing goals means that students need additional instructional support designed to improve their opportunities to meet grade level goals aligned to the CCSS.

K-12 CCSS Anchor Standards for Writing: The "What" of Writing

Text Types and Purposes (and subgenres)

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

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Early and Comprehensive Writing Instruction across K-12

Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, and editing) across multiple text types, content areas, and forms of writing **beginning in kindergarten and continuing across the K-12 grade span**. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The **CCSS describe "What"** writing skills students need at each grade level and ***K-12 Writing* describes "How"** schools can support all students to meet CCSS Writing expectations. Effective written communication requires language use, vocabulary use, and high levels of content understanding.

Significant challenges, however, face students who struggle to become proficient writers. At the **elementary school level**, for example, students who struggle to acquire and demonstrate writing proficiency are likely to earn lower grades, particularly in classes where writing is the primary means of evaluating student skills and knowledge (Cutler & Graham, 2008; Graham, Harris, & MacArthur, 2004). In addition, **older students** who fail to develop strong writing skills are "unlikely to realize their occupational or personal potential," (Graham, Harris, & Olinghouse, 2007) as evidenced by recent survey data from employers.

For *any* K-12 student, learning to write can be challenging. Writing is a **demanding cognitive process,** further complicated by the iterative nature of the writing process. For example, we write about what we read, and we read what we write. From a writing perspective, **a writer needs to wear multiple hats, know when to change hats, and even understand how to wear some hats simultaneously** (Gleason, 1995). Each hat represents a different component of cognitive processing during the writing process, and each hat requires a different set of skills and strategies. For example, writers need to be Thinkers and Organizers. When wearing the **Thinker–Organizer** hat, the writer determines purpose, anticipates audience, gathers information and sources of evidence, generates ideas, translates ideas, and mentally organizes content. When the writer is wearing the **Author** hat, he or she organizes the thinker's ideas, generates written ideas, and communicates with an audience. As the Author, the writer also fluently produces text while the Thinker composes. As the **Reader**, the writer builds coherence from what is read, obtains new ideas, and tells the Editor what to edit. Finally, with the **Editor** hat, the writer hand-writes or types, punctuates, capitalizes, and indents. The Editor also communicates with the Thinker-Organizer, Reader, and Author about *revisions* related to the text's purpose, content, and ideas. Writing instruction aligned to the Common Core State Standards (CCSS) introduces these writing "roles" at grade-appropriate levels, building college and career-ready writing skills of integrated cognitive tasks ("hats") during a 13-year process.

Writing is also complex because writing communicates. In other words, writing is deeply *expressive* with profound thought-provoking potential. It is not just writing; rather, it is also about the relationship, or written conversation, that is created among readers and other writers. Because writing is

communication, it is inherently a social or communal act (Goldberg, 2010). Writing skills, therefore, are socially critical. The ability to write allows the communication of knowledge and ideas, and provides opportunities to articulate a perspective and persuade others (Graham, et al., 2004). Not unexpectedly, students who struggle with writing are limited in self-expression and are often at a disadvantage when communicating with others (Graham, et al., 2004; Penner-Williams, Smith, & Gartin, 2009).

Given the cognitive and social complexities inherent in the writing process, research indicates that waiting until later grades to begin formal writing instruction and address student challenges can be very problematic and that many difficulties students experience are likely to be ameliorated by early instruction (Cutler & Graham, 2008). At the secondary school level, for example, writing is the "major means by which students demonstrate their knowledge in school, and the primary instrument that teachers use to evaluate academic performance" (Graham, et al., 2004). And many of the problems that students experience in writing in secondary settings have their antecedents in the early grades. Instructing and intervening early in writing is not only a scientifically validated approach, it is also extremely cost effective.

According to a national survey conducted by the *National Commission on Writing* (2004), **strong writing skills are a critical component of professional opportunities**: those who cannot write and communicate clearly are unlikely to be hired, and if they are hired, they are unlikely to remain in their position long enough to be considered for promotion. As a result, the ability to write proficiently is an **economic imperative** (Juzwik, et al., 2006). Moreover, there is also an increased importance placed on knowledge and information in today's "**knowledge economy**," most of which is communicated through writing (Brandt, 2005). With an increased emphasis of proficient writing required for success in fiscal and knowledge economies, there is a corresponding increased demand on schools to prepare students to write well for numerous purposes and audiences (National Council of Teachers on English, 1991).

Reflecting the increased demands for proficient writing skills, and writing's inherent complexity, writing instruction should begin as soon as students enter school (Cutler & Graham, 2008; Graham, et al., 2004). Although the focus of writing instruction will shift across the grades as students' knowledge and writing skills develop, providing explicit, exemplary, and continuous writing instruction across K-12 helps (a) maximize students' writing development (Graham, et al., 2004). The Common Core State Standards for Writing and Language K-5 and 6-12 English Language Arts, and the 6-12 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects emphasize the importance of explicit writing instruction from early elementary school through the end of high school across all subjects.

Summative Writing Goals Anchor Writing Instruction

Students who are college and career-ready in writing and language are fluent, productive, and proficient writers. College and career-ready students have mastered the Writing and Language Common Core State Standards (CCSS) and are able to write independently; convey strong content knowledge in writing; respond to the varying demands of audience, task, purpose, and discipline; comprehend and write thorough critiques; value and use relevant evidence; use technology and digital media strategically and capably for written expression; and use writing to convey an understanding of different perspectives and cultures (CCSS, Introduction, p. 7).

The Common Core College and Career-ready (CCR) Anchor Standards for Writing specify what college and career-ready students should be able to do as writers by the end of grade 12. To ensure all students graduate from high school college and career-ready, the CCSS include grade-specific, summative goals for

K-12, directly corresponding by number to each CCR Anchor Standard. In other words, each grade-specific standard translates the broader CCR goal into a grade-appropriate, summative expectation (for additional information on the CCSS design, see "K-12 Teachers: Building Comprehension *in* the Common Core," pp. R-36-38, Oregon Literacy Plan).

The following example illustrates how the first, grade-specific CCSS for Writing at every grade level (from ELA K-5 and 6-12, and 6-12 Literacy for History/Social Studies, Science, and Technical Subjects for 6-12) aligns with the first CCR Anchor Standard for Writing, "Write arguments to support claims in an analysis of substantive topics or texts, using valid, reasoning and relevant and sufficient evidence." Notice how each grade-specific standard represents a progressive, developmental interpretation of the first CCR Writing Standard. Starting in kindergarten, for example, students should use a combination of drawing, dictating, and writing to compose opinion pieces (e.g., tell what you liked and/or didn't like about a book, the weather, lunch, etc.) by the end of the school year. Also note how the written argument builds in complexity across grade levels. By grades 11/12, students are expected to write arguments that include precise, knowledgeable claim(s) and counterclaims; relevant evidence for both claims and counterclaims; a recognition of the audience's knowledge level, concerns, values, and possible ideas; words, phases, and clauses as well as varied syntax; a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and a concluding statement or section that follows form and supports the argument presented. See the Grade 11/12 Standard in the following table for the entire outline of what Grade 11/12 students should include in their written arguments for English Language Arts and also for Literacy in History/Social Studies, Science, and Technical Subjects.

	CCR Anchor Standard for Writing: Text Types and Purposes **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
Writing CCSS for K-5 ELA	Kindergarten	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is*. . .).
	First	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	Second	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
	Third	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

	CCR Anchor Standard for Writing: Text Types and Purposes **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
		b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.
	Fourth	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.
	Fifth	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
Writing CCSS for 6-12 ELA	Sixth Grade	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style.

	CCR Anchor Standard for Writing: Text Types and Purposes **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
		e. Provide a concluding statement or section that follows from the argument presented.
	Seventh Grade	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Eighth Grade	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Ninth-Tenth Grades	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each

	CCR Anchor Standard for Writing: Text Types and Purposes **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
		while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Eleventh-Twelfth Grades	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Writing CCSS for 6-12 Literacy in History/SS, Science, and Tech. Subjects	Sixth-Eighth Grades	1. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	CCR Anchor Standard for Writing: Text Types and Purposes **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
		c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Ninth-Tenth Grades	1. Write arguments focused on *discipline-specific content*. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
	Eleventh-Twelfth Grades	1. Write arguments focused on *discipline-specific content*. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's

	CCR Anchor Standard for Writing: Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
		knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Setting Measurable Writing Goals Aligned to the Common Core

In this section the five fundamental and measurable goals are described with the applicable Common Core CCR Anchor Standards linked to each goal. Several CCR Anchor Standards overlap and are listed across several goals. The overlap is intentional and represents the integrated approach to instruction posited by the CCSS. The descriptive text for each goal provides a preview as well as an overview of the content presented in the remaining *K-12 Writing* chapters. To help with the first step of implementation—, development of District and School Writing Plans based on the goals—, planning notes are included for each. Like District and School Reading Plans, **Writing Plans** are fundamental for promoting K-12 student writing achievement. The notes are intended to help prompt reflection and also serve as a "bookmark" for later discussion as district and school staff complete the Writing Self-Assessments, Writing Plans are developed, and the Writing Implementation Guides are consulted to gauge progress.

1. Producing: A critical school responsibility is ensuring K-12 students develop the skills to write fluently and productively. Specifically, fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) are essential for proficient writing.

CCSS College and Career Readiness Anchor Standards for Writing and Language		
Writing	**Production and Distribution of Writing**	4. **Produce clear and coherent writing** in which the development, organization, and style are appropriate to the task, purpose, and audience
		6. **Use technology**, including the Internet, **to produce and publish writing** and to interact and collaborate with others.
Language	**Conventions of Standard**	1. **Demonstrate command of the conventions of standard English grammar and usage when writing** or speaking.

CCSS College and Career Readiness Anchor Standards for Writing and Language		
	English	2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**.
	Knowledge of Language	3. **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for the meaning or style**, and to comprehend more fully when reading or listening.
	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **analyzing meaningful word parts**, and consulting general and specialized reference materials, as appropriate.
		5. **Demonstrate an understanding of figurative language, word relationships and nuances in word meanings.**
		6. **Acquire and use accurately a range of general academic and domain-specific phases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

Writing instruction in the **elementary grades** should focus on the development of fluent discourse knowledge, or the fluent command of transcription skills (e.g., handwriting, typing), spelling, language, and the conventions of standard English that are required when writing (Olinghouse & Graham, 2009). Explicit instruction and practice with handwriting, keyboarding, spelling instruction, vocabulary, and language use (e.g., conventions of conventional English grammar, usage, and mechanics) are necessary for students to become fluent and productive writers (CCSS, Writing Standards 4 and 6; Language Standards 1-6). These writing skills are the necessary foundational components that underlie the very act of writing (Graham, et al., 2004; Troia & Graham, 2003). Without fluent foundational writing skills, a writer's attention becomes consumed with the function of transcribing (e.g., handwriting, keyboarding), sentence constructing, spelling, and/or word searching. With attention focused heavily on foundational skills, resources available for the "higher-level" act of composing is severely limited and overall writing content and quality can be compromised.

A similar emphasis on fluent foundational skills is also applicable for the intermediate and secondary grades. For example, fluent keyboarding and technology use, use of discipline-specific vocabulary, and sentence building strategies might be emphasized during writing instruction in the intermediate and secondary grades. Morphological awareness and word study instruction is also a critical foundational skill for writing at the intermediate and secondary level (CCSS Language Standard 4). Research indicates, for example, that learning about word parts (e.g., prefixes, suffixes) can improve writing achievement, particularly for struggling writers (Berninger, Raskind, Richards, Abbott, & Stock, 2008; Hurry, Nunes, & Bryant, 2005).

Additionally, instruction for **struggling writers (regardless of age/grade)** should focus on foundational writing skills, as needed, to provide them with the support and skills needed to become successful, proficient writers.

School Writing Plan: Goal 1 Planning Notes

- Include foundational skills in K-12 writing instruction.
  - Elementary grades should emphasize the development of fluent handwriting, technology, spelling, vocabulary, and language.
  - Intermediate and secondary grades should emphasize the development of fluent keyboarding, technology, discipline-specific vocabulary, language (e.g., sentence building), and morphological awareness/word study.
  - Instruction for struggling writers, regardless of age/grade should focus on foundational writing skills as needed.
- Include sufficient time for both foundational skills and "higher-level" composing skills in writing instruction.

2. Adapting written communication: A primary writing goal across K-12 is that students must adapt their written communication to audience, task, purpose, and discipline, *and* apply the conventions associated with different writing genres. Specifically, students must develop proficiency with *argument, informational/explanatory, and narrative writing* in the CCSS.

CCSS **College and Career Readiness Anchor Standards for Writing**	
Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS College and Career Readiness Anchor Standards for Writing	
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Writing Standards 1-3 emphasize that students in grades K-12 write different text types and use writing for multiple purposes. Students of *all* ages need the opportunity to practice different types of writing (e.g., descriptive, persuasive, informational, personal narratives, reports, editorials, research papers, etc.) because each different text type and form of writing requires its own discourse knowledge. In other words, **each text type follows a specialized discourse based on text structure, writing conventions, and language**.

Writing various text types places different **cognitive demands** on the writer. For example, the cognitive demands required for writing argument text are very different compared to the thinking required when planning how story elements will be written in narrative text. Regardless of the cognitive demand, however, most students are not receiving sufficient opportunities to practice the different types and forms of writing necessary for educational, occupational, and social success (Kiuhara, Graham, & Hawken, 2009; National Commission on Writing, 2003).

For example, surveys of intermediate and secondary teachers reveal that across the grade levels, students spend the majority of their limited writing time engaged in five writing tasks: (1) short answer responses to homework questions; (2) response to materials read; (3) completing worksheets; (4) journal writing; and (5) summarizing materials they have read (Gilbert & Graham, 2010; Kiuhara, et al., 2009). Although these are useful ways to reinforce learning (Kiuhara, et al., 2009), other types of writing, such as persuasive writing, report writing, and explanatory writing, are needed for success in college and work and should be emphasized in writing instruction (Gilbert & Graham, 2010). **Students, especially those in the upper grades, require frequent opportunities to write longer texts and texts from different genres (i.e., text types).** CCSS Writing Standard 10, for example, sets the expectation that students in grade 4 and above should *write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences*.

Most importantly, note how the CCSS specify argument, explanatory/informational, and narrative writing as the three featured text types. As seen earlier with the example of how argument text is developed across grade-levels (i.e., CCR Standard 1), all K-12 students are expected to write within each genre. It's also important to note that there are many different types of text within each of the three featured text types. For additional information about the text types and forms of text structure that fall within argument, explanatory/ information, narrative genres, see the discussion on "Emphasizing High-Quality, Complex Information Text" and the organizational frame illustrating the range of CCSS text types in "K-12 Teachers: Building Comprehension *in* the Common Core," pp.R-10-11, Oregon Literacy Planthe K-12 Reading Plan's "CCR and CCSS Have you Ever. . ." section.

School Writing Plan: Goal 2 Planning Notes

- Ensure all CCSS- featured text types (e.g., argument, explanatory/informational, narrative) are included in K-12 writing instruction.
- Include foundational *and* "higher-level" skill components in K-12 writing instruction for all text types.
- Address all phases of the writing process in K-12 writing instruction focused on argument, explanatory/informational, *and* narrative writing.
- Explicitly teach K-12 students how to write argument, explanatory/ informational, and narrative text types.

3. Developing coherent products using the writing process: K-12 students use all aspects of the writing process (e.g., plan, organize, write, edit, revise) to produce high quality, coherent writing.

CCSS **College and Career Readiness Anchor Standards for Writing**	
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

As discussed previously, writing is a complex, recursive process that requires an internal orchestration of planning, organizing, writing, editing, revising, and re-writing skills. Good writers often employ multiple processes, such as editing, revising, and re-writing, simultaneously. Each component of the writing process is itself complex. For example, planning a written composition requires an understanding of the topic and purpose of the writing task, brainstorming and idea-generating, an ability to sort relevant from irrelevant ideas (e.g., main ideas from details), and organization skills (e.g., an understanding of how ideas will be grouped and sequenced).

To help *all* K-12 students negotiate the complexity of the writing process, each component of the writing process should be explained, modeled, and demonstrated to students through the use of explicit instruction. **Explicit instruction is designed to make the strategies, internal self-talk writers use, and text structure of each genre—visible to students**. Writing strategies become overt when explicit instruction is used to model and demonstrate them; follow-up guided practice is included to provide an opportunity for students to try them with teacher coaching, and finally independent writing practice helps students solidify the new learning (Baker, Gersten, & Graham, 2003; MacArthur, 2006). In other words, **students develop highly proficient writing skills and learn how writing works when they are explicitly taught strategies for planning, writing, editing, and revising text**.

School Writing Plan: Goal 3 Planning Notes

- Explicitly teach K-12 students *all* phases of the writing progress.
- Explicitly teach K-12 students how to use writing strategies throughout the writing process.
- Ensure collaborative writing opportunities and writer's conferences (e.g., teacher-student writing conferences, peer-student writing conferences) are included in K-12 writing instruction.

4. Writing to Learn: K-12 students must use writing

- To think and learn (e.g., writing to learn, writing in the content areas)
- Respond to reading (e.g., use of written summarization, writing comprehension questions for class discussion)
- Research and build knowledge (e.g., research projects and data gathering).

CCSS College and Career Readiness Anchor Standards for Writing	
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (**time for research, reflection, and revision**) and shorter time frames (a single sitting or a day or two) **for a range of tasks, purposes, and audiences.**

Writing is central to most forms of academic inquiry. For example, writing is used for question asking and answering, idea generating, note taking and observing, reflecting, and summarizing. **The use of**

writing for thinking and learning is featured prominently in the CSSS Writing Standards. Writing Standards 7-9 are based on the use of research (i.e., writing) to build and present knowledge. Writing Standard 7, for example, sets the expectation that as early as kindergarten, students should participate in (and later, conduct) short research projects that build knowledge about a particular topic. Writing Standard 9 states that from grade 4 and on, students need to be able to *draw evidence from literary or informational texts to support analysis, reflection, and research*.

School Writing Plan: Goal 4 Planning Notes

- Ensure writing is used for thinking and learning across all K-12 content and discipline-specific instruction.
- Include "writing to learn" (i.e., research) activities and extended projects throughout K-12 writing instruction *and* content-specific instruction.
- Ensure explicit instruction is included in writing instruction related to research and knowledge- building projects (e.g., *show* students how to use writing in the research and learning process).

5. Writing routinely: K-12 students must write frequently and regularly over extended and shorter time frames.

CCSS **College and Career Readiness Anchor Standards for Writing**	
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

As discussed at the beginning of the chapter, writing is cognitively and socially complex. As a result, **learning to write takes time.** Likewise, writing instruction requires time, and the writing process takes time. Planning for students to write routinely over short as well as extended time frames requires time. While time spent writing is a K-12 student goal, scheduling writing instruction, integrating writing into classroom learning activities, and planning writing instruction *is made easier if the district and school have a parallel goal* focused on increasing the amount of time spent on writing. School and district goals related to time should be periodically refined and re-evaluated based on resources and student needs.

To help students achieve grade- level standards and write at the level required for college and career success, *more* time needs to be devoted to writing instruction (National Commission on Writing, 2003). Research on the average amount of time students spend writing suggests that students in the primary grades (i.e., grades 1-3) spend only 21 minutes per day (105 minutes per week) engaged in the process of writing texts of one paragraph or longer (Cutler & Graham, 2008). Students in the intermediate grades (i.e., grades 4-6) spend approximately 25 minutes per day writing (Gilbert & Graham, 2010).

School Writing Plan: Goal 5 Planning Notes

- Increase the time devoted to writing across all grade levels and content areas. Time should be increased for direct, explicit writing instruction *and* student participation in the writing process for extended and short, more content-specific and integrated timeframes.
- Include a plan for monitoring, refining, and re-evaluating time spent on explicit writing instruction and student participation in the writing process.

Formative Writing Goals Measure Progress

Measurable goals can be established for writing fluency, productivity, and quality (i.e., aligned with text types, content, and stages of the writing process) at the individual student level for the purpose of instructional decision- making. Unfortunately, due to the emerging nature of research on writing assessment, grade-level benchmarks have not been established for K-12 progress monitoring. Individually-referenced goals, however, can be established to measure individual student progress, and districts and schools can use grade-level formative assessments to establish district and school-level norms.

Curriculum-based measures of writing (W-CBM) are used for formative assessment, and consist of a set of writing probes with standardized directions, procedures, and a clearly defined writing prompt. When a W-CBM probe is administered, students write for a specified time period, and quantitative and/or qualitative procedures are used to score the student writing samples. W-CBM are considered reliable indicators of student performance that permit educators to make valid inferences about students' writing proficiency across the grades (Espin, et al., 2000; Fewster & MacMillan, 2002; Jewell & Malecki, 2005; McMaster & Campbell, 2008).

When writing goals focus on fluency and writing productivity, quantitative scoring procedures are used to determine Total Words Written (TWW), Words Spelled Correctly (WSC), Correct Word Sequences (CWS), and/or Correct minus Incorrect Word Sequences (CIWS) produced within a pre-determined amount of time. It is important to note that **W-CBM writing productivity goals are not intended solely for students in the younger elementary grades**. Rather, writing productivity goals, although particularly appropriate for students in the younger elementary grades who are just learning to write, may also be appropriate for older students and struggling writers, especially if grade-appropriate scoring metrics are used. Research has indicated, for example, that more complex scoring metrics, such as Correct minus Incorrect Word Sequences (CIWS) may be more appropriate for students in the upper grades because writing fluency and writing accuracy is addressed (McMaster & Campbell, 2008; Weissenburger & Espin, 2005).

When goals focus on writing quality and how successfully content is communicated, how facts and information are presented, and how clearly thoughts, opinions, or ideas are articulated, W-CBM writing samples can be qualitatively scored with rubrics that are aligned with CCSS Writing and Language Standards and lesson goals and objectives. For example, a rubric can be developed to align with the critical text features of argument text or focus the writing elements of style, organization, and conventions.

For **writing process goals**, "instructionally-based" writing portfolios should be used to help document students' engagement in the planning, drafting, editing, and revising components of the writing process (e.g., CCSS Writing Standard 5). A portfolio could be organized around the goal of writing for different audiences and purposes and require students to include writing samples representing different genres or text types. For example, second graders might include one narrative, one informational/explanatory, and

one opinion paragraph in their writing portfolios to illustrate the critical components for each text type as outlined in CCSS Writing Standards 1-3. In addition to submitting final, polished products, students could also include writing samples that illustrate each phase of the writing process (e.g., planning sheet, first draft, edit and revise check list, final draft). Overall, multiple writing samples from different points in the school year can be assembled in a student's writing portfolio to document progress. W-CBM writing samples, student self-monitoring graphs, and personal writing goals can also be included in a student's portfolio.

The chart below summarizes how formative and summative assessment can align with the *K-12 Writing* Goals. Additional information about how to structure and conduct writing assessment is presented in the *K-12 Writing* Assessment chapter.

***K-12 Writing* Goal Areas**	**Formative Assessment**	**Summative Assessment**
1. A critical school responsibility is ensuring K-12 students develop the skills to **write fluently and productivity.** Specifically, highly fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) is essential for proficient writing.	W-CBM writing probes with quantitative scoring focused on fluency and productivity.	District-level or school-level summative assessment (e.g., end of year screening) with W-CBM writing probes with quantitative scoring focused on fluency and productivity.
2. A primary writing goal across K-12 is that students must **adapt their written communication** in relation to audience, task, purpose, and discipline, *and* apply the conventions associated with different writing genres. Specifically, students must develop proficiency with *argument, informational/ explanatory, and narrative writing*.	W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical text features. Multiple writing samples assembled in a student's "instructional writing portfolio" to illustrate student writing in different genres.	StateOAKS Writing Assessment District-level or school-level summative assessment (e.g., end of year screening) with W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical text features. Multiple writing samples assembled in a student's "instructional writing portfolio" to illustrate student writing in different genres.
3. In addition, writing goals for K-12 must emphasize student progress in all aspects of the **writing process** (e.g., plan, organize, write, edit, revise)	W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on the phases and critical aspects of the writing process. Multiple writing samples assembled	StateOAKS Writing Assessment District-level or school-level summative assessment (e.g., end of year screening) W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait

***K-12 Writing* Goal Areas**	**Formative Assessment**	**Summative Assessment**
and the production of high quality, coherent writing.	in a student's "instructional writing portfolio" to illustrate student's work at various stages of the writing process (e.g., planning sheets, edit-revise checklists and revision notes).	scoring rubric) focused on the phases and critical aspects of the writing process. Multiple writing samples assembled in a student's "instructional writing portfolio" to illustrate student's work at various stages of the writing process (e.g., planning sheets, edit-revise checklists and revision notes).
4. K-12 students should **use writing to think and learn** (e.g., writing to learn, writing in the content areas), respond to reading (e.g., use of written summarizes, writing comprehension questions for class discussion), *and* research and build knowledge (e.g., research projects and data gathering).	W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical features of "writing to learn" and research activities/projects. Multiple writing samples assembled in a student's "instructional writing portfolio" to illustrate student's "writing to learn" and research-related work.	District-level or school-level summative assessment (e.g., end of year screening) with W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical features of "writing to learn" and research activities/projects. Multiple writing samples assembled in a student's "instructional writing portfolio" to illustrate student's "writing to learn" and research-related work.
5. Finally, K-12 students must **write routinely** over extended *and* shorter timeframes.	"Instructional writing portfolio" logs illustrating time spent writing, student-self monitoring, student writing process goals, student writing products, etc. School schedule "audits" of scheduled writing time, classroom visits/observation checklists to document % of observed time dedicated to writing.	"Instructional writing portfolio" logs illustrating time spent writing, student-self monitoring, student writing process goals, student writing products, etc. School schedule "audits" of scheduled writing time, classroom visits/observation checklists to document % of observed time dedicated to writing.

Summary

The **five writing goals**—that focus on students' fluency, productivity, writing quality, and use of the writing process to write multiple forms of text across the content areas—**anchor a school's comprehensive writing plan**.

The purpose of K-12 writing instruction is to help students achieve the five writing goals aligned to the Common Core Writing and Language Standards, by

(a) Providing explicit instruction in the writing process, mechanics/conventions, and multiple genres used in good writing

(b) Providing multiple opportunities to practice writing skills and build productivity across multiple text types and forms of writing.

To ensure that *Oregon* students become proficient writers *as early as possible in their educational careers* – and to establish and maintain proficiency across multiple genres and forms of writing – is a critical educational objective that influences students' success in school and beyond (National Commission on Writing, 2004).

References

Berninger, V., Raskind, W., Richards, T., Abbott, R., & Stock, P. (2008). A multidisciplinary approach to understanding developmental dyslexia within working-memory architecture: Genotypes, phenotypes, brain, and instruction. *Developmental Neuropsychology, 33*, 707-744.

Brandt, D. (2005). Writing for a living: Literacy and the knowledge economy. *Written Communication, 22*(2), 166-197.

Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology, 100*(4), 907-919.

Espin, C., Shin, J., Deno, S. L., Skare, S., Robinson, S., & Benner, B. (2000). Identifying indicators of written expression proficiency for middle school students. *The Journal of Special Education, 34*(3), 140-153.

Fewster, S. & Macmillan, P. D. (2002). School-based evidence for the validity of curriculum-based measurement of reading and writing. *Remedial and Special Education, 23*(3), 149-156.

Gilbert, J., & Graham, S. (2010). Teaching writing to elementary students in grades 4-6: A national survey. *The Elementary School Journal, 110*(4), 494-518.

Gleason, M. M. (1995). Using direct instruction to integrate reading and writing for students with learning disabilities. *Reading and Writing Quarterly*, *11*, 91–108.

Goldberg, N. (2010). *Writing down the bones: Freeing the writer within.* Boston: Shambhala.

Graham, S., Harris, K.R., & MacArthur, C. (2004) Writing instruction. In B. Y. Wong (Ed.) *Learning about learning disabilities* (3rd ed., pp. 281-307). San Diego, CA: Elsevier Academic.

Graham, S., Harris, K. R., & Olinghouse, N. (2007). Addressing executive function problems in writing: An example from the self-regulated strategy development model. In L. M. Metlzer (Ed.) *Executive function in education: From theory to practice* (pp. 261-236). New York: Guilford.

Hurry, J., Nunes, T., & Bryant, P. (2005). Transforming research on morphology into teacher practice. *Research Papers in Education, 20*(2), 187-206.

Jewell, J. & Malecki, C. K. (2005). The utility of CBM written language indices: An investigation of production-dependent, production-independent, and accurate-production scores. *School Psychology Review, 34*(1), 27-44.

Juzwik, M. M., Curcic, S., Wolbers, K., Moxley, K. D., Dimling, L. M., & Shankland, R. K. (2006). Writing into the 21st century: An overview of research on writing, 1999 to 2004. *Written Communication, 23*(4), 451-476.

Kiuhara, S. A., Graham, S., & Hawken, L. S. (2009). Teaching writing to high school students: A national survey. *Journal of Educational Psychology, 101*(1), 136-160.

McMaster, K. L. & Campbell, H. (2008). New and existing curriculum-based writing measures: Technical features within and across grades. *School Psychology Review, 37*(4), 550-566.

National Commission on Writing in America's Schools and Colleges (2003). *The neglected "R": The need for a writing revolution*. Reston, VA: The College Board.

National Commission on Writing for America's Families, Schools, and Colleges. (2004). *Writing: A ticket to work…or a ticket out – A survey of business leaders.* New York, NY: College Board.

National Council of Teachers of English (2000). *An administrator's guide to writing instruction.* Available from: http://www.ncte.org.

National Governors Association Center for Best Practices and Council of Chief State School Officers (2010). *Common core state standards for English language arts & literacy in history/social studies, and technical subjects.* Washington, DC: Common Core State Standards Initiative.

Olinghouse, N. G., & Graham, S. (2009). The relationship between the discourse knowledge and the writing performance of elementary students. *Journal of Educational Psychology, 101*(1), 37-50.

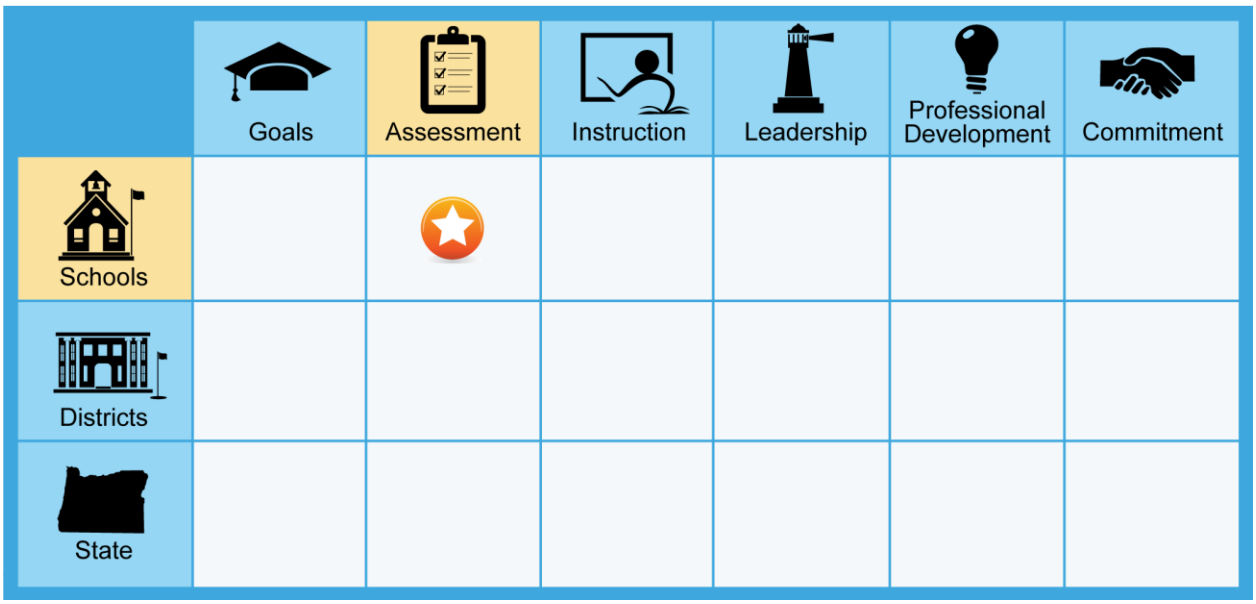
Penner-Williams, J., Smith, T. E. C., & Gartin, B. C. (2009). Written language expression: Assessment instruments and teacher tools. *Assessment for Effective Intervention, 34,* 162-169. doi: 10.1177/1534508408318805.

Troia, G. A., & Graham, S. (2003). Effective writing instruction across the grades: What every educational consultant should know. *Journal of Educational and Psychological Consultation, 14*(1), 75-89.

K-12 Writing - Assessment

Oregon K-12 Literacy Framework—Writing (Writing Framework)

A comprehensive writing assessment system for K-12 is explicitly linked to writing goals and uses multiple data sources to evaluate student writing.



A Comprehensive Writing Assessment System:

- Relies on measures of writing that demonstrate reliability and validity for the purpose(s) they are being used (e.g., timed assessments to evaluate fluency and productivity)
- Includes writing assessments and measures that are linked explicitly to writing goals
- Is organized, integrated, and composed of multiple sources of data (e.g., student reading data, formative measures to monitor progress, summative assessments to examine writing achievement, and learner-centered portfolios that discuss student goals and provide multiple writing samples that illustrate student progression through the writing process)
- Uses data from writing assessments, portfolios, and teacher judgments to make informed instructional decisions regarding the areas in which students might need additional instructional support.

Using educational assessment data to make informed instructional and educational decisions is the foundation of the Oregon K-12 Writing Framework. The Framework's assessment system includes reading *and* writing assessments because, although the focus of this Framework is writing, research has demonstrated a strong relationship between reading and writing (Abbot & Berninger, 1993; Berninger, Cartwright, Yates, Swanson, & Abbot, 1994; Fitzgerald & Shanahan, 2000; Shanahan, 2010; Shanahan & Lomax, 1986). **Unlike the definition of "student reading assessments"** that refers *only* to assessments that have been conducted in a systematic and standardized manner, **the definition of "student writing assessments" is broader due to the limited number of standardized, adequate measures to assess a complex and iterative construct like writing.**

Alignment of K-12 Writing Goals and Assessment

Just as a comprehensive assessment system explicitly linked to reading goals is a critical component of a school-wide reading system (Consortium on Reading Excellence, 2008; National Reading Panel, 2000), an assessment system designed to monitor students' progress toward writing goals is similarly important. **The Framework's assessment system for grades K-12 can best be achieved by establishing *synergy* between *summative* and *formative* writing assessments** (Brookhart, 2003; Plake, 2003). Synergy is obtained by the use and integration of large-scale, or **summative assessments** to measure student achievement and **formative assessments** designed to monitor student acquisition of critical writing skills.

Reliable assessments of student writing performance are starting to become available for the elementary, middle, and secondary grades (Espin, et al., 2000; Jewell & Malecki, 2005; Lembke, Deno, & Hall, 2003). State-level assessments, however, are **not a "complete portrait** of a student's writing abilities…[but rather] a snapshot of what a student can do with a particular prompt, limited time and space, and without teacher or peer input" (Oregon Department of Education [ODE], 2005). As such, additional methods for examining students' acquisition and mastery of writing skills are needed (Benson & Campbell, 2010; Cho, 2003).

The Current State of Writing Assessment

Student performance on the writing subtests of the Oregon Assessment of Knowledge and Skills (OAKS) emphasizes the need for an increased instructional focus on writing in Oregon. In 2010-2011, 41% of fourth grade students, 52% of seventh grade students, and 68% of high school students met or exceeded standards set for writing performance on the OAKS (see http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7585&TypeID=5).

Other states have similar challenges to Oregon's. One potential explanation for students' poor performance is that writing receives significantly less instructional time in the elementary grades than other content areas such as reading and mathematics and/or as a component of science, social science, or language instruction in the middle and secondary grades (Moats, Foorman, & Taylor, 2006). Additionally, writing is a very complex construct and cognitive process to measure (Cho, 2003; Olinghouse, 2009), and there is currently debate on how best to measure it (Benson & Campbell, 2010; Olinghouse, 2009). The development and implementation of assessments that efficiently and appropriately measure writing need to be a priority (National Commission on Writing, 2003).

Some argue that writing cannot be effectively or appropriately measured by multiple-choice measures designed to assess students' knowledge of the component skills of writing (e.g., grammar, capitalization, punctuation, etc.) (Huot, 1990; Miller & Crocker, 1990) or by decontextualized, traditional essay tests that evaluate student writing at a discrete point in time (Cho, 2003; Huot, 1996). That is to say, assessment via indirect methods designed to examine students' ability to effectively and appropriately use writing conventions, or direct methods that require students to produce a written product in response to a standard prompt, when implemented independently, may not be able to provide educators with accurate representations of students' writing skills because each method of assessment measures different aspects of writing (Benson & Campbell, 2010; Miller & Crocker, 1990).

As a result of these findings, **it is recommended that the integration of multiple types of assessments within a comprehensive assessment system** be used to allow educators to effectively and efficiently monitor students' acquisition and mastery of the component skills of writing (e.g., handwriting fluency and legibility, spelling, grammar, punctuation, etc.), their ability to create coherent and organized written *products,* and their progress through the steps of the writing *process* (Hessler, Konrad, & Alber-Morgan, 2009; National Commission on Writing, 2003; Olinghouse, 2009). In particular, the assessment system for the Oregon K-12 Framework--Writing will consist of combinations of the following data sources:

Integration of Multiple Data Sources in a K-12 Writing Assessment System
1. Reading Assessments 2. Formative Assessment with **quantitative scoring** (e.g., writing productivity) *and* **qualitative scoring** (e.g., holistic rubrics, rubrics with primary trait and analytic scoring) of writing samples 3. Summative Assessment (standardized assessments) 4. Instructionally-based Writing Portfolios

Student performance on measures of reading may include, for example, performance on measures of basic reading skills such as oral reading fluency and/or reading comprehension. **Standardized, formative measures that score students' writing samples for productivity,** such as total words written, total words spelled correctly, and correct word sequences, can provide educators with a quick index of students' fluency with critical component skills of writing. It is recommended, however, that these productivity measures be used in conjunction with formative assessments that use qualitative scoring approaches (e.g., rubrics that use primary trait and analytic scoring systems) and instructionally-based writing portfolios to provide data-based insight into student writing progress.

Unlike reading assessments that have been clearly designed for four specific purposes – to screen students for reading difficulties, to monitor students' progress toward the achievement of grade-level reading goals, to diagnose specific reading difficulties for the purposes of developing and implementing individualized interventions, and to determine whether or not students have met grade-level reading goals – **the distinction between types of available writing assessments is not as clear**. Benchmarks for periodically evaluating student performance and quantifying degrees of student risk have yet to be established. Additionally, **formative, standardized measures such as Curriculum Based Measures**

for Writing (CBM-W) can be used *informally* to monitor student acquisition of writing fluency but are not yet suitable for evaluating student growth (Olinghouse, 2009; Rose, 2007).

The subsequent sections of this chapter discuss **four data sources** recommended for a comprehensive K-12 writing system: **Data Source 1: Reading Assessments; Data Source 2: Formative Assessment, Data Source 3: Summative Assessment,** and **Data Source 4: Instructionally-Based Writing Portfolios.** Each section discusses research, presents an overview of how assessment and data sources can be used, and provides recommendations based on available evidence. Examples are also included to illustrate the content discussed. **Given the emerging nature of research on writing assessment, it's important to note that the examples don't represent any *one* "research-based" or *single* "correct" assessment or scoring approach**. For example, just because a rubric is used to illustrate a type of scoring system doesn't mean that specific rubric is the best and only available option. The sample rubric, however, is selected to illustrate key elements of the content, even though there may be strengths and limitations in the example, so that teachers, schools, and districts can develop their own writing assessments and scoring approaches based on recommendations in this chapter. Overall, **the importance of aligning any formative assessment, scoring approach** (quantitative and qualitative), **and writing portfolio system with student goals and instructional purpose is emphasized**. Finally, *unless specifically noted, the Oregon Department of Education does not exclusively endorse any of the sample materials and examples presented in this chapter.*

Data Source 1: Reading Assessments—The Reading and Writing Relationship

Because both reading and writing require knowledge and familiarity with the alphabetic orthography of the language, it is not surprising that some degree of relationship exists between these two fundamental literacy skills. Despite the interrelationship between reading and writing, however, instruction in reading alone will not facilitate writing development nor will instruction in writing alone facilitate reading development (Abbott & Berninger, 1993; Berninger, Garcia, & Abbott, 2010; Fitzgerald & Shanahan, 2000; Moats, Foorman, & Taylor, 2006). Although reading skills may support the development of writing skills and vice versa, **explicit instruction and opportunities to practice both skills are required for students to become proficient readers and writers**. This is due, in part, to the fact that although these receptive and productive language tasks (reading and writing, respectively) may rely on similar processes, they nonetheless are independent skills that require students to apply their knowledge of the grapho-phonemic, spelling, and grammar rules of English in different ways. Furthermore, the independence of these skills may explain why it is possible for some students to be poor readers but good writers, or good readers and poor writers (Cox, Shanahan, & Sulzby, 1990; Shanahan, 1988) – or more commonly, simultaneously poor readers and poor writers or good readers and good writers (Juel, 1988).

The independence of reading and writing skills is supported by the fact that as students learn to read and write, they progress through different developmental stages specific to each skill (Berninger, et al., 1994; Fitzgerald & Shanahan, 2000). In particular, Fitzgerald and Shanahan (2000) propose that **four kinds of knowledge provide the foundation for reading and writing development**: (1) **meta-knowledge**, or understanding the purposes of reading and writing and being able to consciously monitor one's own knowledge; (2) **domain knowledge** about substance and content, which takes into account students' prior knowledge as well as content knowledge created while engaging in reading and writing

tasks; (3) **knowledge about universal text attributes**, including grapho-phonic knowledge (i.e., phonological, grapheme, and morphological awareness); and (4) **procedural knowledge** and skill that supports students' ability to access, use, and generate knowledge in any of the aforementioned areas while reading and writing. According to this developmental model, **students rely on each of these types of knowledge to varying degrees as they progress through six phases of development (e.g., initial literacy, confirmation and fluency, reading and writing *for* learning, etc.) from early childhood through the adult years.**

Research indicates that **students' performance on various measures of reading is related to their performance on various measures of writing**. In the **elementary grades**, for example, significant relationships have been found between the following reading and writing measures: real word and pseudo-word reading and writing tasks (Abbott & Berninger, 1993), reading comprehension and the level of cohesion in narrative and expository writing tasks (Cox, Shanahan, & Sulzby, 1990), word reading and reading comprehension and basic spelling and writing tasks (Lerkannen, Rasku-Puttonen, Anuola & Numi, 2004), and letter knowledge, beginning word reading, and concepts of print with measures of letter writing (Ritchey, 2008). Less research has been conducted in the **intermediate grades**, but preliminary studies indicate that students with stronger reading comprehension skills may be able to produce better-organized, more coherent written compositions than students with weaker comprehension skills (Parodi, 2007).

Moreover, research also indicates that explicitly teaching text structure, particularly of expository texts (e.g., description, enumeration, sequence, compare/contrast, etc.) can support students' appropriate use of text structure in their own writing (Dickson, 1999; Englert, Stewart, & Hiebert, 1988; Richgels, McGee, Lomax, & Sheard, 1987). Knowledge about text structure, knowledge of the writing process, and the integration of reading and writing mutually support each other and contribute to improved reading comprehension and writing performance (Dickson, 1999). Knowledge of text structure, for example, not only *helps readers* distinguish important from unimportant information, and organize and recall that information for later use, but also *helps writers* construct a framework for organizing and editing their own texts. Overall, the integration of reading and writing have three primary benefits: (a) content area reading provides students with information to incorporate in their written products, (b) writing about the content they have read appears to promote and enhance "higher level" thinking, and (c) written texts produced in response to reading are typically of greater length and higher quality than texts not written in response to reading.

Recommendations for Implementation:

- ✓ For students in grades K-12, use reading assessments to help inform what is known about student writing performance. For example, knowing that a student might have high levels of narrative comprehension knowledge can help inform an understanding of how story grammar might be applied in student writing.

Data Source 2: Formative Assessments—Informal Assessments for Learning

The use of formative writing assessment helps determine what students currently know and are able to do, as well as potential areas of need that require evidence-based adjustments to instruction. Formative assessment is "*concerned with how judgments about. . .student responses [performances, pieces, or works] can be used to shape and improve the student's competence*" (Sadler, 1989). **Formative assessment** is the use of **assessment *for* learning** because the results of the assessment are used to adapt instruction to meet students' needs (Black & Wiliam, 1998). Therefore, the **primary goal of conducting formative assessment is to determine the degree to which a student is (or is not) making writing progress *and* obtain data that can be used to make instructional decisions and plan next steps for instruction** (Calfee & Miller, 2007). Formative assessment *is not* used to evaluate the level of knowledge or skill students have acquired.

Formative assessment of student writing is a form of curriculum-based measurement (CBM), a procedure in which multiple, standardized, efficient probes of comparable difficulty are administered periodically for screening and progress monitoring to examine students' acquisition of critical skills (Deno, 1985). For example, Writing CBM (W-CBM) probes can be administered three to four times per year for screening, and on a weekly or biweekly basis to all students in the bottom 25% of the class. If used for progress monitoring, the probes might alternate genre each week (e.g., Week 1-argument, Week 2-explanatory, Week 3-arugment, etc.) or align with instruction focused on a specific genre (e.g., an 8-week instructional unit on argument would include weekly or biweekly progress monitoring with probes aligned with argument genre). **Overall, formative assessment is intended to be** informal **and** efficient. **Because "assessment for learning" is the focus, W-CBM administration occurs within the context of writing instruction. Ideally,** the time scheduled for writing probes becomes part of the regular routines of writing instruction.

Each W-CBM **probe** consists of a **set of standardized administration directions and a prompt** that dictates the purpose, content, and overall focus of a **student writing sample**. (See Chapter Resources to view a sample probe with standardized directions and a prompt.) The probe is given for a timed amount (ranging from three to ten minutes) to obtain a productivity writing sample, **or** administered for a reasonable, but specified, duration (e.g., 30-minutes, 45-minutes, 60-minutes, class period, multiple class periods) to obtain a full writing sample that can be scored for quality. Probes can also combine assessment purposes by asking students to mark their papers to indicate the end of the timed component (e.g., "Put a line under the last word you wrote when I said stop."), but continue writing to complete a full writing sample (e.g., "After you underline the word, you may continue writing your essay."). When structuring a probe with a timed and extended writing component, both productivity and quality can be examined during scoring.

Writing samples that are produced from the administration of formative writing probes are scored using quantitative (e.g., "counts" or "tallies" of the number of words written per 3-minutes) and/or **qualitative scoring procedures** (e.g., rubric focused on the writing domains of content, focus, organization, style, and conventions). Before detailing how writing can be timed and scored for the purpose of formative assessment, writing prompts will be discussed in more detail.

Writing prompts should be explicit, authentic, engaging, and set the stage for the writing task (Calfee & Miller, 2007). Well-designed writing prompts give **clear directions** about what is expected, such as the amount of time required for writing (Miller & Crocker, 1990; Pierce & O'Malley, 1992) and identify the **purpose** of the composition. With explicit purpose and clear directions, students can apply

and demonstrate their knowledge about writing. For example, words used in a prompt, such as *tell, explain, describe,* and *convince*, specify whether writing should be framed as informational or argument. Clear identification of writing purpose in the prompt is essential. Students should not complete writing probes simply for the sake of writing (Calfee & Miller, 2007).

Consideration of the **content of prompts** is also important. Although writing prompts should be thought-provoking and allow latitude for expression, they also need to be specific enough to ensure that all students respond to a common theme, topic, or *genre* (Calfee & Miller, 2007). It is very difficult to effectively evaluate the progress of students in a class if all the writing samples focus on different genres and topics. For this reason, **a prompt can provide students with an opportunity to select an option from a list of topics *within* the same genre.** For example, students might be provided with a writing prompt focused on explanatory writing with three different writing options that could be selected, such as (a) *explain* how to celebrate a special event or holiday (b) *explain* why a person deserves to receive a particular award or honor, or (c) *explain* what actions a classroom/school can take to become more environmentally friendly. Therefore, students write about a topic that interests them the most (a, b, or c), and all of the student writing samples can be scored using a common rubric (e.g., primary trait rubric focused on the critical features of explanatory writing). Giving students the option to respond to their choice topic within a selected genre increases the possibility of student interest and motivation while providing for a common focus for scoring and feedback across student writing samples (Pierce & O'Malley, 1992).

Overall, writing prompts should: (a) be grade-level appropriate, (b) address student experience and background knowledge, and (c) reflect writing goals (e.g., the writing genres that students are learning to write) (Pierce & O'Malley, 1992). A writing prompt that asks students to explain how they felt the first time they drove a car would not be appropriate for young writers because they have not had a car driving experience. In addition, if students live predominately in an urban setting, prompting them to explain a camping experience may not be appropriate, unless of course, students read, discussed, received instruction related to outdoor living and camping-related topics. The importance of the background knowledge and experience brought to writing cannot be understated. When students have familiarity with a prompt's topic, there is the increased likelihood of higher engagement, motivation, and interest in the task. As a result, writing quality can be directly affected by a prompt.

Recommendations for Implementation

- ✓ A W-CBM process of formative assessment should be established in grades K-12, and include a schedule for screening and progress monitoring in which multiple, standardized, efficient probes of comparable difficulty are administered to examine students' acquisition of critical skills (Deno, 1985).
- ✓ The time scheduled for writing probes should be informal, efficient, and become part of the regular routines of writing instruction.
- ✓ W-CBM probes should include writing prompts that (a) are from different genres, (b) are grade-level appropriate and experientially appropriate, (c) are authentic, meaningful, and engaging, and (d) include clearly specified directions, purpose, and content.

Score Writing Probes ***Quantitatively*** with Productivity Counts

W-CBM has received attention in the field of educational research recently as researchers and practitioners collaborate to develop brief, efficient approaches for administration and scoring **writing productivity** that are appropriate for a wide range of grade levels (Benson & Campbell, 2010; McMaster & Campbell, 2008; McMaster & Espin, 2007; McMaster, Du, & Pétursdóttir, 2009). W-CBMs focus primarily on ***fluency* of language use and *fluency* of written expression**. Scores on W-CBMs are often **quantified** by counting the production of a range of writing components (e.g., total words written, total words spelled correctly, correct word sequences, etc.) (Lerkannen, et al., 2004). The **same indices or scoring approaches, however, may *not* be appropriate across all grade levels.** For example, adjustments in how a writing sample is scored need to account for writing development and older students' more sophisticated writing skills (Espin, et al., 2000; Jewell & Malecki, 2005; McMaster & Espin, 2007).

Elementary Grades

Because students need to have "automatized" many of the **component skills** of written language production (e.g., handwriting fluency and legibility, spelling, basic sentence structure, etc.) to effectively devote attention and working memory tasks to the planning, organization, and composition of written texts (Moats, Foorman, & Taylor, 2006), it seems reasonable to **evaluate students' acquisition of these critical component skills in the early elementary grades**. The following scoring approaches have recently been developed to examine young students' fluency with critical component skills:

Grade(s)	Scoring Focus	Description/Purpose	Score Responses Produced within Untimed or Timed Specifications
K[1]	Letter Writing	Examines students' ability to write upper and lower case letters from dictation (52 letters)	Untimed
	Alphabet Writing	Examines students' ability to accurately and fluently write randomly dictated alphabet letters (similar to *Letter Naming Fluency* in reading assessment, but students write dictated letters rather than read them)	1 minute
	Sound Spelling	Examines students' ability to write letters from dictated sounds (25 sounds)	Untimed
	Real Word Spelling	Examines students' ability to spell Consonant-Vowel-Consonant (CVC) real words (5 word types)	Untimed
	Nonsense Word Spelling	Examines students' ability to spell CVC nonsense words (5 word types)	Untimed

Grade(s)	Scoring Focus	Description/Purpose	Score Responses Produced within Untimed or Timed Specifications
1-2[2]	Word Copying	Examines students' ability to copy printed words	2 minutes
	Sentence Copying	Examines students' ability to copy sentences of 5-7 words	3 minutes
	Word Dictation	Examines students' ability to write dictated words	3 minutes
	Sentence Dictation	Examines students' ability to copy dictated sentences of 5-7 words	3 minutes

[1] Edwards (2000); Ritchey (2008); Berninger et al. (1997) [2]Lembke, Deno, & Hall (2003)

A copy of an Alphabet-Writing assessment is included in the Resources section of this chapter (Berninger et al, 1997; Edwards, 2000). Note how directions are standardized and the measure is timed for 1-minute so alphabet-writing *fluency* can be evaluated. Unfortunately, benchmarks and progress monitoring guidelines **have not** been established due to the Alphabet-Writing assessment's use in preliminary research. The Alphabet-Writing assessment, however, serves as an example of what a letter-writing, spelling, or sentence-copying fluency measure might look like. The Alphabet-Writing assessment can also be modified, enhanced, and used in the classroom to help evaluate handwriting fluency.

Closer examination of the W-CBM scoring approaches described above also reveals that the majority evaluate the **foundational skills** students need to become proficient writers, such as handwriting legibility and fluency (measured by Letter Writing, Alphabet Writing, Word Copying, and Sentence Copying) and spelling. Although **handwriting legibility and fluency** are not directly specified in the CCSS for English Language Arts & Literacy as Foundational Skills (with the exception of spelling proficiency as articulated in Language Standard 2), the importance of handwriting legibility and fluency is ***implicitly* recognized as *critical* to students' writing development** for two reasons:

1. **If handwriting is illegible and the message has been lost, a student's writing efforts have been for naught; and**
2. **An absence of automaticity and fluency with handwriting skills may limit the cognitive attention students can devote to the content of their writing and the writing process** (Berninger, 1999; Olinghouse & Santangelo, 2010) (similar to the relation between decoding and comprehension observed in reading; LaBerge & Samuels, 1974; Perfetti, 1985).

Moreover, research indicates that many activities in the early grades require fine motor skills. Once movement patterns, such as those used while writing become established through repeated practice, they are often resistant to change (Bradfield, 2009). Therefore, **though fine motor skills are important for handwriting, handwriting is important in the promotion of fine motor skills.** It's also important to note that poor handwriting is *not* primarily related to poor fine motor skills, but rather to poor letter knowledge in memory (Abbott & Berninger, 1993; Berninger, Abbott, et al., 1998). In essence, the poor

letter knowledge and the weak orthographic representation of letters in memory contribute to the difficulties children with poor handwriting have with letter formation during writing. Overall, these findings support the importance of **explicit handwriting instruction**, particularly for students who are struggling with handwriting legibility and fluency, *and* for the periodic monitoring of student handwriting skills progress.

Common scoring procedures for later elementary grades include:

- **Total Words Written (TWW)** is based on the rate of word production. To calculate TWW, the total number of words written during a 3-minute period is calculated. The following table provides directions for counting the number of words written and a scoring example. Note that incorrectly spelled words are counted for total words written.

Total Words Written Per 3-Minutes
Scoring Directions • A word is counted if it is separated from other words in the written material. • Words are counted regardless of whether they are spelled correctly or are phonetically recognizable. • Do not count a number that is not spelled out (e.g., 1987, 5, 44) as words. • Count the title if one is written. • Count proper nouns as words. • If the student writes the story starter as part of the story, include these words in the count.
Total Words Written • Prompt: "When my video game started predicting the future, I knew I had to . . . " • Student Response: "got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down." Total Words written per 3-minutes: 39

**Scoring example from Shapiro, E. S. (2004). Academic skills problems. New York: Guilford.*

Reliability for the TWW scoring approach is high (Shapiro, 2004). Preliminary research indicates that a student's TWW per 3-minute score is highly correlated with performance on both norm-referenced achievement tests and teacher judgments of writing quality (Tindal & Marston, 1990). During preliminary studies, use of TWW per 3-minutes was also sensitive to student growth in written expression across 10- and 16-week periods (Tindal & Marston, 1990).

Unfortunately, benchmarks for TWW per 3-minutes ***have not*** been established. The following guidelines for using TWW scoring are provided to assist with progress monitoring. **It's extremely important, however, to reinforce that the suggestions below are based on relatively few studies and can only serve as informal guidance.**

Informal Guidelines*
Total Words Written per 3-Minutes

- If the total words is less than 20, aim for doubling by the end of the school year.
- If total words written is between 25-30, aim for a 50% increase.
- If total words written is between 35-45, aim for a 25% increase.
- If total words written is greater than 50, choose another fluency and productivity objective (e.g., CWS, vocabulary).
- Refer to school district norms for written expression, if available

***The above guidelines are based on relatively few studies. Research on benchmarks and progress monitoring for TWW per 3-minutes have not been established.**

**Guidelines based on Deno, Mirkin & Wessen/Parker & Tindal and Shapiro (2001).*

- **Words Spelled Correctly (WSC)** is simply a calculation of the total number of words spelled correctly. Compare the scoring example below with the scoring example for TWW. Notice the difference in score when scoring focuses on correctly spelled words.

Words Spelled Correctly
Per 3-Minutes

Scoring Directions

- A word is counted if it spelled correctly and follows the correct spelling conventions of written English.

Words Spelled Correctly

- Prompt:
  "When my video game started predicting the future, I knew I had to. . ."

- Student Response:
  "got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down."

Total words spelled correctly per 3-minutes: 34

**Scoring example from Shapiro, E. S. (2004). Academic skills problems. New York: Guilford.*

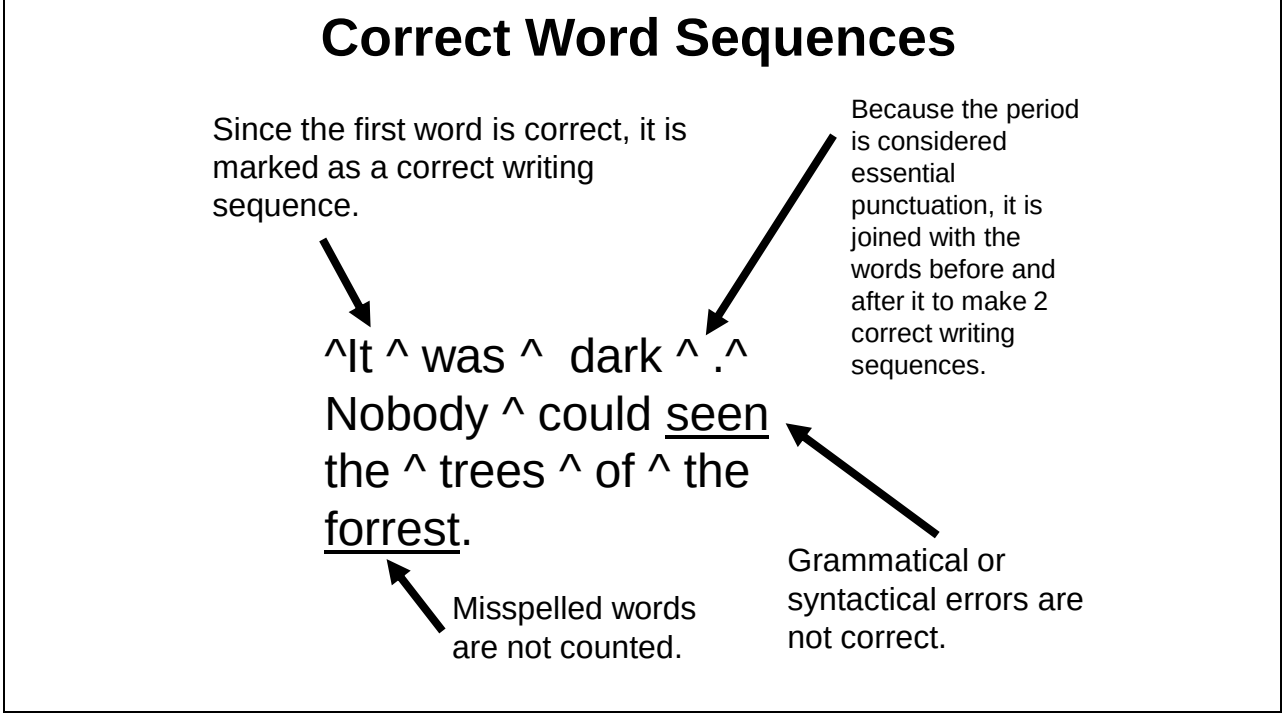
Even though WSC scoring has been used in formative assessment research, benchmarks and guidelines for progress monitoring have not been established. Unfortunately, preliminary guidelines are also not available.

- **Correct Word Sequences (CWS)** considers units of writing and their relation to one another (Espin, Shin, Deno, Skare, Robinson, Benner, 2000). CWS provides an index of meaningful content (i.e, meaningful content based on conventionally correct grammar) and is sensitive to improvements in student writing (Espin, Scierka, Skare, & Halverson, 1999; Espin, Shin, Deno, Skare, Robinson, Benner, 2000). The table below provides general scoring directions and an example of CWS scoring. More detailed directions for scoring CWS are provided in the Resources section of this chapter.

Correct Word Sequences
Per 3-Minutes

Scoring Directions

- Start at the beginning of the writing sample and look at each successive pair of writing units (each writing sequence).
- Count as a word sequence the joining of two words together that are *spelled correctly and are grammatically correct*.
- Words in each writing sequence must also make sense within the context of a sentence.
- Don't count numbers next to words in the total.
- A caret (^) is used to mark the presence of a correct writing sequence.



Similar to TWW and WSC, benchmarks for CWS per 3-minutes ***have not*** been established. The following guideline for using CWS scoring is provided to assist with progress monitoring: a 1 to 1.5 gain per month can be anticipated for total correct word sequences per 3-minutes (Shapiro, 2001). **It is extremely important, however, to reinforce that the 1 to 1.5 gain per month is a *suggestion* based on relatively few studies and can only serve as informal guidance.**

Overall, quantitative scoring is typically used with student writing samples that have been timed for 1 to 3 minutes in the early elementary grades and 3 to 5 minutes in the later elementary grades. Planning time, often around 30-seconds, is given before the timed writing begins.

Intermediate and Secondary Grades

While the production-dependent scoring indices (e.g., TWW, WSC, CWS) are reliable and valid for use with students in the elementary grades, similar results have *not* been obtained with these same scoring indices for students in the middle and secondary grades (Espin, Scierka, Skare, & Halverson, 1999; Espin, et al., 2000; Fewster & MacMillan, 2002). One potential explanation for this finding is that **using more basic scoring methods,** such as Words Written and Correct Word Sequences**, obtain an accurate picture of students' writing *fluency*, *but not* their writing *accuracy*** (Amato & Watkins, 2009; Jewell & Malecki, 2005).

It is critical to address the issue of **writing accuracy** for students at the intermediate and secondary grade levels because measures of writing accuracy relate more strongly to other writing criteria than measures of writing fluency. Therefore, we recommend that more complex indices of performance, such as **Correct minus Incorrect Word Sequences (CIWS) and/or percentage of Correct Word Sequences** be the primary scoring method for *students with basic mechanical writing difficulties in the upper elementary, middle, and secondary grades* because they account both for students' **writing fluency** *and* **writing accuracy** (McMaster & Campbell, 2008; Weissenburger & Espin, 2005). Additionally, W-CBM measures of longer duration (e.g., 5, 7, and 10 minutes with 3-minutes for planning) have produced stronger reliability and validity coefficients for older students (Espin, et al., 2000; McMaster & Campbell, 2000; Weissenburger & Espin, 2005), suggesting that **longer duration W-CBM probes** be used in the upper grades. Remember, however, that **W-CBM scoring focuses on fluency of foundational writing skills *but not* the critical, higher-level writing strategies** needed to plan, generate, and revise text. **Other measures and scoring approaches must be used to evaluate the quality of written content.**

In addition to the use of CIWS and percentage of CWS, **there are other methods of scoring and evaluation that can be used** with students in the intermediate and secondary grades. Additional scoring approaches recommended for consideration include (Miller, 2009; Polloway et al., 2004):

- **Writing Fluency**: Indices of writing fluency, which involves the number of words and variety of sentence complexity in a piece of writing, include:
    - Word fluency: Determined by dividing the total number of words by number of sentences in the text.
    - Variety of sentence styles: Determined by counting the number of sentence fragments, simple sentences, complex sentences, compound sentences, and complex-compound sentences.

- Sentence complexity: Determined by first counting the number of declarative, imperative, interrogative, and exclamatory sentences and then calculating a ratio of each sentence type compared to other sentence types.

- **Vocabulary**: Determined by calculating a type-token ratio in which the *type*, or number of different words used in a text of a predetermined number of words (e.g., 50 or 100 words; must remain constant across samples) is divided by the *token*, or total number of words in the text.
- **Structure and Organization**: Determined by qualitative evaluation. Structure is based on a student's knowledge and application of grammatical dexterity (i.e., the application of different grammatical structures) and punctuation. Organization focuses on two elements: (a) clarity and logic of the text, and (b) content.
- **Content**: Determined by a qualitative evaluation. Evaluation of the content of a written product can be conducted by posing more specific questions, such as:
  - Is the content of the written product relevant to the topic or assignment?
  - Does the content of the written text reflect the writer's original thinking?
  - Does the content of the written product reflect the writer's own ideas and perspectives or does it rely primarily on the opinions of others?
  - Is the content presented clearly (i.e., in a clear, logical manner that is easy to follow)?
  - Does the written product reflect the writer's interest in the topic?

Although no criterion for the above four indices exists, each index can be used for scoring to obtain information about students' level of writing sophistication (e.g., more sophisticated writers are likely to use more diverse vocabulary in longer and more complex sentences).

Recommendations for Implementation

Although the nascent state of W-CBM research and development means that specific research-based administration guidelines and "ready to use" assessments are not directly available, **standard CBM administration practices may still be applied**.

- ✓ Formative assessment administration procedures should specify a time limit when quantitative scoring approaches will be used to score productivity writing samples. For example, probe administration is recommended between 1 to 3 minutes in the early elementary grades and 3 to 5 minutes in the later elementary grades. Planning time for elementary grade probes is often around 30-seconds. Probe administration for intermediate and secondary levels is between 5 and 10-minutes with 3-minutes for planning time.
- ✓ When monitoring progress in fluency and productivity, measures can be administered on a weekly or biweekly basis (i.e., probes might alternate genre each week -- Week 1-argument, Week 2-explanatory, Week 3-arugment) to all students in the bottom 25% of the class, or align with instruction focused on a specific genre. For example, during an 8-week instructional unit on argument, weekly or biweekly progress monitoring with probes would align with the argument genre. During a subsequent unit on narrative writing, progress monitoring probes would focus on the narrative genre.

- ✓ Students' performance on progress-monitoring measures can be used to set individual goals and aimlines (i.e., individual-referenced evaluation) and should be graphed for visual monitoring of student progress (Olinghouse, 2009).
- ✓ Quantitative scoring approaches should align with instructional objectives and be used to score formative assessment probes for fluency and productivity. Note that multiple scoring approaches can be applied to a single probe. For example, an elementary grade writing probe might be scored for total words written, correct word sequences, and number of taught vocabulary words used from the most recent unit of instruction. Overall, determining which quantitative scoring approach/approaches to use is a decision that aligns with goals and instruction.

Before discussing qualitative scoring procedures, it's important to reinforce the purpose of quantitative scoring. **The purpose of obtaining a quantitative score is to determine how fluently and productively students write.** Similar to the use of oral reading fluency in reading assessment, **quantitative writing scores can *also* serve as a general indicator of student writing performance**. Of course quantitative scores don't tell everything about student writing, but quantitative scores based on CWS, spelling, vocabulary, and sentence complexity, for example, can provide *time-efficient* insight into a student's overall writing skills. Overall, quantitative scores provide information about fluency, writing productivity, and are suggestive of a student's general writing skills.

Finally, **to obtain a score that meaningfully reflects writing fluency, productivity, and a time-efficient "snapshot" of student writing performance, *timed* writing samples are required.** Therefore, fluency and productivity are evaluated through the use of *timed* probes (e.g., score what a student wrote in 3-minutes, 5-minutes, etc.).

Score Writing Probes with ***Qualitative***, Instructionally-Aligned Rubrics

Qualitative scoring complements quantitative scoring. **The use of qualitative scoring provides an opportunity to examine the overall quality of a writing sample**. For example, questions such as what is the content like, how well do students include the critical points of an argument, does the writing sample have effective style and tone, and how well is the writing organized can be answered with qualitative scoring procedures. **Qualitative scoring examines a complete writing sample** (versus the first 2-minute or 3-minute snapshot). Probes are still used for assessment and students respond to a writing prompt. Student writing, however, doesn't stop after the fluency-productivity time limit. Students keep writing and complete a composition within a reasonable, pre-determined time (e.g., class period, 45-minutes, 1-hour). In other words, **quantitative scoring is applied to whatever students complete within the specified time for fluency and productivity. Qualitative scoring is applied to a whole composition.**

Before discussing how formative assessment can be used with both quantitative and qualitative scoring procedures, qualitative scoring will be discussed in more detail.

Qualitative scores are derived through the use of rubrics. A **rubric** is a "document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor" (Andrade, et al., 2008). In addition to providing guidance for creating and examining the quality of work, rubrics are becoming an increasingly popular means for communicating expectations about an assignment and progress and feedback to students as well as evaluating final projects (Andrade, et al., 2008; Rezaei & Lovorn, 2010).

There are three types of qualitative scoring approaches that use rubrics to specify scoring criteria. Each has advantages and limitations.

Holistic Scoring

Holistic scoring, applied in the form of rubrics to large-scale, writing tests (e.g., writing scored as a level 1, 2, 3, or 4) but also used in the classroom setting, **reflects a rater's overall impression of a students' composition compared to other students in a group**. The rating is based on a number of general writing characteristics, such as sentence structure, grammar, word choice, organization, and content, *with no one characteristic being given more (or less) weight than the others* (Huot, 1990; Olinghouse, 2009). An example of a holistic scoring rubric is provided below.

Holistic Scoring Rubric	
1. Inadequate • Ideas are poorly communicated • Frequent usage errors (such as agreement, pronoun misuse, tense) • Incorrect or erratic use of capitalization, punctuation, and spelling conventions • Sentence fragments and run-ons, few compete sentences • No concept of paragraph construction	**2. Needs Improvement** • Poor organization of ideas • Frequent usage errors (such as agreement, pronoun, misuse, tense) • Inconsistent use of capitalization, punctuation, and spelling conventions • Sentence fragments and run-ons, few complete sentences • Poor topic sentence; flawed paragraph development
3. Acceptable • Ideas sufficiently organized and communicated • Only occasional usage errors (such as agreement, pronoun misuse, tense) • Minimal number of sentence errors (fragment or run-ons) • Paragraphs have topic sentences, supporting ideas, and closing sentences • Some attempt at paragraph transition	**4. Meets Expectations** • Ideas clearly communicated and of a fairly mature quality • No usage errors • Correct capitalization, punctuation, and spelling • No fragments or run-ons • Effective paragraph construction
NOTE: A paper that is illegible, off the point, or non-response if scored 0.	

* Adapted from *Division of Curriculum and Instruction, Department of Elementary and Secondary Education, Milwaukee Public Schools, Milwaukee, Wisconsin. Cited in Shapiro (2004).*

Advantages: Holistic scoring is a time-efficient, practical scoring method that obtains a single score for e ach student. Practice in writing papers that will be holistically scored is particularly important for middle and high school students as they work toward college and career-readiness. That is because holistic scoring is commonly used in colleges and in writing assessments administered to job applicants. It is also the scoring method use for the ACT, SAT II, and the NAEP Writing Assessment. As students move through school, being able to write an essay that will be scored holistically, employing the characteristics of effective writing that work together to have the desired effect on the reader, is an important skill.

Holistic scores also place students in a particular group for comparison purposes (e.g., state, district, school, classroom, subject area, etc.). It is a useful way to gauge how a student's writing compares to the writing of a reference group. This information can be used for instructional purposes. For example, students who are in the bottom 25% compared to other students could be seriously considered for tier 2 or 3 writing supports in schools that use a multi-tiered approach to service delivery.

Limitations: Although many large scale assessment systems rely on holistic scoring because it is faster, more efficient, and can be used to make local, normative comparisons (Olinghouse, 2009; Weigle, 2007), one important limitation is that holistic rubrics do not offer trait-specific diagnostic information to the student to help focus efforts (Miller & Crocker, 1990).

Also, holistic scoring should be used cautiously with certain groups of students, such as ELs, for several reasons. The primary concern is that certain structural aspects of writing including syntax and grammar may be less developed for ELs compared to native English speakers. If the focus of the assessment is on the ideas in the writing sample, which is frequently the case with holistic scoring methods, it is important to not let other factors, such as syntax and grammar, influence the rating. It is not uncommon, for instance, for an EL student to be an accurate writer who lacks fluency, or a writer who demonstrates a command of English vocabulary, but has difficulty with syntactic control (Hamp-Lyons, 1996). The issue with making sure the scoring focus stays on the dimension under consideration is not a problem unique to holistic scoring methods. **First,** because holistic rubrics rely on a single outcome score, they do not offer the diagnostic feedback and correction that ELs may need to learn about their writing performance. **Second**, holistic rubrics may not consider that ELs are learning to write in a second language which often means different components of writing skill develop at different rates. **Lastly**, it has been argued that holistic scoring obscures an overemphasis or under-emphasis on basic language control and may not consider the multidimensionality of EL students' writing in which language control is only *one* component among many others to be considered and evaluated (Hamp-Lyons, 1996).

Primary Trait Scoring

Primary trait scoring focuses on **specific characteristics of writing** (Huot, 1990; Olinghouse, 2009). This scoring is **discourse-defined and scores the writing according to purpose or audience**. Evaluation criteria will be different for each type of discourse (e.g., argument, explanatory, narrative). If a writing prompt asked students to write a narrative, for example, a primary trait scoring approach might focus on the characteristics that are specific to that particular genre of writing (e.g., theme, setting, characters, plot, etc.). Primary trait scoring can also focus narrowly on one aspect of writing such as character development, organization and cohesion, style, or using data to support an argument.

The examples below illustrate how primary trait scoring can be used to evaluate science writing, argument writing, and the use of creative characters in narrative writing. Notice how the primary trait rubrics for science and argument writing define critical features for science- and argument-

discourse. The primary trait rubric for creative characters, however, is an example of a more narrowly defined trait (e.g., creative characters). More narrowly-defined primary trait rubrics might be used when instructional objectives emphasize a particular aspect of student writing for improvement or overall enhancement.

Primary Trait Scoring Rubric Integrative Science				
Scoring Level	**Science and Society**	**Basic Concepts and Fundamental Principles**	**Scientific Approach**	**Nature of Science**
4-Accomplished	Develops and defends an informed position, integrating values, science, and technology.	Integrates and applies basic scientific concepts and principles.	Demonstrates comprehension of the scientific approach; illustrates with examples.	Demonstrates scientific reasoning across multiple disciplines.
3-Competent	Correctly describes perspectives concerning the scientific aspects of a societal issue.	Shows clear comprehension of basic scientific concepts and principles.	Accurately expresses concepts relating to the scientific approach.	Interprets and relates scientific results in a way that shows a clear recognition of the nature of science.
2-Developing	Recognizes the place of science in human affairs, but is unable to communicate its roles.	Able to state basic scientific concepts and principles.	Uses vocabulary related to scientific methods in a rote manner or showing simple conceptualization.	Provides simplistic or incomplete explanations of the nature of science.
1-Beginning	Does not visualize a role or need for science in human affairs.	Lacks understanding of basic scientific concepts and principles.	Shows minimal understanding of scientific methods.	Does not distinguish between scientific, political, religious, or ethical statements.
Domain Total				
Overall Total Score				

*California State University, Fresno. http//www.csufresno.edu/cetl/assessment (Click IBScoring.doc)

Primary Trait Scoring Rubric Argument Writing					
Components	**4**	**3**	**2**	**1**	**Total**
Focus	The writer clearly states an opening sentence, which captures the reader's attention and includes an opinion.	The writer has an opening sentence, which includes an opinion.	The writer has written an opinion.	The writer does not express an opinion.	
Development	The writer clearly states at least two supporting details for each reason.	The writer clearly states reasons with at least two supporting details for each reason.	The writer clearly states reasons with at least one supporting detail for each reason.	The writer states reasons and no details.	
Organization	Reasons and details are expressed in logical order with the usage of several appropriate transition words.	Reasons and details are expressed in logical order with the usage of at least three appropriate transition words.	Reasons and details are expressed with the usage of at least two transition words.	Reasons are expressed without transition words.	
Conclusion	The writer clearly paraphrases his/her opinion.	The writer restates his/her opinion.	The writer attempts to restate an opinion.	The writer does not restate an option.	
				Overall Total Score	

Primary Trait Scoring Creative Characters	
5	The story line has unusual characters that look and act very differently from any known character.
4	The story line has unusual characters that look or engage in somewhat unusual behavior.
3	The story line has typical characters that look somewhat different from those which are expected and who engage in unusual behavior.
2	The story line has typical characters that look somewhat unusual or are engaged in unusual behaviors.
1	The story line contains characters that look and act in a typical and expected manner.

**Tindal, G. A., & Marston, D. B. (1990). Classroom-based assessment: Evaluating instructional outcomes. Columbus: OH: Merrill*

One advantage of primary trait scoring is that the rating provides specific information that can be used for planning instruction or for student feedback. Excessive feedback or correction (i.e., feedback is overwhelming because there are so many areas of need in a student's writing) can also be avoided because a primary trait rubric focuses on one area of writing (e.g., argument, explanatory, narrative) or aspect of writing (e.g., character development, story idea, use of examples and details). On the other hand, **a potential limitation with primary trait scoring rubrics is the somewhat restrictive nature of the primary trait.** For example, if the primary trait rubric specifies argument or character development too narrowly, there can be undue constraints on student writing.

Analytic Trait Scoring

Analytic trait scoring is the most comprehensive because it **focuses on several specific characteristics germane to good writing and allows raters to evaluate a composition for each characteristic independently and on different scales**. Once the characteristics of good writing have been identified, **a weighted rating scale** is established. Because each writing characteristic can be evaluated on separate scales, **analytic scoring provides students and teachers with a *set* of scores that provides a more comprehensive understanding of students' writing abilities and detailed, explicit feedback about performance** (Rezaei & Lovorn, 2010). Two examples of analytic scoring rubrics are provided below. When reviewing the first example, notice how different dimensions listed on the rubric (e.g., organization, sentence structure, and usage) are weighted differently. For example, a student's score for organization is multiplied by six while a student's score for mechanics is multiplied by four. There is no "research-based" or single correct way of weighting (or not weighting) dimensions for analytic trait scoring – how dimensions are weighted (or not weighted) depends on student goals and overall instructional purpose.

Analytic Scoring Rubric
Example 1

	1	2	3	4	5	
Organization	Little or nothing is written. The essay is disorganized, incoherent, and poorly developed. The essay does not address the topic.		The essay is not complete. It lacks an introduction, well-developed body, or conclusion. The coherence and sequence are attempted but not adequate.		The essay is well organized. It has an introduction, supporting, and concluding paragraph. There is coherence, a logical order or ideas, and fully developed content.	**X6**
Sentence Structure	The student writes frequent run-ons or fragments.		The student makes occasional errors in sentence structure. Little variety in sentence length or sentence structure exists.		The sentences are complete and varied in length and structure.	**X5**
Usage	The student makes frequent errors in word choice and agreement.		The student makes occasional errors in mechanics.		The usage is correct. Word choice is appropriate.	**X4**
Mechanics	The student makes frequent errors in spelling, punctuation, and capitalization.		The student makes an occasional error in mechanics.		The spelling, capitalization, and punctuation are correct.	**X4**
Format	The format is sloppy. There are no margins or indentations. Handwriting is inconsistent.		The handwriting, margins, and indentations have occasional inconsistencies – no title or inappropriate title.		The format is correct. The title is appropriate. The handwriting, margins, and indentations are consistent.	**X1**
					Overall Total	

** Adams County School District #12, 11285 Highline Drive, Northgleen, Colorado 80203. Cited in Shapiro (2004).*

Example 2

Oregon Department of Education
Writing Student Language Scoring Guides

Grade 4

Working Draft **2008-2009**

Student Language Scoring Guide: Grade 4 Condensed Version

5/6: STRONG The paper is usually longer, and it shows strong writing skills.	4: GETS THE JOB DONE The paper is long enough to show what 4th Graders should be able to do.	3: ALMOST THERE The paper is not long enough, or it has some problems.	2/1: NEEDS WORK The paper is much too short, or it has problems.
5/6 IDEAS: STRONG ▪ Main ideas are interesting and easy to understand. ▪ Many strong, specific details explain the main ideas. ▪ The details are on the topic. ▪ The details are explained well. ▪ Details are good choices for the purpose and the reader. ▪ The writer shares new understandings.	**4 IDEAS: GETS THE JOB DONE** ▪ Writer's purpose and main ideas are easy to understand. ▪ There are enough details to explain the main ideas. ▪ Most of the details are specific, not too general. ▪ Most details are on the topic. ▪ Most details are explained. ▪ The writer may share new understandings.	**3 IDEAS: ALMOST THERE** ▪ Writer's purpose and main ideas are easy to understand. ▪ There may not be enough details to explain the ideas. ▪ The details may be too general. They are not specific enough. ▪ Details may be off the topic. ▪ Details may be listed but not explained.	**2/1 IDEAS: NEEDS WORK** ▪ Purpose and main ideas are not easy to understand. The reader may have to guess at what they are. ▪ The paper may be much too short, with few details. ▪ Details may be off the topic. ▪ The same details may be repeated over and over.
5/6 ORGANIZATION:STRONG ▪ The reader can follow the writing easily. The order of ideas and details works well. ▪ The beginning makes the reader want to keep reading. ▪ The ending seems like a really good one. ▪ Connecting words and groups of words make the writing easy to follow from one part to the next. ▪ Paragraph breaks are in places that make sense.	**4 ORGANIZATION: GETS THE JOB DONE** ▪ The reader can follow the writing. The order of ideas and details makes sense. ▪ The beginning is at least a few sentences long. ▪ The ending is at least a few sentences long. ▪ Connecting words and groups of words help the reader to follow the writing. ▪ Paragraph breaks are there.	**3 ORGANIZATION: ALMOST THERE** ▪ The reader can follow most of the writing, but some parts are not clear. ▪ Some details may not be in the right place. ▪ The beginning may be short. ▪ The ending may be too short. ▪ The same connecting words may be used too often (**and, so, but, then**). ▪ Some paragraph breaks may be there.	**2/1 ORGANIZATION: NEEDS WORK** ▪ The reader has a hard time following the writing and is often confused. Ideas and details are not in an order that makes sense. ▪ The beginning may not be there. ▪ The ending may not be there. ▪ Paragraph breaks may not be there. ▪ The paper may be much too short to show organization.
5/6 VOICE: STRONG ▪ The writer seems to be very interested in the topic. ▪ The reader may feel a connection with the writer. ▪ The writing may be very lively, sincere, exciting, or funny.	**4 VOICE: GETS THE JOB DONE** ▪ The writer seems interested in the topic. ▪ The reader may get some sense of the writer. ▪ Parts of the writing may be lively, sincere, exciting, or funny.	**3 VOICE: ALMOST THERE** ▪ The writer seems interested in the topic sometimes, but not most of the time. ▪ The paper may not be long enough for the reader to see enough of the writer's voice.	**2/1 VOICE: NEEDS WORK** ▪ The writer does not seem to be interested in the topic. ▪ The writing seems lifeless.

Grade 7

Working Draft **2008-2009**

Student Language Scoring Guide: Grade 7 Condensed Bulleted Topic Version

5/6: STRONG **The paper is usually longer and more complex. It shows strong writing skills.**	4: SOLID **The paper is long enough to show what 7th Graders should be able to do.**	3: ALMOST THERE **The paper is not long enough, or it has some problems.**	2/1: NEEDS WORK **The paper is much too short, or it has significant problems.**
5/6 IDEAS: STRONG • Main ideas: interesting, stand out; focused • Supporting details: ▪ many strong, rich, specific details explain the main ideas ▪ focused, balanced, thorough, in-depth ▪ seem carefully chosen for audience and purpose • Writer shares new understandings • Outside resources, if used: provide strong, accurate, believable details • Writing holds the reader's attention	**4 IDEAS: SOLID** • Purpose and main ideas: clear; focused; easy to understand • Supporting details: ▪ enough to explain the main ideas ▪ most are specific ▪ most are focused and related to the main ideas; on the topic ▪ most details are explained ▪ show some awareness of audience and purpose • Writer may share new understandings • Outside resources, if used: provide accurate ideas and supporting details	**3 IDEAS: ALMOST THERE** • Purpose and main ideas: clear, easy to understand • Supporting details: ▪ may not be enough to explain the main ideas ▪ may be too general (not specific) ▪ some may be off the topic ▪ may not be explained (list events or points without explanation) ▪ may sound too much like another story or movie • Outside resources, if used: provide questionable ideas or details	**2/1 IDEAS: NEEDS WORK** • Purpose and main ideas: not very clear; the reader may have to guess at what they are • Supporting details: ▪ paper may be much too short, without enough ideas or details ▪ may be off the topic ▪ may be repeated over and over ▪ may not be understandable to the reader
5/6 ORGANIZATION: STRONG • Reader can follow the writing easily; the order of ideas and details works well • Beginning: inviting; makes the reader want to keep reading • Ending: seems like a good one; satisfying for the reader • Connecting words, phrases, and sentences: make the writing easy to follow from one part to the next • Paragraph breaks: there in places that make the most sense	**4 ORGANIZATION: SOLID** • The reader can follow the writing; ideas and details are placed in an order that makes sense • Beginning: enough to make up at least one short paragraph • Ending: enough to make up at least one short paragraph • Connecting words and phrases: help the reader follow from one part to the next • Paragraph breaks: are there • Organization may follow a formula (such as the "five-paragraph essay")	**3 ORGANIZATION: ALMOST THERE** • The reader can follow most of the writing, but some parts may be a little unclear; some ideas or details may seem out of place or out of order • Beginning: too short or too obvious • Ending: too short or too obvious • Connecting words and phrases: same ones may be used too often (**and, so, but, then**); points may be numbered • Paragraph breaks: some may be there, but may not be in places that make the most sense	**2/1 ORGANIZATION: NEEDS WORK** • The reader has a hard time following the writing; may be confused often; ideas and details are not in an order that makes sense • Beginning: may not be there, or is much too short • Ending: may not be there, or is much too short • Body: may not be there, or is much too short • Paragraph breaks: may not be there
5/6 VOICE: STRONG • Commitment to topic: writer seems very interested and very committed • Appropriateness of voice, considering topic, audience, purpose: very appropriate; writer is personal or more objective • Reader may feel strong connection with writer • Other indications: very sincere, lively, exciting, suspenseful, expressive, funny	**4 VOICE: SOLID** • Commitment to topic: writer seems interested and committed to the topic • Appropriateness of voice, considering audience and purpose: a voice is present; the writing is personal enough or objective enough most of the time • Other indications: when appropriate, writing is sincere, lively, expressive, engaging, funny	**3 VOICE: ALMOST THERE** • Commitment to topic: writer seems somewhat interested in the topic • Appropriateness of voice, considering audience and purpose: not appropriate much of the time; too personal and not objective enough or not personal enough • Paper may not be long enough to show the ability to maintain an appropriate voice	**2/1 VOICE: NEEDS WORK** • Commitment to topic: writer does not seem interested in the topic or involved with the reader • Appropriateness of voice, considering audience and purpose: the writing may seem lifeless and flat

High School

Working Draft *2008-2009*

Student Language Scoring Guide: High School Condensed Version

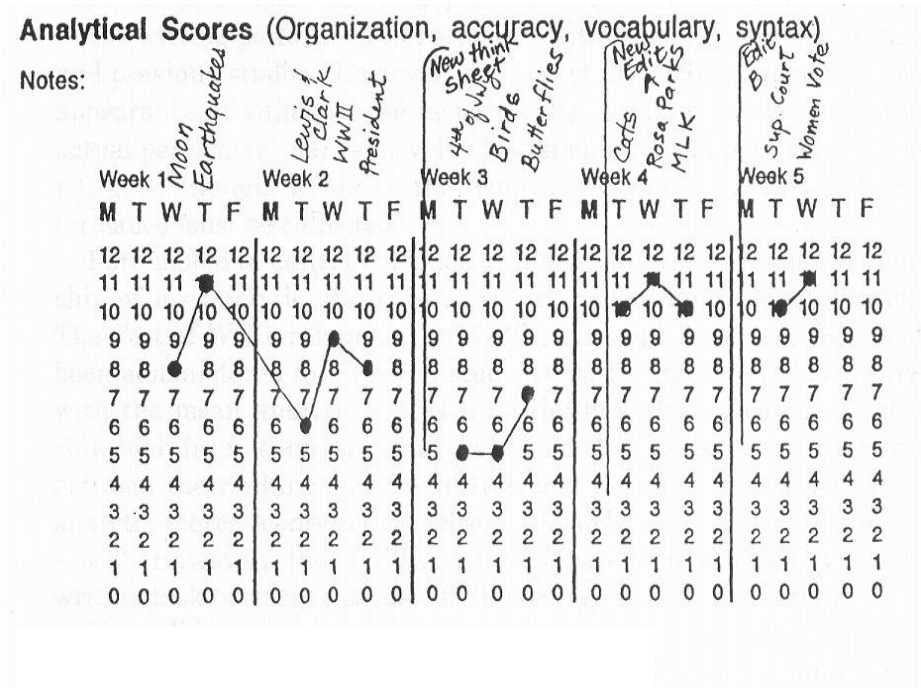
5/6: STRONG **The paper is usually longer and more complex. It shows strong writing skills.**	4: SOLID **The paper is long enough to show what 10th Graders should be able to do.**	3: ALMOST THERE **The paper is not long enough, or it has some problems.**	2/1: NEEDS WORK **The paper is much too short, or it has significant problems.**
5/6 IDEAS: STRONG • Purpose and main ideas: interesting; stand out; clear and focused • Supporting details: ▪ many strong, rich, specific details explain the main ideas; interesting ▪ balanced, in-depth, focused ▪ seem carefully chosen for audience and purpose • Writer shares new understandings • Outside resources, if used: provide strong, accurate, believable details • Writing holds the reader's attention	**4 IDEAS: SOLID** • Purpose and main ideas: clear, focused, easy to understand • Supporting details: ▪ enough to develop main ideas ▪ most are specific ▪ most are focused and related to the main ideas; on the topic ▪ most are explained or developed ▪ show some awareness of audience and purpose • Writer may share new understandings • Outside resources, if used: provide accurate ideas and supporting details	**3 IDEAS: ALMOST THERE** • Purpose and main ideas: clear, easy to understand • Supporting details: ▪ may not be enough to develop the ideas ▪ may be too general (not specific) ▪ some may be off the topic ▪ may not be explained (list events or points without explanation) ▪ may sound too much like another story or movie • Outside resources, if used: provide questionable ideas or details	**2/1 IDEAS: NEEDS WORK** • Purpose and main ideas: not very clear; reader may have to guess at what they are • Supporting details: ▪ paper may be much too short, without enough ideas or details ▪ may be off the topic ▪ may be repeated over and over ▪ may not be understandable
5/6 ORGANIZATION: STRONG • The reader can follow the writing easily; ideas and details are placed in an order that moves the reader right along • Beginning: inviting; makes the reader want to keep reading • Ending: satisfying • Connecting words and phrases: smooth; effective; make the writing easy to follow from one part to the next • Paragraph breaks: used effectively • Writing may follow a formula, but it is graceful, skillful, and subtle	**4 ORGANIZATION: SOLID** • The reader can follow the writing: ideas and details are placed in an order that makes sense • Beginning: can be identified; enough to make up at least one paragraph • Ending: can be identified; enough to make up at least one paragraph • Connecting words and phrases: help the reader follow from one part to the next • Paragraph breaks: are there; helpful • Writing may follow a formula (such as the classic "five-paragraph essay")	**3 ORGANIZATION: ALMOST THERE** • The reader can follow the writing most of the time, but some parts may be a little unclear; some ideas and details may be placed where they do not make the most sense; some may seem out of place • Beginning: too short or too obvious • Ending: too short or too obvious • Connecting words and phrases: same ones may be used too often (**and, so, but, then**); points may be numbered • Paragraph breaks: some may be there	**2/1 ORGANIZATION: NEEDS WORK** • The reader has a hard time following the writing and may be confused often; ideas and details are not in an order that makes sense • Beginning: may not be there, or is much too short • Ending: may not be there, or is much too short • Body: may not be there, or is much too short • Paragraph breaks: may not be there
5/6 VOICE: STRONG • Commitment to topic: the writer seems very committed • Appropriateness of voice, considering topic, audience, purpose: very appropriate; writer is personal or more objective • Other indications: very sincere, lively, exciting, suspenseful, expressive, funny • Reader may feel a strong connection with writer	**4 VOICE: SOLID** • Commitment to topic: the writer seems committed • Appropriateness of voice, considering audience and purpose: a voice is present; the writing is personal enough or objective enough most of the time • Other indications: when appropriate, sincere, lively, expressive, engaging, funny	**3 VOICE: ALMOST THERE** • Commitment to topic: the writer seems somewhat committed • Appropriateness of voice, considering audience and purpose: not appropriate much of the time; too personal and not objective enough **or** not personal enough • Paper may not be long enough to show the ability to maintain an appropriate voice	**2/1 VOICE: NEEDS WORK** • Commitment to topic: the writer does not seem interested in the topic or involved with the reader • Appropriateness of voice, considering audience and purpose: the writing may seem lifeless and flat

**Oregon Department of Education. Writing Student Language Scoring Guides. http://www.ode.state.or.us/search/page/?=2346*

Also note that Oregon's Official Scoring Guide is an analytic trait scoring system (see http://www.ode.state.or.us/wma/teachlearn/testing/scoring/guides/2009-10/asmtwriscorguide0910eng.pdf to review the OAKS Scoring Guide).

The next example illustrates how analytic scores can be graphed for individual students. Notice the teacher's notes at the top of the graph to indicate instructional unit and emphasis of instruction (e.g., new think sheet, new edits). Even though the graph below illustrates analytic scores, the same type of graphing system could also be used with primary trait scores.

Classroom Graph of Student Analytical Scores



**Isaacson (1999). Instructionally relevant writing assessment. Reading and Writing Quarterly, 29-48.*

While there are advantages to an analytic scoring approach with separate evaluation of specific writing characteristics, the *time spent reviewing each characteristic can make use of an analytic trait scoring approach time-consuming*. The following directions have been used to guide analytic trait scoring. Note the **deliberate focus on one writing dimension at a time during scoring**. Also notice that there is a recommended "pause" in the scoring process before writing samples are reviewed on another dimension.

Analytic Scoring Directions
1. Review the entire scoring rubric. 2. Re-read the scoring rubric focusing on only one dimension. 3. Read the entire selection of student writing samples. 4. Begin scoring writing samples according to the chosen dimension. Try to spend only 1 to 2 minutes per writing sample. Place writing samples in piles based on the score each sample receives on the chosen dimension. Refer to rating criteria and piles of writing samples frequently during the scoring process. 5. Go back through piles and adjust samples that belong in different piles. 6. Record scores on record/data sheet. 7. Allow enough time to pass so you don't remember the writing samples' scores (to the greatest extent possible). **Shuffle the pile of writing samples** and score on the next dimension.

**Jentzsch, C., &Tindal, G. (1991). Research, consultation, and Teaching program training module no. 8: Analytic scoring of writing. Eugene, OR: University of Oregon College of Education, Behavioral Research and Teaching.*

Finally, **an analytic scoring rubric can be developed to align with the Common Core State Standards (CCSS) for Writing** and might include the following components:

- Content, ideas, and organization
  - CCSS for ELA and Literacy, Writing Standards 1-3
- "Effective choices for meaning or style" (e.g., sentence complexity, use of vocabulary, authenticity)
  - CCSS for ELA and Literacy, Language Standards 3-6
- Mastery of writing conventions and mechanics (e.g., spelling, grammar, punctuation, etc.)
  - see CCSS for ELA and Literacy, Language Standard 2.

Qualitative Hybrid Rubrics

The strongest and most amenable approaches to diagnostic evaluation, formative assessment, and instructional development are the use of analytic and/or primary-trait scoring. Because analytic and primary-trait scoring are the most versatile and instructionally-useful scoring approaches, often rubrics will be created to address a primary trait feature, such as a form of written discourse (e.g., argument, narrative) *and* include dimensions reflective of overall writing quality (e.g., conventions, mechanics, organization). Notice how the Primary Trait rubric below focuses on the domain of Argument Writing but also incorporates an analytic dimension (e.g., mechanics). Because the analytic dimension of mechanics was added to this rubric, the rubric becomes a hybrid with both primary trait and analytic components.

Hybrid Rubric – Primary Trait and Analytic Argument Writing					
Components	**4**	**3**	**2**	**1**	**Total**
Focus	The writer clearly states an opening sentence, which captures the reader's attention and includes an opinion.	The writer has an opening sentence, which includes an opinion.	The writer has written an opinion.	The writer does not express an opinion.	
Development	The writer clearly states at least two supporting details for each reason.	The writer clearly states reasons with at least two supporting details for each reason.	The writer clearly states reasons with at least one supporting detail for each reason.	The writer states reasons and no details.	
Organization	Reasons and details are expressed in logical order with the usage of several appropriate transition words.	Reasons and details are expressed in logical order with the usage of at least three appropriate transition words.	Reasons and details are expressed with the usage of at least two transition words.	Reasons are expressed without transition words.	
Conclusion	The writer clearly paraphrases his/her opinion.	The writer restates his/her opinion.	The writer attempts to restate an opinion.	The writer does not restate an option.	
Mechanics	The writer uses a variety of sentences, which flow smoothly. There are no errors in grammar, punctuation, capitalization, and spelling.	The writer uses a variety of sentences. There are no more than three errors in grammar, punctuation, capitalization, and spelling.	The writer uses little variety of sentences. There are not more than four errors in grammar, punctuation, capitalization and spelling.	The writer does not use a variety of sentences. There are several errors in grammar, punctuation, capitalization, and spelling.	
				Overall Total Score	

Another example of a rubric that includes both primary trait and analytic components is provided below. Notice how primary trait scoring focuses on the critical features of summary writing and analytic scoring focuses on writing conventions.

Hybrid Rubric – Primary Trait and Analytic Summary Writing Rubric				
Content of Summary	**Student Rating**		**Teacher Rating**	
1. **Topic**: Is the topic of the original article stated?	0	1	0	1
2. **Main Idea/Opinion:** Is the main idea of the article (or author's position) clearly stated?	0	1	0	1
3. **Major Points/Reasons:** Does the summary focus on the major points, reasons, and/or information from the article?	0	1	0	1
4. **Accurate:** Are the major points, reasons, and/or information accurate?	0	1	0	1
5. **Own Words:** Is the summary written in your own words?	0	1	0	1
6. **Concise:** Is the summary shorter than the original article?	0	1	0	1
7. **Combined Ideas:** Are some of the ideas combined into longer, more sophisticated sentences?	0	1	0	1
8. **Understanding:** Is the summary easy to understand?	0	1	0	1
Summary Total	___ / 8		___ / 8	
Writing Conventions	**Student Rating**		**Teacher Rating**	
1. **Handwriting:** Is the handwriting legible?	0	1	0	1
2. **Spelling:** Are words spelled correctly, particularly words found in the article?	0	1	0	1
3. **Capitalization:** Is correct capitalization used, including capitalization of the first word in sentences and proper names of people, places, and things?	0	1	0	1
4. **Punctuation:** Is correct punctuation used, including a period at the end of each telling sentence?	0	1	0	1
Writing Conventions Total	___ / 4		___ / 4	
Overall Total Score	__ / 12		__ / 12	

**Credit to Dr. Anita Archer.*

Notice how **the rubric includes a set of items that will change according to discourse (primary trait) and a set of items that will consistently apply across writing genres (analytic).** In other words, the **primary trait component** of the rubric above focuses on discourse specific to summary writing. When an instructional unit changes focus to another area of discourse (e.g., argument) the primary trait features can be changed to align with instruction. The **analytic features** on the rubric, however, could remain unchanged. That way, students become familiar with the constant features of good writing while primary trait features change to align with different writing genres.

The rubric above also **elicits student and teacher feedback**, a process that may increase students' awareness of their own writing and the critical features of writing that are evaluated. Finally, although the rating scale for the above rubric is dichotomous, and does not provide information regarding the degree to which each of these components represents quality writing, the **rating scale could be modified for use with older students** to include a greater response range (e.g., use a scale of 0 to 3 or 0 to 5).

Similar rubrics could be developed to align with the CCSS for ELA and Literacy's three text-types – opinion/argument, informative/explanatory, and narrative texts (Writing Standards 1-3). Writing Standard 1 for fourth grade students, for example, has the following expectations for student performance: (a) introduces a topic or text clearly, (b) states an opinion on the topic or text, (c) utilizes an organizational structure in which related ideas are grouped to support the writer's opinion/purpose, (d) includes reasons that are supported by facts and details, (e) uses linking words and phrases to support structure of written product, and (f) provides a concluding statement or section related to the opinion presented. Each of these expectations can be translated into "kid friendly" terms and incorporated into a rubric.

Qualitative Scoring Reliability

Reading book reviews in the Sunday newspaper reveals the subjective nature of writing. Sometimes the reviews for the *same* book will be qualitatively different with favorable and not so favorable reviews. Even though rubrics can be designed to carefully define features of writing, **qualitative scoring is still based on reviewer subjectivity**. Therefore, when using qualitative scoring, it is important to be aware of scoring reliability and establish reliability when any group (e.g., screening, multi-tier intervention decisions) or "high stakes" (e.g., a district-level writing assessment) decisions are based on the data. There are two types of reliability.

The first, *Intra*-rater Reliability, is based on **how reliable a scorer is with himself or herself.** For example, if a teacher scores a set of student writing samples with a primary trait rubric, would that teacher score the student writing samples the same way if, theoretically speaking, the teacher re-scored all the writing samples with the same primary trait rubric a second time? When using qualitative scoring, it's important to have awareness of intra-rater reliability and **scoring consistency**. While a formal process of re-scoring work and calculating intra-reliability may not be necessary when using the data to make instructional decisions at an individual-student level, it is still important to self-evaluate scoring with a few samples of student work. If a formal intra-rater reliability check is desired (e.g., if one teacher is assigned to score all of the writing samples for fifth grade screening), follow the inter-reliability procedures for calculating reliability (See table below). Instead of comparing two different scorers, compare initial scores with scores from a re-scoring (e.g., ensure that the *same* rubric and *same* set of writing samples are used for the re-scoring). **Scoring can also be refined with practice and by discussing scoring rubrics and**

scored writing samples with colleagues (e.g., grade-level team meeting, subject-area team meeting).

The second, *Inter*-rater Reliability, considers **how much score agreement there is between two scorers when they score the same writing sample.** For example, *are the teachers who score a middle school writing screening, interpreting the scoring rubric similarly and scoring writing samples in a relatively consistent way?* A teacher rates a group of writing samples using a primary trait scoring rubric. After scoring, that same teacher asks another teacher to score the same set of writing samples, using the same primary trait scoring rubric. **After the second teacher scores the writing samples, the two teachers' scores are compared and a percentage of agreement, a reliability coefficient, is calculated to see how similar the teachers score the writing samples**. Overall, inter-rater reliability involves **two raters independently scoring the same set of writing samples**. Even though inter-rater reliability is based on the comparison of two raters, the same process of determining reliability can be used if multiple scorers are scoring student writing samples (e.g., determine if each individual scorer is reliable with the other scorers). The box below outlines the process for establishing inter-rater reliability, provides information on how to calculate reliability, and lists reliability levels to obtain, depending on whether decisions are made at a group-level (e.g., grade-level screening, multi-tier intervention decisions), or made within a "high stakes" context (e.g., district- level writing assessment).

Inter-rater Reliability Procedures

Procedures

(1) Transfer Scores

Transfer scores onto Reliability Calculation Sheet(s)

If you want to calculate **overall reliability** based on total scores, you will need one reliability calculation sheet. List student names on the reliability calculation sheet and the total scores determined by scorer 1 and score 2 for each student.

If you want to calculate **reliability for each dimension or category on the rubric** (e.g., organization, focus, character clues, etc.). Use multiple reliability calculation sheets –designating a sheet for each rubric dimension or scoring category. Dimension or category scores as determined by scorer 1 and scorer 2 for each student.

(2) Determine the Hits and Disagreements

If the scorers agree, there is a hit. Score a hit as "1." If scorers disagree by 1, score the disagreement as a ".5" hit. For example, if Scorer 1 gives a sample a 3 and Scorer 2 gives the same sample a 4, then a .5 is listed as the value of the hit. No points ("0") are given when scores differ by more than 1 (e.g., a score of 3 and a score of 5)

(3) Tally the Number of Hits

Tally the number of hits at the bottom of the calculation sheet in the box marked "Total Hits."

(4) Tally the Total Possible Hits

Tally the number of total possible hits by counting the number of scored writing samples.

Inter-rater Reliability Procedures

(5) Calculate Reliability

Divide the total hits by the total possible hits to obtain the reliability coefficient.

(6) Interpret Reliability Based on Decision Use

Use the Decision Use Table below to interpret reliability based on decision use (e.g., is the purpose of the writing assessment related to group decisions such as screening or multi-tier interventions or decisions such as a district-level assessment?).

Decisions Use

Reliability Coefficient	Meaning	Decision Use
.80 and less	Weak	Don't use for any decisions!
.81-.84	Moderate	Group Decisions
.85-.90	Average	Group Decisions and High Stakes Decisions
.91-.93	Strong	High Stakes Decisions
.94-.99	Almost Perfect	

(Webb, 1983)

**Jentzsch, C., &Tindal, G. (1991). Research, consultation, and Teaching program training module no. 8: Analytic scoring of writing. Eugene, OR: University of Oregon College of Education, Behavioral Research and Teaching.*

The process of establishing reliability can raise important conceptual issues about how the scoring rubric is interpreted and the quality of student writing. As a result, there are often productive, high-level discussions about writing. Reliability scoring practice can be incorporated into grade-level and subject-area team meetings. Teachers can also bring pre-scored writing samples to a meeting and discussion can focus around samples where disagreements were noted.

Recommendations for Implementation

- ✓ Formative assessment administration procedures for writing samples that will be scored for overall quality should specify a reasonable time period for student writing sample completion (e.g., 30-mintes, 45-minutes, a class period). A specified amount of planning time can be provided and students can be prompted at the start of writing and final proofreading stages.
- ✓ When progress monitoring focuses on quality, measures can be administered on a weekly or biweekly basis (i.e., probes might alternate genre each week—Week 1-argument, Week 2-explanatory, Week 3-arugment) to all students in the bottom 25% of the class, or align with instruction focused on a specific genre. For example, during an 8-week instructional unit on argument, weekly or biweekly progress monitoring with probes would align with the argument

genre. During a subsequent unit on narrative writing, progress monitoring probes would focus on the narrative genre. Primary trait and/or analytic trait scoring rubrics are used to score each progress-monitoring assessment.

- ✓ Students' performance on progress-monitoring measures can be used to set individual goals and aimlines (i.e., individual-referenced evaluation) and should be graphed for visual monitoring of student progress (Olinghouse, 2009).
- ✓ Qualitative-scoring approaches should align with instructional objectives and be used to score formative assessment probes for quality. Primary trait and/or analytic trait scoring rubrics are recommended. Hybrid rubrics can be developed to address both primary trait and analytic dimensions of writing through the use of one rubric (versus two separate primary trait and analytic trait rubrics). A school writing team can be established to develop and/or select scoring rubrics.
- ✓ Reliability scoring practice should be scheduled, particularly when multiple scorers will score student writing samples (e.g., district-level writing assessments, screening). Higher levels of reliability should be obtained when making "high stakes" decisions.

Formative Assessment Using Quantitative and Qualitative Scoring Approaches

All qualitative evaluations suffer the major problem of sensitivity because a limited range of scores is possible with the use of rating scales. For example, a primary trait scoring rubric that focuses on five character dimensions only has a score range from 0 to 5. In other words, a 0 to 5 scale won't reflect large increments of growth due to the limited score range. Even hybrid rubrics that consider multiple dimensions and calculate an overall score total still have a more limited score range compared to other forms of progress monitoring. **Therefore, all qualitative evaluations should be conducted in conjunction with quantitative evaluations**. In addition, the use of qualitative scoring and quantitative scoring evaluate different aspects of writing: quality and fluency/productivity. A comprehensive K-12 writing assessment system requires the use of both quantitative and qualitative scoring for formative assessment.

When using both quantitative and qualitative scoring there are a few options for screening and progress monitoring:

- Separate probes can be created for productivity writing samples that will be scored quantitatively and full writing samples that will be scored qualitatively. In this case, a set of probes will be created for productivity writing samples and include directions related to the timed administration of the probe. If desired, students can still be directed to complete their writing, but only the productivity component would be scored. Another set of probes would be created with administration directions and procedures directing students to write a fully completed writing sample. The fully completed writing samples would be scored with a qualitative scoring approach (e.g., analytic rubric).
- One set of probes can be created to elicit *both* productivity writing and full writing samples. In this case, the administration directions must include procedures for students to stop a specified time (for fluency and productivity), mark their writing sample to indicate the last word written, and continue writing to complete the writing sample within a pre-determined, reasonable time period (e.g., 30-minutes, 45-minutes, class period). When scoring writing samples, a quantitative score(s) can be calculated based on the words written during the timed component of the probe,

for example (e.g., correct word sequences written during the first 3-minutes) and a qualitative score can be calculated for the full writing sample using a scoring rubric.

- A final option involves using a combination of the above two options. For example, perhaps one set of probes, eliciting both productivity writing and full writing samples for quantitative and qualitative scoring, is used for **screening** three to four times a year. Progress monitoring probes could elicit productivity writing (for quantitative scoring only), full writing samples (for qualitative scoring only), and/or both (for quantitative and qualitative scoring).
- ***Before* making decisions about how to structure W-CBM probes and whether W-CBM probes will include procedures for timed fluency and productivity, writing a complete essay, *or* both, read the Thought Box below about how "professional" writers practice.**

Thought Box

We may initially think that a W-CBM probe, regardless of whether it is scored quantitatively or qualitatively, should allow students an opportunity to "complete" their writing, but many writers actually use informal warm-ups or short writing practice sessions for the purpose of promoting writing fluency and productivity. Linda Metcalf and Toby Simon (2002), for example, suggest writers use daily, 30-minute "Writes" to help build writing "proprioception" or an ability to seamlessly integrate ideas and insight in fluent writing. Julia Cameron (1998) writes "Morning Pages" every morning. Other writers like Natalie Goldberg suggest that "the basic unit of writing practice is the timed exercise. [Writers] can time themselves for ten-minutes, twenty minutes or an hour" (Goldberg, 2010, p. 10). According to Goldberg, it doesn't matter how much time a writer commits to writing practice. Rather, *what really counts* during timed practice is a writer's commitment to *writing for that specified period of time*. Goldberg's suggestions for timed writing practice include:

1. *Keep your hand moving* (Don't pause to reread the line you have just written. That's stalling and trying to get control of what you're saying).
2. *Don't cross out*. (That is editing as you write. Even if you write something that you didn't mean to write, leave it).
3. *Don't worry about spelling, punctuation, grammar*. (Don't even care about staying within the margins and lines of the page).
4. *Lose control*.
5. *Don't think. Don't get logical*.
6. *Got for the jugular*. (If something comes up in your writing that is scary. . .dive right into it. It probably has lots of energy) (Goldberg, 2010, p. 10).

While not all of Goldberg's suggestions may necessarily be adopted for a timed W-CBM probe (e.g., "don't worry about spelling" will depend on whether WSC or CWS will be used for scoring), the spirit of her suggestions are important because they suggest that timed W-CBM probes can be administered for 3-minutes, 5-minutes, 10-minutes, or whatever the school or class determines will be used for fluency and productivity scoring. In other words, if the instructional and assessment purpose is to promote writing fluency productivity, then a **timed writing probe *without* the added time to "fully" complete the writing sample is a valid writing practice that good writers use**.

Thought Box
Therefore, when making decisions about how to structure formative assessment and whether W-CBM probes will include procedures for timed fluency and productivity, writing a complete essay, *or* both, consider how formative assessment can be *integrated* into writing instruction. Current research on W-CBM doesn't provide a specified set of guidelines on how to structure probes. What is important, however, is the use of ***both*** **quantitative and qualitative scoring procedures that are aligned with student goals and instruction.**

Overall, **schools should determine how quantitative and qualitative scoring will be used and how probe administration will occur** (i.e., what will the directions, procedures, and format look like?). Due to the emerging research on writing assessment, there is no single, best method for probe format and administration. Schools and teachers, therefore, should develop probe formats and administration procedures that work best for their site.

Recommendations for Implementation

- ✓ Grade-level appropriate W-CBM probes for writing should be administered to all students as a writing screening measure three to four times per year (i.e., school- or district level norms could be established) **and** scored on **quantitative *and* qualitative dimensions**. To provide screening across all CCSS genres (e.g., argument, informational/explanatory, narrative) and document consistent progress across the school year (e.g., a minimum of 3 or 4 data points per student), all three writing genres could be assessed at each screening. For example, a screening might be scheduled across three weeks and could include three different writing probes, one probe for each genre (e.g., Week 1-argument, Week 2-informational/explanatory, Week 3-Narrative).
- ✓ Progress monitoring should be administered on a weekly or biweekly basis (i.e., probes might alternate genre each week -- Week 1-argument, Week 2-explanatory, Week 3-arugment) to all students in the bottom 25% of the class, or align with instruction focused on a specific genre. For example, during an 8-week instructional unit on argument, weekly or biweekly progress monitoring with probes would align with the argument genre. During a subsequent unit on narrative writing, progress monitoring probes would focus on the narrative genre. **Progress monitoring should be scored on quantitative and qualitative dimensions.**
- ✓ Students' performance on progress-monitoring measures can be used to set individual goals and aimlines (i.e., individual-referenced evaluation) and should be graphed for visual monitoring of student progress (Olinghouse, 2009). **Progress monitoring on both quantitative and qualitative dimensions should be documented, graphed, *and* used for instructional decision making.**
- ✓ Standardized administration procedures (e.g., directions, format) should be established for writing probes used in K-12 formative assessment. **Administration procedures should structure how writing samples will be elicited for quantitative and qualitative scoring**.

Data Source 3: Summative Assessment

A third data source is summative assessment. Prior to the adoption of the Common Core State Standards by the majority of states, state-level summative assessment systems (including Oregon's) utilized direct **writing assessments administered during the spring of selected grades to gauge students' progress** toward writing benchmarks. In many cases, summative assessments require students to demonstrate writing skills at only one point in time and to a relatively neutral writing prompt. As a result, students may not have the opportunity to apply the writing process in an authentic manner (Berninger, Garcia, & Abbott, 2010). Therefore, summative assessments should include the following components, each of which will be discussed in detail:

Summative assessments should focus on the writing process *and* the writing product. Often the assessment includes one writing session and scores focus primarily on the final **product** (Berninger, Garcia, & Abbott, 2010). Focus on the product is undoubtedly important, not only because we want to ensure that the final product has academic value but also because it is important for students to focus (and receive feedback) on the organization and coherence of their writing and their mastery of mechanical details (e.g., spelling, punctuation, grammar, etc.) (Calfee & Miller, 2007).

Writing assessments that focus solely on the final product, however, fail to recognize the importance of providing students the opportunity to apply the writing **process** is an authentic manner; rarely, for example, are students expected to respond to a prompt in one session with little (or no) opportunity to plan for how they will respond to the assigned task. Because writing is such a cognitively demanding task that frequently requires multiple revisions, it is not surprising that methods for improving written texts need to include time for: (a) discussing ideas with a partner before starting to write, (b) planning one's response to the prompt, (c) writing a first draft, (d) engaging in the revision process (which may include receiving peer and/or teacher feedback) and, (e) reviewing and editing the changes made to be incorporated into a final, polished draft. The traditional essay test does not allocate time for these important activities (Cho, 2003). Students who produce writing samples in a process-oriented context with time for planning, editing, and revision include more elaborated ideas and clearer organization and coherence than those who produce writing samples in a context where the focus is on the final product (Cho, 2003).

Based on these findings, **summative writing assessments should include time for planning and revision, as well as tools to support students' progression in the writing process**. Although the purposes of formative and summative assessment differ, there is no reason that their structures cannot be aligned so that students engage in the same processes when completing both types of assessment.

Recommendations for Summative Assessments
• Include multiple samples of student writing • Include writing samples from multiple genres (e.g., opinion/argument, informative/explanatory, and narrative) and multiple levels within each genre (e.g., sentences, paragraphs, etc.) • Use writing prompts that are explicit, authentic, and engaging • Focus on the writing *process* in addition to the final *product* • Use analytic scoring systems that focus on three main components of writing: (1) content and organization, (2) writing style, and (3) mechanics and conventions

Data Source 4: Instructionally-Based Writing Portfolios

Writing portfolios "pull the assessment system" together in an integrated, comprehensive manner. **Writing portfolios, collections of student writing, formative assessment probes, *and* self-reflections, demonstrate progression in all aspects of the writing process** (e.g., planning, writing, editing, revising) (Wesson & King, 1992). Portfolios capture a rich array of knowledge and skill compared to the writing knowledge evaluated by standardized, multiple-choice assessments. Overall, **portfolios provide an instructionally-based context for the production of work** (Arter & Spandel, 1992; Gearhart & Wolf, 1997; Herman, Gearhart, & Baker, 1993).

Instructionally-based, learner-centered portfolios reflect classroom practices and support instructional decision-making; assessment-based portfolios are designed to evaluate students' progress and achievement (Gearhart, 2010). Not surprisingly, **instructionally-based and assessment portfolios differ in purpose** (i.e., providing students' opportunities to learn from and reflect on their participation in the writing process versus collecting data for grading, promotion, and transition decisions), which influence the types of documents and samples that are included in the portfolio (Arter & Spandel, 1992; Herman, Gearhart & Baker, 1993).

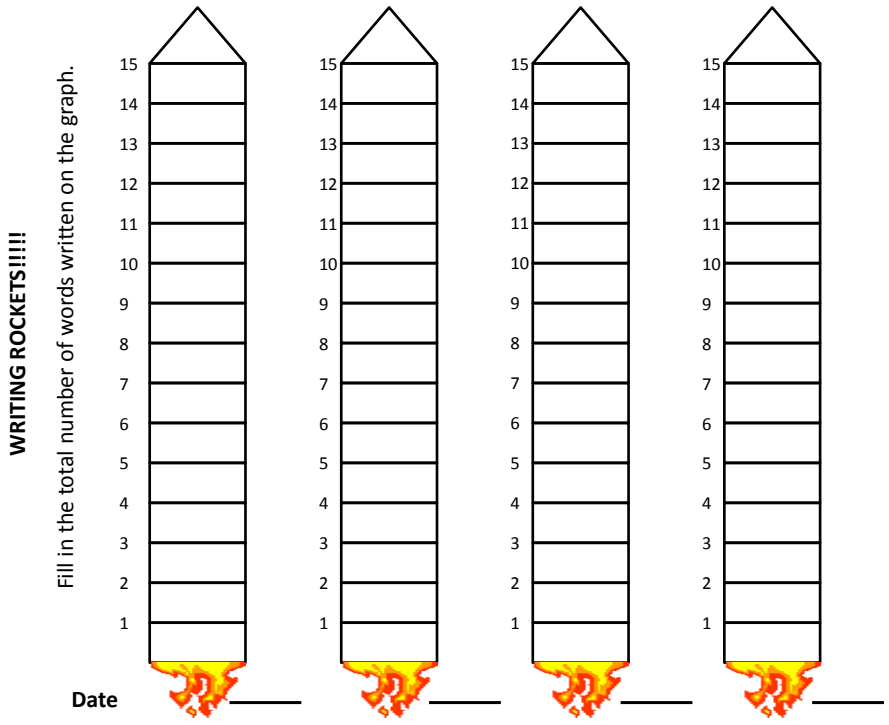
Instructionally-based portfolios are *actively* used to facilitate seamless instruction and assessment integration in writing instruction and as opportunities for students and teachers to discuss writing and writing progress on an on-going basis. An example of how portfolios integrate assessment and instruction is through student goal-setting. A student's grade-level writing goals could be listed in a portfolio as well as a student's writing process goals, such as the goals listed in the table below. Process goals are often identified during teacher-student writing conferences and applied during the revision process. Goals can be listed on a edit/revise checklist and revision goals can also be documented in a portfolio (Olinghouse & Santangelo, 2010). (See the Instruction Chapter for more information about setting instructional goals during writing conferences).

Writing Process Goals for Student Writing
General purpose of the paper – "Write a paper that will be fun to read."
Completeness of the paper – "Write a story that has all of the basic parts."
Length – "Write a paper that is 120 words long." "OR Write a paper with ten sentences." OR "Write a paper with five paragraphs."
Specific Attributes – "Write a paper that has four reasons to support your premise." OR "Share with the reader four things about the main character."
Vocabulary – "Write a story containing 15 describing words."
Sentence Variety – "Write a paper in which one-fourth of the sentences are either compound or complex."
Mechanics – "Write a paper with no spelling errors."

Another integrated assessment-instruction example involves the use of portfolios for **student self-monitoring**. Notice how the sample graphs below align with the quantitative and qualitative scoring used for formative assessment. The following "Writing Rockets" graph provides an opportunity for students to graph number of words written (i.e., fluency, quantitative scoring, number of words written per minute or per 3-minutes). The "My Story Graph" could align with a primary trait scoring system and rubric focused on story elements (i.e., qualitative scoring). Finally, Describing Words, could align with the quantitative scoring of vocabulary, or expand on a primary trait scoring system and rubric emphasizing the use of "descriptive examples" in argument writing.

Progress Monitoring

Sample Graphs for Student Self-Monitoring



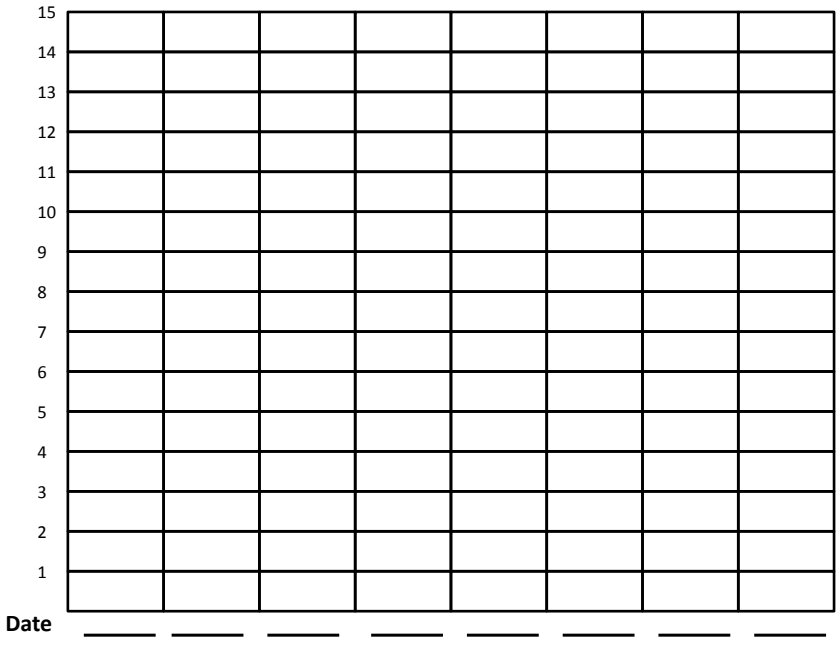
My Story Graph

Name:_____

Seven Parts of a Story:
1:
2:
3:
4:
5:
6:
7:

7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

DESCRIBING WORDS



Fill in the number of describing words used in your essay.

**From Harris & Graham (1996). Making the Writing Process Work: Strategies for Composition and Self-regulation. Cambridge, MA: Brookline.* See the Resources section of this chapter for full-page versions of these templates.

Instructionally-based portfolios are valuable as they r**epresent multiple samples of student writing**. No single writing sample provides adequate information about a student's ability (Cho, 2003). In addition, student performance in one genre of writing is not likely to generalize to another. The collection of multiple writing samples, therefore, enables teachers to see students' writing develop over time and **provides a more reliable and consistent picture of writing developmen**t. The use of multiple writing samples to monitor students' progress, for example, will minimize the possibility that a student's performance on an assigned writing task is due to extraneous factors specific to the student (e.g., the student had a bad day), the task (e.g., the writing prompt didn't relate to the student's background or experience) or the conditions under which the task was assigned (e.g., the student was distracted by other activities taking place in the classroom).

Research also indicates that **portfolios may be especially suitable for examining English learner's writing progress because portfolios provide a broad measure of what students *can do*** – not only because portfolios typically incorporate evidence of student progression throughout stages of the writing process, but also because writing samples are collected over time and balance the timed-writing context that could be problematic for English learners (Hamp-Lyons, 1996). Portfolios also provide opportunities to see the **language development** of students as they move, for example, from using simple sentences (that may or may not be grammatically correct) with limited word choice to well-constructed, complex sentences that include a wide variety of vocabulary. Information from portfolios can also help **differentiate and scaffold writing instruction** for ELs (e.g., focus on verb tense and verb conjugation first, then move into the position of adjectives and adverbs, etc.).

Ideally, instructionally-based portfolios are integrated into the assessment and instruction of writing. They can facilitate instructional decision-making, foster opportunities for collaboration among students, teachers, and family members, and provide opportunities for students to set individual writing goals. Portfolios also provide an excellent opportunity to showcase students' writing progression as they work on pieces over extended periods of time (CCSS for ELA & Literacy, Writing Standard 10) and/or as they participate in research projects to build and present knowledge (CCSS for ELA & Literacy, Writing Standard 7).

Instructionally-based Portfolios **Content Ideas**
✓ Grade-level and instructional goals (Arter & Spandel, 1992; Gearhart, 2010)
✓ Multiple writing samples produced at different times, in different instructional contexts, and with different genres
✓ "Authentic" and "published" writing samples
✓ "Raw," unedited samples of students' work (including planning sheets, outlines, drafts, etc.) and final products
✓ Reflections by students, teachers, and/or family members on work showcased in the portfolio (Arter & Spandel, 1992; Gearhart, 2010)
✓ Formative assessment writing samples with quantitative scoring and qualitative scoring (i.e., clearly-defined rubrics for examining the quality of work)

Instructionally-based Portfolios Content Ideas
✓ Progress monitoring data and graphs ✓ Self-monitoring graphs and check-lists ✓ Writing process materials (e.g., think sheets, planning sheets, edit-revise forms for self-, peer-, and teacher-review) ✓ Vocabulary lists ✓ Conventions/Mechanics reminder check lists ✓ Other ideas for making instructionally-based portfolio an *active* and *integral* component of writing instruction?

Summary

In conclusion, a comprehensive writing assessment system for K-12 is explicitly linked to formative and summative writing goals and uses multiple data sources to evaluate student writing. Multiple data sources consist of (1) the use of reading assessments as indicators of student reading and potential writing ability, (2) formative assessments that utilize quantitative and qualitative scoring procedures to evaluate writing productivity and quality, (3) summative assessments that include product and process samples of student work, and (4) instructionally-based portfolios are *actively* used to facilitate seamless instruction and assessment integration in writing instruction and pull the "assessment system together."

References

Abbott, R. D. & Berninger, V.W. (1993). Structural equation modeling of relationships among developmental skills and writing skills in primary- and intermediate-grade writers. *Journal of Educational Psychology, 85*(3), 478-508.

Amato, J. M., & Watkins, M. W. (2011). The predictive validity of CBM writing indices for eighth-grade students. *The Journal of Special Education, 44,* 195-204.

Andrade, H. L., Du, Y., & Wang, X. (2008). Putting rubrics to the test: The effect of a model, criteria generation, and rubric-referenced self-assessment on elementary-school students' writing. *Educational Measurement Issues and Practices, 27*(2), 3-13.

Arter, J. A., & Spandel, V. (1992). Using portfolios of student work in instruction and assessment. *Educational Measurement Issues and Practice, 11*(1), 36-44.

Benson, B. J. & Campbell, H. M. (2010). Assessment of student writing with curriculum-based measurement. In G. A. Troia (Ed.) *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 337-357). New York, NY: Guilford.

Berninger, V. (1999). Coordinating transcription and text generation in working memory during composing: Automatic and constructive processes. *Learning Disability Quarterly, 22,* 99-112.

Berninger, V. W., Abbott, R. D., Rogan, L., Reed, E., Abbott, S., Brooks, S., Vaughan, K., & Graham, S. (1998). Teaching spelling to children with specific learning disabilities: The mind's ear and eye beat the computer or pencil. *Learning Disability Quarterly, 21*(2), 1-17.

Berninger, V. W., Garcia, N. P., & Abbott, R. D. (2010). Multiple processes that matter in writing instruction and assessment. In G. R. Troia (Ed.) *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 15-50). New York, NY: Guilford.

Berninger, V. W., Cartwright, A. C., Yates, C. M., Swanson, H. L., & Abbott, R. D. (1994). Developmental skills related to writing and reading acquisition in the intermediate grades: Shared and unique functional systems. *Reading and Writing: An Interdisciplinary Journal, 6*, 161-196.

Berninger, V. W., Vaughan, K. B., Graham, S., Abbott, R. D., Abbott, S. P., Rogan, L. W., Brooks, A., & Reed, E. (1997). Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition. *Journal of Educational Psychology, 89*, 652- 666.

Black, P. & Wiliam, D. (October, 1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139-148.

Bradfield, T. A. (2009). *General outcome measures of beginning handwriting development*. (Unpublished doctoral dissertation). University of Minnesota: Twin Cities, MN.

Brookhart, S. M. (Winter 2003). Developing measurement theory for classroom assessment purposes and uses. *Educational Measurement: Issues and Practice,* 5-11.

Calfee, R. C., & Miller, R. G. (2007). Best practices in writing assessment. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.) *Best practices in writing instruction* (pp. 265-286). New York, NY: Guilford.

Cameron, J. (1998). *The right to write: An invitation and initiation into the writing life.* New York: Jeremy P. Tarcher/Putnam.

Cho, Y. (2003). Assessing writing: Are we bound by only one method? Assessing Writing, 8, 165-191.

Consortium on Reading Excellence (2008)

Consortium of Reading Excellence (2008). *Assessing reading: Multiple measures for kindergarten though twelfth grade* (2nd ed.). Novato, CA: Arena.

Cox, B. E., Shanahan, T. & Sulzby, E. (1990). Good and poor elementary readers' use of cohesion in writing. *Reading Research Quarterly, 25*(1), 47-65.

Deno, S. L. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children, 52,* 219-232.

Deno, S. L. Marston, D., & Mirkin, P. (1982). Valid measurement procedures for continuous evaluation of written expression. *Exceptional Children, 48,* 368-371.

Dickson, S. (1999). Integrating reading and writing to teach compare-contrast text structure: A research-based methodology. *Reading and Writing Quarterly, 14,* 49-79.

Edwards, L. (2000). *The role of spelling and handwriting in kindergarten instruction: An examination of the effects of two beginning reading instructional interventions on the reading and spelling achievement of kindergarten students at-risk of reading disabilities.* Unpublished doctoral dissertation, University of Oregon, Eugene, OR.

Englert, C., Stewart, S. R., & Hiebert, E. H. (1988). Young writers' use of text structure in expository text generation. *Journal of Educational Psychology, 80,* 143-151.

Espin, C. A., Scierka, B. J., Skare, S., & Halverson, N. (1999). Criterion-validity of curriculum-based measures in writing for secondary students. *Reading and Writing Quarterly, 14,* 5-27.

Espin, C., Shin, J., Deno, S. L., Skare, S., Robinson, S., & Benner, B. (2000). Identifying indicators of written expression proficiency for middle school students. *The Journal of Special Education, 34*(3), 140-153.

Fewster, S. & Macmillan, P. D. (2002). School-based evidence for the validity of curriculum-based measurement of reading and writing. *Remedial and Special Education, 23*(3), 149-156.

Fitzgerald, J. & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist, 35*(1), 39-50.

Gearhart, M. (2010). Classroom portfolio assessment for writing. In G. A. Troia (Ed.) *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 311-336). New York, NY: Guilford.

Gearhart, M., & Wolf, S. A. (1997). Issues in portfolio assessment: Assessing writing processes from their products. *Educational Assessment, 4*, *265-296.*

Goldberg, N. (2010). *Writing down the bones: Freeing the writer within.* Boston: Shambahala.

Hamp-Lyons, L. (1996). The challenges of second-language writing assessment. In E. M. White, W. D. Lutz, & S. Kaumusikiri (Eds.) *Assessment of writing: Politics, policies, and practices* (pp. 226-240). New York, NY: Modern Language Association of America.

Herman, J. L., Gearhart, M., & Baker, E. L. (1993). Assessing writing portfolios: Issues in the validity and meaning of scores. *Educational Assessment, 1*(3), 201-224.

Hessler, T., Konrad, M., & Alber-Morgan, S. (2009). Assess student writing. *Intervention in School and Clinic, 45*(1)*,* 69-71.

Huot, B. (1990). The literature of direct writing assessment: Major concerns and prevailing trends. *Review of Educational Research, 60*, 237-263.

Huot, B. (1996). Toward a new theory of writing assessment. *College Composition and Communication, 47*(4), 549-566.

Jewell, J. & Malecki, C. K. (2005). The utility of CBM written language indices: An investigation of production-dependent, production-independent, and accurate-production scores. *School Psychology Review, 34*(1), 27-44.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80,* 437-447.

LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology, 6,* 293-323.

Lembke, E. Deno, S. L. & Hall, K. (2003). Identifying an indicator of growth in early writing proficiency for elementary school students. *Assessment for Effective Intervention, 28*, *23-35.*

Lerkkanen, M., Rasku-Puttonen, H., Aunola, K., & Nurmi, J. (2004). The developmental dynamics of literacy skills during the first grade. *Educational Psychology, 24*(6), 793-810.

McMaster, K. L., Du, X., & Pétursdóttir, A. (2009). Technical features of curriculum-based measures for beginning writers. *Journal of Learning Disabilities,* 42*(1),* 41-60.

McMaster, K. L. & Campbell, H. (2008). New and existing curriculum-based writing measures: Technical features within and across grades. *School Psychology Review, 37*(4), 550-566.

McMaster, K. & Espin, C. (2007). Technical features of curriculum-based measurement in writing: A literature review. *The Journal of Special Education, 41*(2), 68-84.

Metcalf, L. T., & Simon, T. (2002). *Writing the mind alive: The proprioceptive method for finding your authentic voice.* New York: Ballantine.

Miller, L. (2009). Informal and qualitative assessment of writing skills in students with disabilities. *Assessment for Effective Intervention, 34,* 178-191.

Miller, M. D., & Crocker, L. (1990). Validation methods for direct writing assessment. *Applied Measurement in Education, 3*(3), 285-296.

Moats, L., Foorman, B., & Taylor, P. (2006). How quality of instruction impacts high-risk fourth graders' writing. *Reading and Writing, 19,* 363-391.

National Center on Education Statistics. (2010). NAEP data explorer [Data file]. Washington DC: U.S. Department of Education. Retrieved December 31, 2010 from http:///nces.ed/gov/nationsreportcard/neapdata/report.aspx.

National Commission on Writing in America's Schools and Colleges (2003). *The Neglected "R": The Need for a Writing Revolution.* College Entrance Examination Board.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for instruction* (NIH Publication No. 00-4769). Washington, DC: National Institute of Child Health and Human Development.

National Research Council. (1998). *Preventing reading difficulties in young children.* C. E. Snow, M. S. Burns, & P. Griffin (Eds.) Washington DC: National Academy Press.

Olinghouse, N. (Summer 2009). Writing assessment for struggling learners. *Perspectives on Language and Literacy.*

Olinghouse, N. G., & Santangelo, T. (2010). Assessing the writing of struggling learners. *Focus on Exceptional Children, 43,* 1-27.

Oregon Department of Education. (2005). Assessment Overview: Writing. Retrieved from the Oregon Department of Education website: http://www.ode.state.or.us/search/results/?id=238.

Oregon Department of Education. (2009). *Statewide Report Card 2008-2009: An Annual Report to the Legislature on Oregon Public Schools.* Retrieved from the Oregon Department of Education website: http://www.ode.state.or.us/data/annreportcard/rptcard2009.pdf.

Parodi, G. (2007). Reading-writing connections: Discourse-oriented research. *Reading and Writing, 20*, 225-250.

Perfetti, C. A. (1985). *Reading ability.* New York, NY: Oxford University Press.

Pierce, L. V., & O'Malley, J. M. (1992). Performance and portfolio assessment for language minority students. *NCBE Program Information Guide Series, 9*, 1-38.

Plake, B. S. (2003). Optimal synergy between large-scale testing and classroom assessments. *National Council on Measurement in Education Newsletter, 11*(3), 1-2.

Rezaei, A. R., & Lovorn, M. (2010). Reliability and validity of rubrics for assessment through writing. *Assessing Writing, 15,* 18-39.

Richgels, D. T., McGee, L. M., Lomax, R. G., & Sheard, C. (1987), Awareness of four text structures: Effects on recall of expository text. *Reading Research Quarterly, 22,* 177-196.

Ritchey, K. D. (2008). The building blocks of writing: Learning to write letters and spell words. *Reading and Writing, 21,* 27-47.

Rose, T. (2007). How to conduct writing CBM. In M.K. Hosp, J. L. Hosp, & K. W. Howell (Eds.) *The ABCs of CBM: A practical guide to curriculum-based measurement* (pp. 84-96). New York, NY: Guilford.

Sadler, R. D. (1989). Formative assessment and the design of instructional systems. *International Science, 18*, 119-144.

Salvia, J., & Ysseldyke, J. (2001). Assessment (8th ed.). Boston, MA: Houghton Mifflin.

Shanahan, T. (1988). The reading-writing relationship: Seven instructional principles. *The Reading Teacher, 41*(7), 636-647.

Shanahan, T. (2010). Connecting reading and writing instruction for struggling learners. In G. A. Troia (Ed.) *Instruction and assessment for struggling writers: Evidence-based practices* (pp. XX-XX). New York, NY: Guilford.

Shanahan, T., & Lomax, R. G. (1986). An analysis and comparison of theoretical models of the reading-writing relationship. *Journal of Educational Psychology, 78*(2), 116-123.

Tindal, G., & Marston, D. (1990). *Classroom-based assessment.* Columbus, OH: Prentice Hall.

Videen, J., Deno, S. L., & Marston, D. (1982). *Correct word sequences: A valid indicator of proficiency in written expression* (Vol. IRLD-RR-84). University of Minnesota, Institute for Research on Learning Disabilities.

Weigle, S. C. (2007). Teaching writing teachers about assessment. *Journal of second language writing, 16,* 194-209.

Weissenburger, J. W. & Espin, C.A. (2005). Curriculum-based measures of writing across grade levels. *Journal of School Psychology, 43*, 153-169.

Wesson, C. L., & King, R. P. (1992). The role of curriculum-based measurement in portfolio assessment. *Diagnostique, 18*(1), 27-37.

Resources

Sample Probe Directions

Today you are going to write to a prompt. I will read the directions to you. We will read the prompt together. You will have 2 minutes to think about what you want to write. You can use the back of your paper to write your ideas. When the two minutes are up, I will tell you to begin writing. After 3-minutes, I will ask you to underline the word you just finished writing. Then, you can complete your piece. Are there any questions?

Answer questions as needed. Then, read and review prompt.

Sample Probe

You will have up to 60 minutes to plan, write, and proofread your response to the following writing prompt:

Your school is considering ending summer vacations and going to year-round schooling. What do you think is best for students?

Write an essay that argues your position about year-round school.

Plan

Before you write:

- Read the prompt carefully so you understand exactly what you are being asked to do.
- Consider the topic, task, and audience.
- Think about what you want to write.
- Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write

As you write:

- Maintain a clear and consistent position or argument.
- Include specific details; use examples and reasons to support your argument.
- Use a variety of well-constructed, complete sentences.
- Use a logical organization with an obvious introduction, body, and conclusion.

Proofread

After you write:

____ Did you support your ideas with specific details?
____ Do the point of view and tone of the essay remain consistent?
____ Check for capitalization spelling, sentence structure, punctuation, and usage errors.

Student Name: _____

CCW:
CWS:
Rubric:


STOP

Alphabet Writing Measure (Edwards, 2000; Based on Berninger et al., 1997)

Materials: easerless pencil, student response sheet, scrap paper, stopwatch

Alphabet Writing Measure
Overview

Alphabet Writing Task (1 minute timed):

Students are given a response sheet and pencil. The test administrator dictates letter names in random order. The student writes the lowercase alphabetic letters as quickly and accurately as they can from memory. One minute timed administration.

Score: Number of correct letter formations per minute.

Note: Task requires students to access letter forms in memory, retrieve the forms, and produce them in writing.

DIRECTIONS

I am going to ask you to write the letters of the alphabet. I will tell you the name of a letter, and you will write that letter. For example, if I tell you to write the letter a, you will write the letter a like this [a] (Examiner writes the lowercase letter a on the examiner sheet). **When I say the name of a letter, I want you to try to write the lowercase or "small" letter** (Refer to the lowercase, "small" letter a).

Let's practice one together in the box on the top of your page. Your turn to write the letter t. Write the lowercase ("small") letter t on the top of your page.

If the student writes the letter t correct:
Very good, I like how you wrote the letter t.

If the student write a capital t:
Very good. You wrote a capital t. This is the way you write the "small" letter t. (Write the model on the examiner sheet.)

If the student doesn't know how to write the letter t, or is the student responds incorrectly:
I like the way you tried (or, I like how hard you were thinking). You can write the letter t like this [t]. (Write the model on the examiner sheet).

Remember, I'll say the name of the letter and you write the letter. You may write your letters in each box. First letter here (point to first box), **second letter here** (point to second box), etc. (show student left-to-right flow of boxes). **If you make a mistake, you may cross out the letter with your pencil and re-write it. Any questions? Now let's begin.**

The first letter is c (Start stopwatch). . .Continue to read the letters from the list below:

(2) o **(3) m** **(4) t** **(5) l**

- Discontinue if student doesn't know the first 5 letters and score the Alphabet Writing task as 0
- If the student completes the task in less than one minute prorate the score into a per-minute calculation.

c	o	m
t	i	b
f	g	h
z	n	a
d	q	x
k	r	p
y	e	j
u	l	s
w	v	

Alphabet Writing

Alphabet Writing Scoring

- Student responses are scored according to the number of correctly written capital or lowercase letters in 1-minute.
- To be considered a correctly formed letter, a student's letter needs to be recognizable out of context, and reasonably proportional and aligned with the "header," "belt," "footer," and "basement" lines (Berninger et al., 1997).

Scoring Correct Word Sequences (CWS):

Purpose: CWS considers units of writing and their relation to one another (Espin, Shin, Deno, Skare, Robinson, Benner, 2000).

Spelling

- Correctly-spelled words make up a correct writing sequence
- Example: ^ Is ^ that ^ a ^ red ^ car ^ ?

Punctuation

- Necessary marks of punctuation (excluding commas) are included in correct writing sequences
- Example: ^ Is ^ that ^ a ^ red ^ car ^ ?

Syntax

- Syntactically-correct words make up a correct writing sequence
- Example: ^ Is ^ that ^ a ^ red ^ car ^ ? **OR** ^ Is ^ that ^ a ^ car red ?

Semantics

- Semantically-correct words make up a correct writing sequence
- Example: ^ Is ^ that ^ a ^ red ^ car ^ ? **OR** ^ Is ^ that ^ a read car ^ ?

Initial Words of a Writing Sample

- If correct, the initial word of a writing sample is counted as a correct writing sequence
- Example: ^ Is ^ that ^ a ^ red ^ car ^ ? **OR** is that ^ a ^ red ^ car ^ ?

Titles

- Titles are included in the correct writing sequence count
- Example: ^ The ^ Terrible ^ Day

Dates and Numbers

- With the exception of dates, numbers written in numeral form are not included in the correct writing sequence
- Example: ^ The 14 soldiers ^ waited ^ in ^ the ^ cold ^.
  OR ^ The ^ crash ^ occurred ^ in ^ 1976 ^.

CWS Scoring Practice
Example 1

Scoring Practice
Your turn. . .

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Check Your Scoring. . .

^I woud drink ^ water ^ from ^ the ^ ocean	5
^ and ^ I woud eat ^ the ^ fruit ^ off ^ of	6
^ the ^ trees ^.^ Then ^ I woud bilit a	5
^house ^ out ^ of ^ trees, ^ and ^ I woud	6
^gather ^ firewood ^ to ^ stay ^ warm^.^ I	6
woud try ^ and ^ fix ^ my ^ boat ^ in ^ my	6
^ spare ^ time^.	3
	--
Correct Word Sequences	37

CWS Scoring Practice
Example 2

Extra Scoring Practice

I was outside when a spasce ship
landed. I jumped so hight of the swing
I hit my head on the bar. Out of the
space ship came a puppy dog he
looked around and, said “Where am I”.

Check Your Scoring. . .

^I ^ was^ outside ^ when ^ a spasce ship	5
^landed^.^ I ^ jumped ^ so hight of the^ swing	6
I ^ hit ^ my ^ head ^ on ^ the^ bar^.^ Out ^ of^ the	10
^space^ ship^ came^ a ^puppy^ dog he	6
looked ^ around^ and, said “^Where am I”^.^	5

Correct Word Sequences	32

Reliability Calculation Sheet

Student Name	Score 1	Score 2	Hit Tally
		Total Hits	
		Total Possible Hits	
		Reliability (Reliability Coefficient)	

Decisions Use

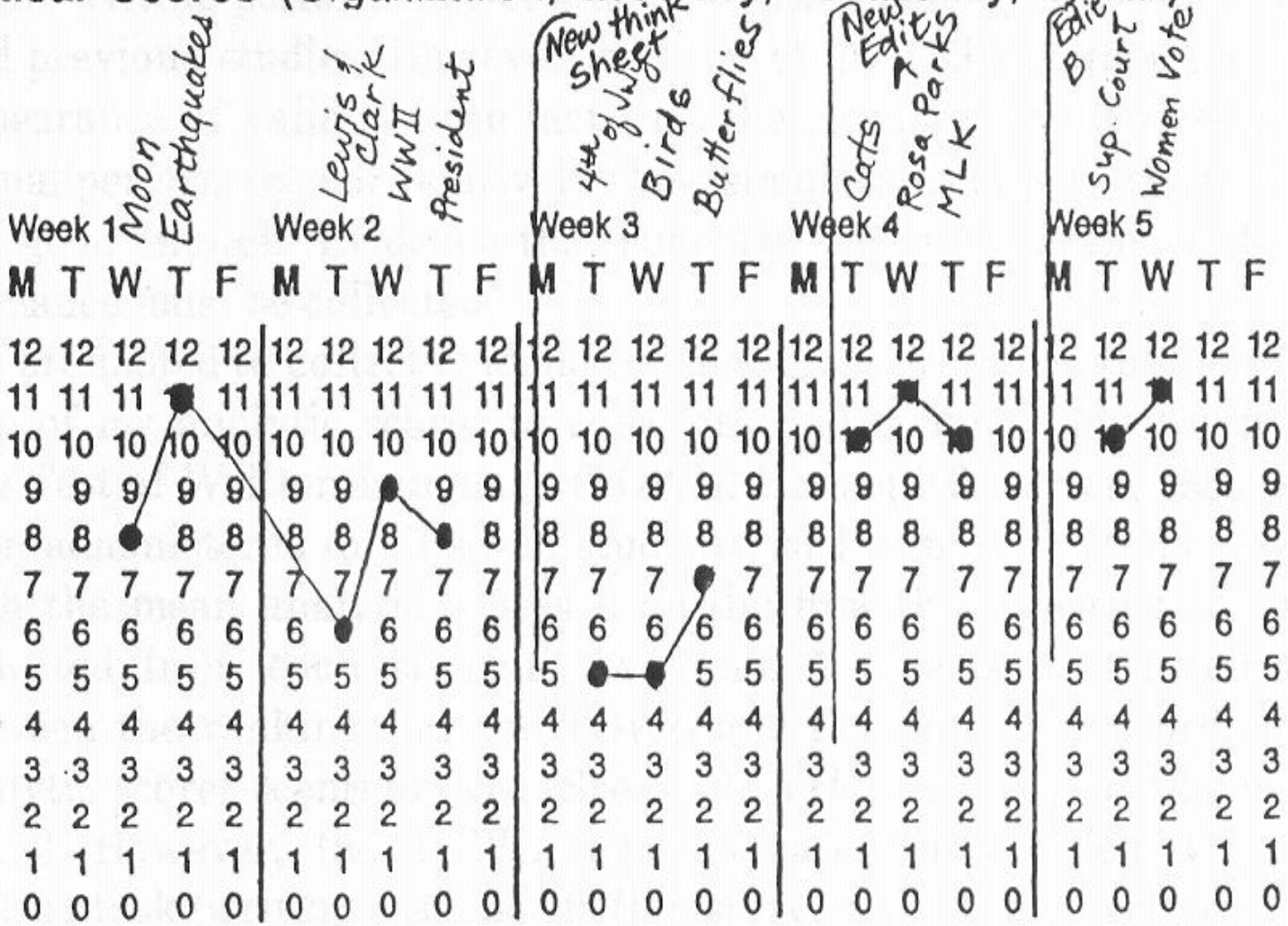
Reliability Coefficient	Meaning	Decision Use
.80 and less	Weak	Don't use for any decisions!
.81-.84	Moderate	Group Decisions
.85-.90	Average	Group Decisions and High Stakes Decisions
.91-.93 .94-.99	Strong Almost Perfect	High Stakes Decisions

(Webb, 1983)

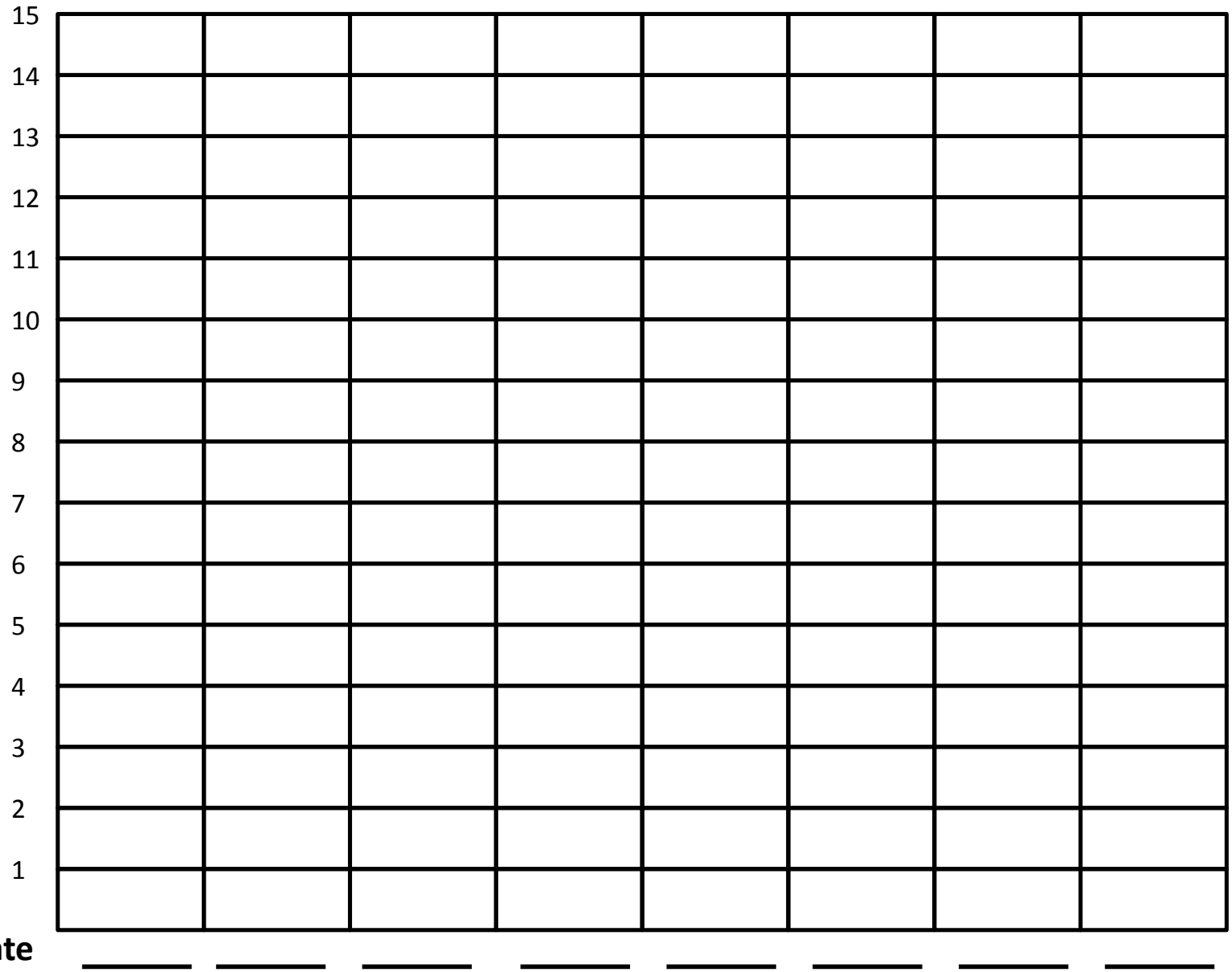
**Jentzsch, C., &Tindal, G. (1991). Research, consultation, and Teaching program training module no. 8: Analytic scoring of writing. Eugene, OR: University of Oregon College of Education, Behavioral Research and Teaching.*

Analytical Scores (Organization, accuracy, vocabulary, syntax)

Notes:



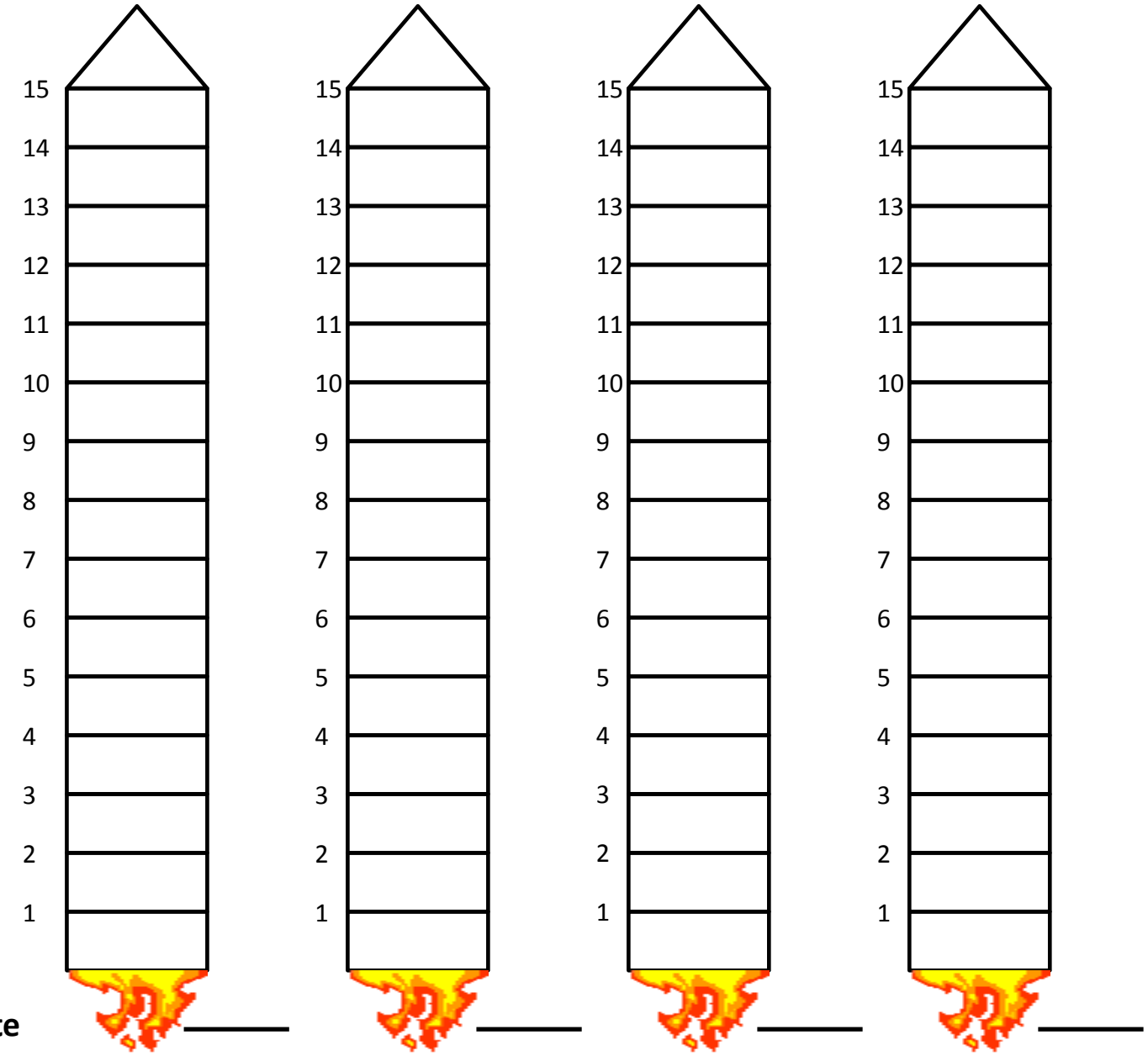
DESCRIBING WORDS



Fill in the number of describing words used in your essay.

WRITING ROCKETS!!!!!

Fill in the total number of words written on the graph.



Date _____

My Story Graph

Name:_____

Seven Parts of a Story:

1:

2:

3:

4:

5:

6:

7:

7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

	1	2	3	4	5	
Organization	Little or nothing is written. The essay is disorganized, incoherent, and poorly developed. The essay does not address the topic.		The essay is not complete. It lacks an introduction, well-developed body, or conclusion. The coherence and sequence are attempted but not adequate.		The essay s well organized. It has an introduction, supporting, and concluding paragraph. There is coherence, a logical order of ideas, and fully developed content.	**X6**
Sentence Structure	The student writes frequent run-ons or fragments.		The student makes occasional errors in sentence structure. Little variety in sentence length of sentence structure exists..		The sentences are complete and varied in length and structure.	**X5**
Usage	The student makes frequent errors in word choice and agreement.		The student makes occasional errors in mechanics.		The usage is correct. Word choice is appropriate.	**X4**
Mechanics	The student makes frequent errors in spelling, punctuation, and capitalization.		The student makes an occasional error in mechanics.		The spelling, capitalization, and punctuation are correct.	**X4**
Format	The format is sloppy. There are no margins or indentations. Handwriting is inconsistent.		The handwriting, margins, and indentations have occasional inconsistencies – no title or inappropriate title.		The format is correct. The title is appropriate. The handwriting, margins, and indentations are consistent.	**X1**
					Overall Total	

Total Words Written

- Prompt:

  “When my video game started predicting the future, I knew I had to. . .”

- Student Response:

  “got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down.”

Total words written per 3-minutes: 39

Words Spelled Correctly

- Prompt:

  "When my video game started predicting the future, I knew I had to. . ."

- Student Response:

  "got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down."

Total words spelled correctly per 3-minutes: 34

Correct Word Sequences

Since the first word is correct, it is marked as a correct writing sequence.

Because the period is considered essential punctuation, it is joined with the words before and after it to make 2 correct writing sequences.

^It ^ was ^ dark ^ .^ Nobody ^ could seen the ^ trees ^ of ^ the forrest.

Misspelled words are not counted.

Grammatical or syntactical errors are not correct.

Scoring Practice
Your turn. . .

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Check Your Scoring. . .

^I woud drink ^ water ^ from ^ the ^ ocean	5
^ and ^ I woud eat ^ the ^ fruit ^ off ^ of	6
^ the ^ trees ^.^ Then ^ I woud bilit a	5
^house ^ out ^ of ^ trees, ^ and ^ I woud	6
^gather ^ firewood ^ to ^ stay ^ warm^.^ I	6
woud try ^ and ^ fix ^ my ^ boat ^ in ^ my	6
^ spare ^ time^.	3
	--
Correct Word Sequences	37

Extra Scoring Practice

I was outside when a spasce ship landed. I jumped so hight of the swing I hit my head on the bar. Out of the space ship came a puppy dog he looked around and, said “Where am I”.

Check Your Scoring. . .

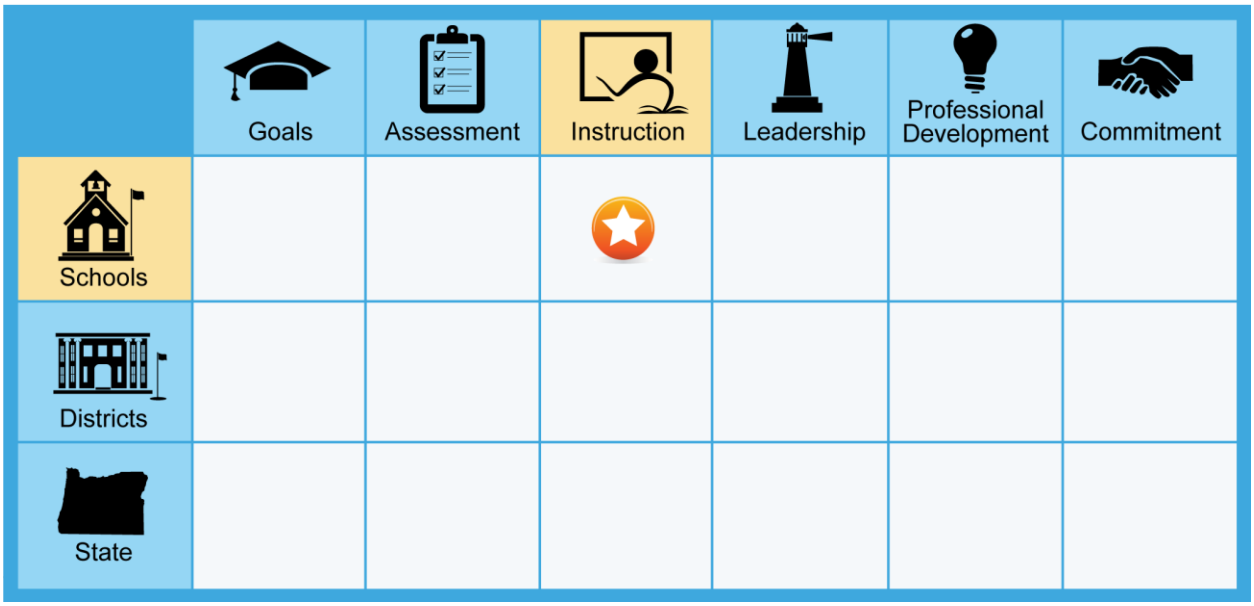
^I ^ was^ outside ^ when ^ a spasce ship	5
^landed^.^ I ^ jumped ^ so hight of the^ swing	6
I ^ hit ^ my ^ head ^ on ^ the^ bar^.^ Out ^ of^ the	10
^space^ ship^ came^ a ^puppy^ dog he	6
looked ^ around^ and, said “^Where am I”^.^	5

<u>Correct Word Sequences</u>	32

K-12 Writing - Instruction

Oregon K-12 Literacy Framework—Writing (Writing Framework)

Writing instruction requires time; attention to the development of student discourse knowledge, motivation, and comprehension; and differentiated and explicit instruction in general and genre-specific writing strategies.



Six Organizing Principles of High-Quality, Effective Writing Instruction:

- **Requires sufficient time for systematic writing opportunities** both within English language arts classes, where writing instruction and practice traditionally occur, and in *all* content area classes.
- **Details the rationale and methods for explicitly teaching the writing process,** including the incorporation of student writing strategies for planning, writing first drafts, revising, and editing text across different text genres. This principle includes guidelines and steps for teaching writing strategies, examples of writing strategies, and sample planning sheets that can be used at different stages of the writing process. Principle 2 also provides information about how teachers can provide focused feedback to students and effectively use peer collaboration during the writing process.

- **Addresses different types of discourse knowledge that will help students write more effectively**. Discourse knowledge includes an understanding of text structure—that is, how writing is organized for effective communication in different subject areas (e.g., writing a science report vs. writing a fictional narrative). Discourse knowledge also involves vocabulary, syntax, and other language-based features important in different subjects. Spelling, the effective use of word processing and other technologies support the development of discourse knowledge.
- **Addresses motivation as a key element in writing development** by examining strategies to help students view themselves as capable writers and providing authentic writing activities within the overall writing program.
- **Incorporates differentiated instruction through a multi-tiered instructional approach.** Differentiation consists of increasing the level of instructional explicitness, delivering small group instruction, and increasing the amount of instructional time devoted to writing.
- **Uses writing as a tool to strengthen reading comprehension and to enhance learning across the curriculum.** Examples for integrating writing instruction in content and technical areas, particularly at the secondary level, are provided.

Consider the challenges many students encounter with writing. Do you recognize any familiar challenges in the box below?

Student Challenges with Writing
Many students. . . • don't know how to approach writing as a process (e.g., "I don't know how to get started;" "I don't know what to do next;" "Re-write my paragraph? I just finished writing it! I'm not going to write it again.") • get lost in the writing process (e.g., "What should I do now?") • view writing as one big "content generation" or brainstorming exercise and write whatever comes to mind in free-flowing fashion • struggle with how to focus their attention during writing (e.g., "What ideas should be included in my paragraph? What ideas don't belong?;" "When I write, lots of ideas are in my head, but I forget my ideas because it takes all my attention just to write (or form letters, spell, type, etc.) • are consumed with the transcription skills of handwriting (or typing), spelling, thinking about what vocabulary to use as they write so they don't have very much class time to compose text • are consumed with language, English grammar, and thinking about what vocabulary to use as they write so they don't have very much class time to compose text • don't remember or understand the focus or purpose of their writing assignment. Sometimes they write about unrelated topics, include too many "off topic" ideas, or don't elaborative enough on the ideas presented

Student Challenges with Writing

- don't know how to translate planning notes into written text. Students might write from planning notes with laborious uncertainty or write about something totally different than the topic discussed during the planning process
- don't know how to work with peers during the writing process. For example, working cooperatively, providing appropriate feedback, and staying on task during partner work is challenging
- don't know how to talk about writing
- don't know what makes good writing good
- think that revising means going on a "punctuation or grammar hunt." (e.g., "That sentence needs a period. That sentence needs to start with a capital. I need to put a comma here. All done! I just revised my paper."
- think that revising means fix only three things
- think that writing has to be perfect the first time
- think that the planning and brainstorming stage of writing *is* writing
- think that writing is about copying ideas from a textbook, Wekipedia, or some other information source
- aren't motivated to participate in writing assignments because many school writing tasks are contrived, lack a meaningful connection to student realities, and don't have authenticity
- believe that one or two sentences constitutes a fully completed "essay," or believe that writing is something that has to be "long" (e.g., the one sentence paragraph, rambling pages and pages of ideas)
- expect to "fail" at writing because writing is too hard (e.g., "I'm just a better reader. Writing is too hard."; "I CAN"T WRITE;" "Writing is overwhelming. It takes too long. It's too much work. There are too many steps.")
- don't know how to use writing to learn and study (e.g. "Why do I have to write a summary about the assigned textbook chapter from science class?" "Why do we have to write our own discussion questions for class?")
- don't know how to use sources to support ideas or articulate a clear written opinion
- think that all forms of writing follow the same structure (e.g., "I used the same outline and structure for my story about space aliens and my school newspaper editorial about the new dress code policy.")
- think they don't like writing, and/or
- think writing is boring.

The *K-12 Writing* chapter on Instruction addresses **"how to"** help students overcome writing challenges like the ones listed above. It focuses on **how to** teach writing so students meet the K-12 Writing Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects—and become successful writers.

Organizing Principle 1 discusses **how to** provide and structure instructional time for writing.

Organizing Principle 2 details **how to**

- Teach the writing process by using explicit instruction to break the writing process into manageable stages and make the internal, "invisible," self-talk that good writers use concrete and visible to student learners
- Address student challenges related to the planning and revising process: it helps those who
  - Think writing has to be perfect the first time
  - Believe that a completed essay consists of one or two sentences (or pages and pages of rambling text)
  - Get lost in the writing process and lose track of the purpose and focus of their writing
- Address student challenges with peer writing and use peer collaboration efficiently and effectively during classroom writing instruction
- Have conversations about writing and talk about writing.

Organizing Principle 3 focuses on **how to**

- Address the foundational skills required to write and communicate effectively, such as handwriting, typing, word processing and other technologies
- Work with student challenges related to the development of fluent transcription skills (e.g., handwriting, typing, spelling)
- Teach text structure of different genres of writing specifically the text types required by the K-12 Common Core State Standards (CCSS) for Writing: argument, informational/explanatory, and narrative.

Organizing Principle 4 discusses **how to**

- Make writing interesting, authentic, and meaningful
- Meet student challenges related to motivation
- Help reluctant writers who may think writing is boring or irrelevant to everyday student realities.

Organizing Principle 5 examines **how to**

- Help students who struggle with writing
- Differentiate writing instruction through a multi-tiered instructional approach for
  - Highly proficient writers
  - Much less proficient writers who are laboring to use correct language, English grammar, and vocabulary as they write.

Organizing Principle 6 focuses on **how to**

- Use writing to strengthen student learning, study skills, and comprehension
- Integrate writing into content and technical subject areas, particularly at the secondary level.

The following section presents each of the six organizing principles with an overview of the research and specific recommendations, including "how to" information, for classroom implementation.

Please note: This chapter includes numerous examples of instructional strategies and materials (i.e., graphic organizers) to help illustrate the evidence-based content of the chapter and to provide teachers with instructional planning ideas. These strategies and materials do not represent an endorsement by the Oregon Department of Education. When examples are included in a "small form" format within the chapter, full-size versions can be found in the Resources section at the conclusion of the chapter.

Organizing Principle 1: Provide Sufficient Time for Writing Instruction across the Curriculum

To obtain the knowledge and skills necessary to be college and career-ready writers as outlined in the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, ample time must be provided for writing instruction and practice (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010).

Writing Time

Schools should specify when (a) explicit writing instruction will occur, and (b) when students will practice writing. It is crtical that writing instruction and student engagement in writing practice occur *across* the curriculum.

Unfortunately, students often spend very little time in school writing. A national survey (Gilbert & Graham, 2010) indicates that primary grade students spend only 20 to 30 minutes per day actually writing, and very little time is devoted to teaching students how to write (e.g., to use the writing process). In the intermediate grades, students spend approximately 25 minutes per day writing and about 15 additional minutes are spent directly teaching writing. At the secondary level, many students spend little time writing in any of their academic subjects, including English (Applebee & Langer, 2006).

Although existing research and empirical evidence do not provide specific guidelines for the amount of time required for explicit writing instruction, or how much time each day students should spend engaged in the writing process, there is consensus among experts that schools should substantially increase the amount of time devoted to writing instruction and the amount of time students actually spend writing. The National Commission on Writing, for example, recommends that **the amount of time students write in school each day should at least be doubled**, that writing assignments should be assigned across the curriculum, and that students should spend significantly more out-of-school time writing (National Commission on Writing, 2006). The Commission states that this change alone "will do more to improve student performance than anything else states or local leaders can do" (p. 31).

To better ensure students use this time effectively, teachers should increase the amount of time each day they devote to teaching writing skills, processes, and knowledge. Long-time writing expert and researcher Donald Graves suggests that **elementary** grade teachers should spend *at least* **35-40 minutes on daily writing instruction** and related student writing activities starting in first grade. As writing demands become more complex, the amount of time for writing should increase. **Secondary students should spend *at least* one hour engaged in writing-specific tasks each day.** The one hour daily recommendation can be distributed across secondary classes *if* subject- area classes deliberately

schedule and coordinate how writing time is focused across classes**.** For example, a science class might include 15-minutes of daily writing instruction related to hypothesis testing and the scientific method while a social studies/history class might devote a daily 20-mintues to argument-writing related to current or historical events.

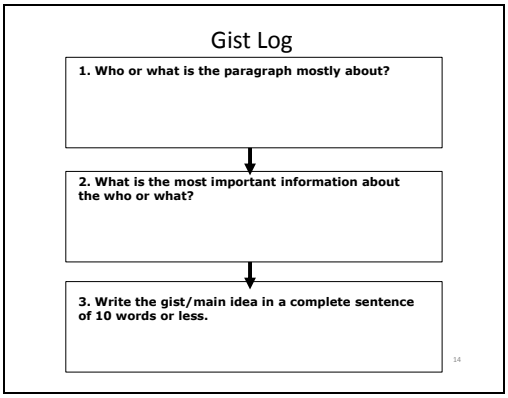
Overall, writing involves the integration of several skills if written communication is going to be effective, and learning how to express ideas and communicate clearly takes time. Writing requires a very different type of engagement than learning mathematics or how to read with comprehension. Therefore, **writing requires the consistency of dedicated time each school day.** Occasionally devoting short blocks of time to writing instruction (or incidentally when students appear to need it) while teaching other content such as reading will not provide the time necessary for students to become effective writers.

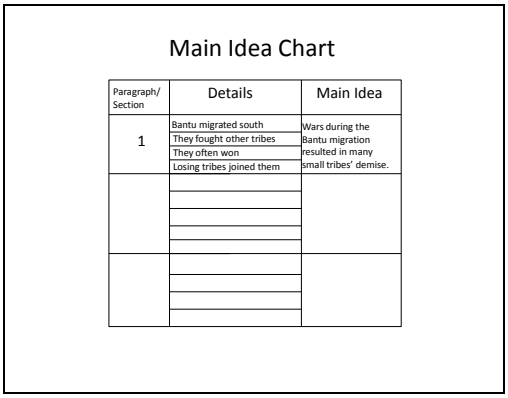
Although reading and writing are closely connected (Englert, Hiebert, & Stewart, 1998; Dickson, 1999), and the K-12 Common Core State Standards (CCSS) for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects suggests an integrated model of literacy development, **it is important *not* to assume that writing is the "flip side" of reading**. It's important not to assume that if students are good readers, they must also be good writers or have all the skills necessary to become good writers with some application and practice. Though research has found a strong association between reading and writing proficiency, there is no evidence to suggest that the best path to becoming an effective writer is through the improvement of reading skills alone. In other words, improvements can't be expected by simply combining reading and writing together or by replacing one with the other. Although proficient reading is an important component to becoming a successful writer, many students learn to read and comprehend difficult academic material but still struggle to write coherent texts of their own (Fitzgerald & Shanahan, 2000). Therefore, students must receive instruction in both reading and writing so that writing development will be influenced by reading instruction and reading development will be influenced by writing instruction.

The table below illustrates how both reading and writing can be used to address some common writing domains. Note how both writing and reading focus on the same domain, but reinforce the domain through a different emphasis. For example, consider how teaching the main idea in reading could influence a student's understanding about writing focus, and how teaching writing focus during writing instruction could influence student use of main idea and summarization as comprehension strategies during reading. Even though teaching both writing focus in writing and main idea identification in reading may have powerful instructional synergy, *each specific emphasis is still necessary*. Main idea identification requires reading instruction. Understanding writing focus and writing with focus requires writing instruction.

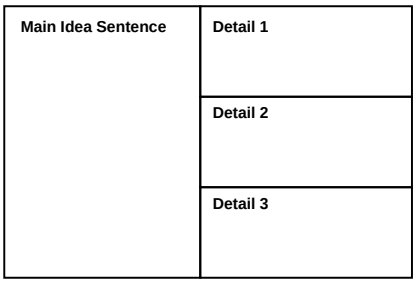
Writing-Reading **Specific and Synergistic Instruction**		
Writing Domains	**Writing**	**Reading**
Focus	**Explicitly teach how to maintain focus, or a controlling point, when writing.**	**Explicitly teach how to identify main idea and details and how to retell/summarize as reading comprehension strategies.**

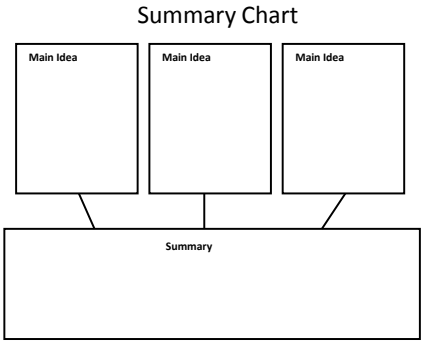
<table>
<tr><th colspan="3">Writing-Reading
Specific and Synergistic Instruction</th></tr>
<tr><th>Writing Domains</th><th>Writing</th><th>Reading</th></tr>
<tr>
<td>A single controlling point made with awareness of task about a specific topic or mode.</td>
<td>Practice Activities:
Students read their writing aloud to the class, small group, or partner. Can listeners identify the main idea(s)?
Students exchange paragraphs so someone else summarizes the paragraph. If the summaries show more than one topic, the paragraph is not focused.
As a lesson “warm-up,” students write a 5-minute paragraph. When asked to stop writing, students write a one-sentence summary of their paragraphs.
Students help design their own editing/revision check list designed to focus on the required writing topic.
Teach students how to read writing prompts. Have students circle key words and restate the assigned topics and modes. Use graphic organizers whenever possible.
Develop anticipation guides of 5-10 statements based on a future writing assignment. Discuss each statement with the class or individual student. Then have student(s) generate an essential question based on the discussion. Students answer the essential question as their guiding focus for an essay.
</td>
<td>Practice Activities:
Use a main idea chart or gist log when reading.

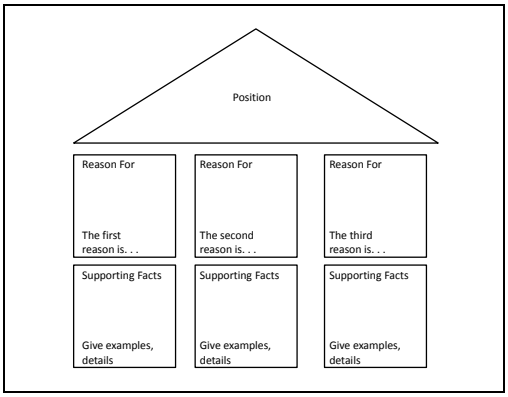
Sample 1 – Gist Log:
 

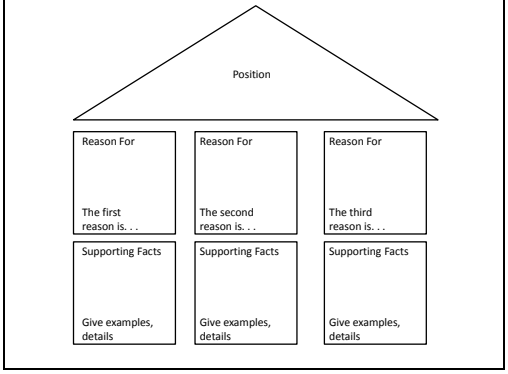
Sample 2 – Main Idea Charts:
 

</td>
</tr>
</table>

<table>
<tr><th colspan="3">Writing-Reading
Specific and Synergistic Instruction</th></tr>
<tr><th>Writing Domains</th><th>Writing</th><th>Reading</th></tr>
<tr><td></td><td></td><td> 

Explicitly teach how to use oral or written retells or summaries as a comprehension strategy.
<u>Practice Activities</u>:
• Use a retell prompt sheet or summary chart for retelling/summarizing as an after reading comprehension strategy.
Sample 1 – Summarization:
 
</td></tr>
<tr><td>Content and Organization
Content: Presence of ideas developed</td><td>Explicitly teach how genre-specific text structure can be used to organize writing and develop content (See Principle 3 for additional information).
(e.g., What are the elements in a story?; What makes a good persuasive</td><td>Explicitly teach genre-specific text structure and how genre-specific text structure can be used for retelling, summarizing, and overall text comprehension.</td></tr>
</table>

Writing-Reading Specific and Synergistic Instruction		
Writing Domains	**Writing**	**Reading**
through story elements, facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations Organization: The order developed and sustained within and across sentences/paragraphs using transitional devices including introduction and conclusion *See "K-12 Teachers: Building Comprehen-sion *in* the Common Core," pp. 22-25 and 41-43, Oregon Literacy Plan, for additional examples of	paragraph? How do you write a good opinion or argument? How does text structure help organize writing? How does text structure help think about writing content?) Practice Activities: • Discuss writing samples as models (e.g., examples and non-examples). Share and discuss samples that represent models of a specific genre. Discuss how text structure helps specify content and organize writing. • Use a genre-specific prompt sheet, think sheet, or note sheet during the planning and editing/revising phases of the writing process. Sample 1 – Argument (Elementary) **I liked**  **/ didn't like**  **_____** **because_____** **_____.** Sample 2 – Argument (Upper Elementary – Secondary)	Practice Activities: • Use text structure to facilitate retells, summaries, and discussions of text for the purpose of building listening or reading comprehension. Sample 1 – Argument (Elementary) **I liked**  **/ didn't like**  **_____** **because_____** **_____.** Sample 2 – Argument (Upper Elementary – Secondary)  (Reznitskaya et al., 2008)

Writing-Reading Specific and Synergistic Instruction		
Writing Domains	**Writing**	**Reading**
how text structure can be integrated into writing and reading. Narrative and information/explanatory examples are provided.	 (Reznitskaya et al., 2008)	
Style The choice, use, and arrangement of words and sentence structure that creates style and tone	**Explicitly teach how to write with style and a purposeful writer's voice.** Practice Activities: • Remind students that style represents *personality on paper*. Show students two or three different styles of writing from published authors. Ask students to select which styles they prefer and discuss why. • Students are directed to highlight specific types of words to illustrate varied and interesting word choices. For example, students might be asked to highlight all the verbs in one paragraph and then change three of them by using different verbs. • Students practice sentence polishing or sentence-combining (See Principle 3). • Students are asked to write about a topic from different points of view (e.g., the nasty neighbor down the street, the police officer, a good	**Explicitly teach how word choice, sentence structure, and style and tone relate to a text's purpose and impact a text's clarity and overall meaning.** Practice Activities: • Conduct a series of author studies. Compare and contrast the writing styles of selected authors. • Examine how different authors write about the same topic. How does the author's style impact the text's meaning? • Teach vocabulary, word choice selection, and sentence-combining strategies (See Principle 3).

Writing-Reading Specific and Synergistic Instruction		
Writing Domains	**Writing**	**Reading**
	friend, a parent, a teacher). • Students are given a model paragraph to rewrite from the perspective of different celebrities, pop icons, or current newsmakers.	

*Credit given to Dr. Lana Edwards Santoro. For full-page versions of the templates above, see the Resources section of this chapter.

Instructional Time: Elementary

At the elementary level, the amount of time available for writing instruction should be increased from current levels to a consistent daily minimum of 35 to 40-minutes by

- Increasing the total amount of time devoted to language arts to ensure adequate writing time or by
- Setting aside a time for writing that is in addition to, and distinctively separate from, the designated reading block.

If teachers set aside a separate block of time for writing, it is critical that they not neglect the **integration of writing and reading opportunities in language arts**. That is, writing instruction and practice must include deep engagement with text—text students discuss, read, and consider as they learn to express their own ideas and communicate effectively through their own writing. Elementary-level instructional time should also focus on foundational aspects of writing, including basic skills like spelling and handwriting. Instruction on the mechanics of writing should be integrated with instruction on higher-level associated skills and other grade-specific standards outlined in the K-12 CCSS for Writing. For example, a writing lesson might include an instructional "warm-up" with instruction focused on handwriting, spelling, or mechanics (transcription skills) followed by instruction focused on composition and the writing process.

In addition to instructional time specifically dedicated to writing instruction (i.e., 35-45 minute daily minimum), writing instruction should *also* be integrated into the content areas. Writing, like reading, has a discipline-specific aspect. Students who learn to write effectively about history, for example, require **writing instruction and practice during history class**. In an elementary science class, the teacher might explicitly teach a writing strategy for summarization, and then assign the students a writing assignment to **summarize findings about a science unit** they just completed. In a **mathematics** class, students might first learn to complete a multi-step calculation then **write a paragraph sequencing the steps to solve the problem**. Limitless opportunities exist to teach and practice writing in content-area classes.

Instructional Time: Secondary

For schools to **"double the amount of time for writing instruction"** at the secondary level, writing instruction cannot be confined to the English classroom, but should occur across the curriculum in all content areas. The K-12 CCSS for Writing include writing standards for history/social studies, science, and technical subjects. These standards are listed across content areas in grade level bands for students in grades 6-12.

Incorporating writing across the curriculum increases both writing instruction and practice opportunities. It also acknowledges that effective writing can occur in different ways, with different structures, and with different production procedures depending upon the context, audience, and purpose for which written communication is produced. A written report for a science experiment, for example, will differ in process and form from a multi-paragraph book report prepared for an English class. Writing to advertise a product in a business class requires a different approach from writing a persuasive piece on a contemporary issue in a social studies class. Learning to write across the curriculum helps students understand *when* to apply *what* writing strategies based on the audience, purpose, and type of writing task. Resources for writing across the curriculum can be found in *Principle 6: Use Writing as a Tool to Enhance Learning across the Curriculum.*

Organizing Principle 2: Explicitly Teach the Writing Process by Incorporating Strategies for Planning, Writing First Drafts, Revising and Editing across Different Genres

A planned and structured process-approach to teaching writing incorporates the following evidence-based instructional recommendations:

- Explicitly teach specific strategies for prewriting, writing, and revising text across genres, and use graphic organizers (e.g., think sheets, planning sheets, prompt cards) and mnemonics to help make the recursive processes of writing more concrete.
- Provide quality, structured feedback to individual students, develop and teach a process for peer collaboration, and use teacher-facilitated discussions to build on-going, purposeful classroom discourse about writing.

Explicitly Teach Writing Process Strategies

Although some students may learn how to write through an informal process-approach to writing, the majority of students will require explicit writing instruction. Before reading about explicit instruction, answer the reflection questions in the "thought box" below.

Thought Box
• Have you ever struggled with writing? If so, did you struggle with writing as an overall process or did you struggle with writing within a particular genre (e.g., argument, narrative, explanation) and/or subject area? Why did you struggle with writing?

Thought Box
• Have you ever found writing challenging? If so, why was writing challenging? • Have you ever participated in a course as an adult learner and experienced frustration because the expectations and/or grading requirements for a written assignment were not provided. For example, the course instructor may have asked you to submit a writing assignment on a specific topic. Other than the assignment, no other guidelines were provided. How should the writing assignment "look," what content needs to be included, what critical features should be addressed, etc.? In other words, you didn't know what the instructor was expecting or how the assignment would be graded. (e.g., What does an "A" assignment look like? How will the assignment be graded and scored? What content needs to be included? How should it be written? What structure should be followed?) • Have you ever participated in a course as an adult learner when you wanted the instructor to provide a model for a written assignment (e.g., reflection or opinion paper, lesson plan, observation analysis, research paper or thesis)? For example, if submitting a lesson plan in an education course: How should the lesson plan be written? What critical features or components need to be included in the lesson plan? What does a good lesson plan look like? In other words, "show me how to write a good lesson plan and give me some models so I can see what good lesson plans look like. Teach me how to think and what to think about as I write a good lesson plan."

Explicit instruction is designed to make **"the what" of writing–the strategies, internal self-talk writers use, and text structure of a genre—visible to students**. Writing is a complex, recursive process that requires an internal orchestration of planning, organizing, writing, editing, revising, and re-writing skills. Good writers often employ multiple processes, such as editing, revising, and re-writing, simultaneously. Each component of the writing process is itself complex. For example, planning a written composition requires an understanding of the topic and purpose of the writing task, brainstorming and idea generating, an ability to sort relevant from irrelevant ideas (e.g., main ideas from details), and organization skills (e.g., an understanding of how ideas will be grouped and sequenced). To help students negotiate the complexity of the writing process, each component of the writing process becomes overt and visible with the model/demonstrate, guided practice, and independent practice phases of explicit instruction (Baker, Gersten, & Graham, 2003; MacArthur, 2006). In other words, students develop highly proficient writing skills and learn how writing works when they are explicitly taught strategies for planning, writing, editing, and revising text. Read the K-12 Practice Alert below for tips on preparing explicit instruction when teaching writing.

K-12 Practice Alert

Having students write and telling students to write is not writing instruction. Regardless of whether students are learning to write sentences, narratives, study questions for biology class, or complex arguments with supporting and opposing perspectives, students, particularly struggling writers and ELs, need to see how to write and what the writing process looks like. Explicit instruction teaches writing by showing students how to write. Explicit instruction demonstrates and models how good writers write and think through the use of teacher "think alouds" during writing demonstrations.

To prepare for explicit instruction, be ready to demonstrate writing for students with an overhead projector, chart paper, Smart Board, LCD projection system, etc**. Writing "live" in the classroom requires practice and preparation**. For example, drafts of writing that will be demonstrated in class can be developed during lesson preparation. Even though writing will be modeled "fresh" and "live," lesson drafts of writing models help identify the content of the models and the focus of the "think alouds" that will be used during the writing demonstration. Preparing good models and demonstration techniques requires time and practice. Consider the following ideas as an initial brainstorm. What other ways can models and demonstration of writing be prepared and developed?

- Use grade-level or subject-area team meetings to assemble models and practice writing demonstrations.
- Individually practice writing and address any personal writing challenges (e.g., spelling, word choice and vocabulary use) so "live" classroom writing feels fluent and secure. Of course, sometimes it's helpful for students to see challenges that writers face with spelling, composing, etc. Practicing writing individually, however, allows the lesson to focus on the purpose of instruction, not on writing production per se.
- Create a study group or professional learning community "course" that includes the development of writing models and other materials for explicit instruction (e.g., graphic organizers, examples/non-examples of writing for class discussion, strategies).
- Schedule informal observations to observe how writing is modeled and demonstrated in other classrooms. Exchange tips on what works and doesn't work quite as well during "live" modeling.
- Other ideas?

Good writers use a variety of strategies throughout the writing process. A strategy is a set of operations or actions that a person consciously undertakes to accomplish a goal. When instructional commitment and effort is applied to strategy instruction, there are substantial, positive effects on the quality of students' writing (Gersten & Baker, 2001; Graham & Harris, 2005; Graham & Perin, 2007). Writing strategies include techniques for brainstorming and text revision, as well as strategies focused on specific genres such as argument, informative/explanatory, narratives, or research reports. The **ultimate goal of strategy development is for students to deliberately and independently activate taught strategies when writing**. Over time, strategies for planning, writing, editing, and revising will, in essence, become the "invisible knowledge" that students carry in their heads while engaging in writing tasks.

There are *four important considerations* when using strategy instruction to help promote high quality student writing:

1. General writing strategies can be applied "generically" across a variety of genres. As a result, the time invested to comprehensively and explicitly teach general writing strategies has a "high mileage" return for students.
2. Explicit instruction is used to teach strategies. Explicit instruction can be applied to the strategies used during each stage of the writing process.
3. Graphic organizers, such as organizational charts, "think sheets," prompt sheets, and prompt cards, are used with a writing strategy to make the writing process, or a specific stage of the writing process, more visible and concrete
4. Students require instruction that is specifically focused on the planning and revision phases of writing.

Each of the four considerations is discussed in more detail below.

Teach General Writing Strategies

General writing strategies can be applied "generically" across a variety of genres to illustrate the stages of the writing process. For example, "**POWER**" can be used as a mnemonic and writing strategy to help students remember the main steps of the writing process (**Plan, Organize, Write, Edit, and Revise**; Englert, Raphael, & Anderson, 1992; Englert et al., 1991). As a strategy, POWER can be applied generically to any genre. In the first step of POWER, planning begins by identifying the purpose of the writing task and brainstorming ideas that can be used for writing. Organizing, POWER's second step, continues with the categorization and ordering of ideas on an organizational chart or "think sheet" (e.g., cross-out ideas that won't be used, connect ideas that go together, number the ideas in the order they will occur in the written composition). During writing, the third step, students use their organization chart or "think sheet" as a guide for writing their first draft. Step four, editing, consists of using an edit check list to review and edit the first draft. Editing can include writer, peer, and teacher contributions, and it can focus on writing mechanics or the writing content and ideas. Editing mechanics focuses on writing conventions and editing content focuses on the quality of ideas and effective communication. The fifth and final step, revision, consists of identifying the editing suggestions that will be used to improve the text (e.g., place a star or checkmark next to the editing suggestions that will be revised in the rewrite) and rewriting the written composition.

Most importantly, when implementing the POWER strategy, explicit instruction is used to teach each stage of the strategy with model/demonstrate, guided practice, and independent practice phases of instruction.

Many general **writing strategies involve the use of a "plan of action."** A plan of action consists of specific steps that are needed to accomplish a writing task (Baker, Gersten, & Graham, 2003). A plan of action is helpful to both teachers and students because it provides a structure for remembering the critical steps necessary to develop a written product and provides guidance on what to do when the writer feels stuck or overwhelmed. The following writing strategy, "PLEASE," illustrates a "plan of action" for teaching students how to write a paragraph. Note how the mnemonic, PLEASE, is used as a scaffold for the strategy.

PLEASE A Paragraph Writing Strategy	☑
Pick a topic.	
List your ideas about the topic.	
Evaluate your list.	
Activate the paragraph with a topic sentence.	
Supply supporting sentences.	
End with a concluding sentence.	
And	
Evaluate your work.	

*Adapted from *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*, by S Graham and K. R. Harris, p. 43. Copyright 2005 Paul H Brookes Publishing Co., Inc.

Specific plans of action, or strategic knowledge about writing, are not needed for every writing task, such as writing a note to a friend or writing a thank you note to a teacher. However, many of the writing tasks delineated in the K-12 CCSS for Writing do require strategic knowledge. It is important to use the following general principles when selecting and teaching writing strategies (Graham & Harris, 2005):

- ✓ **Teach strategies that students will have opportunities to use.**
- ✓ **Teach strategies that can be made more or less sophisticated.**
- ✓ **Sequence strategies so they build upon one another.**
- ✓ ***Teach selected strategies well* rather than teaching every possible strategy.**

Finally, it's important to note that even though general writing strategies are critical to learning about the writing process, specific forms or genres of writing also require the use of strategies, explicit instruction, and graphic organizers. Principle 3 focuses on the discourse knowledge required for effective writing and discusses the use of genre-specific instruction in more detail.

Provide Explicit Instruction

Explicit instruction teaches the selected strategies well. Explicit instruction includes overt teacher modeling of each step within the writing strategy, guided practice in using the steps, continual teacher feedback, and scaffolded assistance until the student can use the strategy independently. **Self-Regulated Strategy Development (SRSD)** is an example of an explicit instructional approach for writing development and self-regulation. "Self-regulated learners" are learners who plan, set goals, organize, self-monitor, and self-evaluate their learning and performance. Over twenty years of research on self-regulation consistently shows that a "self-regulated" approach to writing contributes to improvements in student writing knowledge, strategic behaviors, self-regulation skills, and motivation (Santangelo, Harris, & Graham, 2007). The SRSD model has six recursive stages that guide students' acquisition and application of a writing strategy and corresponding self-regulation behaviors. In other words, the stages can and should be reordered, combined, modified, and repeated to meet the needs of individual students. Teachers can use these steps when teaching any writing strategy.

Steps for Teaching Writing Strategies		
Stage	**Description**	**Additional Information**
1. Develop and Activate Background Knowledge	Students are taught background knowledge and preskills needed to use the strategy successfully including specialized vocabulary (e.g., setting, characters, persuade, opinion, etc.).	• The teacher identifies and assesses these prerequisites.
2. Discuss It	The teacher and students discuss the purpose and benefits of using the new strategy, with the writing strategy being carefully explained.	• The teacher and students examine each student's current level of performance on the targeted writing genre to help students see what they are doing now and what they can expect to do once they learn the strategy.
3. Model It	The teacher models how to use the strategy and self-regulation techniques while writing an actual composition during this stage.	• Modeling also includes the use of initial prompts such as mnemonics, think sheets, and other graphic organizers typically used with most writing strategies. • The teacher can also model the use of goal setting, such as including all four parts of the strategy, and evaluate the composition to see if the goal was met.
4. Memorize It	Students memorize the steps in the composing strategy and the meaning of any mnemonics used to represent the strategy steps.	• It is okay for students to paraphrase the information, as long as the original meaning is maintained. • Memorization of the strategy can continue into the next stage, or be combined with the next stage.
5. Support It	Students practice using the strategy with the teacher providing scaffolded assistance.	• The teacher provides as much support and assistance as needed, and may write collaboratively for some period of time with any student who needs this level of assistance. • Individual goal setting can be used to help students develop independence with the strategy.
6. Independent Performance	Students use the strategy with little or no support.	• Prompts, interaction, and guidance are faded at a pace appropriate to individual students. These steps are now "in your head."

Steps for Teaching Writing Strategies		
Stage	**Description**	**Additional Information**
		• Plans for maintenance and generalization are planned and implemented. These include booster sessions over time.

* Based on Self-Regulated Strategies Development (SRSD) Model.

Strategy instruction can be effective with all types of students, including special education students and ELs, but it is critical that teachers find ways to respond to their **unique learning needs**. Many students may require more intense and explicit instruction to learn essential writing strategies. Teachers should consider the following to respond to unique learning needs:

- ✓ Provide additional explanation about the strategy, its component parts, and how it works.
- ✓ Pre-teach prerequisite skills and processes needed to use the strategy before teaching the strategy instructing.
- ✓ Model again how to use and apply the steps within the strategy as needed.
- ✓ Extend the use of mnemonic devices, think sheets, and charts to help students remember the steps of the strategy.
- ✓ Provide extended feedback and support as students practice using the strategy.
- ✓ Use instruction based on criteria for *mastery* learning rather than time-constrained criteria.

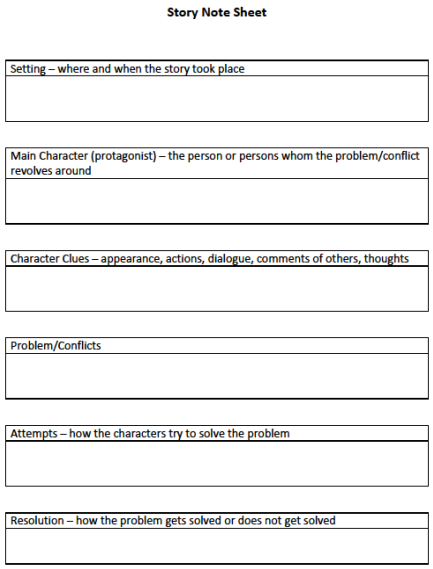
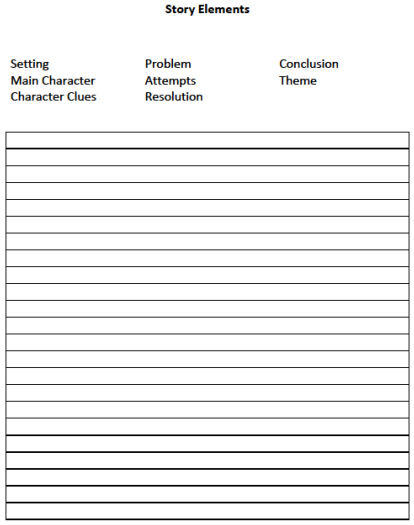
Use Graphic Organizers

Planning sheets, prompt cards, or think sheets are graphic organizers that make the unseen aspects of writing (e.g., writing process, genre-specific text structure) visible to students. Graphic organizers are tools that help students plan and execute writing through a series of sequential and structured prompts with the purpose of reminding students of the thinking strategies and dialogue that good writers use. Below is a sample Think Sheet for writing a sequential explanation paragraph:

How to Write an Explanation Paragraph		
What is being explained?	**Topic**	
	Materials/Things you Need	
	Setting	
What are the steps?	**First**	
	Next	
	Third	
	Then	
	Last	

Recommendations for using graphic organizers include:

- ✓ Use graphic organizers strategically! **Pick a few**, powerful graphic organizers that students can use consistently throughout the writing process. Overall, instructional time should focus on how to use a few graphic organizers consistently and well, not on the use of many different graphic organizers.
- ✓ **Align content** on the graphic organizers with critical features of the writing process, writing strategy, and/or genre (e.g., argument/opinion/persuasive, informational/explanatory, narrative). For example, when teaching young elementary students to write argument text, include icons for "like" and "dislike" on the graphic organizer. For upper elementary grade students, there might be a reminder box on the graphic organizer with clauses like "in my opinion," "I think," "for example," and "some reasons are."
- ✓ Select graphic organizers based on the **purpose** of the writing instruction and student need. There's no single, best graphic organizer.
- ✓ Promote student independence with writing by "**fading"** the use of graphic organizers over time. Research indicates that highly effective teachers provide *just enough support* based on individual students' needs to enable students' steady progress (Roberts & Wibbens, 2010). As students gain independence with the writing process and use of writing strategies, graphic organizers are faded. For example, the table below shows a highly prompted note sheet that might be used in the initial phases of narrative writing instruction and a less prompted note sheet that might be used as use of the graphic organizer is faded. The highly prompted note sheet includes a list of story grammar components. Each story grammar component is defined. Planning and note taking space is also provided for each component. On the less prompted note sheet, the story grammar components are simply listed at the top of the page.

Highly Prompted	Less Prompted
	

*From Dickson, S. V., Chard, D. J., & Simmons, D. C. (1993). An integrated reading/writing curriculum: A focus on scaffolding. *LD Forum, 18(4),* 12-16.

Emphasize Strategies for Planning and Revising

Planning and revising are recognized as the most difficult parts of the writing process for students (Graham & Harris, 2009). Many students view writing as a content-generation task and compose by drawing on a relevant idea, writing it down, and using each preceding sentence to come up with the next idea. In essence, there is no planning when students write from idea to idea. When revising, many students generally focus on correcting spelling and grammar errors. Few word changes or content-level revisions are made.

Recommendations for instruction on planning and revising include:

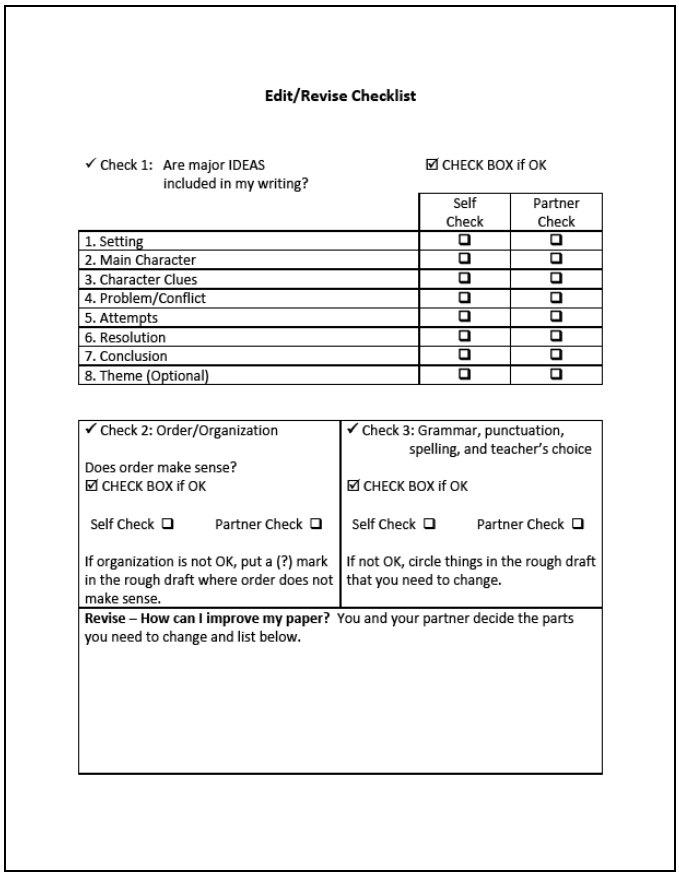
Planning

- ✓ Use graphic organizers as planning tools.
- ✓ Align planning tools with critical features of text structure.
- ✓ Teach how to organize ideas on their plan (e.g., cross-out ideas that won't be used, connect ideas that go together, number ideas in the order they will be discussed).
- ✓ Show students how to write from their plan and translate planning ideas to written text.

Revising

- ✓ Model how to read and evaluate a composition on a *flawed* version of a teacher-written sample. Flaws can include something irrelevant that can be crossed out, wording that can be changed, and/or something missing that could be added to make the writing clearer or more interesting.
- ✓ Practice editing and revising collaboratively.
- ✓ Create a system to identify which edits and revisions will be incorporated into the final draft (e.g., a star is placed next to each suggestion that will be revised).
- ✓ Use goal setting during the revision process (e.g., use clear, specific goals to set a focus of revision).
- ✓ Explicitly teach a specific strategy focused on what to do when revising. For example, a revise strategy that prompts what to do and look for when revising by Archer, Gleason, & Isaacson (2003):
    - Sound good?
    - Combine
    - Omit or Move
    - Replace
    - Expand
- ✓ Use a critical features edit/revise checklist to guide the revision process. The example below is aligned with the critical features used in the highly prompted/prompted example above (See recommendations for using graphic organizers section).

Narrative Edit/Revise Sheet



Edit/Revise Checklist

✓ Check 1: Are major IDEAS included in my writing? ☑ CHECK BOX if OK

	Self Check	Partner Check
1. Setting	❑	❑
2. Main Character	❑	❑
3. Character Clues	❑	❑
4. Problem/Conflict	❑	❑
5. Attempts	❑	❑
6. Resolution	❑	❑
7. Conclusion	❑	❑
8. Theme (Optional)	❑	❑

✓ Check 2: Order/Organization	✓ Check 3: Grammar, punctuation, spelling, and teacher's choice
Does order make sense? ☑ CHECK BOX if OK Self Check ❑ Partner Check ❑ If organization is not OK, put a (?) mark in the rough draft where order does not make sense.	☑ CHECK BOX if OK Self Check ❑ Partner Check ❑ If not OK, circle things in the rough draft that you need to change.
Revise – How can I improve my paper? You and your partner decide the parts you need to change and list below.	

*From Dickson, S. V., Chard, D. J., & Simmons, D. C. (1993). An integrated reading/writing curriculum: A focus on scaffolding. *LD Forum, 18(4),* 12-16.

Additional recommendations for teaching revising are discussed in the next section on the use of teacher-facilitated discussion and peer collaboration.

Structured Feedback, Peer Collaboration, Discourse about Writing

Provide quality, structured feedback to individual students, develop and teach a process for peer collaboration, and use teacher-facilitated discussions to build on-going, purposeful classroom discourse about writing.

Interactive dialogue between teachers and students, and among students with their peers, is an important factor that can enhance the quality of students' writing (Baker, Gersten, & Scanlon, 2002). The K-12 Common Core State Standards emphasize in Writing Standard 5 the importance of interactive dialogue and use of teacher and peer feedback across writing genres and grade levels. Each grade-specific Writing Standard 5 begins "With guidance and support from adults and peers…" or a variation of that phrase.

A purposeful, interactive dialogue about writing consistently provides opportunities for both teachers and students to provide comments, share thoughts, note problems, and discuss specific strengths of written compositions. When interactive dialogue is integrated in writing instruction, substantive improvement in students' overall writing quality is observed (Baker, Gersten, & Graham, 2003). What appears to be most important about interactive dialogue is the degree to which feedback is *elaborate, specific, and explicit* (Wong, Butler, Ficzere, & Kuperis, 1996). Although research on the use of classroom dialogue to promote writing is still emerging, it is recommended that *elaborate, specific, and explicit* feedback also be provided to English learners, particularly feedback related to vocabulary choice and syntax.

There are *two* important considerations when integrating interactive dialogue into writing instruction and providing elaborate, specific, and explicit feedback:

1. Conduct on-going, structured teacher-student conferences to establish writing goals and self-evaluation criteria, provide individualized feedback, and discuss overall progress.
2. Develop and explicitly teach students a process for peer collaboration.

Each of the two considerations is discussed in more detail below.

Structure Feedback, Collaboration, and Discussion about Writing

A variety of techniques can be used to enhance the quality of teacher feedback during teacher-student writing conferences. Two effective techniques for improving the quality of student writing are discussed below.

First, teachers should help students set specific goals for the writing task they are to complete and then provide ongoing feedback to help students meet these goals. Setting specific product goals is one of the eleven key elements of adolescent writing instruction identified in the Carnegie Corporation's report *Writing Next (*Graham & Perin, 2007). In contrast to goals related to task completion, product goals should be specific to the purpose of the writing assignment as well as aligned with the critical features or components of the final writing product (Schunk, 2003). Product goal setting is especially important for ELs and students who struggle learning to write. To demonstrate the concept of product goals, a sample goal-setting strategy is illustrated below:

Goal-Setting Example: General and Elaborated Goals for Writing a Persuasive Essay
Step 1: Before writing, the teacher asks the students to take a position on a controversial topic and write a paper to persuade their readers to agree with them (general goal).
Step 2: Before writing, the teacher also asks the students to be sure to include a statement of their belief, two or three reasons for their belief, examples or supporting information for each reason, two or three reasons why others might disagree, and why those reasons are wrong (elaborated subgoals).
Step 3: The teacher assigns the topic and reminds the students to use the general and elaborated goals to write a convincing paper.
Step 4: After reading the paper, the teacher provides each student with feedback on goals. (Feedback on goal attainment is essential if goal setting is to maintain its effects over time.)

Goal-Setting Example: General and Elaborated Goals for Writing a Persuasive Essay
General Goal:
❑ Take a position on the assigned topic and write a paper that persuades the reader that you are right.
Elaborated Goals: Include
❑ A statement that says why you believe
❑ Two or three reasons that support your belief
❑ Examples or supporting information for each reason
❑ Two or three reasons why others might disagree
❑ A statement about why these reasons are wrong

*Adapted From *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties,* by S Graham and K. R. Harris, p. 146. Copyright 2005 Paul H Brookes Publishing Co., Inc. Permission for Reproduction Needed.

Goal setting can also be used as a basis for discussion during the revision process. For example, teachers can set a goal that three new ideas should be added to a composition or focus revisions on making a specific section of a paper more persuasive. Another product goal that could be used during the revision process might be the deletion of all sentences that repeat ideas. For ELs, goals could involve the development of academic English such as the conjugation of verbs. Overall, when goals are specific as possible it helps struggling writers recognize problematic areas within their own writing. Product goals should be set collaboratively, with the student taking primary responsibility to ensure that goals are met. Teachers should also use writing conference time as an opportunity for a continual feedback loop – goals are set, progress toward goals is discussed, met goals are reviewed, new goals are set.

Second, teachers should provide feedback using a combination of interactive dialogue and procedural facilitators such as plans of action, think sheets and/or detailed rubrics specific to a genre, which provide an important basis for creating a shared vocabulary and common understanding (Baker, Gersten, & Graham, 2003). Teachers can use the same steps within a strategy as a basis for *providing feedback* on the writing composition. For example, if a genre-specific strategy is used to identify the who, what, where, when, why, and how characteristics for an explanatory essay during the planning process, then the same who, what, where, when, why, and how characteristics can be used on an edit checklist or rubric for revision. Below are two examples of teacher-created feedback using checklists/rubrics.

Example Checklist/Rubric for Providing Feedback
Example 1: Factual Paragraph

0 1 2 3 4 5	1. Does the first sentence tell the topic of the paragraph?
0 1 2 3 4 5	2. Do the remaining sentences give supporting details about the topic?
0 1 2 3 4 5	3. Is the information presented in a logical order?
0 1 2 3 4 5	4. Are linking words used to connect ideas where appropriate?
0 1 2 3 4 5	5. Is the paragraph easy to understand?

No **Yes**
0 1 2 3 4 5
Fix-Up Zone

Example Checklist/Rubric for Providing Feedback

Example 2: COPS Editing Strategy

C – Capitalization

Are the first words in each sentence as well as the proper names capitalized?

O - Overall

How is the overall appearance and readability (i.e., spacing, legibility, Indentation of paragraphs, neatness, complete sentences, etc.)?

P - Punctuation

Is the punctuation correct?

S - Spelling

Are all the words spelled correctly?

*Credit given to Dr. Anita Archer.

It would be unproductive to simply hand a student a plan of action, checklist, or rubric, and expect him/her to use these tools independently. Rather, it is the *quality of interactive discussion* around these checklists that enhances students' writing and creates self-regulated writers.

The Six-Trait writing framework is another type of evaluation and teaching framework. Although useful in general, the number of components on the Six-Trait framework may overwhelm many students who cannot simultaneously focus on many elements at once –this is especially true for young writers, special needs students, and ELs. A more manageable strategy is the initial use of specific criteria focused around a genre and writing conventions (MacArthur, 2007). As students' writing matures, teachers can then focus on particular writing elements such as word choice, voice, and sentence variety.

Teach Process for Peer Collaboration

Collaborative arrangements have a strong positive impact on the quality of students' writing because writing is a social activity best learned in a community (Boscolo & Ascorti, 2004; Graham & Perin, 2007; MacArthur, Schwartz, & Graham, 1991). Writing practice alone does not improve writing quality; rather, peers' and teachers' criteria-based responses improve writing (Pritchard & Honeycutt, 2007). Peer groups' benefits also include a nonthreatening audience, immediate feedback, development of positive attitudes about writing, and motivation to revise. Not only do the writers gain insight into composing and revising their *own* writing, the peer responders benefit by analyzing the text of *others* and becoming knowledgeable about what is important in writing.

It is critically important *a risk-free environment* is created for peer collaboration, especially for struggling students. Positive delivery of feedback and suggestions is essential. At both the elementary and secondary levels, when students are asked to engage in peer evaluation without specific guidance, they are often reluctant to criticize each other or are unable to provide significant help because their evaluation and revision skills are limited (Dipardo & Freedman, 1988). As a result, teachers should model a process for peer collaboration that addresses topics including the responsibilities of the writer and peer at the conference, methods to assist a peer's writing efforts, and students' feelings about giving and receiving

criticism and praise. **Overall, the process for peer collaboration should be modeled *before* asking students to participate in a peer review and collaboration process.**

Below are two examples of structures for peer collaboration. Again, teachers should model and practice a strategy *before* asking students to engage in peer collaboration.

Example 1 - Peer Revision Strategy: PQP

(K-8 Access Center)

This PQP revising strategy is appropriate for a second round of revision and editing during which students work with one another. The prompt sheet indicates that a peer editor is to first read the author's paper and mark those parts of the paper that are imaginative, unusual, interesting, and confusing. Then, the peer editor praises the author for the positive aspects and questions the author about the confusing parts. The peer makes suggestions for how the paper can be improved and gives back the original, marked copy to the author. Finally, the author addresses the confusing parts marked on the paper and, if desired, makes changes suggested by the peer editor. Whenever a student elects to not make a requested or suggested modification, the student should be expected to adequately justify that decision.

Praise (Peer Editor)

- ❑ Mark each section of the author's paper that is imaginative with a star.
- ❑ Put a box around the most unusual or interesting words in the paper.
- ❑ Underline at least one part you think others should be able to read because you like it so much.
- ❑ Put a question mark next to any part you thought was confusing.
- ❑ Share your stars, boxes, and underlined parts with the author.

Question (Peer Editor)

- ❑ Ask the author what her or his goals were for the paper.
- ❑ Share your questions about the confusing parts.
- ❑ Give suggestions for ideas to add or changes to make.
- ❑ Give back the copy of the paper to the author.

Polish (Author)

- ❑ Decide if you met your writing goals.
- ❑ Identify the suggestions your peer editor gave that you will use.
- ❑ Address the question marks on your paper.
- ❑ Make changes to your paper that improves it.

*From *Powerful Writing Strategies,* by K. R. Harris, S Graham, L. H. Mason, & B. Friedlander, p. 333. Copyright 2008 Paul H Brookes Publishing Co., Inc.

Example 2 - Peer Revising Strategy: SRSD Peer Revision Strategy

This peer revision strategy includes two parts: one in which revising focuses on substance (Revise) and a second in which revision concentrates on mechanical issues (Edit). The steps for Revise and Edit are written from the perspective of the listener. It is best to first teach students Revise, and once they have mastered this process, Edit is taught.

Peer Revising Checklist				
Part 1. Revising	☑	**Notes**	**Part 2. Proofreading**	☑
Listen and READ			CHECK your paper and correct errors.	
TELL what the paper is about.			EXCHANGE papers and check for errors in:	
TELL what you liked best.			SENTENCES	
READ and make NOTES			CAPITALS	
Is everything CLEAR?			PUNCTUATION	
Can any details be added?			SPELLING	
			DISCUSS corrections.	

*From *Powerful Writing Strategies,* by K. R. Harris, S Graham, L. H. Mason, & B. Friedlander, p. 333. Copyright 2008 Paul H Brookes Publishing Co., Inc.

Organizing Principle 3: Explicitly Teach the Specific Discourse Knowledge Needed for Writing Development

Writing requires the knowledge of written discourse and an understanding about what constitutes good writing (Olinghouse & Graham, 2009). For example, what makes a written argument a good written argument? What makes the writing of the written argument understandable to the reader? Is the writing clearly produced (e.g., handwritten, typed) and expressed using conventions of written English (e.g., spelling, grammar)? Are words used appropriately in context and do the words convey appropriate meaning (e.g., word choice, vocabulary)? Writing communicates, and students need to learn the discourse used to communicate with written expression. CCR Anchor Writing Standard 4 (*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience)* includes many writing elements related to the development of discourse knowledge.

Discourse Knowledge

Overall, there are four areas of discourse knowledge that require explicit instruction:

- Explicitly teach genre-specific text structure and how to write within a genre, across all grade levels.
- Integrate foundational- and higher-level writing skills and strategies in writing instruction.
- Explicitly teach fluent transcription skills, such as handwriting and keyboarding, and technology use related to the production of writing.
- Explicitly teach linguistic features of written English, including spelling, vocabulary, sentence formation and sentence-combining to enhance writing quality.

Teach Genre-specific Text Structure across Grade Levels

Different types of writing or genres each follow a specific **text structure**. There are unique structural elements, rules, and established patterns of writing for each genre. Argument writing persuades and expresses opinion. **Argument** text structure includes positions, reasons, and conclusions. **Informational/ explanatory** writing conveys information and includes text structure that names, defines, describes, and/or compares and contrasts. **Narrative** writing, for example, conveys experience, either real or imaginary, and uses time as its deep structure. There are characters, a sequence of events, plot, setting, and themes to consider.

The CCR Anchor Writing Standards 1-3 focus on the development of argumentative/opinion, informative/explanatory, and narrative writing beginning in Kindergarten. Each genre-specific text structure can be taught at varying levels of complexity. For example, in kindergarten, argument writing might begin with discussions of likes and dislikes, and a simple sentence frame might be used for students to write or draw an idea (e.g., I like_____.). In upper grades, argument writing becomes more complex with examples and reasons used to support assertions and the use of other text-sources or data for supporting evidence.

While the K-12 CCSS for Writing call for argument, informative/explanatory, and narrative to be taught at every grade levels (Writing Standards 1-3), the expectations for writing outcomes – including the level of detail and amount of writing – increase with grade level. As an example, Standard 1, Argument, at Grade 2 is stated as follows:

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Whereas Standard 1, Argument, at Grade 11-12 calls for students to develop argumentative writing skills as follows:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

3. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
4. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding statement or section that follows from and supports the argument presented.

The requirements for Standard 1, Argument, increase gradually from Kindergarten through each grade to prepare students to exit high school proficient in writing argument papers and without need for remediation in college or the work place.

As requirements increase, so can the sophistication of the strategies used to teach writing within that genre. The following chart illustrates the use of different strategies for helping students organize opinion/persuasive writing with varying levels of complexity:

Opinion/Persuasive Writing Strategy Across Grades

(1) Early Grades: TREE		
Topic Sentence	**Tell what you believe!**	
Reasons (3 or more)	**Why do I believe this?** **Will my readers believe this?**	**1.**
		2.
		3.
Ending	**Wrap it up right!**	
Examine	**Do I have all my parts?**	**Yes** _____ **No** _____

*From *Powerful Writing Strategies,* by K. R. Harris, S Graham, L. H. Mason, & B. Friedlander, p. 183. Copyright 2008. Paul H Brookes Publishing Co., Inc.

(2) Later Elementary: TREE with Elaboration		
Topic Sentence	**Tell what you believe!**	
Reasons (3 or more)	**Why do I believe this?** **Will my readers believe this?**	**1.**
		2.
		3.
Explain Reasons	**(Say more about each reason)**	
Ending	**Wrap it up right!**	

*From *Powerful Writing Strategies,* by K. R. Harris, S Graham, L. H. Mason, & B. Friedlander, p. 186. Copyright 2008. Paul H Brookes Publishing Co., Inc.

(3) Middle School and High School: STOP and DARE	
Suspend Judgment	Consider each side before taking a position. Brainstorm ideas for and against the topic.
Take a Side	Read your ideas. Decide which side you believe in or which side can be used to make the strongest argument. Place a "+" on the side that shows your position.
Organize Ideas	Choose ideas that are strong and decide how to organize them for writing. To help you do this, (a) Put a star next to the ideas you want to use. Choose at least ___ ideas. (b) Choose at least ___ arguments to refute; and (c) Number your ideas in the order you will use them.
Plan More as You Write	Continue to plan as you write. Use all four essay parts of DARE.
Develop Your Topic Sentence	
Add Supporting Ideas	
Reject Arguments for the Other Side	
End with a Conclusion	

*From *Powerful Writing Strategies,* by K. R. Harris, S Graham, L. H. Mason, & B. Friedlander, p. 222. Copyright 2008. Paul H Brookes Publishing Co., Inc.

In the **early elementary**, many different genres are introduced to students through reading**.** The practice of reading a variety of books to young children, for example, has been shown to support student acquisition of genre knowledge (Donovan & Smolkin, 2006), and, **as genre grows, so does children's ability to apply that knowledge to their own writing.** In fact, some research has shown that by kindergarten, the foundation of written genre knowledge is often established, apparent in students' scribbles and other unconventionally-produced written and abbreviated texts (Donovan, 2001; Kamberelis, 1998; Pappas, 1993). As a result, exposure to *all types of print* should be provided in the elementary grades. School and classroom libraries should be filled with texts of all types, and different genres should be integrated into curriculum units and included in classroom discussions. Once students become acquainted with the text structures within different genres, they can "do a turnabout" and employ this knowledge in their own beginning writing tasks.

Genre Instruction in the **elementary grades** includes the **critical features of each text type**. Instruction focuses on the foundational aspects of writing.

Genre Instruction in **upper elementary through secondary** grades focuses increasingly on students writing for a variety of audiences and purposes. Overall, teaching different stages of the writing process across different genres adds the necessary structure and depth to the writing instruction. Audience and purpose expands throughout the years both for language arts requirements and in the content areas. In addition, students must also be prepared to write for various reasons including communicating professionally and socially, reflecting on experiences, and building relationships with others. Writing for different purposes and audiences requires variety in form, structure, and production processes, some which are genre-specific. Teaching forms and structures across genres is critical.

Developing a school *Writing Plan* aligned to the K-12 Common Core State Standards (CCSS), which identifies the writing strategies that will be used to teach genres across the grade levels, provides coherence and continuity to writing instruction.

Use Explicit Instruction

Emerging, experimental research on genre-specific writing instruction suggests that explicit teaching can show students how to write within a specific genre. The purpose of explicit instruction is to make the text structure and genre features, structures, rules, and patterns visible to students. Explicit instruction also models how writers think when writing and what features make writing good within a specific genre. Overall, the use of explicit instruction to teach the genre features of argument, informative/explanatory, and narrative structure (Common Core Writing Standards 1-3 in grades K-12) improves students' understanding of and ability to write in those genres (Donovan & Smolkin, 2008).

Example: Instructional Model for Teaching Writing Genres

Clarify and Teach Necessary Preskills – reflect on what prior knowledge is required to use the genre. Review and teach the pre-skills as necessary. For example, for the genre of a descriptive paragraph:

- Can the student write a complete sentence?
- Can the student write sentences that include adjectives to describe nouns?
- Can the student write a paragraph with a topic sentence and related sentences?
- Can the student use basic mechanics such as capitalization, punctuation and spelling?
- Is the student familiar with the vocabulary needed to work with the genre?

2. Determine the Critical Attributes of the Genre

(a) Determine the critical attributes of the genre

(b) Turn the attributes into a rubric

- Write the critical attributes as questions.
- Add an evaluation scale. Include an absolute zero for nothing present.

Example: **Descriptive Paragraph Rubric**

NO YES
0 1 2 3 4 5
Fix-Up Zone

0 1 2 3 4 5	1. Does the first sentence tell what is being described?
0 1 2 3 4 5	2. Do the other sentences tell more about what is being described?
0 1 2 3 4 5	3. Are descriptive words used?
0 1 2 3 4 5	4. Are the sentences in logical order?
0 1 2 3 4 5	5. Does the paragraph paint a clear and accurate picture of what is being described?
0 1 2 3 4 5	6. Is the description easy for the reader to understand?

3. Use the Rubric to Teach the Genre

(a) Use a prime example of the genre to analyze and teach the attributes:
- Read the example together. Introduce rubric to show students why it is an example.
- Read rubric elements one by one. Check against the example, mark, and score together and discuss why.

(b) Use several examples and non-examples to firm up concepts within the rubric.

(c) Model the writing process for the genre using the rubric and/or a mnemonic or think sheet as a guide.

(d) Provide guided practice by completing a similar writing task together.

(e) Assign writing task with teacher providing scaffolding for composition, revising, and editing of the written products through conferencing and mini-lessons for students with same needs.

(f) Ask students to self-evaluate using the rubric.

(g) Teacher evaluates and provides final feedback.

To provide consistency for students within a school, the same process and steps to teach different genres should be consistent and coordinated across grades and classrooms. One example of an organized process for teaching different genres is illustrated below.

Note that **explicit instruction employs the use of models and examples** to show what good writing looks like for different genres. The national *Writing Next* report on effective strategies for middle and high school students, for example, identifies the study of models as one of **the most effective strategies for improving adolescent writing**. Students analyze excellent examples and emulate the critical elements, patterns, and forms in their own writing.

The chart below illustrates how explicitly teaching the writing process (Organizing Principle 2) and explicitly teaching genre-specific writing (Organizing Principle 3) can be integrated into a **cohesive instructional model**. When reviewing the chart, notice how the discussion of models and examples is included as an instructional step in the sequence of explicit instruction. Also note how the generic features of the writing process (e.g., planning, writing, revising) apply across genres and how genre-specific instruction is used within the context of the writing process.

Teaching the Writing Process for Genre-Specific Text Types			
Explicit Instruction	**Writing Genres**		
	Argument	**Informational/Explanatory**	**Narrative**
Step 1: Discuss models and examples *What makes _____ (genre) writing good? What critical features do good writers use? How to writers think when writing _____ (genre) text?	Provide exemplars. Delineate critical features. Discuss and "test" student knowledge of critical features.		
Step 2: Plan and Organize *(See more complete explanation following this table.) Sample planning sheets are listed for each genre. Select one planning sheet appropriate for purpose of instruction and student learning needs. Critical features highlighted during Step 1 are incorporated into the selected planning sheet. Create 3 plans to use for Steps 3-5. Model how to plan (Plan 1); guide students in planning (Plan 2); provide independent practice time for planning (Plan 3). Note the same planning sheet/template should be used to create Plans 1-3.	Outline Think Sheet	Adjective Chain Sense Chart Active Verb List Outline Think Sheet Map or Web Noun Organizer Sequential Pattern Chart Enumeration Frame Reaction Frame Etc.	Story Frame Story Grammar Map Sequential Picture Frame Story Board

Teaching the Writing Process for Genre-Specific Text Types			
Explicit Instruction	**Writing Genres**		
	Argument	**Informational/Explanatory**	**Narrative**
Step 3: Write (Demonstrate) *Demonstrate writing from Plan 1.	Teacher shows step-by-step how to translate planning sheet into sentences.		
Step 4: Write (Guided Practice) *Provide guided practice with Plan 2.	Teacher guides students in translating planning sheet into sentences.		
Step 5: Write (Independent Writing – First Drafts) *Provide time for independent practice as students write independently from Plan 3.	Students attempt translation independently.		
Step 6: Edit and Revise *Split Edit and Revise into multiple steps if Model, Guided Practice, and Independent Practice phases of instruction are required.	Check writing against edit/revise criteria. (Edit/revise criteria reflect genre-specific critical features discussed in Stage 1 and incorporated into plans developed in Stage 2)		
Step 7: Re-Write (Independent Writing – Final Drafts) *Split Edit and Revise into multiple steps if Model, Guided Practice, and Independent Practice phases of instruction are required.	Write final drafts.		
Step 8: Proofread/Final Edit	Model a strategy for proofreading the final draft and correcting mechanical errors (e.g., Check to make sure sentences make sense, check for capitals, check for punctuation, check for spelling)		
Step 9: Publish	Decide what will be published (e.g., typed, made in book form, displayed on a bulletin board, assembled into a yearbook or class literacy journal). **Not all work needs to be published.**		

*Modified from Archer and Gleason (1989) and Gleason (1996).

There are two final observations related to the table above. **First, notice how *three* planning drafts (Step 2) were developed before writing instruction began (Steps 3-5).** The first plan was not used for writing until two more plans for different compositions were developed by the class collaboratively (guided practice) and by individual students (independent practice). That way, three plans were prepared for the

demonstration (Plan1), guided practice (Plan 2), and independent writing (Plan 3) steps of instruction. Many writers have work in different stages of development. For example, as educators, we might have a letter to parents about a field trip completed while letters to parents about classroom volunteering and conferences are still in draft form. As stated earlier, there are many ways to sequence the writing process. **It is recommended that sequencing steps be based on instructional purpose (i.e., *planning* an opinion essay) and student learning needs.** For example, if the instructional purpose is teaching how to plan an opinion essay the plan and organize step might require expanded instruction with a step focused specifically on planning and an additional instructional step focused specifically on organizing. Proofread, final edit, and publish might not be addressed in the instructional sequence or might become consolidated as one instructional step.

Second, the above illustrates how more extensive explicit instruction can be integrated into any phase of the writing process. For example, if students needed more instruction in how to edit and revise, the edit and revise stage could be split into multiple steps for demonstration, guided practice, and independent practice.

The following summarizes some recommendations to consider when teaching writing across various genres:

- ✓ Use models and examples of writing samples.
- ✓ Coordinate genre instruction across teachers, grades, and subjects aligned to the K-12 Writing CCSS.
- ✓ Share "touchstone" texts that exemplify the structure and valued genre traits. Repeated readings of these texts may be necessary for younger students and older struggling writers.
- ✓ Explicitly develop students' understanding of the genre structure. A graphic aid or mnemonic device can be very helpful to many writers – including students receiving special education and ELs.
- ✓ Provide students with graphic organizers for planning their texts (as discussed in Organizing Principle 2).
- ✓ Identify and teach key vocabulary/phrases that will be useful for the genre and subject of writing tasks. Genre instruction can be used in combination with content area instruction.
- ✓ Give students time to explore potential ideas for writing through reflection, discussion, and research.
- ✓ Allow enough time for students to proceed through multiple iterations of revising and editing, but yet have time to write a number of different products that go with a specific genre.

* Modified from *Teaching Writing to Diverse Student Population,* The Access Center: Improving Outcomes for All Students K-8, U.S Office of Special Education Programs.

Explicitly Teach, and Integrate, Foundational and Higher Skills

Integrate foundational skills and strategies in writing instruction, and explicitly teach fluent transcription skills, such as handwriting and keyboarding, and technology use related to the production of writing

In addition to an understanding of genre-specific text structure, effective writing also requires understanding how English writing works in the more basic production of text (i.e., handwriting, typing), word-level spelling, and sentence-level mechanics. Most importantly, **efficient use of higher-level writing**

strategies to plan, generate, and revise differing text types requires fluent foundational skills such as handwriting, word processing, spelling, grammar, punctuation, and access to appropriate vocabulary (Graham & Perin, 2007). This concept is similar to the way within a reading framework that reading comprehension depends, in part, on the fluent decoding of text.

Difficulty with foundational writing skills undermines the writing process in three ways (Graham & Harris, 2009). **First**, having to switch attention to mechanical concerns while writing (e.g. how to spell a word or form a letter) may cause a student to lose ideas in working memory. **Second**, content may be lost if a student's writing (or word processing) is not fast enough to keep up with his or her thoughts. **Finally**, opportunities to conceptualize and refine are reduced when mechanical concerns require focus. **Therefore, students must *develop fluency* when employing foundational-level writing skills.** Standards related to foundational writing skills and discourse knowledge in general can be found in K-12 CCSS for Language, Standards 1 though 6. To experience the importance of foundational skills during composition, try the simulation in the box below.

Simulation

For the purpose of this simulation, you will compose a written response to a writing prompt. You will also write by hand with a pencil or pen – no typing or other production technology can be used. As soon as you start writing, begin timing yourself for 3-minutes and stop writing at the 3-minute point. Here is your writing prompt:

My favorite thing about vacation is. . .

Before you write, follow the steps below (Please focus on one Step at a time. Do not look ahead at other Steps until a Step is completed).

(Step 1) Re-read the prompt and briefly think about and plan what you want to write. [Give yourself 2- to 5-minutes at most for planning]

(Step 2) Switch your pen or pencil to your non-dominant hand.

(Step 3) Ready? (No "quick" practicing with your non-dominant hand!) **Begin writing.** [Time yourself for 3-minutes]

(Step 4) **Stop** writing at the 3-minute point.

(Step 6) Answer the reflection questions below.

Reflection Questions

- ✓ What was your composing experience like when writing with your non-dominant hand?
- ✓ Did you have trouble with handwriting production, spelling, or grammar?
- ✓ Did you simplify the vocabulary you used (i.e., perhaps you decided to use shorter words?)
- ✓ Did you stop before the 3-minutes ended? If so, did stopping have anything to do with frustration or maybe the laborious process of writing?
- ✓ How much of your writing plan, thought about during the brief pre-writing think time, were you able to *fully* articulate?

Simulation
✓ What were some of your other observations about how writing with your non-dominant hand impacted the quality of your composition? ✓ (If you are a proficient ambidextrous writer, the simulation probably didn't work as intended). Remember, this was only a contrived simulation that may not fully represent the experience students have when employing foundational and higher-level processes when writing. For our purpose of general discussion, however, were you able to experience how slow, laborious production of foundational skills could impact composition? In other words, perhaps your memory and attention may have been focused on trying to produce text with your non-dominant hand, rather than directed to how your ideas about vacation could be expressed in an organized, cohesive, interesting, and creative manner. **The lesson from the simulation:** Students need instruction and opportunities to develop foundational skill fluency as part of their overall writing instruction. Writing requires discourse knowledge of *both* foundational and higher-level skills and strategies.

Integrate Foundational and Higher-level Skills and Strategies in Writing Instruction

Research suggests an **integration of foundational and higher-level skills** in writing instruction (e.g., Berninger, 1995, 1999; Graham & Perin, 2007). For example, a writing lesson might begin with a **"warm-up"** focused on foundational skills followed by explicit instruction focused on higher-level aspects of writing such as strategy use during the writing process (Organizing Principle 2) or genre-specific strategy instruction (Organizing Principle 3 – see above). Instructional warm-ups of foundational skills might include explicit instruction *and* fluency practice of handwriting, spelling, or vocabulary that students might use during subsequent higher-level composing.

The idea of using instructional "warm-ups" for foundational skills can be used across grades K-12. In fact, the concept of writing "warm-ups" for foundational skills is analogous to a musician practicing scales or playing a few measures multiple times in a challenging classical piece of music, a photographer learning how to manually set the shutter and aperture of the camera, or a professional athlete working out in the gym and practicing skill drills on the court or playing field. In other words, just like athletes need to develop the skills of their sport before playing with skill, talent, and finesse in the game, writers need to develop the skills and knowledge of written discourse before composing with skill, talent, and finesse. **The use of committed practice and "warm-ups" is universal – it doesn't matter if you are a student in elementary, middle, or high school, an adult learner, or professional athlete** (See Tim McCarver's discussion of practice in the box below).

> *"Baseball fans may not realize that some fielding plays look easy only because of the preparation involved. As Hall of Fame football receiver Don Hutson once said, "For every catch I make in a game, I've made a thousand catches in practice."*
>
> -Tim McCarver, *Tim McCarver's Baseball for Brain Surgeons and Other Fans*

Before discussing some of the foundational-level skills in more detail, a potential misconception about "warm-up" needs to be clarified. Foundational skill "warm-ups" are *not* always short in time. Time spent on foundational-level skills instruction depends on purpose and student needs. Sometimes the "warm-up" component of a lesson might require more time – just like the more extensive time dedicated athletes commit to practice. Sometimes the "warm-up" might consist of a brief skill review before the athletes play the game and the writers compose and write. Overall, however, **writing instruction should include both foundational-level and higher-level components of writing**.

Explicitly Teach Handwriting and Keyboarding Skills

Even with current and future emphasis on technology, handwriting instruction should *not* be ignored. The K-12 CCSS for Writing does not specifically address handwriting because handwriting cuts across all aspects of literacy. In fact, handwriting is more connected to academic achievement more than many educators may realize (Berninger et al., 2006; Christensen, 2005). For example, handwriting is a predictive factor in determining the length and quality of compositions (Baker, Gersten, & Graham, 2003). If children have difficulty forming letters with reasonable legibility and speed, they cannot translate the language in their minds into written text. Struggling with handwriting can lead to a self-fulfilling prophecy in which students avoid writing, come to think of themselves as not being able to write, and fall farther and farther behind their peers (Graham, 2010). Consequently, **primary teachers should provide students with formal handwriting instruction.**

A 2009 national survey of first through third grade teachers' beliefs about instructional strategies for handwriting (Graham et al., 2008) found that 90% taught handwriting, devoting an average of 70 minutes a week to handwriting instruction. Of the 90% of teachers who taught handwriting, only 39% said their students' handwriting was adequate, and just 46% indicated their students' handwriting was fast enough to keep up with classroom demands. A mere 12% reported that their college education courses provided adequate preparation to teach handwriting.

A list of general recommendations for teaching handwriting effectively is listed below (Troia & Graham, 2003):

- ✓ In the primary grades, allot 75-100 minutes per week in short sessions for handwriting instruction. Directly teaching handwriting skills enhances legibility and fluency.
- ✓ Explicitly model, practice and review letter formation, pencil grip, and paper positioning.
- ✓ Provide students with facilitative supports for attaining legible handwriting such as numbered arrows that depict correct letter stroke sequences, verbal descriptions of strokes, hand-over-hand physical assistance, and paper positioning marks on students' desks.
- ✓ Develop students' capacity for independently evaluating and improving their handwriting by immediately reinforcing qualitatively superior handwriting, encouraging them to keep track of their own handwriting performance, setting goals for improving handwriting, and asking them to correct poor handwriting attempts (e.g., "circle your best *m*.").
- ✓ Teach students to develop handwriting fluency by providing opportunities to write by hand and administering speed trials during which students try to copy texts 5-10% faster on successive trials.

- ✓ Provide additional specialized instruction for struggling writers through individual tutoring or small-group instruction.

Research also suggests that there is a high correlation between handwriting speed and typing speed. Students with fluent handwriting also tend to be fluent with typing, and students who struggle with handwriting also tend to struggle with keyboarding (Connelly, Gee, & Walsh, 2007). **The relationship between handwriting and typing makes handwriting instruction necessary despite the prevalence of computers**. Therefore, explicit instruction in *both* handwriting and keyboarding should be provided.

Explicitly Teach Word Processing and the Use of Other Technologies

The use of technology to support development of students' writing skills is emphasized in the K-12 CCSS for Writing. Writing Standard 6, for example, necessitates that students use technology, including the Internet, to produce and publish writing, interact, and collaborate.

Word Processing

Research indicates that **word processing has a consistently positive impact on writing quality for students in grades 4 through 12** (Graham & Perin, 2007) – including average-achieving writers, at-risk learners, and students identified with learning disabilities (Karchmer-Klein, 2007) – and should be used within the classroom when appropriate. Word processing can be particularly helpful to low-achieving writers by enabling them to produce text accurately and fluently. Word processing also can increase the ease of editing which results in better revision.

The **spell checker** can be especially helpful for low-performing writers. Use of spell checkers can be encouraged as long as limitations are recognized. First, research indicates that spell checkers miss approximately one out of three spelling errors. Also, once an error is identified, the correct and intended word may not appear in the list of suggestions. Even if the correct spelling is in the list of suggestions, students may not recognize it. Finally, some words such as proper names may be falsely identified as errors. When teaching the editing and revising stages of the writing process, include proofreading as part of the explicit instruction. **Teach students *how* to proofread for spelling errors that the word processor may not identify**.

Technological tools themselves have *very little impact* on learning (including writing); rather, learning depends on **a combination of technology *and* instruction** designed to help students take advantage of the capabilities of the technology (MacArthur, 2009). Ensuring students receive instruction on keyboarding and other technological skills allow students the opportunity to take advantage of word processing. Overall, an instructional plan should **integrate word processing with writing instruction.**

The following summarizes recommendations for effective use of word processing in writing instruction:

- ✓ Teach students to type as fluently as they handwrite. Typing instruction software may be used. Encourage students to use correct fingering and monitor their speed and accuracy.
- ✓ Ask students to complete the entire writing process from planning through publication on the computer. Typing from a handwritten draft can be a tedious and error-prone process, especially for students with poor spelling skills. Provide *adequate student access to word processors*.

- ✓ Teach students revising strategies to take advantage of the editing capabilities of word processing, including strategies for substantive revision as well as using spell checkers for editing.
- ✓ Take advantage of word processing and publish student writing in a variety of formats. Publishing is one of the primary motivations for writing.

Other Technologies

Emerging technology impacts literacy through the development of new domains for writing and new forms of written communication. For example, the Internet is a highly interactive technology that encourages users to create and share content. E-mail and online chat features are commonly used for communication with friends. Web2.0 tools such as blogs and wikis expand options for writing on the Internet.

A strong writing program encourages students to **engage with new environments and forms of reading and writing on the Internet.** Unfortunately, there is limited research on the Internet's impact on literacy, writing, and writing processes (MacArthur, 2009). Teachers must therefore evaluate new communication technologies critically and proactively, not only considering how to use technology to develop effective writing skills, but also teaching students how to communicate and write effectively using these new social media.

Explicitly Teach Linguistic Features of English

Explicitly teach linguistic features of written English, including spelling, vocabulary, sentence formation and sentence-combining to enhance writing quality.

Explicitly Teach Spelling

Accurate, fluent spelling is part of the discourse knowledge required for writing. Like handwriting and keyboarding, explicit instruction is also required for spelling. Explicit spelling instruction is associated with improved spelling accuracy (Wanzek, et al., 2006). Accordingly, explicit spelling instruction should be included at the elementary level *and* a morphological, word study emphasis included at the secondary level.

Research-based procedures for teaching spelling to elementary students include (Troia & Graham, 2003):

- ✓ Allocate time for *daily* spelling instruction.
- ✓ Allot at least 60-75 minutes per week for spelling instruction.
- ✓ Include the explicit instruction of phoneme-grapheme associations in kindergarten and first grade, common spelling patterns in first and second grades, and patterns, morphological structures and helpful spelling rules in second grade and beyond.
- ✓ Teach students systematic and effective strategies for studying new spelling words.
- ✓ Give students ample opportunity to practice words and provide immediate feedback.
- ✓ Review previously taught spelling words periodically to promote retention.

- ✓ Establish weekly routines for spelling instruction.
- ✓ Provide students opportunities to generalize spelling skills to text composition.

It Is also important to note that a single-grade-level spelling book may not meet the needs of every elementary grade student. Most classes include students working at the frustration reading level and students who do well on end-of-week tests. Differentiated materials can be used to engage all students in grade-appropriate spelling instruction (Schlagal, 2007).

Students in upper elementary, middle-, high school need flexible strategies for spelling and writing longer words**.** Morphology works by showing students how words can be divided into roots and stems which contribute to the meaning and spelling of the word. **Morphological awareness** improves student writing and spelling achievement, **particularly for students who struggle with reading and writing** (Berninger, Raskind, Richards, Abbott, & Stock, 2008; Hurry, Nunes, & Bryant, 2005). Because knowledge of the role and function of morphemes is linguistically complex and required to teach the use of morphology effectively, commercially available programs should be considered for morphological awareness and word study instruction.

Explicitly Teach Vocabulary

"Words are not just words. They are the nexus – the interface – between communication and thought." (Adams, 2009, p. 180). **Writing relies on expressive vocabulary *use***. When vocabulary is used with breadth and depth, writing is given meaning, descriptiveness, richness, and clarity. Overall, written discourse requires accuracy and quality of vocabulary knowledge and use. The CCSS recognizes the critical importance of vocabulary with integration of vocabulary throughout the standards in domains of reading, writing, speaking and listening. **The Common Core State Standards for Language emphasize expressive vocabulary *use*.** Students not only need to recognize words, analyze words, and know word meanings, they need to *use* words accurately, demonstrating their understanding of words.

Before students can use elaborated words in their expressive writing vocabulary, they need to advance through a developmental progression of understanding. The different levels of understanding for vocabulary development are listed below (Smith, 2003):

- Listening vocabulary is composed of words whose meanings are recognized when heard.
- Reading vocabulary is composed of words whose meanings are recognized when encountered during reading.
- Writing vocabulary is composed of words known well enough that they could be used in writing.
- Speaking vocabulary is composed of words used in one's speaking.

Students who have mastered a vocabulary word at one level may not have mastered the word at a different level. Reading vocabularies are usually largest, followed by listening, writing, and speaking. **Students must master the ability to understand new words through listening and reading *before* they can incorporate learned vocabulary into their own writing**. It is also important to note that while improvement in overall vocabulary skills can improve students' word choice and vocabulary use, there is *no guarantee that this will happen automatically*. Therefore, writing instruction must include explicit vocabulary instruction to teach students strategies for incorporating newly learned vocabulary into written compositions.

Research on effective practice supports an integrated model of vocabulary instruction. The Common Core State Standards and the Oregon *K-12 Literacy Framework* both support an integrated model of vocabulary instruction. Explicit vocabulary instruction is detailed in the Oregon Literacy Plan, specifically in the chapter, "K-12 Teachers: Building Comprehension *in* the Common Core," pp. 45-47. Highlights from the National Reading Panel Report (2000) **guidelines on vocabulary** instruction are listed below:

- ✓ Organize lessons to include teacher modeling, supported practice, and independent practice of vocabulary selected for explicit instruction.
- ✓ Use repetition and multiple exposures to vocabulary items.
- ✓ Provide rich contexts for vocabulary learning.
- ✓ Promote active engagement in learning tasks.
- ✓ Provide incidental learning and other types of instruction such as the development of word-learning strategies.

An integrated model of vocabulary instruction also emphasizes academic language development. *All* students, particularly English learners, should receive instruction in **vocabulary** *and* **academic language**. Academic language is the vocabulary of "academic" discourse required for comprehension, communication, and overall school success. It includes the words necessary to read and expressively communicate about content-area knowledge. For example, academic language in a first grade classroom might consist of words and phrases like *follow directions, cooperation, participation, respect, retell, main idea, book report, fiction, nonfiction, index, glossary, author,* and *illustrator*. In upper-elementary, middle, and high school, academic language consists of the foundational concepts, ideas, and facts from content-area courses and instruction.

When academic language is limited, restrictions are placed on a student's ability to comprehend, analyze complex texts, develop content knowledge across subject areas, and write and express themselves effectively **(**Francis et al., 2006). Due to the **critical importance of academic language for learning and expressive communication**, academic language must be included in an integrated model of vocabulary instruction. Common Core CCR Anchor Standard 5 for Language targets an integrated model of vocabulary instruction: *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.*

Explicitly Teach Sentence Formation and Sentence-Combining

Knowing how to form or build a sentence is *necessary* discourse knowledge for writing. Without the knowledge of how to write sentences in a conventionally correct and effective manner, a writer cannot translate thoughts into text. In addition, poorly constructed and grammatically incorrect sentences make text more difficult to read (Saddler & Graham, 2005). **Sentence formation is a complex skill that requires significant guidance**: students must think about what words to use, what the correct syntax might be, how to connect a sentence to the sentence before and after, and whether or not the sentence expresses clear meaning. Sentence building skills are particularly important for ELs whose native language likely uses a different syntax than English. Explicitly identifying syntax differences greatly helps ELs understand necessary focus areas.

Sentence-combining skills help students produce more syntactically mature sentences. Syntactical maturity is the ability to vary complex and compound sentences within a composition. Although grammar instruction is important, traditional grammar instruction is unlikely to improve the overall quality of students' writing (Andrews, et al., 2006; Graham & Perin, 2007; Saddler & Graham, 2005). Alternative methods of developing grammar, such as **sentence-combining**, may be more effective. Students who struggle with writing, however, do benefit from more explicit forms of instruction to teach grammar skills (Rogers & Graham, 2008).

Sentence-combining improves the quality of writing for students at the elementary through college-level (Saddler, 2007). When students are explicitly taught how to use sentence-combining skills, students develop knowledge about how sentences are constructed. During the process of sentence-level syntactic manipulation

- The writer can see the reader's perspective more clearly
- Choppy or run-on sentences are re-built
- Punctuation, and punctuation's role in sentence organization, can be more carefully observed
- Revising skills are developed.

When students are taught sentence-combining, writing confidence, punctuation knowledge, and revision skills improve because **students develop an organized knowledge (i.e., discourse knowledge) of syntactic structures** as well as conventionally appropriate, alternative structures (Saddler & Preschern, 2007):

Consider the following guidelines when teaching sentence-combining skills:

- ✓ Organize lessons to include teacher modeling, supported practice, and independent practice.
- ✓ Teach students techniques to use when sentence-combining.
- ✓ Make sentence-combining activities meaningful.
- ✓ Construct "low risk" sentence-combining activities. Students should be encouraged to experiment in sentence-combining activities. If a combined sentence is grammatically acceptable, there should not be a "right" or "wrong" answer. Rather encourage students to explore and discuss what makes sentences more or less effective for different purposes.
- ✓ Build activities and instruction that will help students transfer sentence-combining to their own writing. Sentence-combining activities must not be stand-alone "skill building" exercises. Rather, use instruction to emphasize a transfer to students' actual writing. Use student-writing examples for sentence-combining and include sentence-combining as a key element on edit and revise rubrics.

Although there is *not* an established or "correct" order for introducing and teaching sentence-combining skills, a suggested sequence is presented below:

Possible Sequence of Sentence-Combining Skills	
Skill:	**Examples:**
Inserting adjectives and adverbs	The man ate the pizza. The man was hungry The hungry man ate the pizza. The man ate the pizza. He ate hungrily. The man ate the pizza hungrily.
Producing compound subjects and objects	Michael wanted to read. Jennifer wanted to read. Michael and Jennifer wanted to read. Mario wanted pizza. Mario wanted soda. Mario wanted pizza and soda.
Producing compound sentences with coordinating conjunctions	Jasmine wanted to play outside. Emma wanted to play inside. (but) Jasmine wanted to play outside, but Emma wanted to play inside.
Producing possessive nouns	I like the puppy. It is Andrew's. I like Andrew's puppy.
Producing sentences with adverbial clauses, using subordinating conjunctions (e.g. because, after, until, when)	We went to school. We wanted to learn writing. (because) We went to school because we wanted to learn writing.
Producing sentences with relative clauses	The girl will be first in line. The girl is the quietest. (who) The girl who is the quietest will be first in line.

*Saddler (2005).

Initially, more contrived practice exercises are needed to help students build a variety of quality sentences. As students become comfortable, they can transfer sentence-combining to their own writing during the revision process. Sentence building and sentence-combining can also be contexts to develop capitalization and punctuation skills.

Organizing Principle 4: Use Techniques to Motivate and Engage Students in the Development of Writing Skills

> Interviewers often ask famous writers why they write. Many, like John Ashbery, answer ". . .because I want to."
>
> -From A. Lamott (1994). *Bird by bird: Some instructions on writing and life.* New York: Anchor Books.

Research suggests that **motivation** is an important component in writing development (Troia, Shankland, & Wolbers, 2010). At the beginning of elementary school, most students really want to write. Often young students will even self-initiate writing and create their own writing projects. It is not uncommon to see handwritten notes and letters, labeled and "narrated" artwork, and self-made books. Unfortunately as the years pass, however, student motivation to write often decreases or disappears. The **declining interest in writing** may be due to a lack of success in the writing process and the corresponding development of a self-defeating view about personal writing capabilities, and/or participation in writing activities that seem meaningless and unrelated to student lives and everyday realities.

Provide Supportive Opportunities

Create opportunities that enhance student self-efficacy, provide authentic writing experiences, and motivate students to become successful writers with a classroom environment that is supportive, pleasant, and enthusiastic about writing.

Create Opportunities that Enhance Writing Self-Efficacy

Self-efficacy is an individual's view of his or her capability to perform specific tasks. To help illustrate the role of self-efficacy in the writing process, look at the items from a *Writing Self-Efficacy Survey* in the box below. When reviewing the items, consider how low self-efficacy would affect student writing.

Writing Self-Efficacy Scale

(1) When writing a paper, it is easy for me to get ideas.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

(2) When writing a paper, it is hard for me to organize my ideas.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

(3) When my class is asked to write a report, mine is one of the best.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

(4) When writing a paper, it is easy for me to get started.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

Writing Self-Efficacy Scale
(5) When writing a paper, I find it easy to make all of the changes I need to make. 1 Strongly Disagree — 2 Disagree — 3 Unsure — 4 Agree — 5 Strongly Agree
(6) When writing a paper, it is easy for me to write my ideas into good sentences. 1 Strongly Disagree — 2 Disagree — 3 Unsure — 4 Agree — 5 Strongly Agree
(7) When my class is asked to write a story, mine is one of the best. 1 Strongly Disagree — 2 Disagree — 3 Unsure — 4 Agree — 5 Strongly Agree
(8) When writing a paper, it is hard for me to keep the paper going. 1 Strongly Disagree — 2 Disagree — 3 Unsure — 4 Agree — 5 Strongly Agree
(9) When my class is asked to write a book report, mine is one of the best. 1 Strongly Disagree — 2 Disagree — 3 Unsure — 4 Agree — 5 Strongly Agree
(10) When writing a paper, it is hard for me to correct my mistakes. 1 Strongly Disagree — 2 Disagree — 3 Unsure — 4 Agree — 5 Strongly Agree

*From Graham, S., Schwartz, S., & MacArthur, C. (1993). Learning disabled and normally achieving students' knowledge of writing and the composing process, attitude toward writing and self-efficacy. *Journal of Learning Disabilities, 26,* 237-249.

Research indicates that **self-efficacy**, or a student's opinion of their writing and themselves as writers, **directly affects the amount of effort a student will expend when writing *and* the quality of their writing performance** (Pajares & Valiante, 2006). Low self-efficacy can also be difficult to change once it becomes an entrenched pattern of interacting and thinking. Fortunately, there are research-based strategies that can be implemented to help students change negative opinions they have of themselves as writers. **The following recommendations** can be integrated within writing instruction to enhance students' overall self-efficacy and **can apply to *all* students** whether or not their self-efficacy about writing is low (Troia, Shankland, & Wolbers, in press):

- ✓ Ensure all students, particularly struggling writers and ELs, have opportunities to perform challenging tasks successfully through sufficient scaffolding.
- ✓ Model coping tactics to show students how to respond when encountering both difficulties and successes (Self-Regulated Strategy Development, as discussed earlier, incorporates coping behaviors in the instructional components).

- ✓ Give truthful, realistic, and specific feedback regarding performance.
- ✓ Emphasize that competence is alterable through hard work and effort.
- ✓ Reinforce effort when students are first mastering a task, but recognize that the continued need to reinforce effort (as opposed to focusing primarily on reinforcing the quality of the content) may be an indication the student's skills are not progressing adequately. Poor writing growth may trigger continued problems with low self-efficacy, despite the best intentions of teachers to praise effort. To address self efficacy in the long term, it is essential to find ways to help students improve as writers.

Develop Authentic Writing Experiences and Assignments

Motivational issues also arise when students perceive writing tasks as simply "another task to complete." When a writing assignment lacks any connection to student personal experience and interests, motivation is often lost. **Attitudes toward writing tasks do matter; they influence involvement and achievement** (Graham, Berninger, & Fan, 2007). To foster student motivation, create classroom conditions and authentic writing tasks that make writing meaningful and interesting.

Help students see writing as a meaningful activity that has value or relevance. Examples might include writing a letter to the police chief about a stop sign that should be installed in front of the school, or writing a persuasive essay attempting to convince others to vote for a ballot referendum. Writing tasks required in the K-12 CCSS involve writing about content in subject-area classes. Examples include asking students to write their impressions about a documentary viewed in social studies class on Martin Luther King or to write a report on the results of a scientific experiment. The following examples illustrate how writing tasks can become more meaningful.

Writing Tasks	***Meaningful* Writing Tasks**
Learning persuasive writing to master the 5-paragraph easy format.	Learning persuasive writing to argue a point of view in a social studies debate.
Writing a story that only the teacher reads and grades.	Reading your own story to your peers in class or publishing it in a class magazine for parents.

*MacArthur (2006)

Make writing interesting. Many teachers think that simply giving students *interesting topics* or letting them pick their own topics motivates students to write. Just because a student finds a topic interesting, he or she may not want to write about it. The issue is *making* writing interesting. Generating interesting topics is a good place to begin, but finding ways to **help students see the writing activity as *worthwhile*** is what makes the difference.

Stress the communicative realm of writing. Writing is much more than a solitary activity in which a student demonstrates what he or she has learned and then is evaluated by the teacher. Instead, **writing can be viewed as a social activity** in which what one writes is shared with various audiences for various purposes. Students also take on the roles of *both* readers *and* writers when they share written work and the communicative aspect of writing is stressed. Writing may even include the **collaborative, co-construction of text**, as suggested by Common Core CCR Anchor Writing Standard 6: *Use technology,*

including the Internet, to produce and publish writing and to interact and collaborate with others. Planned and careful use of the Internet can also support writing's communicative function and provide authentic audiences and social context. Consult instructional technology specialists for information and support**.** Some communicative writing ideas are listed in the box below to help get instructional brainstorming started:

Communicative Writing Ideas
• Develop collaborative web-based projects (e.g., two or more classrooms study similar topics and share their feelings through writing and visual arts via the Internet) (Leu, Leu et al, 2004). • Create classroom blogs to support the development of opinion/argument writing. • Implement Pen Pal writing across classes, grades, with adult mentors, with students from another state or country, etc. • Compile anthologies with stories, recipes, and/or informational/explanatory writing (e.g., class or school literary magazine). • Write texts that can be read to students in a younger grade (e.g., middle school students write children's storybooks for a kindergarten class, high school students use informational/explanatory writing to write short science books for elementary grade students about animals (e.g., mammals, reptiles, insets), or use argument writing to write about historical events from the perspective of notable historical figures for middle school students). • Group students for collaborative-writing projects by student interest or project topic. • Interview published authors and other adults who use writing in their professional work. • Celebrate student writing with a school Writing Festival or Fair. Model the festival around "real" writing conferences that career writers attend and writing festivals such as Washington D.C.'s annual National Book Festival on the mall. Include displays of student work; provide multiple copies of school literacy magazines; have student author readings; schedule writers' roundtables for small groups of students to discuss work on common topics; have "book talks" and "meet the author" lunches, etc. Celebrate writing! • Other Ideas?!?. . .

Create a Classroom Environment that is Supportive, Pleasant, and Enthusiastic about Writing

Students become enthusiastic about writing when teachers are enthusiastic about writing! **Research shows that students do adopt teachers' attitudes about writing** (Daisey, 2009). Because attitudes about writing are communicated, it's very important that classrooms are supportive and positive about student writing experiences. If writing is demonstrated with hesitation and reluctance during a "live" explicit instruction model, students will likely pay attention to the reluctance rather than the writing (or the writing process) that is demonstrated.

What are your attitudes toward writing? Use the *Attitudes Toward Writing* survey in the box below to reflect on your attitudes toward writing. **Think about *how* your attitudes might influence your writing instruction and the classroom environment that you create for writing.**

Attitudes Toward Writing				
(1) I like to write.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(2) I would rather read than write.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(3) I do writing on my own outside of school or work.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(4) I avoid writing whenever I can.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(5) I would rather write than do math problems.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(6) Writing is a waste of time.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree

*From Graham, S., Schwartz, S., & MacArthur, C. (1993). Learning disabled and normally achieving students' knowledge of writing and the composing process, attitude toward writing and self-efficacy. *Journal of Learning Disabilities, 26,* 237-249.

Enthusiasm often comes from confidence. Therefore, bring confidence to the writing that is demonstrated in the classroom. If there isn't secure confidence in the writing required for demonstration during instruction, no worries! --use the Framework as an opportunity to improve your own personal skills a writer. As Sophy Burnham the American writer has noted, *"Many writers, I suppose, are not 'born writers.' They work."*

Organizing Principle 5: Provide Differentiated Writing Instruction through a Multi-tiered Instructional Model

Use a multi-tiered instructional model for writing, similar to that used for reading instruction.

Tiered Model of Instruction

Multi-tiered instructional models provide differentiated instruction based on student learning needs. Effective differentiated instruction significantly improves outcomes for below- and above-grade level writers. **"Tier 1"** instruction is provided to all students within the grade or classroom. Students who are not progressing as expected and/or are not meeting grade-level writing goals receive individualized instruction, referred to as "Tier 2" or "Tier 3." In most multi-tiered instructional models, students receiving **Tier 2** instruction are at moderate risk for long-term difficulties, while students receiving **Tier 3** instruction are at higher risk and require the most intensive instruction. Students writing significantly above grade level also need specialized instruction. (For more information about multi-tier instruction, see the Oregon K-12 Literacy Framework: Reading, Instruction, pp. I-37-41.)

More intensive instruction should be provided to those not responding adequately to Tier 1 instruction. *Research cannot currently distinguish between Tier 2 and Tier 3 writing interventions* (Olinghouse, Graham, & Harris, 2010). As a result, writing strategies for Tier 2 and Tier 3 students are combined within K-12 Writing.

Provide Tier 1 Writing Instruction

Tier 1 instructional practices *can* improve students' writing skills (National Commission on Writing, 2006). Despite the effectiveness of Tier 1 instruction, not *all* evidence-based practices work for *all* students in every situation. Therefore, always identify: What are student learning needs? What is the purpose of instruction?

Unfortunately, there is a current lack of research-based, commercially-available writing programs available for Tier 1 instruction. Until more quality programs are available, practitioners must do their best to design their own instruction. Professional writers and writing teachers can be consulted to provide experience-based advice – but a note of caution: experience-based advice does not qualify as empirical evidence. As research examining the effectiveness of specific intervention techniques emerges, and more research-based, commercially available programs are developed, the Framework should be used to guide how Tier 1 writing instruction is designed and delivered. The Framework is based on the available scientific studies that examine the effectiveness of specific intervention techniques. These studies provide evidence on whether specific instructional procedures result in the desired effect, whether the observed effects are representative, and how much confidence researchers can place on the results. These **evidence-based practices are** *summarized*, *defined* and *described* as **the Organizing Principles** within this chapter.

Provide Tier 2-3 Writing Instruction

Tier 2 and 3 students typically perform below their peers in writing achievement, do not respond adequately to Tier 1 instruction, and make slower-than-expected progress. They may include students with writing disabilities and students for whom English is a second language. **There is considerable overlap between Tier 1 and Tier 2-3 recommendations.** Tier 2-3 instruction follows the Tier 1 approach but provides more intensive instruction through: (a) an increased level of explicit instruction; (2) small-group instruction; and (3) increased duration of instructional time (Olinghouse, Graham, & Harris, 2010). These teaching recommendations are beneficial for struggling writers, including students with learning disabilities and English Learners (Graves & Rueda, 2009).

Generally, more explicit instruction calls for **increased** "**instructional density**." This may involve **more** explicit teacher language, **more** modeling, and **more** opportunities to practice critical writing skills. The "Teaching the Writing Process for Genre-Specific Text Types" example presented in Principle 3 – "Use Explicit Instruction," illustrates how modeling and independent practice opportunities can be layered as needed within the stages of the writing process.

Other critical components of **Tier 2-3** explicit instruction include **increased** teacher feedback**, re-teaching** of critical concepts and skills**,** and **increased** scaffolding until students can perform writing tasks more independently. **Scaffolding** refers to the idea that specialized instructional supports need to be in place when students are first introduced to a new subject to best facilitate student learning. For example, teachers may continue to use think sheets for the planning stage of the writing process much longer than typical Tier 1 students. The example presented earlier of the "highly prompted" and "prompted" story note sheets also illustrates how materials can be scaffolded at different levels of support (See Principle 2 – Recommendations on Using Graphic Organizers).

Small group instruction also facilitates increased instructional density. With small group instruction, students with similar writing needs are grouped for instruction, lowering the student-teacher ratio and allowing more specific teacher modeling of target skills, increased opportunities to receive individualized feedback, and an environment in which students feel comfortable practicing skills and strategies. Small group instruction can take place within or outside the time block set aside for writing instruction. For students who have not met grade-level writing goals, the amount of instructional time provided beyond the writing block should be based on individualized needs.

Improvement for those who significantly struggle with writing will most likely be slow. While these students receive targeted writing instruction, however, they should also participate in classroom activities within all content areas. Accommodations and modifications can also be made to support struggling writers. **Accommodations** are changes to the *way* a student is expected to learn or how he or she is assessed. Students with accommodations still have the same goals as everyone else in the classroom; they may simply need changes to the manner in which these goals are met. **Modifications** are changes to *what* a student is expected to learn. A team working with the student, such as an IEP team, generally determines modifications. These decisions will need to be made on an individual student basis. Below are selected examples of accommodations and modifications that teachers and school teams may consider for struggling writers:

Accommodations in the Learning Environment

- Increase instructional time for writing.
- Provide quiet and comfortable spaces for students to work.
- Consult with an occupational therapist to identify specialized adaptations (e.g., chair and desk height).

Accommodations in Instructional Materials

- Simplify language of writing prompts.
- Transition from simple to more elaborate graphic organizers and procedural checklists.
- Post strategies, graphic organizers, and checklists in classroom and give students personal copies.
- Develop individualized spelling lists.

- Have students keep a personal dictionary of “demon” words and frequently used spelling vocabulary.
- Provide students with pencil grips.
- For young students, provide personal copies of alphabet strips.

Accommodations in Teaching Strategies

- Devote more instructional time to writing mechanics.
- Provide physical assistance during handwriting practice.
- Expect and support mastery learning of skills and strategies (e.g., memorization of strategy steps).
- Assign homework designed to reinforce writing instruction.
- Help students develop self-instructions (e.g., “I can handle this if I go slow.”) and self-questions (e.g., “Am I following my plan?”) that focus on positive attributions for success and task progress.
- Have students keep a strategy notebook which they can consult at any time.

Modifications to Task Demands in the Classroom

- Increase amount of time allotted for completing written assignments.
- Decrease the length and/or complexity of written assignments.
- Provide sentence frames.
- Have students complete text frames (i.e., partially finished texts).
- Reduce or eliminate copying demands (e.g., teach students abbreviations for note taking).
- Arrange for students to dictate written work to a scribe.
- If students have adequately developed keyboarding skills, arrange for them to write papers with a word processor.
- Permit students to use voice recognition technology to facilitate text transcription.
- Permit students to use integrated spell checker and/or word prediction software to facilitate correct spelling.
- Selectively weight grading for content, organization, style, and conventions.
- Grade assignments based on the amount of improvement rather than absolute performance.
- Assign letter grades for body of work collected over time (i.e., portfolio assessment) rather than for each paper.
- Provide feedback on content, organization, style, and conventions for some rather than all assignments (which may reduce students’ anxiety about writing).
- Provide feedback on targeted aspects of writing rather than all aspects to avoid overwhelming students.

Modifications to Learning Tasks

- Permit students to dramatize or orally present a written assignment, either in lieu of writing or in preparation for writing.
- Assign students suitable roles (e.g., brainstorm manager) for the creation of a group-generated paper.

Ensure English Learners Receive Instructional Support

Many English Learners (ELs) will require specialized and scaffolded support to become proficient writers because of their developing English vocabulary**.** The specific needs of ELs vary due to diverse backgrounds and cultures, language proficiency, and prior educational experiences. Many students have exceptional cognitive burdens and feel overwhelmed when having to learn new writing techniques while unfamiliar with academic language and the text structures within various genres. In these cases, **cognitive strategy instruction** – teaching strategy steps, cognitive modeling, guided instruction, and self-regulation (such as the SRSD model presented earlier) – will be useful (Graves & Rueda, 2009). Key vocabulary words and sentence frames can also be provided as supports.

Motivation should be also be specifically addressed with ELs. Students may not see writing instruction and required tasks as relevant to their out-of-school lives. Making connections between academic exercises and out-of-school experiences and interests addresses these concerns. Students are more likely to be motivated when asked to complete ambitious **tasks for authentic purposes**. Creating a sense of student belonging is also important. The classroom environment should make *all* students feel a sense of belonging, support, and community.

As a whole, many of the strategies described throughout the Framework for struggling writers will be useful for instructing ELs as well. Teachers of ELs will find the concept of scaffolding and the specific strategies described above focusing on Tier 2-3 instruction particularly useful.

Organizing Principle 6: Use Writing as a Tool to Strengthen Reading Comprehension and Enhance Learning across the School Curriculum

Thought is not merely expressed in words; it comes into existence through them.
Vygotsky (1962)

The CCR Anchor Standards for Writing, particularly Standards 7-10, emphasize the use of writing for thinking and learning and specify the need for students to develop the capacity to build knowledge in literature, history/social studies, science, and technical subjects through short, as well as longer, focused research projects and to respond analytically to literacy and informational sources. The National Writing Commission (National Commission on Writing, 2003) also strongly endorses this approach to improve learning. **The rationale for integrating writing into content-area instruction is threefold.**

Integrating Writing across the Curriculum

First, the concept of instructional time as discussed in *Organizing Principle 1*: *Allow Sufficient Time for Writing and Writing Instruction* calls for a **substantial increase in the amount of time spent on writing instruction**. That is not feasible unless students write outside of the language arts classroom. **Second**, research indicates that writing can be used as a tool for improving reading abilities (Graham & Hebert, 2010). In particular, research suggests that **writing about a text enhances reading comprehension** because it helps students make connections between what they read, know, understand, and think (Carr, 2002; Graham & Hebert, 2010). **Third**, **writing promotes thinking and learning across other areas of the curriculum**. If students are to become sophisticated writers, they need opportunities to write across different kinds of texts and subject areas.

Use Writing to Improve Reading and Text Comprehension across Disciplines

The national *Writing to Read* report (Graham & Hebert, 2010) identifies several specific instructional practices on the use of writing to improve reading and comprehension. **When using writing to improve reading and text comprehension, use the following "writing to read" strategies:**

Text Responding. Having students write about a text provides an opportunity to think about the ideas that were read. Writing a response to a text requires the organization of ideas into a coherent whole, encourages reflection, and requires a transformation of the text's ideas into an individual's own voice. In the Common Core State Standards, the first task for students is to find text-based answers within the text itself. **Modeling and demonstration** should occur before students are asked to find text-based answers independently. Once students have completed a deep analysis of the text, providing the text is complex enough to warrant deep analysis, students write about their findings, interpreting the text or providing an analysis of some part of the text. Writing a personal reaction to a text might follow these other prioritized analysis activities.

- ✓ **Summarizing.** Having students summarize a text requires students to extract the most important pieces (i.e., main ideas) of a text and arrange them logically. Research indicates this practice consistently shows a positive impact on reading comprehension. **Modeling and demonstration should occur before students are asked to write a summary.** Teachers must ensure students know how to write a quality summary before they are asked to so independently.
- ✓ **Note-taking.** Having students take written notes about a text **enhances comprehension**, as students are required to determine what is most relevant and reduce important concepts and ideas to phases and/or key words. **Modeling** and demonstration should occur before students are asked to write notes independently. Note-taking is a skill that will differ across disciplines.

Writing Questions and Answering Questions. Although answering questions about a text can be done during a class discussion, writing answers to questions makes answers more memorable because writing provides a second form of rehearsal. The written product can also be reviewed and amended. Students can create written questions about text as well. **Modeling** and demonstration should occur before students are asked to write and answer questions about text.

Use Writing to Enhance Thinking and Learning Throughout the Curriculum

Writing instruction and **"writing to learn" tasks** should be incorporated into content-area instruction *on a* daily basis. Writing in the content areas

- Prompts students to think, reflect, and organize thoughts about the instruction they receive or texts they read
- Helps prepare students for writing in future employment situations and/or post-secondary education
- Helps teachers better identify how well students understand the concepts being taught so that instruction can be adjusted accordingly.

There are many ways to infuse writing across the curriculum. Common Core CCR Anchor Standard for Writing 7 emphasizes the need for students to **conduct both short and sustained research projects** across various subject areas. The research projects are based on **common focus questions** (for table of Common Questions, see Oregon Literacy Plan, "K-12 Teachers: Building Comprehension *in* the Common Core," pp. 61-63) that can be used to prompt writing starting in early elementary school. Other ways to incorporate writing across the curriculum include: journals, logs, responses to written and oral discussion questions, summaries, free writing, note taking, and other writing assignments that align with the purpose of the lesson and focus of student learning.

Some "writing to learn" examples are listed below:

- **Mathematics*:*** A teacher poses the following writing prompt on the board after presenting a math problem: "*I believe the answer is _____. I believe this because . . .*"
- **Social Studies:** Students are asked to view a painting that was created during a time period they are studying in history. In a writing assignment, students are asked to use what they know about the historical time period to describe what might be happening in the painting.
- **Science*:*** Students are asked to complete a graphic organizer to illustrate events in nature that happen in a particular order. After completing the graphic organizing, students write a paragraph summarizing those events.

A number of resources, as well as some commercial materials, are available to assist content-area teachers with the "writing to learn" recommendation. Several resources are also cited in the Resources section at the conclusion of the chapter.

Overall, the CCSS stress the integration of reading and writing instruction, as well as speaking, listening, and language development, as essential for building a strong, cohesive literacy program. The opportunities for integrating writing in content area instruction are numerous!

Summary

In conclusion, writing instruction requires time; attention to the development of student discourse knowledge, motivation, and comprehension; and differentiated and explicit instruction in general and genre-specific writing strategies.

By employing the *Organizing Principles* discussed in this chapter, fewer students in Oregon will struggle with writing. Instead, Oregon students will

- Write for a substantial, extended **time** *each day* in elementary, middle and high school
- Understand the **writing process**, participate in high-level classroom discussions about writing, receive structured, individual feedback about writing, and collaborate with peers
- Have **discourse knowledge** about writing, including a deep understanding of genre-specific text structure, fluent use of handwriting, keyboarding, and word processing skills, and high levels of proficiency in the linguistic-related skills of spelling, sentence-combining, and vocabulary use
- Like writing and are **motivated to write** with a view of themselves as talented writers
- Participate in a **multi-tiered instructional approach** and receive **differentiated instruction** when needed
- Use writing to **enhance comprehension and learning** across academic disciplines.

References

Andrews, R., Torgerson, C., Beverton, S., Freeman, A., Locke, T., Low, G., Robinson, A., & Zhu, D. (2006). The effects of grammar teaching on writing development. *British Educational Research Journal, 32*(1), 39-55.

Applebee, A. N., & Langer, J. A. (2006). *The State of Writing Instruction in America's Schools: What Existing Data Tell Us,* Center on English Learning & Achievement, University of Albany.

Baker, S., Gersten, R., & Graham, S. (2003). Teaching expressive writing to students with learning disabilities: Research-based applications and examples. *Journal of Learning Disabilities, 36*(2), 109-123.

Baker, S., Gersten, R., & Scanlon, D. (2002). Procedural facilitators and cognitive strategies: Tools for unraveling the mysteries of comprehension and the writing process, and for providing meaningful access to the general curriculum. *Learning Disabilities Research & Practice, 17*(1), 65-77.

Berninger, V., Raskind, W., Richards, T., Abbott, R., & Stock, P. (2008). A multidisciplinary approach to understanding developmental dyslexia within working-memory architecture: Genotypes, phenotypes, brain, and instruction. *Developmental Neuropsychology, 33*, 707-744.

Berninger, V. W., Rutberg, J. E., & Abbott, R. D. (2006). Tier 1 and tier 2 early intervention for handwriting and composing. *Journal of School Psychology*, 44(1), 3-30.

Boscolo, P., & Ascorti, K. (2004). Effects of collaborative revision on children's ability to write understandable narrative texts. In L. Allal, L. Chanquoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes*. In Rijlaarsdam, G. (Ed.). *Studies in writing, Vol. 13* (pp. 157-170), Dordrecht, the Netherlands: Kluwer.

Carr, S. C. (2002). Assessing learning processes: Useful information for teachers and students. *Intervention in School and Clinic, 37*(3), 156-62.

Christensen, C. A. (2005). The role of orthographic-motor integration in the production of creative and well-structured written text for students in secondary school. *Educational Psychology, 25*(5), 441-453.

Connelly, V., Gee, D., & Walsh, E. (2007). A comparison of keyboarded and handwritten compositions and the relationship with transcription speed. *British Journal of Educational Psychology, 77*(2), 479-492.

Daisey, P. (2009). The writing experiences and beliefs of secondary teacher candidates. *Teacher Education Quarterly,* 36*(4),* 157-172.

Dickson, S. (1999). Integrating reading and writing to teach compare-contrast text structure: A research-based methodology. *Reading & Writing Quarterly, 15*(1), 49-79.

DiPardo, A., & Freedman, S. W. (1988). Peer response groups in the writing classroom: Theoretic foundations and new directions. *Review of Educational Research, 58*(2), 119-149.

Donovan, C. A. (2001). Children's development and control of written story and informational genres: Insights from one elementary school. *Research in the Teaching of English, 35*, 452-497.

Donovan, C. A., & Smolkin, L. S., (2006). Children's understanding of genre and writing development. In C. MacArthur, S. Graham, and J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 131-143). New York: The Guilford Press.

Englert, C. S., Hiebert, E. H., & Stewart, S. R. (1998). Young writers' use of text structure in expository text generation. *Journal of Educational Psychology, 80*(2), 143-151.

Fitzgerald, J. & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist, 35*(1), 39-50.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers.* Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction: RMC Research Corporation.

Gersten, R., & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. *The Elementary School Journal, 101*(3), 251-272.

Gilbert, J, & Graham, S. (2010). Teaching writing to elementary students in grades 4-6: A national survey. *Elementary School Journal, 110*(4), 494-518.

Graham, S. (2009). Want to improve children's writing? Don't neglect their handwriting. *American Educator, 76*(1), 49-55.

Graham, S., Berninger, V., & Fan, W. (2007). The structural relationship between writing attitude and writing achievement in first and third grade students. *Contemporary Educational Psychology, 32*(3), 516-536.

Graham, S., & Harris, K. R. (2009). Almost 30 years of writing research: Making sense of it all with *The Wrath of Khan. Learning Disabilities Research & Practice, 24*(2), 58-68.

Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties.* Baltimore, MD: Brookes Publishing.

Graham, S., Harris, K. R., Mason, L., Fink-Chorzempa, B., Moran, S., & Saddler, B. (2008). How do primary grade teachers teach handwriting? *Reading and Writing: An Interdisciplinary Journal, 21*(1-2), 49-69.

Graham, S., Olinghouse, N. G., & Harris, K. R. (2009). In G. A. Troia (Ed.). *Instruction and assessment for struggling writers.* (pp. 165-186). New York, NY: Guilford.

Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report.* Washington, DC: Alliance for Excellent Education.

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Graves, A. W., & Rueda, R. (2009). Teaching written expression to culturally and linguistically diverse learners. In G. A. Troia (Ed.). *Instruction and assessment for struggling writers.* (pp. 213-242). New York, NY: Guilford.

Graves, D. (1994). *A fresh look at writing*. Portsmouth, NY: Heinemann.

Harris, K., Graham, S., Mason, L. H. (2003). Self-regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. *Exceptional Children, 35*(7), 1-16.

Hurry, J., Nunes, T., & Bryant, P. (2005). Transforming research on morphology into teacher practice. *Research Papers in Education, 20*(2), 187-206.

Kamberelis, G. (1998). Relationships between children's literacy diets and genre development: You write what you read. *Literacy Teaching and Learning, 3,* 7-53.

Karchmer-Klein, R. (2007). Best practices in using the Internet to support writing. In S. Graham, C.A. MacArthur, & J. Fitzgerald (Eds.). *Best practices in writing instruction* (pp. 222-241). New York, NY: Guilford.

MacArthur, C. A. (2007). Best practices in teaching evaluation and revision. In S. Graham, C.A. MacArthur, & J. Fitzgerald (Eds.). *Best practices in writing instruction* (pp.141-162). New York, NY: Guilford.

MacArthur, C. A. (2009). Reflections on research on writing and technology for struggling writers. *Learning Disabilities Research & Practice, 24*(2), 93-103

MacArthur, C. A., Schwartz, S. S., & Graham, S. (1991). Effects of reciprocal peer revision strategy in special education classrooms. *Learning Disabilities Research and Practice, 6*(4), 201-210.

Mendonca, C. O., & Johnson, K. E. (1994). Peer review negotiations: Revision activities in ESL writing instruction. *TESOL Quarterly, 28*(4), 745-69.

National Commission on Writing for America's Families, Schools and Colleges (2003). *The Neglected "R": The Need for a Writing Revolution.* College Entrance Examination Board.

National Commission on Writing for America's Families, Schools, and Colleges (2006). *Writing and School Reform.* College Entrance Examination Board.

National Governors Association Center for Best Practices and Council of Chief State School Officers (2010). *Common core state standards for English language arts & literacy in history/social studies, and technical subjects.* Washington, DC: Common Core State Standards Initiative.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for instruction* (NIH Publication No. 00-4769). Washington, DC: National Institute of Child Health and Human Development.

Olinghouse, N. G., & Graham, S. (2009). The relationship between the discourse knowledge and the writing performance of elementary students. *Journal of Educational Psychology, 101*(1), 37-50.

Olinghouse, N. G., Graham, S. & Harris. K. R. (2010). Evidence-based writing practices for tiers 1, 2, and 3. In M. R. Shinn & H. M. (Eds.). *Interventions for achievement and behavior problems in a three-tier model including RTI.* (pp. 553-570). Bethesda, MD: National Association of School Psychologists.

Pajares, F., & Valiante, G. (2006). Self-efficacy beliefs and motivation in writing development. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research.* (pp. 158-170). New York, NY: Guilford.

Pappas, C. (1993). Is narrative "primary"? Some insights from kindergartners' pretend readings of stories and information books. *Journal of Reading Behavior, 25*(1), 97-129.

Pritchard, R. J., & Honeycutt, R. L. (2007). Best practices in implementing a process approach to teaching writing. In S. Graham, C.A. MacArthur, & J. Fitzgerald (Eds.). *Best practices in writing instruction* (pp. 28-49). New York, NY: Guilford.

Pritchard, R. J., & Honeycutt, R. L. (2005). The process approach to writing instruction: Examining its effectiveness. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research.* (pp. 275-290). New York, NY: Guilford.

Rogers, L. A., & Graham, S. (2008). A meta-analysis of single subject design writing intervention research. *Journal of Educational Psychology, 100*(4), 879-906.

Roberts, K. L., & Wibbens, E. (2010). Writing first: Preparing the teachers of our youngest writers. In G. A. Troia (Ed.) *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 179-205). New York, NY: Guilford.

Saddler, B. (2007). Improving sentence construction skills through sentence-combining practice. In S. Graham, C.A. MacArthur, & J. Fitzgerald (Eds.). *Best practices in writing instruction* (pp. 163-178). New York, NY: Guilford.

Saddler, B. (2009). Sentence combining: A sentence-level writing intervention. *Reading Teacher, 58*(5), 468-471.

Saddler, B., & Graham, S. (2005). The effects of peer-assisted sentence-combining instruction on the writing performance of more and less skilled young writers. *Journal of Educational Psychology, 97*(1), 43-54.

Saddler, B., & Preschern, J. (2007). Improving sentence writing ability through sentence-combining practice. Teaching Exceptional Children, 39(3), 6-11.

Santangelo, T., Harris, K. R., & Graham, S. (2007). Self-regulated strategy development: A validated model to support students who struggle with writing. *Learning Disabilities: A Contemporary Journal, 5*(1), 1-20.

Schlagal, B. (2007). Best practices in spelling and handwriting. In S. Graham, C.A. MacArthur, & J. Fitzgerald (Eds.). *Best practices in writing instruction* (pp. 179-201). New York, NY: Guilford.

Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading & Writing Quarterly, 19*(2), 159-172.

Smith, C. B. (2003). *Vocabulary development: Elaboration for writing* (Report No. ED480888). Bloomington, IN: ERIC Clearinghouse on Reading, English and Communication.

Troia, G. A., & Graham, S. (2003). Effective writing instruction across the grades: What every educational consultant should know. *Journal of Educational and Psychological Consultation, 14*(1), 75-89.

Troia, G. A., Shankland, R. K., & Wolbers, K. A. (in press). Motivation research in writing: Theoretical and empirical considerations. *Reading and Writing Quarterly.*

Troia, G. A., Shankland, R. K., & Wolbers, K. A. (2010). Reluctant writers and their teachers: Changing self-efficacy beliefs through lesson study. In G. A. Troia, R. K. Shankland, & A. Heintz (Eds.).

Putting writing research into practice: Applications for teacher professional development. New York, NY: Guilford.

Villamil, O. S., De Guerrero, M. S. M. (1996). Peer revision in the L2 classroom: Social-cognitive activities, mediating strategies, and aspects of social behavior. *Journal of Second Language Writing, 5*(1), 51-75.

Wanzek, J., Vaughn, S., Wexler, J., Swanson, E. A., Edmonds, M., & Kim, A. (2006). A synthesis of spelling and reading interventions and their effects on the spelling outcomes of students with LD. *Journal of Learning Disabilities, 39*(6), 528-543.

Wong, B. Y. L., Butler, D. L., Ficzere, S. A., & Kuperis, S. (1996). Teaching low achievers and students with learning disabilities to plan, write, and revise opinion essays. *Journal of Learning Disabilities, 29*(2), 197-212.

Resources

Resources for Selecting and Teaching Writing Strategies:

- **Books:**

  Graham, Steve, & Harris, Karen R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties.* Baltimore: Brookes Publishing.

  Harris, Karen R., Graham, Steve, Mason, Linda H., & Friedlander, Barbara. (2008) *POWERFUL writing strategies for all students.* Baltimore: Brookes Publishing.

- **Websites:**

  The IRIS Center at Vanderbilt University provides information on using writing strategies through resources, case studies, and modeling through online videos.

  http://iris.peabody.vanderbilt.edu/index.html

  KU Center for Research on Learning is home to the Strategic Intervention Model. The Strategic Instruction Model (SIM) is a comprehensive approach to teaching adolescents who struggle with becoming good readers, writers, and learners and has over 25 years of research. The model includes strategies for writing competence such as the *Error Monitoring Strategy* and the EDIT strategy. Overview information is available as well as information on training opportunities.

  http://www.kucrl.org/sim/strategies.shtml

  The Access Center for Improving Outcomes for All Students K-8 provides research-based strategies to use in a number of academic areas. *Teaching Writing to Diverse Student Populations* contains a comprehensive overview of writing including the use of writing strategies teachers can use for instructing on planning and revising across different genres.

  http://www.k8accesscenter.org/writing/knowledgebank.asp

  Special Connections – University of Kansas provides strategies to assist teachers in helping students who struggle in a number of areas including instruction. The *Writing* module within the *Instruction* section was developed by Dr. Gary Troia and includes instructional tools related to genre-focused planning strategies, revising strategies, and ideas for integrating writing strategies within content areas.

  http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php

Resources for Development of Content Area Writing Tasks

- The **Michigan Department of Education** has produced several comprehensive documents on writing across the curriculum including specific writing activities for science, social studies and mathematics. Each document can be downloaded.

  http://www.michigan.gov/mde/0,1607,7-140-28753_5702---,00.html

- **General Websites for Writing in Mathematics**

  In Class Writing Assignments in the Content Areas

  http://www.mathnstuff.com/papers/inclass.htm

  Writing in Mathematics

  http://mathwire.com/writing/writing1.html

  Using Writing in Mathematics to Deepen Students' Learning

  http://www.mcrel.org/pdf/mathematics

- **General Websites for Writing in Science**

  Writing in Science Classrooms

  http://www.education.com/reference/article/writing-science-classrooms

  The Power of Writing in Science

  http://teachingtoday.glencoe.com/howtoarticles/the-power-of-writing-in-science

- **General Websites for Writing in Social Studies**

  Popular Creative Writing Activities for Social Studies

  http://www.teachervision.fen.com/creative-writing/social-studies/54697.html

  Writing to Learn in Social Studies (Boyer, 2006) is a teacher-friendly article that appeared in *The Social Studies* and discusses useful writing activities to help students learn social studies content.

  http://heldrefpublications.metapress.com/app/home/contribution.asp?referrer=parent&backto=issue,4,8;journal,28,84;linkingpublicationresults,1:119951,1

Story Note Sheet

Setting – where and when the story took place

Main Character (protagonist) – the person or persons whom the problem/conflict revolves around

Character Clues – appearance, actions, dialogue, comments of others, thoughts

Problem/Conflicts

Attempts – how the characters try to solve the problem

Resolution – how the problem gets solved or does not get solved

Story Elements

Setting
Main Character
Character Clues

Problem
Attempts
Resolution

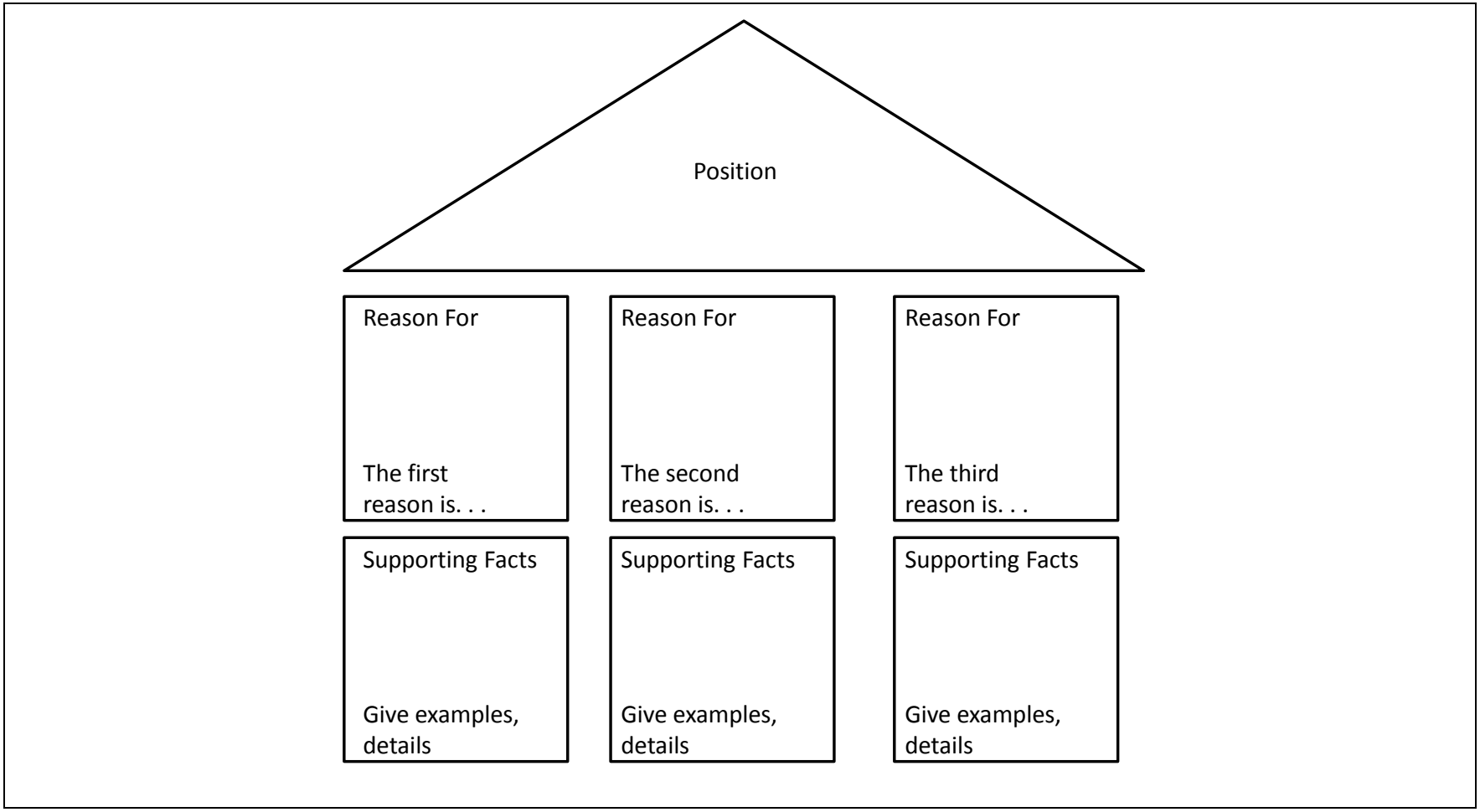
Conclusion
Theme

I liked  **/ didn't like** 

_____

because_____

_____.

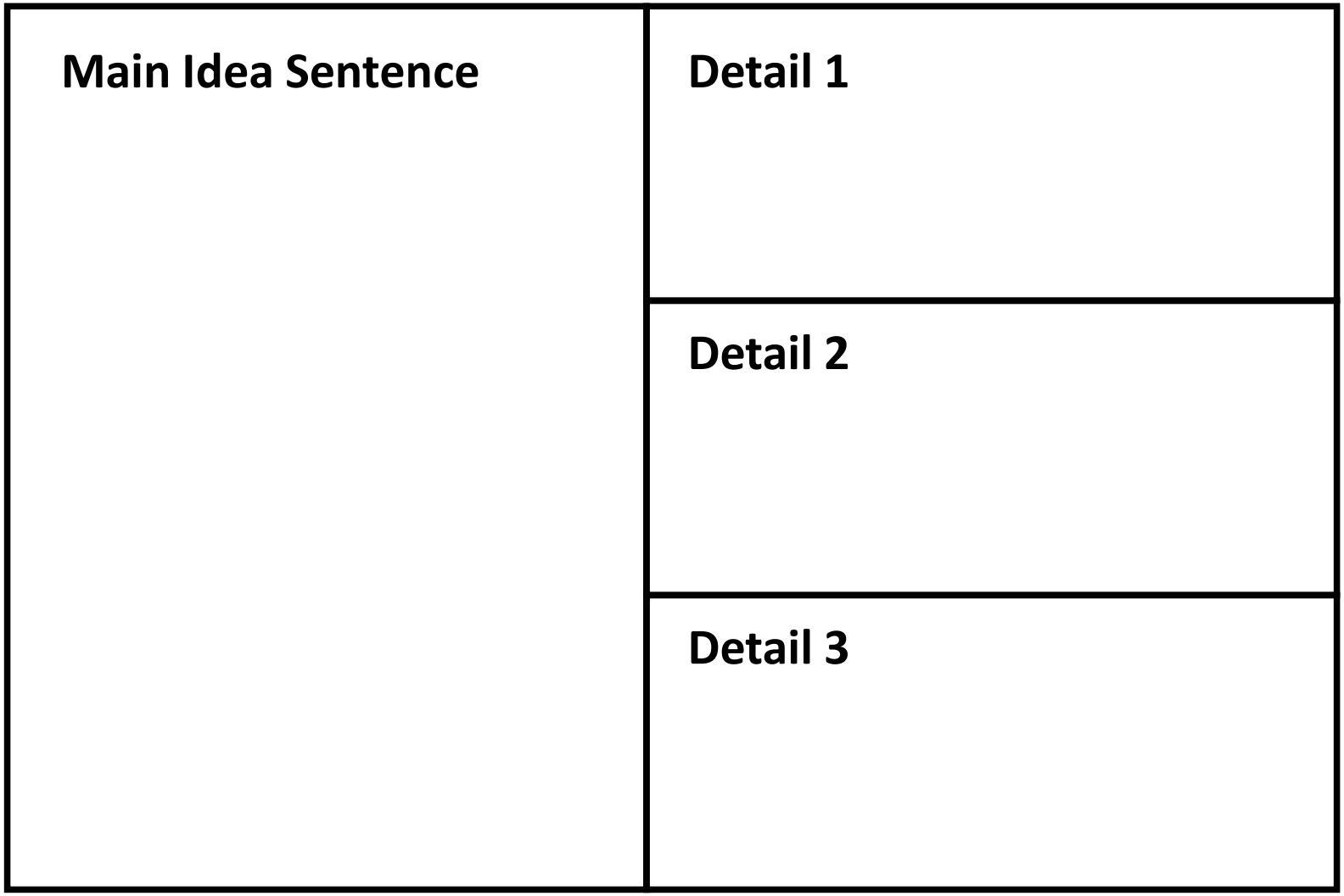

Position
Reason For
The first reason is. . .
Reason For
The second reason is. . .
Reason For
The third reason is. . .
Supporting Facts
Give examples, details
Supporting Facts
Give examples, details
Supporting Facts
Give examples, details

Gist Log

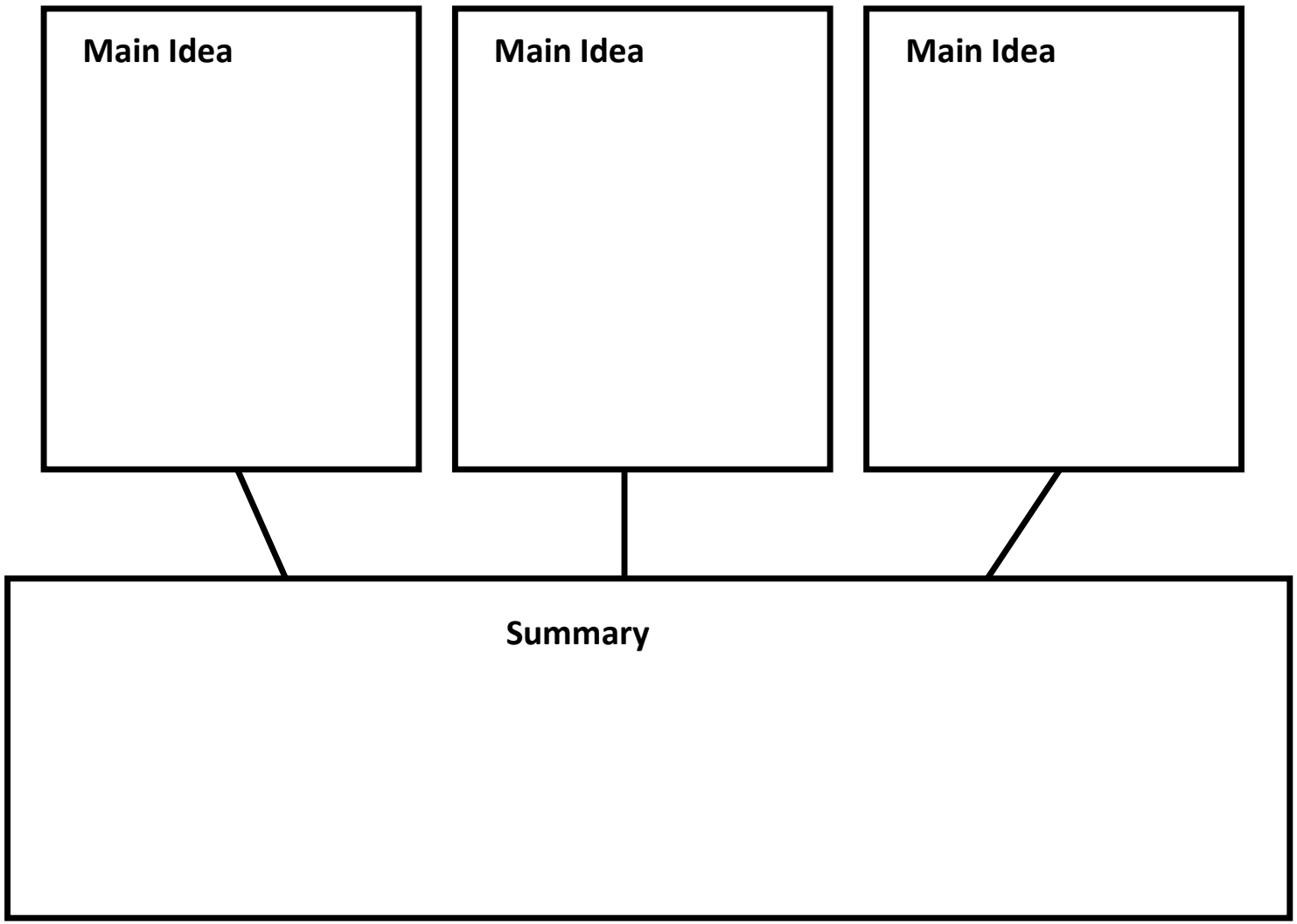
1. Who or what is the paragraph mostly about?

2. What is the most important information about the who or what?

3. Write the gist/main idea in a complete sentence of 10 words or less.


Main Idea Sentence
Detail 1
Detail 2
Detail 3

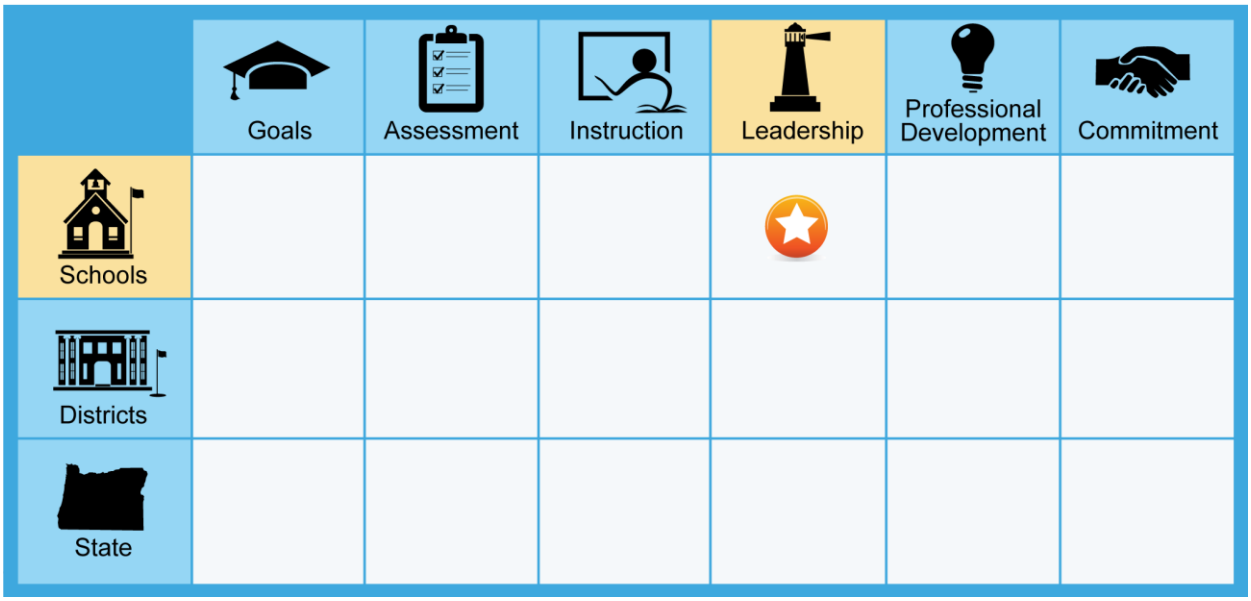
Summary Chart



K-12 Writing - Leadership

Oregon K-12 Literacy Framework – Writing (Writing Framework)

School leaders strategically prioritize efforts to optimize the attainment of writing goals for all students



Five Functions of School Leadership for Promoting Writing Outcomes:

School leaders ensure the alignment of writing instruction to the Common Core State Standards (CCSS) and

- Actively lead efforts to improve student writing outcomes and meet the K-12 CCSS in Writing
- Demonstrate commitment to and prioritization of strong writing outcomes for all students
- Provide strong support for effective writing assessment and instructional practices
- Allocate and manage school resources to support high-quality writing instruction
- Provide effective professional development (training, collaboration, supervision and support) to support improved writing instruction.

Although other school-level leaders play important roles, **the principal's leadership and actions most directly foster efforts to improve academic outcomes**. Therefore, the principal and other school leaders, acting together with the principal leading the initiative, can support teachers to help students improve writing performance and achieve higher levels of writing proficiency than previously thought possible. **What makes the difference between routine results and accelerated achievement?** The answer: There are several variables that schools have the ability to change that will have a significant influence on how well students learn effective writing skills and approaches. Each variable is described briefly below as a function of school leadership for promoting positive writing outcomes.

Function 1: School Leaders Actively Lead Efforts to Improve Student Writing Outcomes and Meet the K-12 CCSS in Writing

Direct involvement and active support by leaders is the best way to communicate the importance of improvement and the seriousness with which improvement in writing outcomes is regarded in the school. A principal can best convey his/her intention to promote improved writing outcomes by enlisting **co-leaders and leadership teams.** Extensive involvement and significant support can be generated by engaging grade-level, department-level, and school-wide leadership teams to work toward high-level writing performance. This distributed leadership model, in conjunction with (a) school-wide improvement goals aligned to the K-12 Common Core State Standards for Writing, (b) the use of data to guide instructional decisions, and (c) the incorporation of structured collaboration within and across teams, provides a powerful structure for achieving high priority writing goals. In schools with a large number of English learners, teams (at the grade-, department- or school-level) should include staff from the English as a Second Language Department and staff who provide support to students in their native language to better ensure coordination among departments.

Another strong strategy for promoting improvement in student writing outcomes is actively **modeling a clear, compelling and consistent example that all staff can see—**an example that demonstrates leaders' knowledge of effective practices in writing instruction and their belief in the importance of writing to students' future success. The power of this can be demonstrated in practice when leaders and teachers engage in writing and share their own writing publicly (e.g., the use of a persuasive open letter to students and parents about the importance of writing as a life skill). When building leaders and teachers share their writing with others openly, it offers two important learning opportunities for students. It lets students see the value in sharing writing with others, and it can give students vivid examples of effective writing for authentic purposes.

Function 2: School Leaders Demonstrate Commitment to and Prioritization of Strong Writing Outcomes for All Students

Commitment begins with planning (i.e., making standards, goals and strategies clear to all stakeholders) and continues as commitments are written in a public document such as a **School Writing Plan**. Good plans begin with goals informed by current data and with strategies derived from evidence-based sources. Planning is an inclusive process that must be informed by available data and by relevant, rigorous research. An inclusive, strategic planning process, with goals specified by data-based decisions, results in a plan that is specific from the outset, evolves over time, and is always focused on the goal of developing good student writing skills.

Developing the plan is only the first step of the improvement process. Fully **implementing the plan over time**—and guiding its evolution—is essential to attaining the plan's goals. Essentially, school leaders must lead implementation efforts, actively and consistently working to carry out the plan's strategies through to completion. School leaders assume the responsibility for implementation and an on-going planning process that evolves as data are collected and changes occur in the school. For example, an ongoing planning process is required to consider any potential impact from new cohorts of students and staff changes that occur. On-going planning must also take into account the diversity of the student population. For example, in schools with a large English learner population, specific goals and strategies should be considered to ensure that English learners are also receiving high quality instruction tailored to their specific language needs.

A School Writing Plan is organized around the K-12 Common Core State Standards (CCSS) for Writing, district-level requirements (including school board policies or district procedures), school-level norms and expectations—in essence, the writing skills students need for future success. School leaders who use research-based sources to develop a School Writing Plan will have the necessary foundation to build a strong writing improvement initiative.

It is important that the **goals specified in the plan are realistic and attainable**. For example, if a group of English learners begins with very low language skills, they likely require support in language and writing that goes beyond the time typically allocated for writing instruction. Without **tailored support**, such students will lag behind and may never catch up.

Finally, **commitment and prioritization must be communicated publicly**. When leaders communicate with stakeholders about a) the importance of students' writing ability to their future success, b) the leaders' vision for a school focused on writing success for all students, c) the ways in which the school staff intend to work toward increased student writing achievement, and d) the roles parents play in supporting this goal, they create a synergistic force that greatly increases the likelihood of success.

With a collective vision and cohesive school culture, there is support for writing achievement by design. Writing achievement, therefore, becomes framed around a culture where **"this is how we do things here with respect to writing."** If a school community of staff, students, parents, district leaders and other stakeholders are constantly engaged with goals, ideas, activities, support and encouragement focused on helping students become successful writers, the result will be a synergy that drives the initiative from vision to reality.

Function 3: School Leaders Provide Strong Support for Effective Writing Assessment and Instructional Practices

As noted above, school leaders must **monitor implementation of the writing assessment and instructional practices outlined in the School Writing Plan**. Where current practice does not match the intent stated in the plan, leaders must help teachers conform practice to the goals and objectives specified in the plan. Specifically, leaders can promote strong writing instruction by supporting implementation focused on the K-12 CCSS for Writing, school- and district writing requirements, and the instructional recommendations of key research-based national reports and documents on effective writing instruction as discussed in the *K-12 Writing* Instruction chapter (Graham & Hebert, 2010; Graham & Perin, 2007; National Council of Teachers of English [NCTE], 2008). For example, recommendations that would support an alignment between classroom instruction and the plan might include practices such as: (a) including a clear

focus on writing and coordination of writing instruction across all grade levels, (b) integrating writing into all subject areas, (c) teaching students to write in a variety of genres, (d) providing students with opportunities to engage in authentic writing, and (e) including writing opportunities targeting different audiences and purposes (Graham & Perin, 2007; NCTE, 2008).

A successful writing improvement initiative also requires that **writing instruction is differentiated based on student needs** (Graham & Hebert, 2010; Graham & Perin, 2007; NCTE, 2008). Differentiation can be accomplished by strategically adjusting the amount of time provided for writing instruction and practice, the size of writing tutorial groups, the scaffolds or supports provided for writing, and the specificity of the feedback provided. A successful plan also addresses the language needs of English learners and provides any needed support with vocabulary, syntax, and other language-related issues.

Leaders assure that technically-adequate writing measures are administered and consistent and trustworthy interpretations are made about student performance. They also **promote the knowledge and skills about writing assessment that are specified in the assessment section of the School Writing Plan** (Graham & Perin, 2007; National Commission on Writing, 2003). Such assessment activities might include: (a) screening all students' writing skills at least annually, (b) collecting brief writing samples periodically to determine students' writing progress and/or diagnose their instructional needs, and (c) collecting writing samples in a portfolio to document mastery or the continuing need for instruction in specific genres (NCTE, 2008).

Function 4: School Leaders Allocate and Manage School Resources to Support High-quality Writing Instruction

Writing assessment and differentiated writing instruction, both key components of any effort to improve the writing skills of all students, require significant **staff time for scoring writing assessments and for remedial instruction**. Significant progress in improving writing outcomes for a wide range of students cannot occur without dedicating staff time to this purpose (National Commission on Writing, 2003). Therefore, principals must find and allocate additional human resources for scoring writing assessments (National Commission on Writing, 2006) and for tutoring and mentoring students who need additional support to develop proficiency. **Finding additional time for scoring assessments, additional instruction, and related professional development is a challenging undertaking.**

Finding and appropriately **structuring time**, however, is critical to helping students develop essential skills for overall writing success. As an initial consideration, schools might begin by coordinating the efforts of all instructional staff (classroom teachers, instructional specialists, EL staff and instructional assistants) around the goal of improving all students' writing skills. By organizing around a common set of goals, staff time can be streamlined through a common investment in resources.

When thinking about resource management, another area to consider is **how writing assessment is scored**. For example, scoring teams can be created to score student writing, more dedicated time can be allocated to specific teachers to score students' writing assessments, or scoring can be prioritized by only scoring the writing targets that are being assessed by that particular assessment. To further help with resources, some schools include **qualified (and trained) assistants or volunteers** to supplement writing instruction for students needing additional help. Peer review strategies (used after students are taught how to review each other's work) can also supplement – but should never replace – teacher feedback. None of the above suggestions is perfect or can stand alone as a solution to challenges with time and

resource management. School leaders, therefore, must also explore creative strategies to help address the resources required to support the writing assessment and remediation specified in the School Writing Plan.

Time may be the single most important variable that contributes to the improvement of writing outcomes. Although time is an elusive variable, it is one that school leaders can control. National reports on improving writing instruction are unanimous in the recommendation that schedules are arranged to significantly **increase the time devoted to writing** (Graham & Hebert, 2010), and to protect that time from any potential interruption**.**

Perhaps the best way to increase time dedicated to writing is exemplified by the design of the Common Core State Standards (CCSS) for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects**:** the Common Core not only includes ELA standards but also Literacy Standards for content-area reading and writing. **Integrating writing more closely with reading** and English language development (for English Learners) makes good sense to improve literacy. **If writing instruction is coordinated across grade levels and subject areas, writing time can be increased significantly** (National Commission on Writing, 2003).

In addition to the resource issues of staffing and time, an essential resource required for strong writing instruction is **technology**. Multiple reports, such as the Alliance for Excellent Education, the National Commission on Writing in America's Schools and Colleges, and the National Council of Teachers of English, recommend using technology to enhance student writing (Graham & Perin, 2007; National Commission on Writing, 2003). Word processing, and the related "Office" toolkit, is the most common application of technology for writing. Other forms of technology, such as facilitative software and peripherals (voice to print, "mind mapping," audio recording and similar tools), can also be helpful to many students. As technology resources become increasingly available and more affordable, school leaders can improve current "technology to student ratios," thereby facilitating students' writing development at more modest costs.

Function 5: School Leaders Provide Effective Professional Development (Training, Collaboration, Supervision and Support) to Support Improved Writing Instruction

All staff members who teach writing must have **solid foundational knowledge about writing instruction**. (Graham & Perin, 2007; National Commission on Writing, 2003). A solid foundational knowledge includes: (a) familiarity with the writing process, (b) knowledge of specific strategies for increasing particular writing skills, (c) understanding genre-specific writing modes, and (d) the ability to apply motivational strategies for engaging young and/or struggling writers. In addition to ensuring that this body of knowledge exists for all staff, school leaders must find a way to provide professional development to new staff members.

Experts recommend that **ongoing writing training should focus primarily on collaboration and coaching models in which teachers share information and ideas** (National Commission on Writing, 2003). On-going professional development can also emphasize the **data-based decision-making process** by focusing on how to review writing data, collaboratively plan writing lessons based on assessment data, observe how **collaboratively-planned lessons** are implemented in the classroom, and provide research-based feedback about observed lessons. Because writing is also an effective tool to

improve reading, **professional development can also focus on how the K-12 CCSS for Writing and Reading strategically integrate writing and reading in the standards, and how writing and reading can be optimally integrated during instruction.** Overall, effective school leaders provide supervision to ensure that on-going professional development is implemented and resources are available to support the effectiveness of any training initiative.

The focus of **professional development is also directed by student performance data** (Applebee & Langer, 2006). Specifically, professional development should focus on the documented difference between the applicable standards and/or stated writing goals for a group of students and the skills they currently demonstrate. If student writing shows consistent difficulty with a certain writing trait, such as ideas and content, or reveals a weakness in a certain mode such as argument, leaders might consider devoting further training to improving instruction related to those specific needs. Similarly, teacher collaboration might focus on addressing a need that has become apparent in students' writing samples. When thinking about the needs of *all* learners, and English learners in particular, relative to the Common Core Language Standards—professional development should focus on how to teach grammar, syntax, and English language conventions.

Leaders also work to establish a positive school culture so everyone can "share what they know and to learn from what colleagues know" (National Commission on Writing, 2003). A collective, learning-based culture can be informed by **instructional walk-throughs**. Instructional walk-throughs are similar to coaching in function. Both leaders and teachers participate in a collaborative process that includes brief, but focused, classroom visits that are always followed by a conversation about the classroom visit. The post-visit discussion focuses on effective practices as well as something to target for improvement. While it would be ideal to have a writing coach available to work with all teachers, few schools can afford to implement a fully-specified coaching model. With minimal release time, leaders and teachers can collaboratively participate in the walk-through process. By implementing walk-throughs on an ongoing basis, a school-wide culture emphasizing collaboration and continuous improvement in writing instruction is created at a very modest cost.

Finally, leaders create a culture within the school in which **adults** (leaders, teachers, non-certified staff, parents, and other stakeholders) **constantly model the practice of writing both in work and daily life.** Leaders can show staff and students a written piece by another writer and explain why they think that particular piece is meaningful and discuss how the author conveyed his/her message. Not all written products need to be formal documents or award-winning manuscripts. Therefore, the writing process can be modeled with a variety of different types of writing, writing created for different audiences, and writing written for different purposes. Most importantly, modeling writing at the school-level can demonstrate to students that writing, often thought to be something to be avoided at all costs, is actually a useful skill—and possibly even an intriguing—enterprise. Such a revelation, coupled with good writing instruction, will motivate more students to view the written word in powerful new ways.

Summary

What makes the difference between routine results and accelerated achievement in writing? School leadership makes changes to the five variables that directly and significantly impact student outcomes in writing.

References

Applebee, A. N., & Langer, J. A. (2006). *The state of writing in America's schools.* Albany, NY: Center on English & Achievement.

Graham, S., & Hebert, M. A. (2010). *Writing to Read: Evidence for how writing can improve reading. A Carnegie Corporation time to act report*. Washington, DC: Alliance for Excellent Education.

Graham, S., & Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

National Commission on Writing in America's Schools and Colleges (2003). *The neglected "R": The need for a writing revolution*. Reston, VA: The College Board.

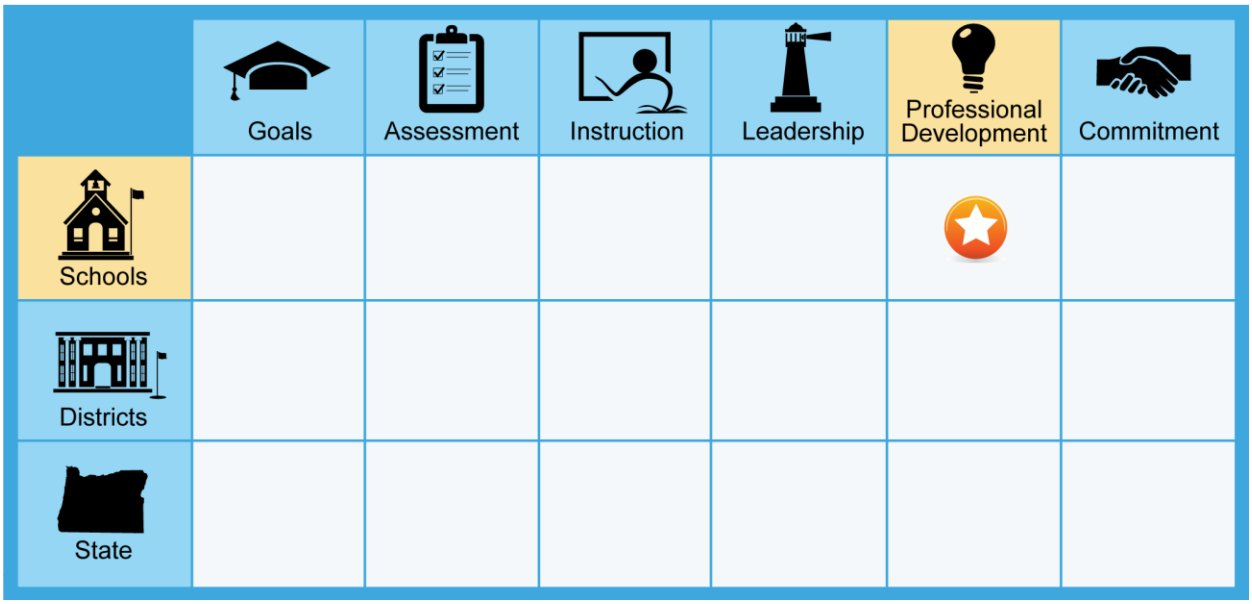
National Commission on Writing in America's Schools and Colleges (2006). *Writing and school reform.* Reston, VA: The College Board.

National Council of Teachers of English (2008). *Writing now: A policy research brief produced by the National Council of Teachers of English.* Urbana, IL: National Council of Teachers of English.

K-12 Writing — Professional Development

Oregon K-12 Literacy Framework—Writing (Writing Framework)

High-quality, effective professional development focuses on attaining school writing goals through the use of assessment data.



Six Principles of High-Quality, Effective Professional Development:

Professional development

- Focuses on attaining school writing goals through the use of assessment data
- Emphasizes the implementation of research-based practices and strategies
- Allocates sufficient time for *all* educators to plan, reflect, and refine instruction
- Supports teachers and instructional staff on the use of writing assessment and instructional implementation with a multifaceted, coordinated, and ongoing approach
- Differentiates by staff position and need
- Results in a thorough understanding of, and ability to implement, writing standards and practices effectively.

Through ongoing professional development, teachers learn how to provide the instruction students need to become successful writers. High-quality professional development at the school level addresses both theoretical foundations of effective practice and the "how-to" of delivering effective instruction (Gersten & Dimino, 2001; Huberman & Miles, 1984; National Staff Development Council [NSDC], 2001; Richardson, 2003). **The most effective professional development plans are coordinated, ongoing, and guided by student performance data.** The National Staff Development Council (2001) recommends that "at least 25 percent of an educator's work time be devoted to learning and collaboration with colleagues." While professional development sometimes include workshops and conferences, **making professional development available within the school setting and aligned with the School Writing Plan, while requiring an ongoing, sustained, and focused approach—can be highly effective**. Examples of professional development within the school setting are the use of teacher study groups and grade- and department-level meetings to analyze data, collaboratively plan instruction, practice writing instruction, score and discuss writing assessments, and reflect on instructional implementation. School-level professional development can also be offered by a master teacher or coach, focus on a specific aspect of implementation, and/or include ongoing observations by instructional experts and mentors (Garet, Porter, Desimone, Birman, & Yoon, 2001; NSDC, 2001). This chapter discusses six principles of high-quality, effective professional development.

Professional Development Focuses on Attaining School Writing Goals Through the Use of Assessment Data

Effective professional development for teachers and instructional staff is **data-driven** (National Association for State Boards of Education [NASBE], 2006). At the most fundamental level, professional development should always be based on whether students are meeting or on track for meeting both formative (writing fluency productivity, and quality) and summative writing goals (Common Core State Standards' goals for writing products and process; National Partnership for Excellence and Accountability in Teaching [NPEAT], 1999). As the National Partnership for Excellence and Accountability in Teaching (1999) recommends, **"Professional development should be based on analysis of the difference between (a) actual student learning and (b) goals and standards for student learning**."

For example**,** in an elementary school in which all students in grades K-3 are making adequate writing progress and are meeting formative and summative writing goals, a reasonable conclusion is that few adjustments in writing instruction are necessary. Therefore, professional development can focus on ways to (1) sustain strong outcomes by supporting the concept of continuous improvement, and (2) increase outcomes by a measurable degree annually.

In schools where students are not meeting formative and summative writing goals, **professional development focuses on specific targets identified by direct evidence.** In this case, the goal of professional development is to increase, to a clearly specified and measured degree, the percentage of students who meet writing goals. For example, if at a middle school, grade 8 data indicates that fewer than 60% of the students are meeting formative writing goals, the school would **first** analyze school-level data (and perhaps also examine data from previous grades) to pinpoint possible causes of this overall low performance; and **second**, once the possible causes and remedial actions are identified, the school would implement the professional development needed to improve student performance.

Overall, **effective professional development for teachers focuses on the student goals derived from writing data** (NSDC, 2001, Renyi, 1998). For example, if school data indicate that students most at

risk for writing difficulties are not making adequate progress toward formative writing goals, the school could provide teachers with professional development opportunities focused on intensifying instruction for at risk students. More specifically, if students aren't meeting goals set for **writing fluency and productivity**, professional development can focus on intensifying instruction related to foundational skills (e.g., handwriting, keyboarding) and the linguistic features of written English (e.g., spelling, vocabulary, sentence formation, sentence combining). Or, if students aren't meeting goals set for **writing quality**, professional development can focus on intensifying explicit instruction related to the writing process, use of writing strategies, and genre-specific discourse (e.g., use of genre-specific text structure). Overall, **intensification can include**: **(1)** professional development focused on how to provide additional instructional time in already busy teaching schedules and how more explicit strategy instruction could be incorporated into writing instruction; **(2)** training on how to use an intervention program to accelerate student progress; and **(3)** the use of a consultant or coach to observe instruction and provide support and feedback.

Professional Development Emphasizes the Implementation of Research-based Practices and Strategies

Effective professional development targets the implementation of instructional strategies to help students meet the **K-12 CCSS for Writing—the *what of writing***, and key research-based instructional writing practices identified in seminal research, such as *Writing Next* and *Writing to Read included in* ***K-12 Writing Instruction*—the *how of writing***. In-depth professional development emphasizing the fundamental "how-to's" of writing instruction is necessary for improving student writing performance. Overall, professional development helps teachers develop a strong working knowledge of research-based practices that enable students to achieve school writing goals and the K-12 CCSS for Writing. **The following outline summarizes research-based topics for inclusion in a "What and How of Writing" professional development training series.** As you review the outline, notice how the topics align with the K-12 Writing Framework. For example, the topics listed with "Goals" represent content discussed as "organizing principles" and "major headers" in the K-12 Writing - Goals Chapter. Also note that the outline below *only* lists research-based topics. The outline *does not* indicate the nature (e.g., large scale training, webinar, learning community, study group, grade- or department-level meeting) or depth of the training content (e.g., one session consisting of a content overview versus multiple sessions with practice applications that include the use of classroom observations and feedback). Overall, the nature and depth of professional development should be differentiated and provided through multiple avenues or sources. High-quality, effective professional development is discussed with additional depth as the other organizing principles are presented in this Chapter.

The What and How of Writing: Implementing Research-Based Practices and Strategies			
The What of Writing	**Goals**	-Writing Well Matters -The Challenges of Writing (e.g., cognitive complexity) -What the CCSS Say About Writing -5 CCSS-Aligned Writing Goals 1. Producing 2. Adapting Written Communication 3. Developing Coherent Products Using the Writing Process 4. Writing to Learn 5. Writing Routinely	
	Assessment	-Alignment of K-12 Writing Goals with Assessment -Similarities and Differences Between Reading and Writing Assessments -Introducing an Integrated K-12 Assessment System with Multiple Data Sources -Reading Assessments (The Reading-Writing Relationship) -Formative Assessments W-CBM Probes -Standardized Directions - Prompts (e.g., grade-level appropriate, address student experience and background, reflect writing goals) Scoring Probes Quantitatively with Productivity Counts Scoring Probes with Qualitative, Instructionally-Aligned Rubrics (e.g., holistic, primary trait, analytic, hybrid) -Scoring Reliability (e.g., intra-rater, inter-rater) Implementing a Formative Assessment System with Quantitative and Qualitative Scoring -Summative Assessment (e.g., writing process and product)	

		-Instructionally-Based Writing Portfolios	
The How of Writing	**Instruction**	-Providing Time for Writing Instruction -Using Explicit Instruction to Teach the Writing Process General Writing Strategies Explicit Instruction Graphic Organizers Strategies for Planning and Revising Conferencing and Feedback Peer Collaboration -Using Explicit Instruction to Teach Discourse Knowledge Genre-Specific Text Structure Integrating Foundational and Higher-Level Skills Handwriting and Word processing Linguistic Features of Written English (e.g. spelling, vocabulary, sentence formation, sentence-combining) -Using Techniques to Motivate and Engage Students -Providing Differentiated Writing Instruction Through a Multi-tiered Instructional Model -Using Writing as a Tool to Strengthen Reading Comprehension and Enhance Learning Across the School Curriculum	
	Pulling It All Together	-Using Assessment Data to Make Instructional Decisions What Does the Data Say? What Instructional Changes Can Be Made to Improve Student Writing Performance? (e.g., If a student has difficulty with _____ (i.e., fluency, voice, revising), what instruction can be used to help improve student performance?) How Do You Link Writing Assessments with Writing Instruction?	

Professional Development Allocates Sufficient Time for Educators to Plan, Reflect on, and Refine Instruction

Effective professional development involves more than detailed descriptions of what teachers should do in the classroom to teach writing effectively. It requires alignment of expertise with the needs of students from different backgrounds with diverse instructional needs. ***To provide*** **high quality, effective instruction in the classroom, teachers need sufficient time *to prepare* and *practice* high quality, effective instruction for a range of student learners** (Abdal-Haqq, 1996; Biancarosa & Snow, 2004; Gersten & Dimino, 2001; Raywid, 1993; Showers, Joyce, & Bennett, 1987).

Teachers need time before instruction to prepare and practice lessons, as well as time after instruction to evaluate the lessons and consider any necessary changes (Darling-Hammond & McLaughlin, 1995; Gersten, Chard, & Baker, 2000). Ideally "planning time" should include time and opportunities to practice writing instruction, score writing assessments, and establish scoring reliability when using qualitative scoring rubrics at grade-, department-, school-, and district-levels. In other words, **planning time *should not* consist only of lesson planning**.

Planning time should also allow for both **individualized reflection and collaborative discussion**. For example, an **elementary** school might assign teams to develop explicit instructional materials for different genres of writing. A **middle school** team might use planning time to analyze their social studies and science curriculum and discuss how to strategically incorporate writing across the curriculum. A **high school** English department might establish an informal peer observation program where teachers observe how writing is taught by their peers during classes offered by English department. Planning time, therefore, would be used to reflect and discuss what was learned from the peer observations.

Grade-level and department-level team meetings can be used to incorporate additional "planning time" into schedules, and provide regular, dedicated time for collaboratively planning lessons and determining how writing will be taught across instructional areas. For example, a consistent portion of each grade-level team or department meeting can focus on professional development and **collaborative lesson-planning, assessment scoring, and instructional decision making.** During the designated meeting time, teams or departments may read and score student writing samples, establish scoring reliability, plan the specific instruction indicated by writing assessment data, or discuss a research-based writing practice or strategy. Teams might also discuss a particular writing element that many students need to work on, such as sentence combining or summarization. Finally, note that a number of professional development sources, including the *Learning Forward* website (formerly the National Staff Development Council) and other web resources (Abdal-Haqq, 1996; Renyi, 1998), recommend strategies for "making the time" for professional development activities.

Having a coach, expert teacher, peer, or administrator regularly observe instruction and provide feedback assists teachers in reflecting on and refining their instruction (Joyce & Showers, 2002; Neufeld & Roper, 2003; Sturtevant, 2003)**.** The following table illustrates **the important role coaching plays in the classroom**. Note that the left column of the table lists components that are often addressed in professional development trainings. Specifically, professional development may include components that present and discuss theory, demonstrate assessment and instruction activities, provide break-out activities that allow participants to practice and receive feedback, and/or the use of coaching in the classroom. When reviewing the table, notice that the participants who received coaching in the classroom demonstrated higher levels of knowledge, skill, and actual use of the targeted approach in classroom

instruction when compared to participants who received one of the other components of professional development.

The Importance of Coaching in the Classroom (Joyce and Showers, 2002)

	OUTCOMES % of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom		
Training Components	Knowledge	Skill Demonstration	Use in the Classroom
Theory & discussion	10%	5%	0%
Demonstration in training	30%	20%	0%
Practice & feedback in training	60%	60%	5%
Coaching in classroom	95%	95%	95%

In **grade K-12** classes, even brief, **five-minute observations** can provide teachers with useful feedback on how to refine their instruction to meet students' needs. Of course, scheduling longer observations by a coach or expert teacher can provide even more benefit. For example, observers can collect detailed information on the nature of student responses and use the information about student responses to determine areas of student mastery and difficulty. **The data, shared with the teacher in a post-observation conference or meeting, provides objective information about the performance of the class as a whole group and on the performance of individual students**. Utilizing classroom observation data focused on student performance is a powerful, "non-judgmental" way to promote lesson quality because **emphasis is placed on what will help improve student performance** rather than what a teacher isn't doing when teaching a lesson. For example, a coach might document things like: the number of students who are engaged in "on task" writing behavior during a lesson; the number of instructional models or demonstrations that are used during instruction; the number of students who ask meaningful questions about a writing assignment; the number of students who independently complete writing drafts (or complete editing and revision checklists, a keyboarding exercise, final drafts); the amount of time students spend in productive peer collaboration activities; the amount of instructional time spent on each component of the writing process; and/or, the number of times a teacher provides meaningful feedback to students about their writing.

Recommendations cited in the K-12 Writing Framework can also be incorporated into observation forms or classroom visit checklists. For example, if visiting a classroom where handwriting instruction will occur, a principal or coach might use the following general recommendations for teaching handwriting

(Troia & Graham, 2003, cited in the K-12 Writing - Instruction Chapter, p. WI 37).

Classroom Visit Checklist **Effective Handwriting Instruction**
[ ] Explicit models, practice opportunities, and a review of letter formation, pencil grip, and paper positioning are provided.
[ ] Students are provided with facilitative supports for attaining legible handwriting such as numbered arrows that depict correct letter stroke sequences, verbal descriptions of strokes, hand-over-hand physical assistance, and paper positioning marks on students' desks.
[ ] Instruction helps develop students' capacity for independently evaluating and improving their handwriting by immediately reinforcing qualitatively superior handwriting, encouraging them to keep track of their own handwriting performance, setting goals for improving handwriting, and asking them to correct poor handwriting attempts (e.g., "circle your best *m*.").
[ ] Students are taught to develop handwriting fluency by providing opportunities to write by hand and administering speed trials during which students try to copy texts 5-10% faster on successive trials.
[ ] Additional specialized instruction for struggling writers is provided through individual tutoring or small-group instruction.
NOTES:

Another example illustrating how content from the K-12 Writing Framework can be used for observations or classroom visits is the use of a Self-Regulated Strategy Development (SRSD) checklist for classrooms teaching writing strategies (See K-12 Writing-Instruction Chapter, pp. WI 17-18). Specifically, the steps for teaching a writing strategy could be converted into a classroom checklist that includes the six stages of instruction.

Classroom Visit Checklist Strategy Instruction		
Check [ ] if stage of instruction is implemented. If implemented, circle a quality rating that summarizes the overall quality of instruction. Provide notes as needed.	**Stage**	**Description**
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**1. Develop and Activate Background Knowledge**	Students are taught background knowledge and preskills needed to use the strategy successfully including specialized vocabulary (e.g., setting, characters, persuade, opinion, etc.).
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**2. Discuss It**	The teacher and students discuss the purpose and benefits of using the new strategy, with the writing strategy being carefully explained.
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**3. Model It**	The teacher models how to use the strategy and self-regulation techniques while writing an actual composition during this stage.
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**4. Memorize It**	Students memorize the steps in the composing strategy and the meaning of any mnemonics used to represent the strategy steps.
[ ] Implemented	**5. Support It**	Students practice using the strategy with the teacher providing

Stage Quality: poor fair good exceptional **Notes**:		scaffolded assistance.
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**6. Independent Performance**	Students use the strategy with little or no support.

Finally, content from the K-12 Writing - Assessment Chapter can also be used for observation and classroom visit materials. For example, when meeting with a teacher to review summative writing goals, the following checklist might be used to guide a collaborative review and discussion of classroom summative assessment materials (See K-12 Writing Assessment Chapter, p. WA 35).

Classroom Visit Checklist **Summative Assessment**
[ ] Multiple samples of writing are included.
[ ] Writing samples represent multiple genres (e.g., opinion/argument, informative/explanatory, and narrative) and multiple levels within each genre (e.g., sentences, paragraphs, etc.).
[ ] Writing prompts used for the assessments are explicit, authentic, and engaging.
[ ] The writing process is represented.
[ ] Final writing products are represented.
[ ] Analytic scoring systems focus on three main components of writing: (1) content and organization, (2) writing style, and (3) mechanics.
NOTES:

Overall, the K-12 Writing Framework can be used as a source to help develop materials for coaching, self-reflection, and professional development. Recommendation lists, tables, items highlighted in bold, and summaries, can all be used to develop professional development-related materials.

Professional Development Allocates Sufficient Time for Educators to Plan, Reflect, and Refine Instruction

Studies of teacher change indicate that **ongoing consultation, feedback, and support are needed to maintain effectiveness and adopt new teaching strategies and practices** (Garet, et al., 2001; Gersten, Morvant, & Brengelman, 1995; Gersten & Dimino, 2001; Huberman & Miles, 1984; Little, 1987; Havelock & Zlotolow, 1995). Implementing new teaching strategies is difficult. Participation in isolated professional development events that provide large amounts of raw information does not result in significant changes in teacher behavior in the classroom (Lehr & Osborn, 2005). **Strong professional development goes beyond single-session workshops by implementing repeated exposures to learning and applied-learning opportunities in which new instructional behaviors are learned and practiced in the classroom, over time** (Biancarosa & Snow, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Torgesen, Houston, & Rissman, 2007; Torgesen, Houston, Rissman, & Kosanovich, 2007; NASSP, 2005)**.** For example, content related to writing assessment might require two or three large-scale workshops to introduce content (See Table below)**.**

Writing Assessment **Sample Content Outline for Professional Development**	
Part I	-Alignment of K-12 Writing Goals with Assessment -Similarities and Differences Between Reading and Writing Assessments -Introducing an Integrated K-12 Assessment System with Multiple Data Sources -Formative Assessment (Part A) Overview W-CBM Probes An Introduction to Quantitative Scoring
Part II	**-**Formative Assessment (Part B) Scoring Probes Quantitatively with Productivity Counts Scoring Probes with Qualitative, Instructionally-Aligned Rubrics (e.g., holistic, primary trait, analytic, hybrid) Implementing a Formative Assessment System with Quantitative and Qualitative Scoring

Part III	-Reading Assessment (The Reading-Writing Relationship) -Summative Assessment (e.g., writing process and product) -Instructionally-Based Writing Portfolios -Pulling It All Together (Using Multiple Data Sources in an Integrated System)
**Note: There are many ways Writing Assessment content can be presented for professional development. The above is provided as an example.*	

In addition, follow-up sessions could then be incorporated into on-going professional development so *practice* is provided to emphasize creating, selecting, and scoring assessments. Formative assessment, for instance, might require multiple follow-up sessions to address quantitative and qualitative scoring, the use of assessment data for making instructional decisions, and reliability. **Overall, these additional break-outs and follow-ups would include opportunities to *practice* administering and scoring writing assessments within a professional development context, *as well as* opportunities to use the assessments in a classroom context along with some form of feedback and reflection.**

There are a number of approaches to professional development, including:

- ✓ State or regional institutes
- ✓ District-level professional development
- ✓ Web-based platforms
- ✓ School-based consultation and professional development
- ✓ Grade-level/department-level teams or staff meetings
- ✓ Classroom observations and feedback

Professional development provided through multiple avenues or sources may result in the adoption of successful new teaching strategies, **as long as the different activities are data-based and share a common goal.** Although the initial presentation of new teaching strategies or content may take place in a large-group format such as a state-level or district-level institute, it's the school-level, grade- or department-level, or classroom-level professional development follow-ups that will promote opportunities to actually embed new skills within the context of classroom practice.

Multifaceted professional development, which allows for ongoing support at increasing levels of intensity and specificity, must be highly coordinated to be effective. **Professional development experiences must be linked by a common objective—a clear focus on effective instruction and sustainability.**

As expertise with instructional strategies and practices is developed, a **cadre of experts can be identified within a building** to provide ongoing professional development to other staff. Teachers who have taught writing strategies extensively, and who do so with fidelity and effectiveness, can assist other teachers in developing expertise. This type of professional development may involve something as straightforward as having expert teachers open their classrooms for observation by others. Or, building experts may observe writing instruction in other classrooms and provide assistance with implementation. Establishing building experts fosters a school's internal capacity to establish high standards for writing instruction and bring all teachers to high levels of quality implementation.

Finally, **timing** of professional development experiences is also a necessary consideration. **Effective professional development provides information and skills needed at the time they are needed.** When thinking about writing, professional development might introduce content related to goals and assessment over the summer and/or early in the academic year to establish a common framework that is clearly anchored to writing goals. Content related to instruction and the use of writing data to make instructional decisions can then be integrated within this framework throughout the remaining academic year.

Professional Development Differentiates by Staff Position and Need

Effective professional development targets both administrative support and classroom implementation (Togneri & Anderson, 2003). At the school level, the principal, coach, classroom teachers, specialists, instructional assistants, new staff members, and substitutes should receive appropriate professional development in how to implement elements of the School Writing Plan. Because each of these positions has different responsibilities, **professional development should be differentiated by position**. However, because the school team must work as a unit, it is also important that professional development include **opportunities for the school staff to learn to work together** to implement the School Writing Plan (Writing Framework: Goals, pp. 10-16).

Effective professional development is also **differentiated based on the knowledge and skill of individual school staff members** (Klingner, 2004)**.** Individuals bring diverse background and professional experiences, skills, and talents. Just like high quality, effective instruction for students, professional development can be designed to meet the range of staff needs as well as optimize the range of staff experience.

Professional Development Results in a Thorough Understanding of, and Ability to Implement, Writing Standards and Practices Effectively

Effective professional development should have a measurable impact on conceptual understanding (knowledge) and actual use of instructional practices in the classroom. Research suggests that **professional development which combines conceptual knowledge and applications of classroom practice increases student achievement and is more likely to be sustained** than professional development that focuses on only one of these aspects (Klingner, 2004; Lehr & Osborn, 2005; Leithwood, et al., 2004; NASBE, 2006; Putnam & Borko, 2000; Showers, 1987).

A major goal of the Oregon K-12 Writing Framework is that professional development should target both the underlying understanding and knowledge about how and why certain instructional practices work (or don't work) *and* the actual delivery and implementation of the instructional practices that do work. That is, effective professional development addresses teachers' understanding of the scientific basis of writing instruction and gives clear demonstrations for how that knowledge is translated into classroom practice. **The table below highlights the focus of knowledge-based and practice-based professional development.** Questions are provided for each component to illustrate the emphasis of knowledge and practice. The questions are not intended to be an exhaustive list. *When reviewing the table, it's important*

to notice how practice-based professional development occurs in both professional development and classroom contexts (Harris et al., in press).

<table>
<tr><th colspan="3">K-12 Writing Professional Development:
Integrating Knowledge and Practice</th></tr>
<tr><th rowspan="2">Knowledge-Based Professional Development</th><th colspan="2">Practice-Based Professional Development</th></tr>
<tr><th>Professional Development-Based Practice</th><th>Classroom-Based Practice</th></tr>
<tr>
<td>Knowledge is presented and discussed in a professional development context.
* * * * *
-What does the research say about writing goals, assessment and instruction?
-According to the research, what are the implications for writing goals (e.g., Why are writing goals established in the way that they are?)
-According to the research, what are the implications for instruction (e.g., Why is writing instruction designed the way that it is?)
-According to the research, what are the implications for assessment? (e.g., Why is writing assessment structured the way that it is?)
-What is the purpose of each writing data source (i.e., the four primary data sources of writing assessment)? How do the data sources link to writing goals and instructional interventions?
-Why does a particular</td>
<td>Practice occurs in a professional development context. Feedback and reflection opportunities are provided. For example: partner or small group practice opportunities in a workshop or large-scale training institute; break-out sessions during follow-up training with opportunities for writing instruction practice and reflection; writing instruction practice during study groups and learning communities; assessment scoring practice during grade- or department-level meetings; writing instruction and writing assessment administration practice during school planning time with peers and/or coaches.
* * * * *
-What works well? Why?
-What doesn’t work as well? Why?
-What things, if any, did you modify? Why did you make these modifications? Are the modifications consistent with research-based practices? How</td>
<td>Practice occurs in a classroom context. Feedback and reflection opportunities are provided. For example: initially administering a new writing assessment to two students (versus all students in a class); scoring student writing assessments collaboratively with a peer or small group; incorporating a “new” writing strategy into current instruction (small group or whole class) and being observed by a peer; adding more writing models/demonstrations to instruction and completing a log with reflection notes about what worked and/or didn’t work as well with the additional models/demonstrations; integrating foundational skills and higher-level writing skills in a single instructional session and discussing the instruction with a coach.
* * * * *
-What works well? Why?
-What doesn’t work as well? Why?</td>
</tr>
</table>

instructional approach work when teaching students how to write? (e.g., Why/how does it work? What does the research say? What research-based instructional principles are reflected in the instructional approach?). -How do you link writing assessment data with instructional interventions? (e.g., If a student has difficulty with _____ (i.e., fluency, voice, revising), what instruction can be used to help improve student performance? Why would you use _____ (e.g., explicit, strategy, genre-specific) instruction to help a student who had difficulty with _____ in writing? Why would you use an instructional intervention consisting of _____ (e.g., foundational skills, linguistic features of written English, strategy instruction, explicit instruction, peer conferencing) for a student who had difficulty with _____ in writing?)	did the modifications help improve your instruction (assessment, scoring)? -How can your instruction, assessment administration, or assessment scoring be further improved? -What aspects of the instruction you're practicing are research-based? (e.g., What research-based principles are "at work" in the instruction you're practicing)? -How does the assessment you're practicing relate to student goals? What is the purpose of the assessment? How will you use the assessment data for making instructional decisions? -What questions do you have about implementing writing instruction or assessment?	-What things, if any, did you modify? Why did you make these modifications? Are the modifications consistent with research-based practices? How did the modifications help improve your instruction (assessment, scoring)? -How can your instruction, assessment administration, or assessment scoring be further improved? -How did the students respond? (e.g., What worked well for the students? What didn't work as well for the students? What modifications, if any, did you make to support students?) -What aspects of the instruction you're practicing are research-based? (e.g., What research-based principles are "at work" in the instruction you're practicing)? -How does the assessment you're practicing relate to student goals? What is the purpose of the assessment? How will you use the assessment data for making instructional decisions? -What questions do you have about implementing writing instruction or assessment?

Summary

Overall, high-quality, effective professional development: (a) focuses on attaining school writing goals through the use of assessment data; (b) emphasizes the implementation of research-based practices and strategies; (c) allocates sufficient time for educators to plan, reflect on, and refine instruction; (d) supports *all* teachers and instructional staff on the use of writing assessment and instructional implementation with a multifaceted, coordinated, and ongoing approach; and (e) differentiates by staff position and needs; and (f) results in a thorough understanding of, and ability to implement, writing standards and practices

effectively.

The value or success of professional development can be determined largely by whether students meet the Common Core Writing Standards and goals. With the Common Core State Standards for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects, Oregon students have a greater opportunity than ever before to meet high-level writing goals—precisely because the CCSS are not only standards for ELA, but also for Literacy in reading and writing in the content areas. That fact alone will likely have a positive impact on the amount of writing students do each day and each week at school—as writing will occur across all classes. And with support, content teachers will be able to provide content-specific and discipline-specific writing instruction for students. Although ratings by teachers and others on the quality of the professional development can help determine professional development effectiveness, these kinds of evaluations are secondary to student writing outcomes.

The following table summarizes the features of a high-quality, effective professional development plan and contrasts these features with a low-quality, ineffective professional development plan.

High Quality Professional Development Plan	Low Quality Professional Development Plan
Is focused on attaining CCSS in writing and school writing goals and is guided by assessment data	Is fragmented, unfocused and not based on evidence and/ or need
Targets research-based practices and programs	Is based on familiar practices, regardless of efficacy
Is multifaceted, coordinated, and ongoing to support teachers and instructional staff on assessment and instruction of reading priorities	Provides one-shot, decontextualized workshops with little focus on how to effectively deliver instruction and little or no follow-up, feedback or practice
Focuses on learning ***to***…	Focuses on learning ***about***…
Is differentiated by position and need	Does not differentiate by position and need
Builds within-school leadership capacity	Depends on external support and resources
Is aligned with district and state professional development	Introduces competing initiatives and conflicting messages
Results in thorough understanding of, and ability to implement, reading priorities and effective practices	Results in general knowledge without direct application to writing practices

Adapted from National Partnership for Excellence and Accountability in Teaching (1999) Revisioning Professional Development: What learner-centered professional development looks like. Oxford, OH: National Staff Development Council.

References

Abdal-Haqq, I. (1996). *Making time for teacher professional development*. Retrieved from ERIC digest. (ED400259).

Ball, D.L., & Forzani, F.M. (2010). Teaching skillful teaching. *Educational Leadership*, 68(4), 40-45.

Biancarosa, G., & Snow, C. E. (2006). Reading next- A vision for action and research in middle and high school literacy: A report to the Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan, 76*, 597-604.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*, 915-945. doi: 10.3102/00028312038004915.

Gersten, R., Chard, D. J., & Baker, S. K. (2000). Factors enhancing sustained use of research-based instructional practices. *Journal of Learning Disabilities, 33,* 445-457.

Gersten, R., & Dimino, J. A. (2001). The realities of translating research into classroom practice. *Learning Disabilities Research and Practice, 16*, 120-130.

Gersten, R., Morvant, M., & Brengelman, S. (1995). Close to the classroom is close to the bone: Coaching as a means to translate research into classroom practice. *Exceptional Children, 62,* 52-66.

Harris, K., Lane, K., Graham, S., Driscoll, S., Sandmel, K., Brindle, M, & Schatschneider, C., (in press) Practice-based professional development for self-regulated strategies development in writing: A randomized controlled study. *Journal of Teacher Education.*

Havelock, R. G., & Zlotolow, S. (1995). *The change agent's guide* (2nd ed.) Englewood Cliffs, NJ: Educational Technology Publications, Inc.

Huberman, A. M., & Miles, M. B. (1984). *Innovation up close: How school improvement works.* New York, NY: Plenum.

Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development.* Alexandria, VA: Association for Supervision and Curriculum Development.

Klingner, J. K. (2004). The science of professional development. *Journal of Learning Disabilities, 37,* 248-255.

Lehr, F. & Osborn, J. (2005). *A focus on professional development: Research-based practices in early reading series.* Honolulu, HI: Pacific Resources for Education and Learning. Retrieved from ERIC Database (ED490181).

Leithwood, K., Louis, K. S., Anderson, S. & Wahlstrom, K. (2004). *How leadership influences student learning.* The Wallace Foundation.

Little, J. W. (1987). Teachers as colleagues. In V. Richardson-Koehler (Ed.) *Educator's Handbook: A Research Perspective* (pp 491-518). New York, NY: Longman.

National Association for State Boards of Education (2006). Reading at risk: The state response to the crisis in adolescent literacy. Alexandria, VA: National Association of State Boards of Education.

National Partnership for Excellence and Accountability in Teaching. (1999). Characteristics of effective professional development. Washington, DC: Author.

National Staff Development Council. (2001). Standards for professional development. Retrieved from http://www.nsdc.org/standards/resources.cfm)

Neufeld, B. & Roper, D. (2003). *Coaching: A strategy for developing instructional capacity – promises and practicalities.* Washington, DC: Aspen Institute Program on Education and the Annenberg Institute for School Reform.

Putnam, R. T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher, 29*(1), 4-15.

Raywid, M. (1993). Finding time for collaboration. *Educational Leadership, 51,* 30-34.

Rényi, J. (1996). *Teachers take charge of their learning: Transforming professional development for student success.* Washington, DC: National Foundation for the Improvement of Education.

Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan, 84,* 401-407.

Showers, B., Joyce, B, & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. *Educational Leadership, 45,* 77-87.

Sturtevant, E. G. (2003). *The literacy coach: A key to improving teaching and learning in secondary schools.* Washington, DC: Alliance for Excellent Education.

Togneri, W. & Anderson, S. E. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.* Washington, DC: The Learning First Alliance and the Association for Supervision and Curriculum Development.

Torgesen, J., Houston, D., & Rissman, L. (2007). *Improving literacy instruction in middle and high schools: A guide for principals.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Torgesen, J., Houston, D., Rissman, L., & Kosanovich, K. (2007). *Teaching all students to read in elementary school: A guide for principals.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

K-12 Writing Common Core Instruction

Framework School Self-Assessment

I. Goals

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
I. (A) School-level goals for writing achievement are clearly defined and anchored to writing instruction.				
1. Goals are clearly defined and quantifiable at each grade level.				
2. Writing goals are established for each text type and purpose described in the Oregon Common Core State Standards (CCSS) for the appropriate grade levels – opinion pieces, informative/explanatory texts, narratives, and arguments (College & Career Readiness [CCR] Anchor Standards for Writing 1-3; Oregon CCSS for ELA and Literacy by grade level, Writing Standards 1-3; Oregon CCSS for ELA & Literacy by grade level, Appendix A).				
3. Goals are aligned with Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10; Language Standards 1-6 and focus on the development of the Essential Skill of Writing required to earn an Oregon diploma.				
4. Writing goals focus on the foundational writing skills students need to become proficient, prolific writers, such as: (a) handwriting proficiency (in the elementary grades for all students and later grades for struggling students), (b) spelling proficiency, (c) the incorporation of technology into writing instruction and production (including mastery of basic keyboarding skills as described by CCR Anchor Standard for Writing #6 and Oregon CCSS for ELA and Literacy by grade level, Writing Standard 6), and				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
(d) control over many conventions of standard English grammar, usage, and mechanics as described in the CCR Anchor Standards for Language (1-6) and the Oregon CCSS for ELA and Literacy by grade level (Language Standards 1-6).				
5. Writing goals are included in the School Writing Plan that explicitly articulate plans to integrate reading and writing instruction and assessment across all grade levels and content areas (including, but not limited to, responding to literature and informational text) (Oregon CCSS for ELA and Literacy by grade level, Writing Standard 9).				
6. Goals anchor writing instruction as detailed in the school writing plan and align with the expectations for writing performance outlined in the CCR Anchor Standards for Writing (1-10) and the Oregon CCSS for ELA and Literacy, by grade level (Writing Standards 1-10).				
7. Goals for all students in grade 4 and above, including English Learners and students with disabilities, focus on providing multiple opportunities to practice writing over shorter and extended time frames (CCR Anchor Writing Standard 10; Oregon CCSS for ELA and Literacy by grade level, Writing Standard 10).				
8. For ALL elementary students and struggling writers in the middle and secondary grades, writing **productivity** goals use grade-level appropriate scoring indices (e.g., Total Words Written, Correct Word Sequences for elementary grades, Correct minus Incorrect Word Sequences for upper grades, etc.) are established and used to monitor student progress toward grade-level writing goals.				
9. Writing **process** goals are included in the School Writing Plan for all students in all grades to ensure that students have multiple opportunities to engage in the process of planning, drafting, revising, and editing their written products across the content areas (Oregon CCSS for ELA and Literacy by grade level, Writing Standard 5)				
I. (B) School goals are employed by school leadership and teaching personnel as instructional guides for decision making.				
1. Goals and assessment of progress toward these goals guide instructional and curricular decisions at a schoolwide level including for example time				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
allocation for writing instruction, small group instruction, etc.				
2. Progress toward grade level writing goals guides daily instructional decisions by teaching personnel for groups as well as individual students.				
Goals Total = _____/ 22 Points _____%				

II. Assessment

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
II. (A) Instruments and procedures for assessing writing achievement are clearly specified, measure key writing skills, and provide reliable and valid information about student performance.				
1. A schoolwide writing assessment plan is established and documents student performance within and across years.				
2. The school's writing assessment plan is explicitly linked to the school's writing goals. Measures assess student performance on prioritized goals that are aligned with the Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10).				
3. Measures provide consistent (i.e., reliable) information about the level of student performance and valid interpretations of students' writing skills.				
4. For standardized measures such as Writing Curriculum-Based Measurement, the school ensures that all assessment users receive training and follow-up observations on standard administration procedures, scoring (e.g., quantitative, qualitative, and reliability), and data interpretation.				
II. (B) Assessments inform instruction in important, meaningful, and maintainable ways.				
1. As early in the school year as possible, screening measures are administered to all students in grades K-9 (recommended for grades 10-12 as well) to identify each student's level of writing performance and instructional needs.				
2. Formal and/or informal measures are used regularly throughout the school year to monitor student progress with the following writing skills: (a) foundational writing skills (handwriting legibility, handwriting fluency, and spelling), (b) writing productivity (with quantitative scoring procedures, (c) mastery of the writing process (with qualitative scoring procedures, and (d) control over conventions of standard English grammar, usage, and mechanics (i.e., Oregon CCSS for ELA and Literacy by grade level,				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
Language Standards 1-6 with quantitative and/or qualitative scoring procedures). Students who struggle with any aspect of writing should be monitored more frequently on that skill.				
3. Assessments of keyboarding skills are administered to all students in grades 4-6 to ensure that all demonstrate a sufficient command of keyboarding skills as articulated by the Oregon CCSS for ELA and Literacy by grade level, Writing Standard 6. Assessments of keyboarding skills are continually administered to all students in grade 7 and beyond to students who have failed to demonstrate a sufficient command of keyboarding skills as articulated by the Oregon CCSS for ELA and Literacy by grade level, Writing Standard 6.				
4. Student performance data are analyzed and summarized in timely, meaningful formats and routinely used by teachers and grade or department-level teams to evaluate and adjust writing instruction as needed. Students with similar needs are grouped together for instruction.				
5. Local performance assessments include standardized administration procedures (e.g., clearly articulated directions and specified prompts), school-wide assessment schedule, and provide students with *multiple* opportunities to practice writing *multiple* text types and for *multiple* purposes and audiences as described in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards (1-3).				
6. Local performance and classroom-based assessments provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences (CCR Anchor Standard for Writing #10; Oregon CCSS for ELA and Literacy by grade level, Writing Standard 10)				
7. Summative data (such as the Oregon Statewide Assessment of Writing and local performance assessments designed by districts) are used for decision-making at a schoolwide level.				
			Assessment Total = _____/ 22 Points	**_____%**

III. Instruction

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
III. (A) Schools dedicate sufficient time for writing instruction, with writing occurring across the curriculum.				
1. The school allocates sufficient time for writing instruction during the school day. It is recommended that schools spend at least 35 to 40 minutes daily engaged in writing and writing instruction starting in first grade and at least 60 minutes in middle and high school in order to meet CCR Anchor Standards for Writing 1-10. (x2)				
2. Writing is infused into content area instruction in the elementary through secondary levels to provide time for teaching and opportunities for students to practice writing for multiple purposes and audiences (for middle and high school levels, see CCSS for ELA and Literacy Writing Standards for Literacy in History,/Social Studies, Science, and Technical Subjects 6-12 (pp. 63-66)..				
III. (B) Effective instructional procedures are incorporated into teaching the writing process, including strategic writing behaviors.				
1. Teachers use a process approach to help teach writing instruction, integrating strategies for planning, writing, revising, and editing across grade levels and genres (CCR Writing Standard 5).				
2. Writing strategies are taught using systematic and explicit procedures including modeling, scaffolded assistance, and guided independent practice. Writing strategies are aligned by grade level with the CCSS for ELA and Literacy Writing Standards.				
3. Teachers use specific plans of actions/procedural facilitators/think sheets to help teach and scaffold writing strategies.				
4. Teachers provide quality, structured feedback about students' writing using interactive, elaborated dialogue.				
5. Teachers set specific product goals for writing tasks that they assign and provide ongoing feedback on meeting these goals. Goals are differentiated				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
based upon individual student needs.				
III. (C) Teaching personnel explicitly teach the specific discourse knowledge needed for writing development.				
1. Instructional personnel explicitly and directly teach genre-specific text structures, and provide "live" models and demonstrations to show how to write different text structures, beginning in the early elementary grades and include more sophisticated text structures as students move through higher grade levels, including those genres that are aligned with the CCR Anchor Writing Standards 1-3. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).				
2. Teachers provide explicit instruction in spelling skills and allot *at least* 60-75 minutes per week for spelling instruction in the elementary grades. Spelling instruction is differentiated for students who struggle with spelling. Spelling instruction is aligned with the broad spelling conventions and patterns presented in CCR Anchor Language Standard 2 across grade levels (including morphological awareness and word study instruction for intermediate and upper grade students). (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions)..				
3. Teachers provide explicit instruction in handwriting skills. In the primary grades, *at least* 75-100 minutes per week is dedicated to handwriting instruction. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).				
4. The school ensures students receive explicit and direct instruction on keyboarding skills to take advantage of word processing for writing compositions and to meet the expectations established for keyboarding proficiency by Oregon CCSS for ELA & Literacy Writing Standard 6. Teachers design and use an instructional plan for integrating word processing with writing instruction rather than expecting students to do so on their own. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).				
5. Educators in the school receive professional development on and then				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
integrate new technologies into their writing instruction and assigned writing tasks. The use of technology to support the development of students' writing skills is emphasized in CCR Anchor Writing Standard 6, which calls for students to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).				
6. Sentence writing and sentence combining skills are explicitly taught as a method of enhancing the quality of students' writing. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions). (x2)				
7. The development of language skills, including vocabulary acquisition and use, is found throughout the CCR for ELA & Literacy K-12 within reading, writing, speaking/listening, and language anchor standards. In the area of writing, teachers plan for and use specific strategies for incorporating newly-learned and higher-level vocabulary into students' written compositions. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).				
III. (D) Instructional personnel foster students' interest, enjoyment, and motivation to write.				
1. Developing students' self-efficacy in writing is a target for teaching personnel. (Self-efficacy here is defined as a student's assessment of his or her capability to perform specific writing tasks.)				
2. Teachers provide authentic writing experiences and assignments. Students see writing as a useful, interesting, and social activity that can be shared with different audiences for various purposes. (x2)				
3. Teaching personnel create classroom environments that are supportive and pleasant, and teachers are knowledgeable and enthusiastic about writing activities, and are comfortable sharing and demonstrating writing during classroom instruction.				
III. (E) School personnel provide differentiated writing instruction through a tiered instructional model.				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
1. School personnel use formal and informal assessment measures to guide a tiered model for writing instruction.				
2. Tier 1 instruction consists of research-based practices that guide writing instruction and are aligned with the Oregon CCSS for ELA & Literacy, by grade level, Writing Standards.				
3. Students who struggle with writing receive Tier 2-3 interventions that are based upon more explicit instruction in their areas of need, small-group instruction, and increased instructional time. (x2)				
4. Instructors are aware of and use specialized instruction and scaffolded supports that will enhance the writing of English learners.				
III. (F) Writing is used as a tool to strengthen reading comprehension and to enhance learning across the curriculum.				
1. Teachers incorporate the use of writing to help students increase reading skills, particularly reading comprehension across multiple grade levels. This includes (a) writing responses to text students read (Oregon CCSS for ELA & Literacy by grade level, Writing Standard 9), (b) writing summaries, (c) writing notes about the text they read, and (d) answering questions about a text in writing. Activities vary by grade level.				
2. The CCR Anchor Standards for Writing, particularly Standards 7-10 emphasize the need for students to develop the capacity to build knowledge on various subjects through activities such as research projects, responding analytically to literary and informational texts, etc. As a result, all classroom teachers, including content area and technical area teachers, incorporate writing instruction and writing tasks into their daily instruction to enhance learning within different disciplines. (x2)				
Instruction Total = _____/ 56 Points _____%				

IV. Professional Development

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
IV. (A) High-quality ongoing professional development is focused on attaining school writing goals and is guided by assessment data.				
1. Targets for professional development activities are based on the school's writing goals and ongoing data collection.				
2. Professional development resources (time and funding) are aligned with the school's writing goals and are sustained in focus across years.				
3. Through professional development efforts, teachers and other instructional staff have a thorough understanding and working knowledge of grade-level writing priorities as outlined in the CCSS for ELA & Literacy Writing Standards and effective writing practices. (x2)				
4. Professional development efforts are explicitly linked to practices that have been shown to be effective through documented research.				
5. Professional development includes content related to English learners and how to teach writing based upon their specific cultural and linguistic needs, including an explicit and systematic focus on the conventions of standard English grammar, usage, and mechanics outlined in the CCR Anchor Standards for Language and Oregon CCSS for ELA and Literacy by grade level (Language Standards 1-6) and on academic language.				
IV. (B) Professional development plans are multifaceted, coordinated, and ongoing to support teaches on the assessment and instruction of writing.				
1. Professional development at the school level reflects the characteristics of effective professional development. Professional development is - Focused on school goals and guided by data collected toward reaching these goals; - Ongoing and includes time for staff to plan, reflect on, and refine instruction; - Engaging and interactive;				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
- Collaborative; and - Job-embedded.				
2. Professional development experiences are not single, decontextualized professional development events; rather, teachers receive ongoing consultation/ coaching, feedback, and support within their classrooms to adopt and sustain new writing strategies and practices. (x2)				
IV. (C). Professional development is differentiated by position and need.				
1. Teachers and instructional staff receive professional development on how to provide explicit writing instruction using any programs the school has adopted and/or using research-based instructional strategies and techniques (e.g., think sheets, graphic organizers, self-regulated strategy development, etc.). Teachers receive ongoing professional development and support to integrate genre/discipline-specific writing strategies and vocabulary across the content areas (x2).				
2. Principals attend district- and building-level professional development sessions on writing instruction, programs, and assessment.				
3. Teaching staff are provided opportunities to collaborate, study, observe others, and visit model demonstration sites as methods for improving writing instruction.				
Professional Development Total = _____/ 26 Points _____%				

V. Leadership and Commitment

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
V. (A) School leadership components and characteristics support improved student writing outcomes.				
School-Level Leaders: 1. Practice distributed and collaborative leadership led by both administrators and focused teams (grade-, department, and school-level) to set goals, review data, and plan adjustments to the writing program.				
2. Provide a strong example that supports writing: a) Leaders demonstrate knowledge about and communicate belief in the importance of writing skills. b) Leaders write and share their writing publicly. c) Leaders lead teachers to become writers				
V. (B) School leaders demonstrate *commitment to* and *prioritization of* strong writing outcomes for all students.				
School Level Leaders: 1. Set and implement a School Writing Plan with goals and strategies that are aligned with the CCSS for ELA & Literacy Writing Standards, by grade level to improve student writing outcomes for all students.				
2. Serve as drivers for strong implementation of the School Writing Plan.				
3. Use the CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level as a foundation for writing instruction and assessment.				
4. Establish and implement school policy/expectations for writing instruction.				
5. Provide clear communication to all stakeholders regarding the importance of students' writing ability to their future success and a vision for the school focused on reading and writing success.				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
6. Develop and sustain over time a strong writing culture throughout the school (across grades and subjects), including a focus on improvement for all students.				
7. Emphasize the integration of reading and writing across the content areas with both literary and informational texts.				
V. (C) School leaders provide strong support for *effective writing assessments and instruction* to improve student writing outcomes.				
School-Level Leaders: 1. Monitor writing assessment and instruction for adherence to the School Writing Plan and alignment with the CCSS for ELA & Literacy Writing Standards, by grade level.				
2. Supervise for implementation of effective writing assessments and instructional practices: a) Students write in all grades and writing strategies, processes, and genres are coordinated across grade levels and reflect the expectations for student performance described in the Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10). b) Students write in all subjects (writing is integrated into all content areas). c) Students write authentically and for specific audiences and purposes.				
3. Ensure that students receive differentiated instruction to address all needs, including those of special education students and English learners.				
4. Ensure that valid and reliable writing assessments are administered according to the School Writing Plan and that results are used to inform writing instruction and to guide resource allocation.				
V. (D) School leaders allocate and manage *school resources* to support high quality writing instruction.				
School-Level Leaders:				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
1. Arrange the school schedule to maximize and protect instructional time for writing.				
2. Assign personnel to support high-quality writing instruction and assessment. In addition, administrators have designated a staff expert who is knowledgeable about the CCSS for ELA & Literacy Writing Standards, by grade level and serves as a resource for teachers in planning instruction across content areas that incorporates multiple opportunities for students to write for different text types, purposes, and audiences.				
3. Ensure that the efforts of all teaching staff (e.g., classroom teachers, instructional specialists and instructional assistants) are coordinated around instructional priorities, such as effective writing instruction.				
4. Allocate adequate funds for technology and other resources that teachers need to teach writing most effectively.				
V. (E) School leaders provide *effective professional development* to support improved writing outcomes				
School-Level Leaders: 1. Provide for initial and ongoing training on writing instruction for both new and continuing teachers (information sharing, collaboration, supervision, and support).				
2. Focus professional development activities on the gap between writing goals and standards and students' specific and demonstrated needs for improvement.				
3. Provide time for teacher planning and collaboration on topics related to writing.				
4. Provide a positive culture for teachers to work together in learning communities to share what they know about writing instruction and to learn from what colleagues know.				
5. Create opportunities for both leader and peer-to-peer walk-throughs to support teacher growth in knowledge and skills related to writing instruction.				
6. Support the function of writing coaching and differentiated training for teachers.				

Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan	School Resources Scoring			Notes/ Time Frame
	Fully in Place 2	Partially in Place 1	Not in Place 0	
7. Provide time and training to support the development of teachers as writers.				
Leadership and Commitment Total = _____/ 48 Points _____%				

K-12 Schoolwide Writing Implementation Guide

Action Plan

This document can be used to help facilitate conversations regarding how best to address the school's implementation of the Schoolwide Writing Plan. For each component, list the number of points received and total percentage of points. Then, indicate which items have received ratings of Partially in Place or Not in Place and use the "Next Steps" columns to begin mapping out how you will address the establishment and implementation of each of these items.

Component	Percentage of Points Received	Items That Are Partially in Place	Next Steps	Items that Are Not in Place	Next Steps
Goals	___/24 ____%				
Assessment	___/34 ____%				
Instruction	___/56 _____%				
Professional Development	____/26 _____%				
Leadership & Commitment	___/48 ____%				

K-12 Writing Common Core Instruction
School Implementation Guide

I. Goals

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
I. (A) School-level goals for writing achievement are clearly defined and anchored to writing instruction.			
1. Goals are clearly defined and quantifiable at each grade level.	**What:** All writing goals are clearly defined, anchored to writing instruction, and prioritized by importance to student learning. **How:** Review goals to ensure specificity and alignment with writing instruction. *Example:* By the spring of 2nd grade, student writing portfolios will include a minimum of four samples of student writing from different genres (e.g., fictional narrative, personal narrative, descriptive, and expository single or multi-paragraph compositions). *Non-Example:* Students in all	**What:** Some writing goals are clearly defined, anchored to instruction, and/or prioritized by importance to student learning. **How:** Make sure all goals are clearly stated and measurable. Goals should: 1. Include measurable indicators of student performance (e.g., what the student will be expected to produce – number of Correct Word Sequences, number of writing samples, etc.). 2. Include any important conditions (e.g., given word processing software, given 3, 5, or 7 minutes to respond to a prompt, given the use of a graphic	**What:** Writing goals are not clearly defined, anchored to instruction, and/or prioritized by importance to student learning. **How**: Writing goals must represent important priorities that the entire school staff (teachers, administrators, classified staff) know, understand, and are committed to accomplishing. Schedule periodic team meetings to discuss and align writing goals with assessment and instruction. Follow a universal design planning process by: 1. Using state and district

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	grades will receive opportunities to write across multiple genres.	organizer prior to writing, etc.). 3. Include measurable criteria that specify the level at which student performance will be acceptable (e.g., Correct minus Incorrect Word Sequences, Words Spelled Correctly, number of writing samples included in portfolio, etc.).	standards to determine desired levels of performance for each grade level. 2. Determining acceptable sources of evidence for goal achievement (e.g., which assessments will be used to measure goals).
2. Writing goals are established for each text type and purpose described in the Oregon Common Core State Standards (CCSS) for the appropriate grade levels – opinion pieces, informative/explanatory texts, narratives, and arguments (College & Career Readiness [CCR] Anchor Standards for Writing 1-3; Oregon CCSS for ELA and Literacy by grade level, Writing Standards 1-3; Oregon CCSS for ELA & Literacy by grade level, Appendix A).	**What:** Specific, measurable, and observable writing goals are established for each text type and purpose described in the Oregon CCSS for ELA and Literacy, by grade level for all students. **How:** Examine whether goals can be further specified to align with the expectations for writing described in the Oregon CCSS for ELA and Literacy *and* provide measurable criteria for student performance. *Example:* At the end of 3rd grade, student portfolios will include two opinion pieces,	**What:** Some goals focused on text types and purposes are aligned with the Oregon CCSS for ELA and Literacy by grade level; goals may not be specific and/or measurable or may not exist for all grade levels. **How:** Compare existing writing goals to the expectations for text types and purposes outlined in the Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-3). If gaps are found (either for a particular grade level or text type/purpose), draft goals to fill those gaps so that goals exist for all students that focus on	**What:** Specific, measurable, and observable writing goals for different text types and purposes as described in the Oregon CCSS for ELA and Literacy, by grade level are not included in the School Writing Plan. **How:** Refer to the Oregon CCSS for ELA and Literacy, by grade level (Writing Standards 1-3 and Appendix A) to draft grade-level appropriate goals for writing different text types and for different purposes.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	two informative/explanatory texts, and two narrative texts that meet the expectations outlined in the Oregon CCSS for ELA and Literacy, by grade level (Standards 1-3, p. 20).	the skills outlined in the Oregon CCSS for ELA and Literacy, by grade level.	
3. Goals are aligned with Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10; Language Standards 1-6 and focus on the development of the Essential Skill of Writing required to earn an Oregon diploma.	**What:** All writing goals are aligned with Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10) and focus on the development of the Essential Skill of Writing required to earn an Oregon diploma. **How:** Examine whether goals can be further refined or specified to align with the Oregon CCSS for ELA and Literacy *and* provide measurable criteria for student performance. *Example:* 1st grade students will proficiently write one narrative in which they describe two or more appropriately-sequenced events using temporal words to signal the order of events and include some details to support their descriptions.	**What:** Some goals are aligned with the Oregon CCSS for ELA and Literacy by grade level and focus on the development of the Essential Skills of Writing required to earn an Oregon diploma. **How:** List the goals for each grade level and compare them to the Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10; Language Standards 1-6); when reviewing goals, determine if each goal focuses on the expectations for student knowledge and skills in the Oregon CCSS for ELA and Literacy by grade level, and if not draft new goals that align with the Standards.	**What:** Writing goals are not aligned with the Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10) and do not provide students the opportunity to develop the Essential Skills of Writing required to earn an Oregon diploma. **How:** Refer to Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10; Language Standards 1-6) to draft goals for all grade levels.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	Examine whether existing goals can be streamlined and/or new goals should be added to help ensure comprehensive alignment with the Oregon CCSS for ELA and Literacy by grade level.		
4. Writing goals focus on the foundational writing skills students need to become proficient, prolific writers, such as: (a) handwriting proficiency (in the elementary grades for all students and later grades for struggling students), (b) spelling proficiency, (c) the incorporation of technology into writing instruction and production (including mastery of basic keyboarding skills as described by CCR Anchor Standard for Writing #6 and Oregon CCSS for ELA and Literacy by grade level, Writing Standard 6), and (d) control over many conventions of standard English grammar, usage, and mechanics as described in the CCR Anchor Standards for Language (1-6) and the Oregon CCSS for ELA and Literacy by grade level (Language Standards 1-6).	**What:** Writing goals focused on the following foundational skills are included in the School Writing Plan: (a) Handwriting proficiency (b) Spelling proficiency (c) Keyboarding skills (d) Control over language conventions (grammar, usage, and mechanics) **How:** Evaluate goals more closely to ensure that specific, measurable goals for each of the aforementioned foundational skills are included in the School Writing Plan. Plans for periodically monitoring student progress with these skills, particularly students in the elementary grades and struggling writers, should also be explicitly	**What:** Writing goals do not focus consistently on the following foundational skills: (a) Handwriting proficiency (b) Spelling proficiency (c) Keyboarding skills (d) Control over language conventions (grammar, usage, and mechanics) Goals for all foundational skills may not be included in the School Writing Plan and/or may not be specific and measurable. **How:** Evaluate goals more closely to ensure that specific, measurable goals for each of the aforementioned foundational skills are included in the School Writing Plan. Use school and/or district-level guidelines for establishing	**What:** Writing goals do not focus on the following foundational skills: (a) Handwriting proficiency (b) Spelling proficiency (c) Keyboarding skills (d) Control over language conventions (grammar, usage, and mechanics) **How:** Use school and/or district-level guidelines for establishing formative goals related to these foundational skills; may also want to refer to the writing CBM literature. Plans for periodically monitoring student progress with these skills, particularly for students in the elementary grades and struggling writers, should also be explicitly articulated in the School

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	articulated in the School Writing Plan. 1. Do all goals align with grade-level expectations for proficiency? 2. Can some goals be updated or new goals be added?	formative goals related to these foundational skills; may also want to refer to the writing CBM literature. Plans for periodically monitoring student progress with these skills, particularly for students in the elementary grades and struggling writers, should also be explicitly articulated in the School Writing Plan.	Writing Plan.
5. Writing goals are included in the School Writing Plan that explicitly articulate plans to integrate reading and writing instruction and assessment across all grade levels and content areas (including, but not limited to, responding to literature and informational text) (Oregon CCSS for ELA and Literacy by grade level, Writing Standard 9).	**What:** Explicit goals for integrating reading and writing instruction and assessment for students in all grades across all content areas are included in the School Writing Plan. **How:** Review writing goals to ensure that plans to integrate reading and writing instruction and assessment for all students and content areas are specific (e.g., what types of in-class tasks or assignments will be included to integrate reading and writing?)	**What:** Some goals for integrating reading and writing instruction and assessment are included in the School Writing Plan. Goals may not be explicit and/or may not exist for all grade levels and across all content areas. **How:** Update writing goals so that the plans to integrate reading and writing are (a) explicit, and (b) included in the School Writing Plan for all students across all grades and content areas.	**What:** Goals to integrate reading and writing instruction and assessment are not included in the School Writing Plan. **How:** Convene a workgroup composed of teachers, a lead teacher, and the principal to draft grade-specific goals for integrating reading and writing instruction and assessment across the content areas.
6. Goals anchor writing instruction as detailed in the school writing plan and align	**What:** Summative and formative goals anchor writing	**What:** Summative and formative goals anchor most	**What:** Summative and formative goals do not anchor

<table>
<tr><th rowspan="2">Strategies and Actions Recommended to Support Implementation of the School-Level Framework</th><th colspan="3">School Implementation
Defining Information and Action Steps</th></tr>
<tr><th>Fully in Place
2</th><th>Partially in Place
1</th><th>Not in Place
0</th></tr>
<tr><td>with the expectations for writing performance outlined in the CCR Anchor Standards for Writing (1-10) and the Oregon CCSS for ELA and Literacy, by grade level (Writing Standards 1-10).</td><td>instruction as defined in the School Writing Plan.

<u>How:</u> Review writing goals to ensure that they focus on the critical components of writing and that each of these components is targeted via instruction.</td><td>writing instruction as defined in the School Writing Plan.

<u>How:</u> Update summative and formative goals not yet anchored to writing instruction, or ensure that instruction is provided that targets writing goals.</td><td>writing instruction as defined in the School Writing Plan.

<u>How:</u> Create a grid, table, or outline to align summative and formative goals with instruction and the Oregon CCS for ELA and Literacy by grade level Writing Standards.</td></tr>
<tr><td></td><td colspan="3">Example:
<table>
<tr><th>Grade</th><th>Oregon Writing Standard</th><th>Summative Goal</th><th>Formative Goal</th></tr>
<tr><td>1</td><td>Write narrative recounting two or more appropriately sequenced events using temporal words to signal event order, including some details regarding what happened, and providing some sense of closure.
(Oregon CCSS for ELA and Literacy by grade level, Writing Standard 3)</td><td>Student writing portfolios will contain at least 1 narrative paragraph that incorporates the following pieces:
2 or more sequenced events
Uses words indicating temporal order
2-3 details
Concluding sentence
Portfolios will also include any graphic organizers, drafts, and revisions for at least 1 narrative paragraph.</td><td>Students will practice writing at least 5 narrative paragraphs during the school year.

Students will respond to at least 4 narrative writing CBM prompts during the school year with a goal of 20 CWS and 90% of total words spelled correctly.</td></tr>
</table></td></tr>
<tr><td>7. Goals for all students in grade 4 and above, including English Learners and</td><td><u>What:</u> Goals for providing all students with multiple</td><td><u>What:</u> Goals for providing some students with</td><td><u>What:</u> Goals for providing students with opportunities to</td></tr>
</table>

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
students with disabilities, focus on providing multiple opportunities to practice writing over shorter and extended time frames (CCR Anchor Writing Standard 10; Oregon CCSS for ELA and Literacy by grade level, Writing Standard 10).	opportunities to practice writing over shorter and extended time frames as described in the Oregon CCSS for ELA and Literacy (Writing Standard 10) are included in the School Writing Plan. **How:** Review writing goals to ensure that a plan is clearly articulated as to *how* all students will be provided these opportunities to write over shorter and extended time periods. Goals for extended writing should also include a plan for student participation in the writing process (e.g., planning, writing, revising, editing; Oregon CCSS for ELA and Literacy, Writing Standard 5).	opportunities to practice writing over shorter and/or extended time frames described in the Oregon CCSS for ELA and Literacy (Writing Standard 10) are included in the School Writing Plan. Goals may not be articulated for all students and/or for different lengths of time. **How:** Update writing goals to ensure that ALL students (not just struggling students, English Learners, or those with disabilities) are provided multiple opportunities throughout the school year to write over shorter and extended time periods. Goals for extended writing should also include a plan for how students will participate in the writing process (Oregon CCSS for ELA and Literacy, Writing Standard 5).	practice writing over shorter and extended time frames as described in the Oregon CCSS for ELA and Literacy (Writing Standard 10) are not included in the School Writing Plan. **How:** Review existing writing goals to see how they can be modified or expanded to provide ALL students with multiple opportunities to practice writing over shorter and extended time periods. If goals do not lend themselves to modification, draft new goals that articulate plans for providing ALL students opportunities to practice writing over shorter and extended time periods. Goals for extended writing should also include a plan for how students will participate in the writing process (Oregon CCSS for ELA and Literacy, Writing Standard 5).
8. For ALL elementary students and struggling writers in the middle and secondary grades, writing **productivity** goals use grade-level appropriate scoring indices (e.g., Total Words Written, Correct	**What:** Writing productivity goals using grade-level appropriate scoring indices for elementary and struggling students are included in the	**What:** Writing productivity goals may be in place for only younger students and/or goals for older students may include inappropriate scoring indices	**What:** Writing productivity goals using grade-level appropriate scoring indices are not included in the School Writing Plan.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
Word Sequences for elementary grades, Correct minus Incorrect Word Sequences for upper grades, etc.) are established and used to monitor student progress toward grade-level writing goals.	School Writing Plan. **How:** Review writing productivity goals to ensure that ambitious, yet attainable goals using grade-level appropriate scoring indices are explicitly articulated in the School Writing Plan. Writing productivity goals should be included for ALL elementary students and any struggling students in the middle and secondary grades to ensure that students become proficient writers. Include in the School Writing Plan and/or Action Plan a plan to re-evaluate writing productivity goals based on student progress.	(i.e., Correct Word Sequences for middle and secondary students). **How:** Review writing productivity goals and revise as necessary to (a) include writing productivity goals for struggling students in the middle and secondary grades and/or (b) include grade-level appropriate scoring indices. Use school and/or district-level guidelines for establishing formative goals related to writing productivity. If no school or district-level guidelines exist, refer to the writing CBM literature and other available resources. Include in the School Writing Plan and/or Action Plan a schedule for monitoring student progress (based on student skill level/need)	**How:** Use school and/or district-level guidelines for establishing formative goals related to writing productivity. If no school or district-level guidelines exist, refer to the writing CBM literature and other available resources. Establish writing productivity goals using grade-level appropriate scoring indices for all elementary students and struggling writers in the middle and secondary grades; revise as needed based on quarterly student performance data. Include in the School Writing Plan and/or Action Plan a schedule for monitoring student progress (based on student skill level/need).
9. Writing **process** goals are included in the School Writing Plan for all students in all grades to ensure that students have multiple opportunities to engage in the process of planning, drafting, revising, and	**What:** Explicit goals for all students across all grade levels and content areas to participate in the writing process are articulated in the	**What:** Some general goals focused on student participation in the writing process may be included in the School Writing Plan, and/or	**What:** Goals for student participation in the writing process during the creation of written products across the content areas are not included

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
editing their written products across the content areas (Oregon CCSS for ELA and Literacy by grade level, Writing Standard 5)	School Writing Plan. **How:** Review writing process goals to ensure that plans for providing multiple opportunities to engage in the writing process across the content areas are explicitly articulated in the School Writing plan. *Example:* All 2nd grade students will engage in the 4 steps of the writing process to write at least 1 informative/ explanatory text and conduct at least 1 short research project in science and social studies during the school year.	there is an implicit understanding that students will engage in the writing process during the creation of written products but specific, measurable goals are absent. **How:** Review current writing goals to see if any allude to student participation in the writing process across the content areas. If so, revise those goals so that plans for providing opportunities to engage in the writing process are explicit. If not, draft explicit goals focused on the participation of all students in all grades across all content areas in the writing process as described by the Oregon CCSS for ELA and Literacy, by grade level (Writing Standard 5).	in the School Writing Plan. **How:** Draft writing process goals for all students in all grade levels across all content areas. Goals should include the number of written products (including different text types) students will create using the writing process and in which content areas (see Example at left).
I. (B) School goals are employed by school leadership and teaching personnel as instructional guides for decision making.			
1. Goals and assessment of progress toward these goals guide instructional and curricular decisions at a schoolwide level including for example time allocation for writing instruction, small group instruction, etc.	**What:** Goals and assessment of progress toward these goals clearly guide ALL instructional and curricular decisions at a schoolwide level. **How:** Focus on quality and	**What:** Goals and assessment of progress toward these goals clearly guide most/some instructional and curricular decisions at a schoolwide level. **How:** Focus on quality and	**What:** Goals and assessment of progress toward these goals clearly do not guide instructional and curricular decisions at a schoolwide level.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	sustainability: 1. Are methods for collecting, storing, and discussing the data time and resource efficient? 2. Are the data used to make appropriate instructional and curricular decisions? 3. Is the decision-making process institutionalized as part of the school culture?	consistency: 1. Are methods for collecting, storing, and discussing the data time and resource efficient? 2. What scheduling, meeting, or other considerations need to be made to facilitate consistent evaluation of the data for the purpose of instructional decision making at the schoolwide level?	**How:** Establish a schoolwide process for collecting, storing, and discussing student writing data: 1. What data will be collected? (e.g., W-CBM data, writing portfolios, etc.) 2. How will the data be stored? (e.g., electronically, by classroom teachers, etc.) Establish a workgroup led by the principal, an assessment coordinator, or lead teacher that meets consistently to evaluate schoolwide data. Establish a schedule for the workgroup to meet on a regular (e.g., biweekly, monthly) basis to evaluate schoolwide data.
2. Progress toward grade level writing goals guides daily instructional decisions by teaching personnel for groups as well as individual students.	**What:** Progress toward goals guides daily instruction by ALL teaching personnel for groups of students, as well as individual students. **How:** Showcase high quality instructional decision making by asking individuals to	**What:** Progress toward goals guides daily instructional decisions by some/most teaching personnel for groups of students, as well as individual students. **How:** Identify personnel who require additional support with	**What:** Progress toward goals does not guide daily instructional decisions by teaching personnel for groups of students or individual students. **How:** Establish training, work groups, learning communities,

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	present and discuss successful changes at grade level team meetings. Include discussions of instructional decision-making during meetings with families at open house / back to school nights.	instructional decision making. Establish training, work groups, learning communities, or study sessions focused on instructional decision making. These sessions should include discussions on which data sources ought to be collected, how they can be collected, and how best to organize and use the data to facilitate informed instructional decisions. If using a small group training process, each member can briefly present a student "case study" and data. After a member presents student data, then the group can brainstorm how to improve student progress and academic gains. Based on the discussion, the group can recommend one or two instructional changes to help improve student data.	or study sessions focused on instructional decision making. These sessions should include discussions on which data ought to be collected, how they can be collected, and how best to organize and use the data to facilitate informed instructional decisions. If using a small group training process, each member can briefly present a student "case study" and data. After a member presents student data, then the group can brainstorm how to improve student progress and academic gains. Based on the discussion, the group can recommend one or two instructional changes to help improve student data.
			Goals Total = _____/ 22 Points _____%

II. Assessment

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
II. (A) Instruments and procedures for assessing writing achievement are clearly specified, measure key writing skills, and provide reliable and valid information about student performance.			
1. A schoolwide writing assessment plan is established and documents student performance within and across years.	**What:** A schoolwide writing assessment plan and database are established and consistently maintained for documenting student performance within and across school years. **How:** Focus on quality of implementation and sustainability: Review the writing assessment plan quarterly, or following each benchmark testing period, to ensure consistency. Ensure that the appropriate data are collected during the timelines laid out in the assessment plan (e.g., W-CBM data are collected for all students at least three times per year). Ensure there is a shift from *collecting* assessment data to	**What:** A schoolwide writing assessment plan and database are established but not consistently used and maintained for documenting student performance within and across years. **How:** Establish quarterly review schedule for writing assessment data (or following each benchmark testing period). Ensure that assessments align with priority skills and strategies students need to learn. This may include prioritizing the skills and strategies students need to learn based on the Oregon CCSS for ELA and Literacy Writing Standards and creating a matrix that demonstrates which assessments align with those critical skills.	**What:** A schoolwide writing assessment plan and database are not established to document student performance within and across school years. **How:** Start with a comprehensive review and inventory of assessments that are used at each grade level Use an assessment tool to document each assessment by listing the assessment name, grade level(s) for which the assessment is appropriate, purpose, evidence of reliability and validity (if available), and strengths and weaknesses of the assessment. For an example of one way to organize this information, see Appendix E. Once assessments have been identified for inclusion in the

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	using assessment data to make instructional decisions. For more general information, refer to the Oregon Literacy Professional Development Training modules on *Developing a Schoolwide Assessment Plan.*	Ensure that assessments help determine what students already know and provide information regarding student learning and progress. Clarify the purposes of the assessments being used (e.g., measuring writing productivity versus writing process skills). For more general information, refer to the Oregon Literacy Professional Development training modules on Developing a Schoolwide Assessment Plan.	schoolwide assessment plan, create a data management plan that outlines which measures will be used in which grades, when data will be collected, how data will be collected (i.e., by whom), how data will be stored, and how data will be used to facilitate instructional decision making. For an example of one way to organize this information, see Appendix F. For more general information, refer to the Oregon Literacy Professional Development training modules on Developing a Schoolwide Assessment Plan.
2. The school's writing assessment plan is explicitly linked to the school's writing goals. Measures assess student performance on prioritized goals that are aligned with the Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10).	**What:** The schoolwide writing assessment plan is explicitly linked to writing goals and the measures used assess student performance on prioritized goals. **How:** Focus on quality of implementation and sustainability: Establish a schedule for data collection and writing	**What:** The schoolwide writing assessment plan is explicitly linked to some writing goals and the measures used assess student performance on prioritized goals. **How:** Using an assessment matrix, identify the assessments that are and are not linked to schoolwide writing goals. For the assessments not linked, identify whether	**What:** The schoolwide writing assessment plan is not explicitly linked to writing goals and/or measures used do not assess student performance on prioritized goals. **How:** Use the schoolwide writing plan to identify assessments that link to writing goals. Using an assessment matrix,

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	assessment review quarterly, or following each benchmark data, to ensure consistency. For more general information, refer to the Framework's Professional Development training modules that focus on Goals and Assessment.	they can be linked to existing writing goals For writing goals that do not have a corresponding assessment, identify assessments (formal or informal) that link to those goals, ensuring that they function reliably and support valid interpretations about student performance. For more general information, refer to the Oregon Literacy Professional Development training modules that focus on Goals and Assessment.	identify the assessments that are and are not linked to schoolwide writing goals. - For the assessments that are not linked, identify whether they can be linked to existing writing goals For writing goals that do not have a corresponding assessment, identify assessments (formal or informal) that link to those goals, ensuring that they function reliably and support valid interpretations about student performance. For more general information, refer to the Oregon Literacy Professional Development training modules that focus on Goals and Assessment.
3. Measures provide consistent (i.e., reliable) information about the level of student performance and valid interpretations of students' writing skills.	**What:** All standardized measures that are used to formatively evaluate student progress (e.g., W-CBM) are technically adequate and documented by research. Each measure administered uses indices of performance and proficiency that are grade-level	**What:** Most/some of the standardized measures used to formatively evaluate student progress (e.g., W-CBM) are technically adequate and documented by research. Not all of the measures administered use indices of performance and proficiency	**What:** Few or none of the standardized measures used to formatively evaluate student progress (e.g., W-CBM) are technically adequate. Teachers may be using indices of student performance and proficiency that are inappropriate for students at

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	appropriate and provide information that can be used to inform instructional planning. For informal measures, such as writing samples, all teachers within each grade level/content area use the same rubrics for assessing the quality of student writing. The content of these rubrics should also align with the expectations for student performance outlined in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards. All teachers across all grade levels have received training on how to use the student performance data collected to inform instructional decision-making and planning; data are not simply collected and shelved. **How:** Focus on quality of implementation and sustainability When additional or new assessments are considered, work with the assessment coordinator or lead teacher(s)	that are grade-level appropriate (e.g., CWS in the intermediate and second grades) and provide information that can be used to inform instructional planning. For informal measures, such as writing samples, most/some teachers within each grade level/content area use the same rubrics for assessing the quality of student writing. The content of each of these rubrics may or may not align with the expectations for student performance outlined in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards. Most/some teachers across all grade levels receive training on how to use the student performance data collected to inform instructional decision-making and planning. **How:** Principal, assessment coordinator, and/or lead teacher(s) work together to document the technical adequacy information for all standardized, formative	various grade levels. For informal measures, such as writing samples, most teachers within each grade level/content area are using their own rubrics for assessing the quality of student writing. The content of these rubrics may or may not align with the expectations for student performance outlined in the Oregon CCSS for ELA and Literacy, by grade level Writing Standards. Few or no teachers across the grade levels have received training on how to use the student performance data collected to inform instructional decision-making and planning. Teachers may be collecting the data but not using it to inform instruction. **How:** Principals, assessment coordinators, and/or lead teacher(s) work together to document the technical adequacy information of all standardized, formative measures being used across the grade levels and outline for

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	to "field test" and/or conduct a more comprehensive review of the assessments being considered. Prior to the beginning of each school year, grade/content level teams of teachers meet to discuss, review, and refine the rubrics that will be used across all classrooms to assess the quality of student writing and ensure that those rubrics reflect the content of the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards (1-3). Principal, expert, and/or lead teacher(s) schedule periodic meetings (e.g., monthly, quarterly, etc.) to review student writing data and discuss how instruction can be altered and modified to meet the needs of all students.	measures being used across the grades and outline for teachers which indices of performance ought to be used at the different grade levels (e.g., CIWS instead of CWS in the intermediate and secondary grades). Prior to the beginning of each school year, grade/content level teams of teachers meet to discuss, review, and refine the rubrics that will be used across classrooms to assess the quality of student writing and ensure that those rubrics reflect the content of the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards (1-3). Principals will ensure the commitment of all teachers to using these rubrics as part teacher's commitment to the Schoolwide Writing Plan. Principals, experts, and/or lead teacher(s) schedule periodic meetings (e.g., monthly, quarterly) to review student writing data and discuss how instruction can be	teachers which indices of performance ought to be used at the different grade levels (e.g., CIWS instead of CWS in the intermediate and secondary grades). Prior to the beginning of each school year, grade level/ content area teachers meet to draft, discuss, and refine the rubrics that will be used across all classrooms to assess the quality of student writing and ensure that those rubrics reflect the content of the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards (1-3). Principals will ensure the commitment of all teachers to using these rubrics as part of teacher's commitment to the Schoolwide Writing Plan. Principals, experts, and/or lead teacher(s) schedule periodic meetings (e.g., monthly) to review student writing data and discuss how instruction can be altered and modified to meet the needs of all students.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		altered and modified to meet the needs of all students.	
4. For standardized measures such as Writing Curriculum-Based Measurement, the school ensures that all assessment users receive training and follow-up observations on standard administration procedures, scoring (e.g., quantitative, qualitative, and reliability), and data interpretation.	**What:** All administrators and users of standardized writing assessments, such as curriculum-based measures, receive training and follow-up observations on administration, scoring, and data interpretation. **How:** Focus on quality of implementation and sustainability: Establish an annual schedule with dates for data collection and time to review writing assessment data quarterly, or following each benchmark period, to ensure consistency. This schedule should also include time for conducting reliability training *prior to* quarterly data collection. Ensure that there is a training plan in place for conducting fidelity checks with each staff member responsible for helping with data collection. Results from the fidelity checks should then be used to	**What:** All or most administrators and users of standardized writing assessments, such as curriculum-based measures, receive initial training but do *not* receive follow-up observations on administration, scoring, and data interpretation. **How:** Prior to the beginning of each school year, the principal and assessment coordinator will establish a training plan with scheduled assessment trainings for all assessment users. Alternate training times and formats (e.g., mini-assessment training sessions with full training content distributed over shorter, multiple sessions) are considered for staff whose schedules conflict with the master assessment training plan. Technology-based formats (e.g., webinars, Oregon	**What:** There are no consistent assessment trainings and/or follow-up observations consistently in place for administrators and users of standardized writing assessments. **How:** Prior to the beginning of each school year, the principal and assessment coordinator will establish a training plan with scheduled assessment trainings for all assessment users. All assessment users will receive initial administration and scoring training on the assessments they will administer. Follow-up "refresher" trainings will be scheduled quarterly, prior to each benchmarking period. The schoolwide writing assessment plan will also include scheduled observations with assessment

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	determine the degree to which additional training on assessment administration and scoring is necessary. Establish a system for tracking the fidelity of assessment of implementation within and across school years.	Literacy PD trainings) are also considered to ensure that all assessment users receive training.	administrators to ensure that assessments are administered correctly according to the assessment schedule and that data are recorded accurately.
II. (B) Assessments inform instruction in important, meaningful, and maintainable ways.			
1. As early in the school year as possible, screening measures are administered to all students in grades K-9 (recommended for grades 10-12 as well) to identify each student's level of writing performance and instructional needs.	**What:** Within the first few weeks of school (or beginning of each semester, trimester, or quarter), screening measures are administered to all students in grades K-12 to identify each student's level of performance. **How:** Focus on quality of implementation and sustainability: Establish an annual schedule with dates for data collection and time to review writing assessment data. This schedule should also include time for conducting reliability trainings *prior to* quarterly data collection.	**What:** Within the first few weeks of school (or beginning of each semester, trimester, or quarter), screening measures are administered to some/most students in the elementary grades and/or some/most students in the intermediate and secondary grades. **How:** Principal and expert / assessment coordinator will establish a schedule for screening all students. This schedule will articulate when screenings for all students at each grade level occur within the first two-three weeks of school. This schedule will also specify when additional benchmark	**What:** Screening measures are not administered within the first few weeks of school (or beginning of each semester, trimester, or quarter) and/or few or no screening measures are administered to identify students' level of writing performance. **How:** Principal and expert / assessment coordinator will establish a schedule for screening all students. This schedule will articulate when screenings for all students at each grade level will occur within the first two-three weeks of school. This schedule will also specify when additional benchmark

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	Ensure that there is a plan in place for conducting fidelity checks with each staff member responsible for helping with data collection. Results from fidelity checks should then be used to determine the degree to which additional training on assessment administration and scoring is necessary. Establish a system for tracking fidelity of assessment implementation within and across school years.	data at two times later during the school year (i.e., winter and spring) will be collected.	data at two times later during the school year (i.e., winter and spring) will be collected. By taking a proactive approach and mapping out this schedule for all grade levels, not only will school leadership get a sense of the resources (personnel, materials, space, etc.) needed to collect these data but they will also facilitate the identification of the support students need early before any problems become overwhelming.
2. Formal and/or informal measures are used regularly throughout the school year to monitor student progress with the following writing skills: (a) foundational writing skills (handwriting legibility, handwriting fluency, and spelling), (b) writing productivity (with quantitative scoring procedures, (c) mastery of the writing process (with qualitative scoring procedures, and (d) control over conventions of standard English grammar, usage, and mechanics (i.e., Oregon CCSS for ELA and Literacy by grade level, Language Standards 1-6 with quantitative and/or qualitative scoring procedures). Students who struggle with any aspect of writing should be monitored more frequently on that skill.	**What:** Formal (i.e., curriculum-based) and/or informal (i.e., portfolios, writing samples) measures are administered formatively at least three times per year to all students. Students (across all grade levels) who demonstrate difficulties with foundational writing skills, writing productivity, and/or automaticity with the writing process are monitored more frequently (e.g., at least once per month) to track student progress.	**What:** Progress monitoring measures are administered formatively less than three times per year to all students in the elementary grades. Students below grade level who have demonstrated difficulties writing in the intermediate and secondary grades are inconsistently progress monitored. **How:** School leadership and staff decide which measures will be used to monitor student progress with foundational writing skills, writing	**What:** Progress monitoring measures are not administered formatively throughout the school year to all students in grades K-12. **How:** School leadership and staff decide which measures will be used to monitor student progress with foundational writing skills, writing productivity, and the writing process. Principal and expert / assessment coordinator will establish a progress

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	How: Focus on quality of implementation and sustainability: Use progress monitoring data to determine instructional effectiveness. By using progress monitoring data, teachers and administrators can determine the effectiveness of instruction for individual students, classes, and even for a whole school. Monitoring student progress frequently also helps determine which students are meeting goals and which students continue to lag behind. School leadership and staff decide which measures will be used to monitor student progress with foundational writing skills, writing productivity, and the writing process.	productivity, and the writing process. Principal and expert / assessment coordinator will establish a progress monitoring schedule prior to the start of the school year. This schedule will articulate when progress monitoring will occur for each level of support (i.e., Tiers 1, 2, and 3) and how frequently formal and informal progress monitoring measures will be administered.	monitoring schedule at the beginning of the school year. This schedule will articulate when progress monitoring will occur for each level of support (i.e., Tiers 1, 2, and 3) and how frequently formal and informal progress monitoring measures will be administered.
3. Assessments of keyboarding skills are administered to all students in grades 4-6 to ensure that all demonstrate a sufficient command of keyboarding skills as articulated by the Oregon CCSS for ELA and Literacy by grade level, Writing	**What:** Assessments of keyboarding skill are administered formatively at least three times per year to all students in grades 4-6 to ensure that all demonstrate a	**What:** Assessments of keyboarding skill are administered less than three times per year to some students in grades 4-6 to ensure that students	**What:** Assessments of keyboarding skill are not administered to any students in grades 4-6 or above. **How:** School leadership and

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
Standard 6. Assessments of keyboarding skills are continually administered to all students in grade 7 and beyond to students who have failed to demonstrate a sufficient command of keyboarding skills as articulated by the Oregon CCSS for ELA and Literacy by grade level, Writing Standard 6.	sufficient command of keyboarding skills as articulated by the Oregon CCSS for ELA and Literacy, by grade level, Writing Standard 6. Assessments of keyboarding skill are administered to all students in grade 7 and beyond who have not met the expectations for keyboarding proficiency articulated by the Oregon CCSS for ELA and Literacy, by grade level, Writing Standard 6. **How:** Focus on quality of implementation and sustainability. School leadership and staff decide how best to monitor student progress with keyboarding skills. Establish a schedule for assessing students' keyboarding skills to ensure that sufficient resources are available for all students to be assessed.	demonstrate a sufficient command of keyboarding skills as articulated by the Oregon CCSS for ELA and Literacy, by grade level, Writing Standard 6. Assessments of keyboarding skill are not administered to students in grade 7 and beyond who have not met the expectation for keyboarding proficiency articulated by the Oregon CCSS for ELA and Literacy, by grade level, Writing Standard 6. **How:** School leadership and staff decide how best to monitor student progress with keyboarding skills. Use school or district-guidelines to determine what level of keyboarding skills are an indicator of proficiency across the grade levels. In particular, decide: 1. Is a page single or double-spaced? 2. What constitutes a "sitting"? (operationally define the length of time students will have to meet the	staff decide how best to monitor student progress with keyboarding skills. Use school or district-guidelines to determine what level of keyboarding skills is an indicator of proficiency across the grade levels. In particular, decide: 1. Is a page single or double-spaced? 2. What constitutes a "sitting"? (operationally define the length of time students will have to meet the expectation described in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standard 6). Formal/informal assessments of keyboarding skill are included in the writing assessment plan to ensure that all students in grades 4-6 and students in grade 7 and above who have not demonstrated proficiency will be assessed.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		expectation described in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standard 6). Formal/informal assessments of keyboarding skill are included in the writing assessment plan to ensure that all students in grades 4-6 and students in grade 7 and above who have not demonstrated proficiency will be assessed.	
4. Student performance data are analyzed and summarized in timely, meaningful formats and routinely used by teachers and grade or department-level teams to evaluate and adjust writing instruction as needed. Students with similar needs are grouped together for instruction.	**What:** Student performance data are systematically analyzed and summarized in timely, meaningful formats and routinely used by grade or department-level teams to evaluate and adjust instruction as needed. **How:** Focus on quality of implementation and sustainability: Establish a useful and meaningful way to summarize data obtained from benchmark measures as well as formal	**What:** Student performance data are inconsistently analyzed and summarized in timely, meaningful formats and sometimes used by grade or department-level teams to evaluate and adjust instruction as needed for all students. **How:** The principal, assessment coordinator, and/or lead teacher(s) establishes a systematic plan to analyze and summarize data obtained from formal and informal measures of writing.	**What:** There is no established process to analyze student performance data systematically. **How:** Grade level (and/or content-level) team meetings are an effective way to analyze student performance data systematically to identify adjustments to instruction for individuals and groups, as well as the effects of instruction as a whole. The principal, assessment coordinator, and/or lead

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	and informal progress monitoring measures. Establish a process to evaluate the effectiveness of each grade level team's data analysis and instructional decision-making progress. Use decision rules to evaluate the impact of instructional programs for all students.	The principal, assessment coordinator, and/or lead teacher(s) work together to establish a process to evaluate the effectiveness of instruction for each grade level and decide how students will be grouped for instruction.	teacher(s) establishes a systematic plan to analyze and summarize data obtained from formal and informal measures of writing. The principal, assessment coordinator, and/or lead teachers work together to establish a process to evaluate the effectiveness of instruction for each grade level and decide how students will be grouped for instruction.
5. Local performance assessments include standardized administration procedures (e.g., clearly articulated directions and specified prompts), school-wide assessment schedule, and provide students with *multiple* opportunities to practice writing *multiple* text types and for *multiple* purposes and audiences as described in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards (1-3).	**What:** Procedures are established to provide all students in grades 3 through 8 and *at least* once in high school the opportunity to respond to *at least* one writing prompt that is scored using an official state scoring guide. The local performance assessments administered to students in grades 3 through 12 utilize writing prompts that align with the modes of writing represented in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards 1-3 – narrative, informative/explanatory, and	**What:** Procedures are established to provide some/most students in grades 3 through 8 the opportunity to respond to one writing prompt that is scored using an official state scoring guide. The local performance assessments administered in grades 3 through 8 utilize writing prompts that align with the modes of writing represented in the Oregon CCSS for ELA and Literacy, by grade level, Writing Standards 1-3 – narrative, informative/explanatory, and opinion/argument texts – but	**What:** Procedures are not established to provide students in grades 3 through 12 the opportunity to respond to at least one writing prompt that is cored using an official state scoring guide. The local performance assessments administered in grades 3 through 12 do not utilize writing prompts that align with the modes of writing represented in the Oregon CCSS for ELA and Literacy, by grade level Writing Standards (1-3) and do not explicitly align with the expectations for grade-level writing proficiency

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	opinion/argument texts - *and* the expectations for grade-level writing proficiency in the Oregon CCSS for ELA and Literacy by grade level, Writing and Language Standards. Procedures are established for the timely scoring of local performance assessments using an official state scoring guide and assessment results are shared in easily interpretable ways with teachers and parents. **How:** Focus on quality of implementation and sustainability: Establish an annual schedule with specific testing windows for the administration of at least one local performance assessment per grade. This schedule might also include information about the mode of writing students will be expected to complete, as well as the expectations for grade-level writing proficiency that students could be expected to meet via completion of this assessment.	may not explicitly align with the expectations for grade-level writing proficiency in the Oregon CCSS for ELA and Literacy, by grade level, Writing and Language Standards. Procedures are established for scoring local performance assessments using an official state scoring guide, but results are not shared in a timely fashion and/or in easily interpretable ways with teachers and parents. **How:** Focus on quality of implementation and consistency: Principal, expert, and/or lead teacher(s) will establish an annual schedule with specific testing windows (e.g., January 5th – 12th) for the administration of at least one local performance assessment per grade. This schedule might also include information about the mode of writing students will be expected to complete as well as the expectations for grade-level writing proficiency	in the Oregon CCSS for ELA and Literacy, by grade level, Writing and Language Standards. Procedures are not established for scoring local performance assessments using an official state scoring guide. **How:** Principal, expert, and/or lead teacher(s) will establish an annual schedule with specific testing windows for the administration of at least one local performance assessment per grade identified. This schedule might also include information about the mode of writing students will be expected to complete as well as the expectations for grade-level writing proficiency that students could be expected to meet via the completion of this assessment. Ensure that this schedule accounts for the time and resources needed to administer at least one local performance assessment to ALL students in grades 3 through 8 as well as at least

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	Review the procedures currently in place to communicate the results of local performance assessments to teachers and parents. Is the information shared meaningful? Is it summarized and formatted to facilitate instructional decision-making by individual teachers and/or grade level teams?	via the completion of this assessment. Ensure that this schedule accounts for the time and resources needed to administer at least one local performance assessment to ALL students in grades 3 through 8 as well as at least once during grades 9-12 Review the writing prompts that have been used previously as part of the local performance assessment. As a grade-level team, examine the alignment of the requirements stated in the prompt with the expectations for grade-level proficiency outlined in the Oregon CCSS for ELA and Literacy, by grade level, Writing and Language Standards. If there are critical components from the Oregon CCSS for ELA and Literacy, by grade level, Writing and Language Standards that are not met by the local performance assessment, discuss ways that the assessment can be modified to include those components.	once during grades 9-12 Review the writing prompts that have been used previously as part of the local performance assessment. As a grade-level team, examine the alignment of the requirements stated in the prompt with the expectations for grade-level proficiency outlined in the Oregon CCSS for ELA and Literacy, by grade level Writing and Language Standards. If there are critical components from the Oregon CCSS for ELA and Literacy, by grade level Writing and Language Standards that are not met by the local performance assessment, discuss ways that the assessment can be modified to include those components. As a staff, discuss how this information can be reported in meaningful formats for both teachers and parents (e.g., What information will be the most useful to these different stakeholders?) Principal, expert, and/or lead

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		Review the results of local performance assessments that are shared with schools and teachers. As a staff, discuss how this information can be reported in meaningful formats for both teachers and parents (e.g., What information will be the most useful to these different stakeholders?) Principal, expert, and/or lead teacher(s) will establish a schedule for the scoring of local performance assessments to ensure that stakeholders receive information about student performance in a timely manner.	teacher(s) will establish a schedule for the scoring of local performance assessments to ensure that stakeholders receive information about student performance in a timely manner.
6. Local performance and classroom-based assessments provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences (CCR Anchor Standard for Writing #10; Oregon CCSS for ELA and Literacy by grade level, Writing Standard 10)	**What:** Procedures are established to provide all students in all grades across all content areas the opportunity to practice writing over shorter and extended time frames **How:** Focus on quality of implementation and sustainability: Establish an annual schedule	**What:** Procedures are established to provide some students in some grades across some content areas the opportunity to practice writing over shorter and extended time frames. **How:** Principal, lead teacher, and/or assessment coordinator establish an annual schedule with specific testing windows to	**What:** Procedures are not established to provide students multiple opportunities across the content areas to practice writing over shorter and extended time frames. **How:** Principal, lead teacher, and/or assessment coordinator establish an annual schedule with specific testing windows to ensure that all students in all

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	with specific testing windows for the administration of at least one local performance assessment per grade. When planning writing instruction and/or focusing on the integration of reading and writing instruction, teachers systematically plan to provide students with opportunities to write over extended time frames (e.g., book reports, research projects, narratives, etc.) and shorter time frames as a means to assess student understanding.	ensure that all students in all grades participate in one local performance assessment that requires engagement in the writing process. Lead teacher and/or assessment coordinator works with classroom teachers to ensure that writing instruction and/or writing in response to reading instruction includes multiple opportunities for students to write over extended time frames (e.g., book reports, research projects, narratives, etc.) and shorter time frames as a means to assess student understanding.	grades participate in one local performance assessment that requires engagement in the writing process. Lead teacher and/or assessment coordinator works with classroom teachers to ensure that writing instruction and/or writing in response to reading instruction includes multiple opportunities for students to write over extended time frames (e.g., book reports, research projects, narratives, etc.) and shorter time frames as a means to assess student understanding and follows up with classroom teachers as needed.
7. Summative data (such as the Oregon Statewide Assessment of Writing and local performance assessments designed by districts) are used for decision-making at a schoolwide level.	**What:** Summative data are used for making individual, group/grade, and systems-level decisions at all grade levels (K-12). **How:** At the individual level: - Evaluate performance with respect to specified	**What:** Summative data are inconsistently used for making individual, group/grade, and systems-level decisions at all grade levels (K-12). **How:** Principal, assessment coordinator, and/or lead teacher(s) establish a process for reviewing data at the	**What:** Summative data are not used for making individual, group/grade, and systems-level decisions at all grade levels (K-12). **How:** Principal, assessment coordinator, and/or lead teacher(s) establish a process for reviewing data at the

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	instructional goals At the group/grade level: - Evaluate overall performance with respect to specified instructional goals (e.g., What percentage of students met/did not meet the goals?). This information can be used to target instructional planning and support efforts for the upcoming school year. - Compare performance with previous years to determine if modifications to instructional support and planning have helped improve student outcomes. Discuss what modifications should be made, based on student data, for the upcoming school year. At the systems level: - Examine school outcomes to determine the degree to which goals for the year have been achieved (e.g., Have all goals been met? Did greater numbers of students meet some goals than others? Were	individual, group/grade, and systems levels. At the individual level: - Evaluate performance with respect to specified instructional goals At the group/grade level: - Evaluate overall performance with respect to specified instructional goals (e.g., What percentage of students met/did not meet the goals?). This information can be used to target instructional planning and support efforts for the upcoming school year. - Compare performance with previous years to determine if modifications to instructional support and planning have helped improve student outcomes. Discuss what modifications should be made, based on student data, for the upcoming school year. At the systems level: - Examine school outcomes to determine the degree to which goals	individual, group/grade, and systems levels. At the individual level: - Evaluate performance with respect to specified instructional goals At the group/grade level: - Evaluate overall performance with respect to specified instructional goals (e.g., What percentage of students met/did not meet the goals?). This information can be used to target instructional planning and support efforts for the upcoming school year. - Compare performance with previous years to determine if modifications to instructional support and planning have helped improve student outcomes. Discuss what modifications should be made, based on student data, for the upcoming school year. At the systems level: - Examine school outcomes to determine the degree to which goals

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	some groups/grade levels more successful at achieving their goals?) - Compare the achievement of goals to outcomes from previous years (e.g., How much progress has been achieved with respect to each goal?). This information can be used to inform goal setting for the upcoming school year. For the school-level infrastructure: - If goals were set for establishing an infrastructure to support writing (i.e., increasing instructional time and/or the opportunities students have to write for multiple purposes and audiences), evaluate the degree to which these goals have been achieved. This information can also be used to inform goal setting for the upcoming school year.	for the year have been achieved (e.g., Have all goals been met? Did greater numbers of students meet some goals than others? Were some groups/grade levels more successful at achieving their goals?) - Compare the achievement of goals to outcomes from previous years (e.g., How much progress has been achieved with respect to each goal?). This information can be used to inform goal setting for the upcoming school year. For the school-level infrastructure: - If goals were set for establishing an infrastructure to support writing (i.e., increasing instructional time and/or the opportunities students have to write for multiple purposes and audiences), evaluate the degree to which these goals have been achieved. This	for the year have been achieved (e.g., Have all goals been met? Did greater numbers of students meet some goals than others? Were some groups/grade levels more successful at achieving their goals?) - Compare the achievement of goals to outcomes from previous years (e.g., How much progress has been achieved with respect to each goal?). This information can be used to inform goal setting for the upcoming school year. For the school-level infrastructure: - If goals were set for establishing an infrastructure to support writing (i.e., increasing instructional time and/or the opportunities students have to write for multiple purposes and audiences), evaluate the degree to which these goals have been achieved. This

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		information can also be used to inform goal setting for the upcoming school year. Determine areas of strength and areas needing improvement across each of these grade levels and **draft actions to target each of the areas needing improvement.** This process should occur in the winter and spring following benchmark data collection.	information can also be used to inform goal setting for the upcoming school year. Determine areas of strength and areas needing improvement across each of these grade levels and **draft actions to target each of the areas needing improvement.** This process should occur in the winter and spring following benchmark data collection. To become adept with these practices, schools may want to begin by addressing each of these actions within one or two grade levels that have been identified as needing support. Once these practices have become adopted and refined, a plan should be established for implementing them at all grade levels.
			Assessment Total = _____/ 22 Points _____%

III. Instruction

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
III. (A) Schools dedicate sufficient time for writing instruction, with writing occurring across the curriculum.			
1. The school allocates sufficient time for writing instruction during the school day. It is recommended that schools spend at least 35 to 40 minutes daily engaged in writing and writing instruction starting in first grade and at least 60 minutes in middle and high school in order to meet CCR Anchor Standards for Writing 1-10. (x2)	**What**: All teachers follow minimal recommended times for daily reading instruction. (For example, all teachers in K-3 are teaching writing at least 35-40 minutes daily.)	**What**: Most/some teachers follow minimal recommended times for daily writing instruction.	**What**: Few/no teachers follow minimal recommended times for daily writing instruction.
2. Writing is infused into content area instruction in the elementary through secondary levels to provide time for teaching and opportunities for students to practice writing for multiple purposes and audiences (for middle and high school levels, see CCSS for ELA and Literacy Writing Standards for Literacy in History,/Social Studies, Science, and Technical Subjects 6-12 (pp. 63-66)..	**What:** Writing instruction and writing tasks are incorporated into all content areas across the curriculum. Middle and high school teachers are familiar with and teach CCR Writing Standards 1-10 by grade level bands for Literacy in History/Social Studies, Science, and Technical Subjects 6-12. **How:** The amount of writing time increases as students move through the grades. Writing is incorporated into all subjects within the school day. Professional development has been provided and/or study	**What**: Writing instruction and writing tasks are incorporated into some content areas across the curriculum. Some middle and high school teachers are familiar with and teach CCR Writing Standards 1-10 by grade level bands for Literacy in History/Social Studies, Science, and Technical Subjects 6-12. **How:** Principal conducts teacher walk-throughs to determine gaps in scheduled writing time. Walk-throughs are conducted in content and technical area classrooms to ensure that writing is taking place across the curriculum.	**What**: Writing instruction and writing tasks are not incorporated into content areas across the curriculum. English/Language Arts is the only instructional area in which writing is taught. Teachers are not familiar with nor use CCR Writing Standards 1-10 by grade level bands for Literacy in History/Social Studies, Science, and Technical Subjects 6-12. **How:** School develops a plan for setting aside increased time each day for teaching writing skills, processes, and knowledge across the curriculum. It is recommended

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	groups have been created to help teachers incorporate CCR Writing Standards 1-10 by grade level bands for content area standards.		that teachers either (a) increase the total amount of time devoted to the language arts block to ensure adequate writing time is provided, or (b) set aside a separate time for the writing block outside of the designated reading block. Also, set aside time for professional development to help teachers become aware of and teach the CCR Writing Standards 1-10 by grade level bands for content area subjects.
III. (B) Effective instructional procedures are incorporated into teaching the writing process, including strategic writing behaviors.			
1. Teachers use a process approach to help teach writing instruction, integrating strategies for planning, writing, revising, and editing across grade levels and genres (CCR Writing Standard 5).	**What**: Writing teachers explicitly teach the writing process and provide strategic instruction in planning, writing, revising and editing across grade level and genres. **How:** Teachers devote time to explicitly teaching prewriting activities, drafting, seeking feedback from peers or the instructor, revising at the whole-text level, paragraph or sentence level (depending upon grade level), proofreading, and "publishing"	**What**: Some writing teachers explicitly teach the writing process and provide strategic instruction in planning, writing, revising and editing across grade level and genres; others do not or are more informal rather than strategic in their approach. **How:** Teachers start moving to more strategic procedures for teaching the writing process instead of depending on an informal learning processes. They move away from the	**What**: The process approach to writing is generally not used within classrooms. More traditional approaches are used for writing instruction such as isolated skill development with worksheets outside the actual context of writing. **How:** In-depth professional development is planned and provided for using the process approach to teaching writing. A plan is developed for applying these concepts within

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	or printing the final text. Also, teachers are familiar with and teach these skills across grade levels, as delineated by CCSS for ELA and Literacy Writing Standard 5.	assumption that the needed skills and knowledge will be acquired naturally as students write in supportive environments and that important concepts will be learned through teachable moments and mini-lessons that may not cover all of the skills students need to learn. For ideas on how to explicitly teach the writing process, see the column to the left.	classrooms, and ongoing professional development and coaching is used to provide support for teachers in using the process approach.
2. Writing strategies are taught using systematic and explicit procedures including modeling, scaffolded assistance, and guided independent practice. Writing strategies are aligned by grade level with the CCSS for ELA and Literacy Writing Standards.	**What**: All writing teachers and, as appropriate, content area teachers, explicitly and systematically teach students strategies for planning, revising, and editing text across grade levels and genres. Teaching personnel teach strategies that students have plenty of opportunity to use and can be geared upward and downward in terms of sophistication. Strategy instruction is sequenced so that strategies build upon one another, and the number of strategies a student can learn at one time is limited. Writing strategies are aligned by grade	**What**: Some teachers explicitly and systematically teach students strategies for planning, revising, and editing text across grade levels and genres. Others do not teach specific strategies or teach strategies informally rather than explicitly and systematically. Strategies are taught somewhat randomly across the school depending on grade level and teachers within the same grade levels. Writing strategies are not necessarily aligned by grade level with the CCSS for ELA and Literacy.	**What**: Very few, if any, teachers systematically and explicitly teach writing strategies for planning, revising, and editing text across grade levels and genres. Students are asked to complete these activities independently with very little to no direct instruction. **How:** In-depth professional development is conducted to help teachers understand the rationale for using writing strategies and the *what* and *how* of teaching these strategies. Using the CCSS for ELA and Literacy by grade

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	level with the CCSS for ELA and Literacy. Examples of writing strategies include systematic steps for writing a persuasive essay, steps for revising a written product, steps for planning a written composition, etc. **How:** Teachers use explicit instruction for teaching strategies including: (1) developing and activating students' background knowledge needed to use the strategy; (2) discussing the purpose and benefits for using the strategy; (3) modeling how to use the strategy; (4) requiring students to memorize the steps in the strategy; (5) having students practice using the strategy with scaffolding; and (6) asking the students to use the strategy with little or no support.	**How:** The school develops a plan for determining what writing strategies will be taught at each grade level for various genres, using the Oregon Writing Standards (OWS) to guide the instructional plan. All teachers agree to incorporate this plan into their daily writing instruction. School leaders determine which teachers need assistance in teaching writing strategies explicitly and systematically and provide professional development to help address these needs.	level as a guide, the staff works together to develop a schoolwide plan to determine the types of strategies that will be taught at each grade level. Ongoing professional development and coaching is used to help implement this plan.
3. Teachers use specific plans of actions/procedural facilitators/think sheets to help teach and scaffold writing strategies.	**What**: When teaching writing strategies, teachers across the school use plans of action or "think sheets" to provide a common language for teachers	**What**: When writing strategies are taught, teachers teach strategies as a whole, rather than defining specific steps and providing concrete plans of	**What**: In general, few, if any teachers use plans of action to help teach writing strategies and make the process of learning these strategies more

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	and students to use in their dialogue about writing processes and tasks. Examples are graphic organizers or mnemonics that make writing structures visible to students and help scaffold instruction. **How:** Although specific plans of action are not needed for every writing task (e.g. writing a note to a friend), teachers use plans of action to help teach strategic knowledge for the more important writing tasks. This then becomes the "invisible knowledge" that students then carry in their heads to complete various writing tasks.	action or think sheets to help students understand and memorize various strategies. **How:** Provide professional development and seek resources for developing and using specific plans of action or think sheets to help teach as well as scaffold instruction. Specific examples of these types of tools are provided within the Oregon Literacy Framework's Writing Plan. Have teachers who are using such tools share ideas with other staff members.	concrete. **How:** Provide professional development and seek resources for developing and using specific plans of action or think sheets to help teach as well as scaffold instruction. Specific examples of these types of tools are provided within the Oregon Literacy Framework's Writing Plan.
4. Teachers provide quality, structured feedback about students' writing using interactive, elaborated dialogue.	**What**: All teachers of writing consistently provide quality, structured feedback to students regarding their writing performance and progress. **How:** Teachers use a combination of interactive dialogue with procedural facilitators such as plans or action, think sheets, and/or	**What**: Some feedback is provided to students regarding their writing performance. However, the feedback is general rather than being elaborate, specific, and explicit. **How:** Develop a plan to improve the *quality* of interactive discussion around writing tasks and assignments.	**What**: No consistent structured feedback is provided to students on writing assignments and writing progress. **How:** Interactive dialogue between students and teachers or students and their peers is a critical instructional factor in enhancing the quality

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	detailed rubrics specific to the genre being taught when providing feedback. These procedural facilitators provide a shared vocabulary and common understanding about the writing process. Feedback is interactive, specific, and explicit.	This could involve planning and conducting professional development and/or conducting study groups on how to provide quality discussions around writing tasks. Example checklists that could be used as concrete tools for providing feedback can be found within the Framework's Writing Plan.	of students' writing. Research indicates that teachers engaging students in dialogue about writing, providing frequent comments, thoughts and suggestions about what a student has written, scaffolding help around observed problems, and noting specific strengths and areas needing development are critical to improving students' writing. Provide professional development and seek resources for developing and using quality, structured feedback with interactive dialogue as a means to develop and improve students' writing.
5. Teachers set specific product goals for writing tasks that they assign and provide ongoing feedback on meeting these goals. Goals are differentiated based upon individual student needs.	**What**: All teachers help students set specific goals for the writing task(s) they are about to complete and provide ongoing feedback on meeting these goals. **How:** Goals are specific to the purpose of the writing assignment, as well as characteristics of the final	**What**: Some teachers collaboratively set goals with students related to the written compositions they are asked to complete. Other teachers do not set goals or set classwide goals related to task completion. **How:** Develop a plan for all teachers of writing	**What**: Teachers generally do not set any type of student goals for improving writing. **How:** Setting product goals involves assigning students specific, measurable, and reachable goals for the writing they are about to complete. Research indicates that setting product goals has a strong

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	writing product, rather than general overall goals such as task completion**.** Goals are differentiated based upon student needs, specifically for special education students and ELs. Progress toward meeting these goals is used as a basis for discussion during the revision process and teacher-student conferences.	collaboratively setting writing goals with students, especially with low-performing writers and EL writers. Examples include deleting sentences that repeat ideas, adding three new ideas to a particular section of a writing piece, or revising one particular section to make it more persuasive to the reader. These goals are then used as a basis for discussion during revision conferences.	impact on writing quality. As a result, the school should encourage teachers within the school to collaboratively set writing goals for students. Start first with providing training in this area, and then develop a plan for implementation. One example for goal setting is contained within the Framework's Writing Plan.
III. (C) Teaching personnel explicitly teach the specific discourse knowledge needed for writing development.			
1. Instructional personnel explicitly and directly teach genre-specific text structures, and provide "live" models and demonstrations to show how to write different text structures, beginning in the early elementary grades and include more sophisticated text structures as students move through higher grade levels, including those genres that are aligned with the CCR Anchor Writing Standards 1-3. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).	**What**: The school has developed a specific plan detailing which genres will be taught at each grade level, aligning with the Oregon CCSS for ELA & Literacy by grade level Writing Standards. Teachers follow this plan within and across grade levels and model writing during "live" demonstrations **How:** The school has incorporated the Oregon Department of Education's Language Arts Benchmarks and Standards (which adopted	**What**: Although various genres are taught within writing classrooms, the school has not developed a schoolwide plan for what specific writing genres will be taught within and across grade levels nor do these incorporate those genres delineated within the Oregon CCSS for ELA & Literacy Writing Standards by grade level. Individual teachers generally decide somewhat randomly what genres they will teach within their classrooms. Writing is inconsistently modeled during "live"	**What**: Teachers within the school have not discussed the different types of writing that should be taught to students. As a result, a very limited set of genres are taught to students within the school that do not necessarily align with those described in the CCSS for ELA & Literacy Writing Standards. **How:** The school should introduce different types of genres to students beginning in the early elementary grades, including those specified within

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	the Common Core Standards). These standards outline specific genres as well as breadth and depth of writing within various genres at each grade level. Teachers within a school use the same process steps to teach different genres in order to provide consistency for the students they instruct.	demonstrations. **How:** Set aside resources to develop a schoolwide plan for genre instruction across grade levels that incorporate the Oregon CCSS for ELA & Literacy Writing Standards by grade level. This plan should outline specific genres as well as breadth and depth of understanding expected at each grade level.	the Oregon CCSS for ELA & Literacy by grade level Writing Standards K-12. In the early grades the practice of reading a variety of books to children has been shown to support their acquisition of genre knowledge. These books should be integrated into various curriculum units and features of the text discussed within the classrooms. In elementary through high school, students should be taught to write for a variety of audiences and a variety of purposes. Recommendations and examples for how to teach different writing genres are detailed within the Oregon Literacy Framework's narrative plan for writing.
2. Teachers provide explicit instruction in spelling skills and allot *at least* 60-75 minutes per week for spelling instruction in the elementary grades. Spelling instruction is differentiated for students who struggle with spelling. Spelling instruction is aligned with the broad spelling conventions and patterns presented in CCR Anchor Language Standard 2 across grade levels (including morphological awareness and word study instruction for intermediate and	**What**: The school has developed a schedule that allows for at least the minimum amount of recommended time for spelling instruction. Differentiated instruction is provided to students who struggle with spelling. For students who struggle with spelling in middle and high school, time is set aside to	**What**: The school has developed a schedule that allots time for spelling instruction each day. However, teachers don't necessarily adhere to these time guidelines. Teachers may shorten spelling lists as an accommodation for students who struggle with spelling but give little consideration to	**What**: Teachers within the school teach spelling whenever they can fit it in. The result is inconsistency in the amount of time devoted to spelling instruction each week. A "one size fits all" approach to spelling instruction is used in that all students work from the same spelling list with no consideration given to

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
upper grade students). (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions)..	develop better spelling skills through the use of spelling patterns and morphology. **How:** Explicit instruction is used during the allotted spelling time. Focus is on phoneme-grapheme associations in kindergarten and first grade, common spelling patterns in first and second grades, and patterns, morphological structures and helpful spelling rules in second grade and beyond. Students are taught systematic and effective strategies for studying new spelling words and provide opportunities to generalize spelling skills to text composition.	determining developmentally appropriate spelling instruction for these students. **How:** Use observations such as principal walk-throughs to determine gaps in spelling scheduling. Work with these teachers to ensure enough time is being devoted to spelling instruction throughout the school week. Obtain resources including professional development that informs teachers on research-based recommendations for teaching spelling and how to differentiate spelling instruction for students who struggle.	developmentally appropriate instruction. **How:** Have all elementary teachers develop schedules that incorporate at least the minimum amount of recommended time for spelling instruction each week. Obtain resources including professional development that informs teachers on research-based recommendations for teaching spelling and how to differentiate spelling instruction for students who struggle.
3. Teachers provide explicit instruction in handwriting skills. In the primary grades, *at least* 75-100 minutes per week is dedicated to handwriting instruction. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).	**What**: In the primary grades, a formal handwriting program is adopted and at least 75-100 minutes per week is dedicated to explicit instruction in handwriting skills. **How:** Teachers explicitly model, practice and review letter formation, pencil grip and paper positioning. They	**What**: Although a handwriting program has been adopted by the school, not all teachers consistently use the program or follow recommended minimum amounts of time for formal instruction. Not all teachers are not aware of or use research-based procedures for teaching handwriting	**What**: A formal handwriting program is not adopted, and very little time is set aside each week for teaching handwriting. **How:** Research indicates that handwriting is a predictive factor in determining the length and quality of compositions. If students have difficulty forming

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	provide students with facilitative supports for attaining legible handwriting such as numbered arrows that depict correct letter stroke sequences, verbal descriptions of strokes, hand-over-hand physical assistance, and paper positioning marks on students' desks as needed. Teachers develop students' capacity for independently evaluating and improving their handwriting. Students are encouraged to develop handwriting fluency through ample opportunities to write by hand and speed trials during which students work on handwriting speed, especially for students that struggle with handwriting fluency. Instruction is differentiated by additional specialized instruction for struggling writers through individual tutoring or small group instruction.	**How:** Through observations such as principal walk-throughs, determine gaps in formal handwriting instruction. Work with these teachers to ensure enough time is being devoted to handwriting instruction throughout the school week. Obtain resources including professional development that informs teachers on research-based recommendations for teaching handwriting skills and how to differentiate handwriting instruction for students who struggle.	letters with reasonable legibility and speed, they cannot translate the language in their minds into written text. Additionally, research suggests that there is a high correlation between handwriting speed and typing speed, and many students who struggle with handwriting may also struggle with automatic keyboarding. As a result, teachers cannot depend on word processing to "bypass" poor handwriting skills, and teachers should provide explicit instruction in both handwriting and keyboarding. The school should develop a plan for incorporating explicit instruction of handwriting skills throughout the primary grades. The school should allot 75-100 minutes per week in short sessions for this instruction. Obtain resources including professional development that informs teachers on research-based recommendations for teaching handwriting skills and how to differentiate handwriting instruction for

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
			students who struggle.
4. The school ensures students receive explicit and direct instruction on keyboarding skills to take advantage of word processing for writing compositions and to meet the expectations established for keyboarding proficiency by Oregon CCSS for ELA & Literacy Writing Standard 6. Teachers design and use an instructional plan for integrating word processing with writing instruction rather than expecting students to do so on their own. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).	**What**: The school has developed and implemented a plan for students to receive instruction on keyboarding and other technological skills needed to take advantage of word processing as well as a plan for integrating word processing with writing instruction. **How:** Students are taught to type as fluently as they write via keyboarding instruction. Students are encouraged to use correct fingering and monitor their speed and accuracy. Students are also taught revising strategies that take advantage of the editing capabilities of word processing, including strategies for substantive revision as well as strategies for using spell checkers for editing. Teachers realize that technological tools by themselves have very little impact on learning, including writing, and that learning depends on a combination of the technology and instruction designed to help students take	**What**: The school has not developed and implemented a systematic plan for students to receive instruction on keyboarding and other technological skills needed to take advantage of word processing. However, individual teachers within the school provide opportunities for students to use word processing for writing. **How:** Develop a systematic plan for students to receive instruction on keyboarding skills and other technological skills needed to support writing instruction. Additionally, create an instructional plan to integrate word processing with writing instruction across the school.	**What**: Students within the school do not have the opportunity to learn keyboarding and other technological skills needed for fluent word processing. **How:** Research indicates that word processing has a consistently positive impact on writing quality for students in grades 4 through 12 including average-achieving writers, at-risk learners, and students identified with learning disabilities and should be used within classrooms when appropriate. The use of word processing can be particularly helpful to low achieving writers. The school should develop a plan for obtaining the resources necessary for students to learn keyboarding and other technological skills needed for word processing including the use of spell checking devices. It is also recommended that an instructional plan to integrate

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	advantage of the capabilities of the technology.		word processing with writing instruction across the school be established.
5. Educators in the school receive professional development on and then integrate new technologies into their writing instruction and assigned writing tasks. The use of technology to support the development of students' writing skills is emphasized in CCR Anchor Writing Standard 6, which calls for students to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).	**What**: Teachers across the school have studied and received training on how to strategically and carefully provide students opportunities to engage with new domains for writing and new forms of written communication available through the advent of new technology such as the Internet. **How:** Teachers follow guiding principles when making the Internet an integral component of their writing curriculum. Internet writing practices support required curriculum standards and are modified to meet the needs of individual students. Additionally, Internet writing practices are focused on helping students learn the literacy skills necessary to be successful in the 21st century.	**What**: A number of teachers across the school provide students opportunities to engage with new domains for writing and new forms of written communication available through the advent of new technology. However, the staff have not received formal training nor collaboratively studied the most effective methods for doing so. **How:** Develop a plan for training teachers on effective use of technology to enhance writing skills. Provide teachers access to research, examples, and innovations, as well as staff development, to learn best practices.	**What**: Students within the school are provided few, if any, opportunities to engage with new domains for writing available through new technology. **How:** In order for students to keep up with writing skills that may be needed for future employment, civic participation, and personal purposes, educators must strategically and carefully provide opportunities for students to engage with new environments and forms of writing (and reading) on the Internet.
6. Sentence writing and sentence combining skills are explicitly taught as a method of enhancing the quality of students' writing. (NOTE: Lower-level and higher-	**What**: All writing teachers teach sentence writing and sentence combining skills as a method of developing more	**What**: Most writing teachers teach sentence writing and sentence combining skills as a method of developing more	**What**: Few teachers within the school directly and systematically teach sentence writing and sentence

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
level writing skills are typically combined in a single instructional sessions). (x2)	complex sentences and enhancing the overall quality of students' writing. **How:** Teachers organize lessons to teach sentence writing and sentence-combining skills that include modeling, supported practice, and independent practice. Sentence-combining activities are meaningful, and specific activities and instruction are planned to help students transfer sentence combining into their own writing including the revision process.	complex sentences and enhance the overall quality of their students' writing. However, this instruction is conducted mainly through stand-alone skill-building exercises activities and results in little transfer over to students' everyday writing. **How:** Although contrived exercises may be initially used to help students build a variety of quality sentence-writing techniques, as soon as students are comfortable with a skill, teachers should have students practice their new skills in their own writing and include sentence-combining skills within the revision process.	combining skills to their students. **How:** Limited knowledge about effective writing formats at the sentence level may hinder a writer's ability to translate his or her thoughts into text, and difficulties constructing well-designed, grammatically correct sentences may also make the text more difficult for others to read. The process of composing a formal sentence is quite complex and therefore requires significant guidance. This is particularly true for English learners as their native language may use a different syntax than English. As a result, teachers within the school should learn how and then spend time developing lessons to explicitly teach sentence writing and sentence combining skills within their classrooms.
7. The development of language skills, including vocabulary acquisition and use, is found throughout the CCR for ELA &	**What**: All teachers across the school plan and use specific strategies for incorporating	**What**: Selected teachers across the school plan and use specific strategies for	**What**: Vocabulary development and integration of newly-learned vocabulary into

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
Literacy K-12 within reading, writing, speaking/listening, and language anchor standards. In the area of writing, teachers plan for and use specific strategies for incorporating newly-learned and higher-level vocabulary into students' written compositions. (NOTE: Lower-level and higher-level writing skills are typically combined in a single instructional sessions).	newly-learned and high-level vocabulary into students' written compositions. **How:** Teachers within the school use explicit instruction to directly teach the meaning of specific words and teach students strategies for independent word learning. Additionally, teachers in grades 4-12 teach word meaning and word-learning strategic specific to content areas. These teachers do not assume that an improvement in overall vocabulary skills will improve students' word choice in writing. Instead, they carefully plan specific activities and strategies that encourage students to incorporate new vocabulary into their written compositions.	incorporating newly-learned and high-level vocabulary into students' written compositions. As a result, students within these classrooms experience limited growth in their vocabulary development overall and within their writing. **How:** Conduct principal walk-throughs to determine gaps in effective vocabulary instruction. Provide professional development informing all teachers on research-based recommendations for teaching vocabulary and how to then help students integrate this newly-learned vocabulary into their daily writing.	students' written compositions is not a focus of most teachers across the school. Teachers have not received professional development on effective methods of teaching vocabulary within their classrooms. **How:** The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy and quality of his or her writing. For that reason, the school must develop a plan for teachers to effectively provide explicit instruction of vocabulary within classrooms, and then carefully plan specific strategies for helping students incorporate newly-learned vocabulary into their written compositions. The plan must include professional development on research-based practices for increasing students' overall vocabulary skills.
III. (D) Instructional personnel foster students' interest, enjoyment, and motivation to write.			
1. Developing students' self-efficacy in	**What**: Teaching personnel	**What**: A limited number of	**What**: Teaching personnel

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
writing is a target for teaching personnel. (Self-efficacy here is defined as a student's assessment of his or her capability to perform specific writing tasks.)	across the school engage students in activities that enhance their self-efficacy. **How:** Teachers across the school ensure students have opportunities to perform challenging tasks in which they can be successful through sufficient scaffolding. They model coping techniques while faced with difficulty in completing written assignments. Teachers give truthful, realistic, and specific feedback regarding task performance and, importantly, foster the belief that competence is alterable through effort expenditure.	teachers within the school engage in activities that will enhance their students' self-efficacy in writing. **How:** Have teachers read about and study the impact of developing self-efficacy in writing. Encourage teachers to integrate recommendations for enhancing students' self-efficacy into their writing instruction. Use teachers already engaged in these practices as resources.	have not discussed self-efficacy as it relates to writing **How:** Teachers should be concerned about students' self-efficacy in writing because it is positively related to the amount of effort students will expend to complete writing tasks and the overall quality of task performance. Have teachers read about and study the impact of developing self-efficacy in writing. Encourage teachers to integrate recommendations for enhancing students' self-efficacy into their writing instruction.
2. Teachers provide authentic writing experiences and assignments. Students see writing as a useful, interesting, and social activity that can be shared with different audiences for various purposes. (x2)	**What**: Teaching personnel across the school provide an array of authentic writing experiences and tasks that motivate students to become successful writers. **How:** Teachers create authentic writing tasks that help students see writing as a useful activity that has value and relevance. Teachers also	**What**: Some teachers within the school provide students with relevant and authentic writing experiences and tasks that motivate students to become successful writers. However, this is not the normal practice within most writing classrooms. Some students are engaged in highly motivating, relevant writing activities while others are more	**What**: Teaching personnel use workbook-type activities with little relevance to their students' lives to teach writing skills. Many students perceive writing activities as simply "another task to complete" for accountability purposes and void of any connection to their personal experiences and communication interests. As a result many students in

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	incorporate writing tasks that stress the social and communication aspects of writing. Writing is viewed as more than a solitary activity in which a student demonstrates what he or she has learned; rather, writing in classrooms is viewed as a social activity in which what one writes is shared with various audiences for various purposes.	often engaged in solitary writing experiences with little variety in projected audience or purpose. **How:** Create professional development plans and/or study teams around the concept of providing authentic and relevant writing experiences for students. Implement the plan and provide time for follow-up and reflection.	classrooms across the school lack motivation to complete writing assignments and do not improve their writing skills. **How:** Develop a school-wide understanding of and rationale for providing authentic and relevant writing experiences. Create professional development plans and/or study teams around the concept of how to provide authentic and relevant writing experiences for students. Implement the plan and provide time for follow-up and reflection.
3. Teaching personnel create classroom environments that are supportive and pleasant, and teachers are knowledgeable and enthusiastic about writing activities, and are comfortable sharing and demonstrating writing during classroom instruction.	**What**: A positive shared culture of writing is evident in the school. All teaching personnel create classroom environments that are supportive, pleasant and enthusiastic about writing. **How:** Teachers are enthusiastic about writing themselves and create positive environments where students are constantly encouraged to	**What**: Teacher and student attitudes toward writing vary across classrooms. Many teachers are enthusiastic about writing and that enthusiasm carries over into their classrooms. Others lack confidence in their own writing and as a result have developed negative feelings toward the process which carries over into their classroom activities and feedback.	**What**: A positive shared "culture of writing" has not been developed within the school. Many students feel negatively about their writing experiences and do not feel supported and encouraged in their writing efforts. **How:** Research suggests that teachers pass on their attitudes to their students. As a result, it is important that the

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	try hard and believe that the skills and strategies they are learning will permit them to write well.	**How:** Conduct principal walk-throughs to identify gaps in positive, encouraging writing environments. Differentiate professional development to help teachers develop the skills, confidence, and enthusiasm necessary to improve the writing culture across the school.	school develop a positive culture around writing that is visible through classrooms in which students are excited and interested in writing tasks. For teachers who do not feel positive and confident about their own writing, develop individual plans for them to develop and improve their skills.
III. (E) School personnel provide differentiated writing instruction through a tiered instructional model.			
1. School personnel use formal and informal assessment measures to guide a tiered model for writing instruction.	**What**: Instruction is optimized for all students and tailored to meet current levels of knowledge and prerequisite skills as well as organized to enhance student learning. **How:** A tiered-model of instruction is in place to group students. Data are used to group students (Tier 1 and Tier 2/3 in writing).	**What**: Some differentiation of writing instruction occurs based upon student assessment data. However, this differentiation is not standardized; it based upon each individual teacher's ability to determine specific instructional needs and time available to help meet these individual needs. **How:** A schoolwide, tiered instructional writing plan is developed tailored to meet the current writing needs of all students. Using all formal and informal assessment information, students are	**What**: A tiered instructional system is not in place. All students across the school receive the same writing instruction within grade levels. Little differentiation of writing instruction is provided based upon individual needs. **How:** Differentiated instruction is a key concept which, when employed effectively, can drive the type and quality of instruction for all students. Developing a multi-level or tiered instructional model provides a framework for differentiation. The school

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		assigned tiers of instruction based on individual needs.	should develop a schoolwide plan for providing tiered instruction in writing. Formal and informal assessment information should guide development of the model.
2. Tier 1 instruction consists of research-based practices that guide writing instruction and are aligned with the Oregon CCSS for ELA & Literacy, by grade level, Writing Standards.	**What**: Tier 1 instruction in writing across the school incorporates materials and procedures that are based upon scientific studies of writing and align with the CCSS for ELA & Literacy Writing Standards, by grade level. **How:** The school has developed an overall School Writing Plan that outlines the materials, practices, and procedures that will be used for writing instruction across grade levels. The school uses evidence-based writing practices as summarized, defined and described within the Framework as a basis for instruction. Additionally, teaching personnel within the school are familiar with and incorporate the Oregon Department of Education's	**What**: Some teachers within the school use evidence-based writing practices as summarized, defined and described within the Framework. However, the school has not developed a Schoolwide Writing Plan describing what writing skills will be taught, including those described by grade level within the CCSS for ELA & Literacy Writing Standards, and what evidence-based practices and procedures will be used to teach these skills within and across grade levels. **How:** Develop a Schoolwide Writing Plan describing the knowledge and skills that will be taught within and across grade levels and describing the research-based practices and procedures that will guide writing instruction.	**What**: There appears to be no continuity between and within grade levels for writing instruction. Teachers within the school select and use materials and practices by personal preference rather than those found effective through scientific studies of writing. Teaching personnel are not familiar with the CCSS for ELA & Literacy Writing Standards within and across grade levels or the evidence-based practices defined and described within the Framework. **How:** Develop a plan for teachers to become familiar with the Oregon Department of Education's benchmarks and standards and the Oregon Literacy Plan. Develop a Schoolwide Writing

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	standards and benchmarks into each specific grade level plan.	Provide professional development to the entire staff on using evidence-based writing practices and follow-up with differentiated instruction for those teachers who need additional support.	Plan describing the knowledge and skills that will be taught within and across grade levels and describing the research-based practices and procedures that will guide writing instruction. Provide professional development to the entire staff on using evidence-based writing practices and follow-up and coaching occurring across grade levels.
3. Students who struggle with writing receive Tier 2-3 interventions that are based upon more explicit instruction in their areas of need, small-group instruction, and increased instructional time. (x2)	**What**: Effective, specialized instruction is provided for all students who are performing below grade level on writing skills. **How:** Teachers are knowledgeable about effective instructional practices and procedures for students who struggle with writing. Across all grade levels, instruction is intensified for students writing below grade level by using more explicit instruction, using small group arrangements, and	**What**: Some, but not all, students below grade level receive differentiated instruction. The quality of differentiation varies widely due to varying levels of teacher effectiveness and available resources. **How:** Develop a more structured plan for meeting the needs of all students who are performing below grade level in writing. Intensify instruction for these students by making instruction more explicit,	**What**: Students who are below grade level in writing skills receive the same instruction as those students at grade level. **How:** Provide professional development and ongoing training to help teachers gain the knowledge and skills necessary to help struggling writers. Develop a plan for how the school will meet the needs of all students who are

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	providing an increase in instructional time as needed.	lowering the student-teacher ratio through small group instruction, and increasing the amount of instructional time as needed. Provide professional development to increase the staff's knowledge in providing support for struggling writers. Other recommendations for writing instruction for Tier 2 and 3 students are provided within the Framework's Writing Plan.	performing below grade level in writing. Use the concepts of explicit instruction, small group instruction, and increased instructional time as a basis for developing this plan.
4. Instructors are aware of and use specialized instruction and scaffolded supports that will enhance the writing of English learners.	**What**: Teaching personnel across the school have received professional development on how to best meet the specific writing needs of English learners. Teachers use these techniques and scaffolded instruction to meet the instructional writing needs of these students. **How:** Teachers realize that many ELs will most likely require the specific writing strategies outlined for students receiving Tier 2 and 3 instruction. For example, teachers explicitly teach steps	**What**: Although teachers within the school realize writing instruction for most ELs needs to be differentiated, they are not sure how to do so. Teachers make their "best guess" on how to help these students. **How:** Provide professional development on the specialized and scaffolded support ELs will need in order to become proficient writers. Provide ongoing support and coaching to help teachers carry out this specialized instruction.	**What**: Instructors are not aware of specialized instructional techniques or specific scaffolded supports that will enhance the writing skills of English learners. **How:** Help teachers understand that the specific needs of ELs in the area of writing will vary due to diverse backgrounds and cultures, language proficiency, and prior educational experiences. As a result teachers will most likely have to employ ongoing specialized instruction and scaffolded support to meet

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	within writing strategies. They infuse strategy instruction in the writing process as students plan, draft, revise and edit their written products. Flexible small group teaching arrangements are used and matched to the specific learning activities and objectives selected. Additionally, teachers address the specific issues related to ELs including language, background knowledge, and syntax.		these specific needs. Provide professional development on the specialized and scaffolded support ELs will need in order to become proficient writers. Provide ongoing support and coaching to help teachers carry out this specialized instruction.
III. (F) Writing is used as a tool to strengthen reading comprehension and to enhance learning across the curriculum.			
1. Teachers incorporate the use of writing to help students increase reading skills, particularly reading comprehension across multiple grade levels. This includes (a) writing responses to text students read (Oregon CCSS for ELA & Literacy by grade level, Writing Standard 9), (b) writing summaries, (c) writing notes about the text they read, and (d) answering questions about a text in writing. Activities vary by grade level.	**What**: Classroom teachers across the school incorporate the use of writing to help students increase their reading skills. **How:** Teachers have students respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. Students are taught and then asked to write summaries of the text they read.	**What**: Teachers realize there is a strong connection between writing and reading, but have not formulated or used strategies to enhance this relationship. **How:** The Framework's Writing Plan contains an overview of strategies to help use writing to increase reading skills. Have staff members either independently study or use study groups to read, discuss and apply the information	**What**: The idea of using writing to help students improve their reading skills has not been discussed. **How:** There is substantial research suggesting that writing can be used as a tool for improving reading abilities. In particular, research indicates that writing about a text enhances reading comprehension as it assists students in making connections between what they read, know, understand, and think.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	Additionally, as grade appropriate, teachers model and demonstrate the process of writing notes about text focusing on drawing out the most important or relevant ideas and reducing these ideas to key written phrases or words. In addition, students are required to answer questions about a text in writing.	contained within the Carnegie Corporation Report *Writing to Read* (Graham & Hebert, 2010). After this process, school leaders and teachers should develop a plan for integrating writing as a response to reading into daily instructional practices.	The Framework's Writing Plan contains an overview of strategies to use writing to increase reading skills. Have staff members either independently study or use study groups to read, discuss and apply the information contained within the Carnegie Corporation Report *Writing to Read* (Graham & Hebert, 2010). After this process, school leaders and teachers should develop a plan for integrating writing as a response to reading into daily instructional practices.
2. The CCR Anchor Standards for Writing, particularly Standards 7-10 emphasize the need for students to develop the capacity to build knowledge on various subjects through activities such as research projects, responding analytically to literary and informational texts, etc. As a result, all classroom teachers, including content area and technical area teachers, incorporate writing instruction and writing tasks into their daily instruction to enhance learning within different disciplines. (x2)	**What**: All classroom teachers including content area and technical area teachers across the school incorporate writing instruction and relevant writing tasks into their daily instruction. **How:** Throughout all classrooms teachers use various forms of writing instruction and writing tasks to enhance instruction. For example, in a high school social studies class, the	**What**: Some classroom teachers, including content area and technical area teachers, incorporate writing instruction and relevant writing tasks into their daily instruction. **How:** Conduct principal walk-throughs to identify gaps in providing writing instruction across the curriculum. Set this as an expectation. Provide differentiated	**What**: Students only receive writing instruction within their writing period (elementary) and English/Language Arts classes (secondary level). **How:** Writing in the content areas will help students to think, reflect, and organize their thoughts in regard to the instruction they have received or text they have read. Writing across different disciples helps prepare students for writing in

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	teacher models how to write a persuasive essay using a current political news topic. As a math assignment, an elementary math teacher asks his students to not only provide an answer to a math problem, but also describe in words why they believe the answer to be correct. In a middle school science class, students are asked to complete a graphic organizer on the water cycle and then write a paragraph summarizing those events. Writing assignments across content areas are carefully planned and coincide with the learning targets being taught.	professional development on how to integrate writing instruction into various content areas. Some resources to help develop this knowledge base are listed within the Framework's Writing Plan.	various fields after high school whether in future employment and/or post-secondary settings. Additionally, writing in the content and technical areas will help teachers better identify how well students understand the concepts being taught by the written products they produce. Provide professional development on how to integrate writing instruction into various content areas. Some resources to help develop this knowledge are listed within the Framework's Writing Plan.
			Instruction Total = _____/ 56 Points _____%

IV. Professional Development

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
IV. (A) High-quality ongoing professional development is focused on attaining school writing goals and is guided by assessment data.			
1. Targets for professional development activities are based on the school's writing goals and ongoing data collection.	**What:** Targets for professional development are based on the school's writing goals and ongoing data collection. **How:** Focus professional development on ways to sustain strong outcomes; supporting the concept of continuous improvement, increase outcomes by a small, measurable degree each year.	**What:** Targets for professional development activities are inconsistently based on the school's writing goals and data collection. **How:** Principal, lead teacher, and staff establish a process that consistently aligns goals and data to targets for professional development. For example, following quarterly data collection, grade-level teams will analyze school-level data as well as data from previous grades, to pinpoint possible causes of overall low performance. After the possible causes have been identified and linked to actions to address them, the principal and lead teacher will provide specific professional development within and across grades needed to improve students' writing skills.	**What:** Targets for professional development activities are not based on the school's writing goals or ongoing data collection. **How:** Professional development must focus on specific targets identified by direct evidence. First, analyze school-level data, as well as data from previous grades, to pinpoint possible causes of overall low performance. Second, after possible causes have been identified and linked to actions to address them, targeted, specific professional development is provided as needed to improve students' writing skills.
2. Professional development resources	**What:** Professional	**What:** Professional	**What:** Professional development

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
(time and funding) are aligned with the school's writing goals and are sustained in focus across years.	development resources (time and funding) are consistently aligned with the school's writing goals and are sustained in focus across years. **How:** Focus on quality of implementation and maintaining consistency within and across years.	development resources (time and funding) are aligned with the school's writing goals, but are not always sustained in focus across years. **How:** Establish a process to sustain focus within and across years. Prior to the start of the school year and at the first schoolwide teacher/staff meeting, the principal and writing coach or designated staff member will review goals and targets for the upcoming school year. In addition, the writing goals and focus will be reviewed at each grade or department-level meeting throughout the year. Attainment toward goals will be summarized at the end of each school year.	resources (time and funding) are not aligned with the school's writing goals and are not sustained in focus across years. **How:** A first step is to establish grade- or department-level team meetings that provide regular, dedicated time for planning writing lessons that align with the school's writing goals. For example, a team may work collaboratively to identify a specific genre needing more focus at each grade level, create prompts and identify effective teaching strategies. Depending on the resources available, meetings could be held during the school day (1/2 day each month) or immediately following school dismissal.
3. Through professional development efforts, teachers and other instructional staff have a thorough understanding and working knowledge of grade-level writing priorities as outlined in the CCSS for ELA & Literacy Writing Standards and effective writing practices. (x2)	**What:** Through professional development efforts, ALL teachers and other instructional staff have a thorough understanding and working knowledge of grade-level writing priorities as outlined in the CCSS for ELA & Literacy Writing Standards and effective writing practices.	**What:** Through professional development efforts, some/most teachers and other instructional staff have a thorough understanding and a working knowledge of grade-level writing priorities as outlined in the CCSS for ELA & Literacy Writing Standards and effective writing practices.	**What:** Teachers and other instructional staff do not have an understanding or working knowledge of grade-level writing priorities as outlined in the CCSS for ELA & Literacy Writing Standards and effective writing practices. **How:** Identify "gaps" in

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	How: Have the writing coach, expert teacher, peer, or administrator regularly observe instruction and provide feedback that assists teachers in reflecting on and refining their instruction.	**How:** Identify and target staff lacking understanding and working knowledge of grade-level instructional writing priorities and effective teaching and plan needed, differentiated and scaffolded professional development. In addition, have the writing coach, expert teacher, peer, or administrator regularly observe instruction and provide feedback that assists targeted staff in reflecting on and refining their instruction.	understanding and working knowledge of grade-level instructional writing priorities and effective teaching and plan needed, differentiated and scaffolded professional development that will bring all staff to a level of thorough understanding and working knowledge of grade-level instructional writing priorities and effective teaching practices.
4. Professional development efforts are explicitly linked to practices that have been shown to be effective through documented research.	**What:** Professional development efforts are consistently and explicitly linked to practices that have been shown to be effective through documented research. **How:** Focus on quality of professional development and sustaining practices over time. Consider "growing" your own pool of experts within your school.	**What:** Professional development efforts are sometimes explicitly linked to practices that have been shown to be effective through documented research. **How:** Identify "gaps" and establish a plan to link high quality professional development to how teachers incorporate writing into content areas and apply other strategies for writing instruction.	**What:** Professional development efforts are not explicitly linked to practices that have been shown to be effective through documented research. **How:** Focus on linking high-quality professional development to how teachers incorporate writing into content areas and apply other strategies for writing instruction.
5. Professional development includes	**What:** Professional	**What:** Professional	**What:** Professional development

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
content related to English learners and how to teach writing based upon their specific cultural and linguistic needs, including an explicit and systematic focus on the conventions of standard English grammar, usage, and mechanics outlined in the CCR Anchor Standards for Language and Oregon CCSS for ELA and Literacy by grade level (Language Standards 1-6) and on academic language.	development includes high quality content related to English learners and how to effectively teach writing with an explicit and systematic focus on the conventions of standard English grammar, usage, and mechanics and on academic language.. **How:** To the greatest extent possible, utilize a "train the trainer" model of professional development.. Support and encourage staff to present at local and state conferences and/or provide support to staff in other buildings as a means of building knowledge, expertise, and professional development experience.	development only partially addresses, or inadequately addresses, content related to English learners and how to effectively teach writing with an explicit and systematic focus on the conventions of standard English grammar, usage, and mechanics and on academic language. **How:** Incorporate professional development focused on the conventions of standard English grammar, usage, and mechanics (providing a comparison with the students' native language, when possible). For example, professional development could focus on how to provide targeted English language and academic language instruction within the context of content area learning. For additional information, see the Framework's Professional Development training module on Academic Language	does not include any content, or includes subpar quality content related to English learners on how to effectively teach writing with an explicit and systematic focus on the conventions of standard English grammar, usage, and mechanics and on academic language. **How:** Incorporate professional development focused on the conventions of standard English grammar, usage, and mechanics and on academic language for English learners into the professional development section of the School Writing Plan.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
IV. (B) Professional development plans are multifaceted, coordinated, and ongoing to support teaches on the assessment and instruction of writing.			
1. Professional development at the school level reflects the characteristics of effective professional development. Professional development is - Focused on school goals and guided by data collected toward reaching these goals; - Ongoing and includes time for staff to plan, reflect on, and refine instruction; - Engaging and interactive; - Collaborative; and - Job-embedded.	**What:** Professional development at the school level reflects the characteristics of effective professional development. Professional development is consistently: - Focused on school goals and guided by data collected toward reaching these goals; - Ongoing and includes time for staff to plan, reflect on, and refine instruction; - Engaging and interactive; - Collaborative; and - Job-embedded. **How:** For additional information and resources on professional development, refer to the content found under the Professional Development heading of the Oregon Literacy Framework's Professional Development Training Module (link:	**What:** Professional development at the school level sometimes reflects the characteristics of effective professional development. Professional development is frequently: - Focused on school goals and guided by data collected toward reaching these goals; - Ongoing and includes time for staff to plan, reflect on, and refine instruction; - Engaging and interactive; - Collaborative; and - Job-embedded. **How:** Identify "gaps" in the plan and establish a team to identify ways to systematically address them. See items below on Professional Development for more information and refer to the content found under the Professional Development heading of the Oregon Literacy	**What:** Professional development at the school level does not reflect the characteristics of effective professional development. Professional development at the school is not: - Focused on school goals and guided by data collected toward reaching these goals; - Ongoing and includes time for staff to plan, reflect on, and refine instruction; - Engaging and interactive; - Collaborative; and - Job-embedded. **How:** Establish a team that includes the principal, writing coach, assessment coordinator and other key staff to review and study the content found under the Professional Development heading of the Oregon Literacy Framework's Professional Development

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	http://ctl-dev.ctl.uoregon.edu /professional development).	Framework's Professional Development Training Module ((link: http://ctl-dev.ctl.uoregon.edu /professional development).	Training Module ((link: http://ctl-dev.ctl.uoregon.edu /professional development).
2. Professional development experiences are not single, decontextualized professional development events; rather, teachers receive ongoing consultation/ coaching, feedback, and support within their classrooms to adopt and sustain new writing strategies and practices. (x2)	**What:** Teachers consistently receive ongoing consultation/ coaching, feedback, and support within their classrooms to adopt and sustain new writing strategies and practices. **How:** The principal and writing coach/designated staff member will debrief weekly to review the schedule and progress/issues within and across grade-levels and classrooms. The principal will provide the needed support to the coach.	**What:** Teachers occasionally receive ongoing consultation/ coaching, feedback, and support within their classrooms to adopt and sustain new writing strategies and practices. **How:** The principal and writing coach/designated staff member will establish a coaching and feedback plan on a "coaching" calendar. The coach will spend the majority of his/her time coaching on new writing strategies and practices and providing follow-up feedback to teachers. The principal and coach will debrief weekly to review the schedule and progress/issues within and across grade-levels and classrooms. The principal will provide the needed support to the coach.	**What:** Teachers do not receive ongoing consultation/ coaching, feedback, and support within their classrooms to adopt and sustain new writing strategies and practices. **How:** Develop a strong professional development plan that goes beyond single session workshops and, instead, offers multiple exposures to learning and applied-learning opportunities in which new teaching behaviors are learned and practiced in the classroom, over time. For example, teachers could attend a ½ day training session on writing strategies such as sentence writing and sentence combining. This would be followed by in-class teaching demonstrations and coaching on these specific strategies. Teachers would be provided specific feedback, which would include analyzing

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
			student writing samples for application of these skills. Refer to the Framework's Professional Development training modules for additional information.
IV. (C). Professional development is differentiated by position and need.			
1. Teachers and instructional staff receive professional development on how to provide explicit writing instruction using any programs the school has adopted and/or using research-based instructional strategies and techniques (e.g., think sheets, graphic organizers, self-regulated strategy development, etc.). Teachers receive ongoing professional development and support to integrate genre/discipline-specific writing strategies and vocabulary across the content areas (x2).	**What:** Teachers and instructional staff receive professional development on how to provide explicit writing instruction using any of the specific programs/materials the school has adopted and any writing strategies the school has decided to teach (e.g., self-regulated strategy development). Follow-up guidance is provided to teachers periodically to enhance implementation of multi-tiered writing instruction. Teachers receive ongoing professional development and support to integrate discipline specific writing strategies and reading and writing instruction across the content areas. **How:** Focus on the quality of professional development and	**What:** Teachers and instructional staff receive professional development on how to provide explicit writing instruction using any of the specific programs/materials the school has adopted and any writing strategies the school has decided to teach (e.g., self-regulated strategy development). Follow-up guidance is inconsistently provided to teachers periodically to enhance implementation of multi-tiered writing instruction. Teachers inconsistently receive ongoing professional development and support to integrate discipline specific writing strategies and reading and writing instruction across the content areas. **How:** Identify "gaps" in follow-	**What:** Teachers and instructional staff do not receive professional development on how to provide explicit writing instruction using any of the specific programs/materials the school has adopted and any writing strategies the school has decided to teach (e.g., self-regulated strategy development). **How:** Following spring data collection, the leadership team will use data to begin developing a professional development plan for the upcoming school year. The School Writing Plan is the "road map" that outlines the necessary professional development. This plan will focus on how to provide explicit writing instruction using any programs/materials the school has adopted and on writing

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	follow-up guidance. Use data to make necessary adjustments to the professional development plan.	up guidance to enhance implementation of writing programs/strategies and identify who will provide follow-up guidance and support (e.g., writing coach, lead teacher, consultant, etc.). Establish and implement a plan to provide high quality ongoing follow-up support and professional development.	strategies the school has decided to teach. Teachers should also receive professional development on how to scaffold writing instruction, effectively use models for student learning, and increase the engagement of all students, and particularly English learners, in writing. The plan will also specify the follow-up guidance and support teachers will receive to enhance implementation of multi-tiered writing instruction. Teachers will also receive ongoing professional development to integrate discipline-specific writing strategies and reading and writing instruction across the content areas .
2. Principals attend district- and building-level professional development sessions on writing instruction, programs, and assessment.	**What:** Principals attend ALL district- and building-level professional development sessions on writing instruction, programs, and assessments. **How:** Focus on quality of implementation and	**What:** Principals inconsistently attend district- and building-level professional development sessions on writing instruction, programs, and assessments. **How:** Establish a plan that includes the principal's	**What:** Principals do not attend district- or building-level professional development sessions on writing instruction, programs, and assessments. **How:** Principals must be instructional leaders and part of

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	participation in these sessions. For example, the principal attends targeted professional development and actively participates in the training in modeling lessons with teachers.	participation in and commitment to a school-wide comprehensive professional development plan. The principal will identify a person who can handle unexpected issues that arise on days when there is a professional development opportunity (e.g., assistant principal will cover duties during duties during school-wide trainings and grade-level team meetings where there are mini professional development opportunities).	the school-wide professional development plan. Principals develop instructional leadership skills by attending professional development sessions. Attending professional development sessions will help principals gain the knowledge and credibility to observe instruction and provide meaningful feedback to teachers and to make well-informed decisions about the school's writing program.
3. Teaching staff are provided opportunities to collaborate, study, observe others, and visit model demonstration sites as methods for improving writing instruction.	**What:** Teaching staff are provided opportunities to collaborate, study, observe others, and visit model sites as methods for improving writing instruction. **How:** Consider appropriate adjustments as needed. Ensure professional development includes quality of implementation (e.g., explicit teaching, engaging students through precision partnering, etc.).	**What:** Teaching staff are inconsistently provided opportunities to collaborate, study, observe others, and visit model sites as methods for improving writing instruction. **How:** Review the current professional development plan and identify "gaps." Establish a plan to provide comprehensive professional development that includes opportunities to collaborate (e.g., time during grade-level team meetings), study, and observe instruction;	**What:** Teaching staff are not provided opportunities to collaborate, study, observe others, and visit model sites as methods for improving writing instruction. **How:** Start with the development of a comprehensive school-wide professional development plan that is included in the School Writing Plan. This comprehensive professional development plan should include: (a) opportunities to collaborate (e.g., time during

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		this plan should also include a calendar of professional development events.	grade-level team meetings), (b) study, (c) time to observe instruction, and (d) a calendar of professional development events.
Professional Development Total = _____/ 26 Points _____%			

V. Leadership and Commitment

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
V. (A) School leadership components and characteristics support improved student writing outcomes.			
School-Level Leaders: 1. Practice distributed and collaborative leadership led by both administrators and focused teams (grade-, department, and school-level) to set goals, review data, and plan adjustments to the writing program.	**What:** School-level leaders consistently practice distributed and collaborative leadership led by both administrators and focused teams (grade-, department-, and school-level) to set goals, review data, and plan adjustments to the writing program. **How:** Make sure that leadership tasks and responsibilities are conceptualized as leadership functions vs. linked to specific individuals.	**What:** School-level leaders inconsistently practice distributed and collaborative leadership led by both administrators and focused teams (grade-, department-, and school-level) to set goals, review data, and plan adjustments to the writing program. **How:** Determine gaps in distributed school leadership and establish a plan to address them. Focus on building capacity within the school to provide effective writing instruction for all students.	**What:** School-level leaders do not practice distributed and collaborative leadership led by both administrators and focused teams (grade-, department-, and school-level) to set goals, review data, and plan adjustments to the writing program. **How:** Use the School Writing Plan to specify distributions in leadership. Ensure that distributed and collaborative leadership builds capacity within the school to provide effective writing instruction for all students.
2. Provide a strong example that supports writing: a) Leaders demonstrate knowledge about and communicate belief in the importance of writing skills. b) Leaders write and share their writing publicly. c) Leaders lead teachers to become writers	**What:** School leaders consistently provide a strong example that supports writing by: a) Demonstrating solid knowledge about and communicating their belief in the importance of writing skills.	**What:** School leaders inconsistently provide a strong example that supports writing by: a) Demonstrating some knowledge about and infrequently communicating their belief in the importance of writing	**What:** School leaders do not provide a strong example that supports writing by: a) Demonstrating little knowledge about and not communicating their belief in the importance of writing skills b) Not writing and sharing

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	b) Writing and sharing their writing publicly c) Leading teachers to become writers **How:** Continue to provide a strong example for writing, communicating regularly with staff, parents, and students about writing. Write short pieces for letters, newsletters, assembly remarks, etc.; vary the genre. Invite teachers, parents, and students to write guest pieces for public sharing. Encourage staff and student writing by providing incentives and recognition– for example, by publishing staff and student writing for the school community and/or starting a school writing festival. Use newsletters, blogs, and every public speaking opportunity (announcements, assemblies, meetings) to make brief comments to the audience about a topic of importance to the school's mission; use social networking to promote student and staff writing. In short, build a culture around writing within the	skills. b) Infrequently writing and sharing their writing publicly c) Inconsistently leading teachers to become writers **How:** Enhance your knowledge about effective writing instruction (and that of those whom you supervise): ask, listen, read, and attend to information about writing. Communicate with others (staff, students, parents) more frequently about student writing: use a standard conversation starter – "Tell me about (you or your student's name) writing." Do walk-throughs during writing instruction – visit the classes of your best and most enthusiastic writing teachers more often to see what strong writing instruction looks like. Include a brief writing-sharing segment in each staff meeting. Enable teacher collaboration about best writing practices. Seek ideas from job-alike colleagues. Use the Internet to	their writing publicly c) Not leading teachers to become writers **How:** Begin learning more about effective writing instruction (see ideas at left). Begin the conversation with others (staff, parents, students, stakeholders) around student writing. Begin collaboration by enabling teachers to begin working together to address student writing instruction. Begin writing – write and share a piece of your own writing within the school community. Invite teachers, students, and parents to do the same. **Build on these beginnings and sustain the effort over time (across years) to develop a culture of strong writing instruction, active writing instruction, and active participation among members of the school community.**

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	school community and its stakeholders.	learn more about good writing instruction. Establish a writing leadership team to address the need to improve student writing outcomes. Review writing data with this team and set a goal for improved student writing outcomes. Strive toward the ideas under "fully implemented" at left. In short, **start building the writing culture in your school and sustain this focus over time.**	
V. (B) School leaders demonstrate *commitment to* and *prioritization of* strong writing outcomes for all students.			
School Level Leaders: 1. Set and implement a School Writing Plan with goals and strategies that are aligned with the CCSS for ELA & Literacy Writing Standards, by grade level to improve student writing outcomes for all students.	**What:** School leaders set and consistently implement a School Writing Plan with goals and strategies that are aligned with the CCSS for ELA & Literacy, by grade level to improve writing outcomes for all students. **How:** Ensure that the timeline for reviewing the School Writing Plan and its implementation includes all staff involved in writing instruction.	**What:** School leaders set but do not consistently implement a School Writing Plan with goals and strategies that are aligned with the CCSS for ELA & Literacy, by grade level to improve student writing outcomes for all students. **How:** Thoroughly review the School Writing Plan with all staff involved in writing instruction. School leaders develop a timeline for rolling out the plan across grades and subjects. Set a schedule for professional development on evidence-based writing	**What:** School leaders do not set or implement a School Writing Plan with goals and strategies that are aligned with the CCSS for ELA & Literacy, by grade level to improve student writing outcomes for all students. **How:** Establish a work group with representative staff members to learn current research on evidence-based writing instruction. For more information about evidenced-based practices in writing instruction, see the Instruction chapter in the Framework.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		strategies.	Seek out and review writing plans from other schools or districts. Review your own school's writing data and use it with the work group to set writing goals for your school. Use brainstorming and ideas from other schools to set strategies for improving student writing.
2. Serve as drivers for strong implementation of the School Writing Plan.	**What:** School leaders actively work in a sustained manner toward implementation of the School Writing Plan. **How:** Review schedule for classroom walk-throughs and identify teachers who could serve as mentors for less successful or experienced teachers. Review plan for maintaining parent support of the School Writing Plan.	**What:** School leaders sometimes work toward implementation of the School Writing Plan. **How:** Ensure that school leaders are knowledgeable about effective writing strategies and the School Writing Plan. Develop or revise schedule for regular classroom walk-throughs. Identify teachers to serve as mentors or less successful or experienced teachers. Review professional development plan and outreach activities for maintaining parent support of the School Writing Plan.	**What:** School leaders do not work in a sustained manner toward implementation of the School Writing Plan. **How:** Ensure that school leaders are knowledgeable about effective writing strategies and the School Writing Plan. Set a schedule for regular classroom walk-throughs to observe writing instruction in all classes. Then differentiate walk-throughs based on teacher needs. Arrange for mentor teachers and provide additional support as well as immediate specific feedback on all observations that focus on targeted instructional areas needing improvement. Develop or

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
			review professional development plan and outreach activities for maintaining parent support of the School Writing Plan.
3. Use the CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level as a foundation for writing instruction and assessment.	**What:** School leaders use the CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level (Writing and Language Standards) as a foundation for writing instruction. **How:** Periodically review CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level (Writing and Language Standards) with staff and ensure the focus is on maintaining high quality instruction.	**What:** School leaders inconsistently use the CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level (Writing and Language Standards) as a foundation for writing instruction. **How:** Identify and target CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level (Writing and Language Standards) that are not included in writing instruction. Make adjustments to writing instruction to fill gaps while keeping the focus on high-quality writing instruction.	**What:** School leaders do not use the CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level (Writing and Language Standards) as a foundation for writing instruction. **How:** Use the CCR Anchor Standards for Writing and Oregon CCSS for ELA and Literacy by grade level (Writing and Language Standards) as the starting point. Establish a work group that consists of the principal, writing coach (or other designated staff), and other key staff members to first learn the Oregon Writing Standards. Next, identify standards that are currently included in your school's writing instruction and target standards that are not addressed. Make adjustments to writing instruction to fill gaps.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
4. Establish and implement school policy/expectations for writing instruction.	**What:** School leaders establish and consistently implement policy and expectations for writing instruction. **How:** Periodically review school policy/expectations on writing instruction with staff to ensure the focus is on maintaining high quality instruction. Have a procedure in place to review school policy /expectations with new staff and annually with all staff.	**What:** School leaders establish but inconsistently implement policy and expectations for writing instruction. **How:** Identify and target school expectations that are not being implemented in writing instruction. Make adjustments to writing instruction to fill gaps. Then follow the steps in the column to the left.	**What:** School leaders do not establish and implement policy and expectations for writing instruction. **How:** Establish a work group that consists of the principal, writing coach (or other designated staff), and other key staff to become knowledgeable about policies and expectations at other schools with strong writing instruction. Compare these expectations with current ones at your school and which policies your school will want to adopt. Make adjustments to writing instruction to address weak areas and fill gaps.
5. Provide clear communication to all stakeholders regarding the importance of students' writing ability to their future success and a vision for the school focused on reading and writing success.	**What:** School leaders provide clear communication to all stakeholders regarding the importance of students' writing ability to their future success and a vision for the school focused on reading and writing success. **How:** Develop a clear and compelling vision of a school with high student achievement in writing. Develop clear talking	**What:** School leaders inconsistently provide clear communication to all stakeholders regarding the importance of students' writing ability to their future success and a vision for the school focused on reading and writing success. **How:** Articulate the vision and talking points noted at left and list the ways and times in	**What:** School leaders do not provide clear communication to all stakeholders regarding the importance of students' writing ability to their future success and a vision for the school focused on reading and writing success. **How:** Identify ways to overcome the barriers that have kept you from doing this in the past. Ask supervisors,

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	points connecting this vision and student skills in reading and writing with their future success in school and in the workplace. Communicate that message to internal stakeholders (students, parents, staff members) at every opportunity – in writing and in conversation or presentation. Let them know what they can do to turn this vision into reality and seek their commitment on doing those things. Follow up regularly to assure progress.	which you will convey this message to each group of internal stakeholders. Talk with teachers at the high school and college levels and with employers to more fully understand and embrace the importance of strong reading and writing skills to students' future success.	colleagues, or selected stakeholders for ideas on how to articulate this important message – perhaps by contributing ideas for a "Top Ten Reasons Why Students Need Strong Reading and Writing Skills" that you could use to convey the message. You don't need to be an expert to promote these skills; you only need to ask the right questions to engage others in the topic. Use ideas at left to continue building this practice.
6. Develop and sustain over time a strong writing culture throughout the school (across grades and subjects), including a focus on improvement for all students.	**What:** School leaders develop and sustain over time a strong writing culture throughout the school, including a focus on improvement for all students. **How:** A school writing culture is defined by "how we do things here with respect to writing." To develop a strong writing culture means that writing instruction and assessment follow evidence-based best practices and that writing leadership drives this culture forward – pushes everyone to write, to become	**What:** School leaders develop, but do not sustain over time, a strong writing culture throughout the school, including a focus on improvement for all students. **How:** Get people (students and staff) to write, to share their writing, to talk about writing, and to encourage one another's writing. Make sure that writing is taking place across the grades and across subjects. Promote writing in varying genres and for varying audiences and purposes. Keep	**What:** School leaders do not develop or sustain over time a strong writing culture throughout the school, including a focus on improving for all students. **How:** Begin now to engage staff in the conversation about the need to improve student writing outcomes. Form a school leadership team in writing, including your best writing teachers and outside resources. Ask the team to help lead this initiative and to share ideas for making it a

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	better at writing, and to share and encourage writing. If a strong writing culture is already in place, increase focus on students who are not yet accomplished writers. Ensure that all students are improving, not just those who are already comfortable writing.	it authentic. Insist that good writers keep writing and that weaker writers receive help to improve their writing.	success. Provide staff with opportunities to observe and talk with each other in the context of writing. Continue with the ideas at the left and sustain this effort to develop a strong and lasting writing culture in your school. .
7. Emphasize the integration of reading and writing across the content areas with both literary and informational texts.	**What:** School leaders emphasize the integration of reading and writing across the content areas with both literature and informational texts. **How:** Ensure that an emphasis on the integration of reading and writing is explicitly described in the School Reading Plan. Make this an explicit focus of classroom walk-through observations, purposefully visiting classrooms to see how teachers are integrating reading and writing across the content areas. Model for students and staff via the school newsletter, monthly bulletin, or other forms	**What:** School leaders inconsistently emphasize the integration of reading and writing across the content areas with both literature and informational texts. **How:** Work closely with staff responsible for drafting the School Reading and Writing Plans to ensure that there is (a) an explicit emphasis on the integration of reading and writing in both plans and (b) a plan in place to ensure that this integration occurs in all classrooms at all grade levels for all students. Make this an explicit focus of classroom walk-through observations, purposefully visiting classrooms to see how	**What:** School leaders do not emphasize the integration of reading and writing across the content areas with literature and informational texts for all students at all grade levels. **How:** Review the School Reading and Writing Plans with staff to see if the integration of reading and writing has been mentioned in either. If so, establish a plan to ensure that the integration occurs in the classroom as described in the plan. If not, draft action items that specify *how* reading and writing will be integrated in classrooms for all students at all grade levels and indicate how this will be monitored and measured to determine whether it was

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	of public communication how reading and writing can be integrated (e.g., writing a response to a book you've just read, responding to an article in the school newspaper, etc.)	teachers are integrating reading and writing. Provide teachers the opportunity to visit the classrooms of their colleagues who are doing this well to get ideas to take back to their own classrooms.	achieved.
V. (C) School leaders provide strong support for *effective writing assessments and instruction* to improve student writing outcomes.			
School-Level Leaders: 1. Monitor writing assessment and instruction for adherence to the School Writing Plan and alignment with the CCSS for ELA & Literacy Writing Standards, by grade level.	**What:** School leaders consistently monitor writing assessment and instruction for adherence to the School Writing Plan and alignment with the CCSS for ELA & Literacy, by grade level, at various grade levels. **How:** Ensure that writing assessment and instruction continue to be aligned with the School Writing Plan, district and state policies, and the CCSS for ELA & Literacy Writing Standards by conducting annual reviews with key school leaders and staff, conducting instructional walk-throughs during writing instruction, spot-checking lesson plans, and talking with teachers and students about writing instruction and	**What:** School leaders inconsistently monitor writing assessment and instruction for adherence to the School Writing Plan and alignment with the CCSS for ELA & Literacy, by grade level, at various grade levels. **How:** Strive to follow through more consistently on staff members' implementation of the School Writing Plan, CCSS for ELA & Literacy Writing Standards, and district and state policies. See column at left for ideas on how to do so. Schedule this activity in your planner to more firmly ensure that it gets done.	**What:** School leaders do not monitor writing assessment and instruction for adherence to the School Writing Plan and alignment with the CCSS for ELA & Literacy, by grade level, at various grade levels. **How:** Begin now to follow this recommendation. Take the first steps of reviewing and become more familiar with the School Writing Plan, the CCSS for ELA & Literacy Writing Standards, and district and state policies. Resolve to become more actively involved in overseeing and assuring that your students get the best instruction and most reliable assessment possible to become good writers. See columns at left for specific ideas on how to do so.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	assessment practices.		
2. Supervise for implementation of effective writing assessments and instructional practices: a) Students write in all grades and writing strategies, processes, and genres are coordinated across grade levels and reflect the expectations for student performance described in the Oregon CCSS for ELA and Literacy by grade level (Writing Standards 1-10). b) Students write in all subjects (writing is integrated into all content areas). c) Students write authentically and for specific audiences and purposes.	**What:** The principal regularly supervises for implementation of effective writing assessments and instructional practices: a) Students write in all grades and writing strategies, processes, and genres are coordinated across grade levels. b) Students write in all subjects (writing is integrated into all content areas). c) Students write authentically and for specific audiences and purposes. **How:** Use instructional walk-throughs, conversations with teachers, and written documents (e.g., lesson plans, student work samples) to oversee implementation of strong assessment and instructional practices in writing, as outlined above. Look for strong implementation both within and across grades and subject areas. Provide	**What:** The principal inconsistently supervises for implementation of effective writing assessments and instructional practices: a) Students write in all grades and writing strategies, processes, and genres are coordinated across grade levels. b) Students write in all subjects (writing is integrated into all content areas). c) Students write authentically and for specific audiences and purposes. **How:** Strive to become more consistent in doing things in the column at left. Begin with a schedule that ensures writing instruction is observed in all classrooms on a regular basis, then differentiate visits based on your observations. Make yourself accountable to others (your supervisor, colleagues, etc.) for overseeing and assuring that the features	**What:** The principal does not supervise for the implementation of effective writing assessments and instructional practices: a) Students write in all grades and writing strategies, processes, and genres are coordinated across grade levels. b) Students write in all subjects (writing is integrated into all content areas). c) Students write authentically and for specific audiences and purposes. **How:** Commit now to beginning to incorporate this process into your regular work routines. Talk with a colleague or supervisor for ideas and support in how to do so. Convene a group of teachers who are strong in teaching writing to help plan strategies. Continue with the ideas in the two columns to the left.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	time for collaboration, planning, and review of assessments across grades and departments.	noted above are in place.	
3. Ensure that students receive differentiated instruction to address all needs, including those of special education students and English learners.	**What:** The principal consistently ensures that students receive differentiated writing instruction to address all needs, including those of special education students and English Learners. **How:** Focus on sustaining practices. Review plans to ensure differentiated instruction is targeted to students' needs. Continue to observe writing instruction at all grades and subjects to ensure that students are receiving instruction in critical skills based on their needs and that grouping remains flexible.	**What:** The principal inconsistently ensures that students receive differentiated writing instruction to address all needs, including those of special education students and those of English Learners. **How:** Make a plan to observe writing instruction in all classes on a regular basis and provide specific student-focused feedback on differentiated instruction. Utilize assessment data to help determine if differentiated instruction is meeting the needs of all learners.	**What:** The principal does not ensure that students receive differentiated writing instruction to address all needs, including those of special education students and English Learners. **How:** Work with school writing leadership personnel to make a plan for professional development that focuses on strategies for differentiated instruction. Use an Instructional Support Plan (ISP) to clearly describe how instruction will be differentiated for all students. Regularly observe instruction and provide additional support to teachers as needed.
4. Ensure that valid and reliable writing assessments are administered according to the School Writing Plan and that results are used to inform writing instruction and to guide resource allocation.	**What:** School leaders consistently ensure that valid and reliable writing assessments are administered according to the School Writing Plan and that results are used to inform writing instruction and to guide resource allocation.	**What:** School leaders do not always ensure that valid and reliable writing assessments are administered according to the School Writing Plan and that results are used to inform writing instruction and to guide resource allocation.	**What:** School leaders do not ensure that valid and reliable writing assessments are administered according to the School Writing Plan and that results are used to inform writing instruction and to guide resource allocation.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	How: Review current writing assessments and confirm, at least annually, that these measures are effectively helping to inform writing instruction and guide resource allocation.	**How:** Identify writing assessments that are not valid, reliable, and/or are not useful for informing writing instruction. Determine what other measures are needed to inform instruction and guide resource allocation. Provide collaboration time for teachers to analyze results from writing assessments (including writing samples) and determine what adjustments are indicated by the data.	**How:** Strengthen school-level leaders' knowledge about the types and purposes of writing assessments. Develop an assessment plan that may include screening all students' writing skills annually, monitoring progress and diagnosing needs through periodic writing samples, and collecting writing samples in a portfolio to document mastery or the need for continued specific instruction. Then follow with the recommendations in the column to the left.
V. (D) School leaders allocate and manage *school resources* to support high quality writing instruction.			
School-Level Leaders: 1. Arrange the school schedule to maximize and protect instructional time for writing.	**What:** Administrators and leadership teams arrange the school schedule to maximize and protect instructional time for writing. **How:** Review the school schedule quarterly to ensure writing instruction time is maximized and continues to be protected. Ensure that time allocated is meeting the needs of all students.	**What:** Administrators and leadership teams arrange the school schedule to maximize instructional time, but have difficulty protecting this instructional time for writing. **How:** Gather input from teachers at all grades and subjects regarding disruptions to writing instruction. Determine scheduling conflicts (assemblies, activities, meetings, etc.) that impact	**What:** Administrators and leadership teams do not arrange the school schedule to maximize and protect instructional time for writing. **How:** Establish a work group (principal, coach, grade level and subject area representatives, specialists) to carefully review the school schedule. Determine where (at which grades, for which classes and/or groups)

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		writing instruction time and adjust schedules as indicated. Allocate additional instructional time if the need is supported by data and your observations.	insufficient time is scheduled for writing instruction, and/or if additional personnel are needed to meet those needs. Adjust the school schedule as indicated. Determine scheduling conflicts (assemblies, activities, meetings, etc.) that impact writing instruction time and adjust schedules as indicated).
2. Assign personnel to support high-quality writing instruction and assessment. In addition, administrators have designated a staff expert who is knowledgeable about the CCSS for ELA & Literacy Writing Standards, by grade level and serves as a resource for teachers in planning instruction across content areas that incorporates multiple opportunities for students to write for different text types, purposes, and audiences.	**What:** Administrators assign personnel to support high-quality writing instruction for all students and develop expertise with the CCSS for ELA & Literacy Writing Standards, by grade level. **How:** Ensure that resources and personnel are supporting high-quality writing instruction. Continue to provide professional development to support personnel.	**What:** Administrators inconsistently assign personnel to support high-quality writing instruction for all students. Some personnel have general knowledge about the CCSS for ELA & Literacy Writing Standards, by grade level, but no one in the school has developed expertise with the Standards. **How:** Use data to drive decisions about assigning personnel and resources. Based on data, what grade levels and/or groups of students need additional resources and personnel? Ensure that all staff assigned to writing instruction are provided needed professional	**What:** Administrators do not assign personnel to support high-quality writing instruction for all students. No one in the school has developed expertise with the CCSS for ELA & Literacy Writing Standards, by grade level. **How:** Begin by using the school's master schedule to allocate personnel for writing instruction. Data are used to organize resources and personnel to support high-quality writing instruction. For example, more instructional support staff would be allocated for 4th graders who have not met the standards set by the Oregon Statewide Assessment of Writing.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
		development.	
3. Ensure that the efforts of all teaching staff (e.g., classroom teachers, instructional specialists and instructional assistants) are coordinated around instructional priorities, such as effective writing instruction.	**What:** School-level leaders consistently ensure that the efforts of all teaching staff (e.g., classroom teachers, instructional specialists /assistants) are coordinated around instructional priorities, such as effective writing instruction. **How:** Allow time for planning and collaboration among all who provide writing instruction, including all grade level and subject area teachers. Use resources for meeting and planning, reciprocal writing observations, and jointly learning and implementing new strategies for improving writing outcomes for all students.	**What:** School-level leaders inconsistently ensure that the efforts of all teaching staff (e.g., classroom teachers, instructional specialists/assistants) are coordinated around instructional priorities, such as effective writing instruction. **How:** Begin by planning a year-long schedule of regularly occurring planning and collaboration time and reciprocal classroom writing observations among instructional staff. Engage a school writing leadership team to review student writing data and to work with the principal to create a plan for improving writing outcomes for all students. Seek support from district or other resource people for models of a School Writing Plan. Address the needs of all students, including those above and below grade level, those with disabilities, and those whose first language is not English.	**What:** School-level leaders do not ensure that the efforts of all teaching staff (e.g., classroom teachers, instructional specialists /assistants) are coordinated around instructional priorities, such as effective writing instruction. **How:** Seek ideas and support from district or other available resource people. Engage writing leaders at the school or district level to review writing data and to formulate a plan to improve writing outcomes for all students, including training for instructional staff and for leaders on best practices and how to implement them. Set a school goal and priority around improving student writing outcomes and continue to work on it actively each year until you see the results your students need to succeed.
4. Allocate adequate funds for technology	**What:** School-level leaders	**What:** School-level leaders	**What:** School-level leaders do

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
and other resources that teachers need to teach writing most effectively.	allocate adequate funds for technology and other resources needed to teach writing most effectively. **How:** Ensure that funds used for technology and other resources continue to be used to support high-quality writing instruction. Continue to observe instruction that includes technology to verify effective teaching practices are being used.	inconsistently allocate adequate funds for technology and other resources needed to teach writing most effectively. **How:** Based on data, where are additional funds indicated? Prioritize needs within available resources. Observe instruction that includes technology to verify effective teaching practices are being used.	not allocate adequate funds for technology and other resources needed to teach writing most effectively. **How:** Review technology and other resources currently available within the school. Use data to determine if those resources are effectively supporting student needs or if reallocation is needed. Explore options for additional funding, such as grants to enhance technology at the school.
V. (E) School leaders provide *effective professional development* to support improved writing outcomes			
School-Level Leaders: 1. Provide for initial and ongoing training on writing instruction for both new and continuing teachers (information sharing, collaboration, supervision, and support).	**What:** School-level leaders provide for initial and ongoing training on writing instruction for both new and continuing teachers. **How:** Focus on quality of professional development and ongoing training in effective writing practices. Make sure that training continues to target the instructional needs of students, based on assessment information gathered throughout the school year, and that teachers	**What:** School-level leaders provide for initial training on writing instruction for both new and continuing teachers, but ongoing training and/or training for teachers is absent. **How:** Identify professional development that has been provided and is specifically targeted to groups of students, classes, and/or grade levels. Establish and implement a plan to provide follow-up training for these teachers, designating who will provide	**What:** School-level leaders do not provide for initial and ongoing training on writing instruction for both new and continuing teachers. **How:** Following data collection, the school leadership team will use data to create a professional development plan for the school year. The School Writing Plan contains the necessary professional development and includes writing practices and materials

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	continue to have regular opportunities to collaborate and share.	this training, how, and when. For example, a series of after-school sessions could focus on various writing strategies for identified teachers to attend. A schedule would be set up to provide in-class follow-up coaching, as well as opportunities for teachers to collaborate and share.	the school has selected to use. After the initial trainings, follow the steps listed in the columns to the left.
2. Focus professional development activities on the gap between writing goals and standards and students' specific and demonstrated needs for improvement.	**What:** School-level leaders consistently focus professional development activities on the gap between writing goals and standards and students' specific and demonstrated need for improvement. **How:** Focus professional development on ways to sustain strong outcomes. Review data regularly to ensure students are making continuous improvement and that professional development activities continue to target student needs.	**What:** School-level leaders do not consistently focus professional development activities on the gap between writing goals and standards and students' specific and demonstrated need for improvement. **How:** Based on data, the school writing leadership team identifies writing goals and standards that are not being met. High quality professional development will provide teachers with necessary skills to fill these gaps are then identified and a schedule for initial and follow-up training is developed.	**What:** School-level leaders do not focus professional development activities on the gap between writing goals and standards and students' specific and demonstrated need for improvement. **How:** Begin by educating school leadership about writing standards and determining what adjustments may be needed to the School Writing Plan to address these standards. Following revisions to the School Writing Plan, analyze student data and follow the steps suggested in the column to the left.
3. Provide time for teacher planning and collaboration on topics related to writing.	**What:** School-level leaders regularly provide time for teacher planning and	**What:** School-level leaders occasionally provide time for teacher planning and	**What:** School-level leaders do not provide time for teacher planning and collaboration on

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	collaboration on topics related to writing. **How:** Attend teacher planning and collaboration sessions periodically to ensure their productivity and benefit. Consider adjustments that may be needed and/or topics that should be included for certain grades or groups of teachers.	collaboration on topics related to writing. **How:** Review the current schedule for teacher planning and collaboration. Identify grade levels or groups of teachers who may need additional time allocated. Ask that an agenda and minutes be provided from each planning session and make a point of having a member of the school writing team present at each. Use ongoing data to determine topics related to writing that need to be addressed at collaboration sessions and who will present on the topic. Identify topics that require further professional development for teachers.	topics related to writing. **How:** Identify what the obstacles have been to providing this time for teacher planning and collaboration. Consider such options as: designating part of a regular all-staff meeting each month for this purpose, having small groups of teachers meet when students are in "specials" (music/PE/library classes), allocating a portion of district in-service days, or other flexible scheduling options that may be available. Once the schedule is determined, follow the recommendations in the column to the left.
4. Provide a positive culture for teachers to work together in learning communities to share what they know about writing instruction and to learn from what colleagues know.	**What:** School leaders provide a positive culture for teachers to work together in learning communities. **How:** Focus on maintaining the positive culture that has been established at your school. Encourage teachers to increase visits to other classrooms within your school	**What:** School leaders insufficiently provide a positive culture for teachers to work together in learning communities. **How:** List ways that teachers are presently able to "share what they know about writing instruction and to learn from what colleagues know."	**What:** School leaders do not provide a positive culture for teachers to work together in learning communities. **How:** Work with a representative group of teachers to brainstorm factors that prevent teachers from working together to share and learn from each other.

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	and to other schools in the district to share and learn from strong writing instructors.	Increase these opportunities by devoting more time to collaboration and by releasing teachers to visit other classrooms. Have teachers present on writing topics during school meetings and district trainings. Include examples of effective writing instruction that you have observed in classrooms or that teachers submit for publication in a weekly staff bulletin or newsletter. Make student writing public through hallway bulletin boards and community newsletters.	Consider surveying all staff about activities and/or processes that would promote teachers working together. Once a commitment is made to create a positive culture for teachers, you will be ready to implement suggestions from the column to the left.
5. Create opportunities for both leader and peer-to-peer walk-throughs to support teacher growth in knowledge and skills related to writing instruction.	**What:** School leaders consistently create opportunities for both leader and peer-to-peer walk-throughs to support teacher growth in knowledge and skills related to writing instruction. **How:** Ensure there is a plan for the school leader to provide immediate and student-centered feedback to teachers following the walk-throughs. Continue to build capacity through peer-to-peer support.	**What**: School leaders inconsistently create opportunities for both leader and peer-to-peer walk-throughs to support teacher growth in knowledge and skills related to writing instruction. **How:** Refer to the Oregon Literacy Professional Development Leadership training module for extension information on principal walk-throughs.	**What**: School leaders do not create opportunities for both leader and peer-to-peer walk-throughs to support teacher growth in knowledge and skills related to writing instruction. **How:** Refer to the Oregon Literacy Professional Development Leadership training module for extension information on principal walk-throughs.
6. Support the function of writing coaching	**What:** School leaders	**What:** School leaders	**What:** School leaders do not

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
and differentiated training for teachers.	consistently support the function of writing coaching and differentiated training for teachers. **How:** Consider a carefully designed survey (preferably taken at the end of the previous school year) to gather feedback from staff on future professional development needs. Make certain professional development opportunities are guided by data.	inconsistently support the function of writing coaching and differentiated training for teachers. **How:** Develop a matrix with the school's staffing positions (i.e., principal, coach, classroom teachers, instructional assistants, new staff, substitutes). List positions across the top of the matrix. On the side of the matrix list **all** of the school/district professional development training sessions (i.e., whole group, small group, coaching, peer observations). Identify who will attend what professional development sessions. Be sure to add in any missing professional development (e.g., follow-up intervention training for specialists and instructional assistants). Identify strong writing instructors, as well as a coach who could provide in-class teaching demonstrations and/or coaching to designated teachers.	support the function of writing coaching and differentiated training for teachers. **How:** As the school leadership team develops the professional development plan, differentiate training by position (i.e., principal, coach, classroom teachers, specialists, instructional assistants, new staff members, substitutes). Use school writing goals and data (i.e., student performance data, classroom observation data) to identify staff PD needs. Determine what professional development will be offered at the school level, grade level, and/or subject/classroom level. Create a monthly coaching plan that targets new teachers and teachers needing additional support, utilizing strong writing teachers and/or available coaches to model lessons and provide ongoing training.
7. Provide time and training to support the development of teachers as writers.	**What:** School leaders consistently provide time and	**What:** School leaders inconsistently provide time and	**What:** School leaders do not provide time and training to

Strategies and Actions Recommended to Support Implementation of the School-Level Framework	School Implementation Defining Information and Action Steps		
	Fully in Place 2	**Partially in Place 1**	**Not in Place 0**
	training to support the development of teachers as writers. **How:** Periodic professional development focused on evidence-based practices for writing instruction and assessment is provided for all teachers. These trainings are followed up by scheduled collaboration times during which teachers meet and discuss the topics and strategies introduced in the trainings and plan ways to incorporate them into instruction. Schedule time for professional development surrounding evidence-based practices in writing plus collaboration	training to support the development of teachers as writers. **How:** Some training focused on evidence-based practices for writing instruction and assessment is scheduled throughout the school year and/or minimal time is devoted at monthly teacher meetings to discuss writing instruction. Principal, coach, and/or lead teachers schedule periodic professional development trainings on evidenced based practices for writing instruction and assessment and follow-up collaboration meetings for all teachers. These meetings are included in the school's master calendar each year.	support the development of teachers as writers. **How:** Principal, coach, and/or lead teachers schedule periodic professional development on evidenced based practices for writing instruction and assessment and follow-up collaboration meetings for all teachers. These meetings are included in the school's master calendar each year.
Leadership and Commitment Total = _____/ 48 Points _____%			

K-12 Schoolwide Writing Implementation Guide

Action Plan

This document can be used to help facilitate conversations regarding how best to address the school's implementation of the Schoolwide Writing Plan. For each component, list the number of points received and total percentage of points. Then, indicate which items have received ratings of Partially in Place or Not in Place and use the "Next Steps" columns to begin mapping out how you will address the establishment and implementation of each of these items.

Component	Percentage of Points Received	Items That Are Partially in Place	Next Steps	Items that Are Not in Place	Next Steps
Goals	___/24 ____%				
Assessment	___/34 ____%				
Instruction	___/56 _____%				
Professional Development	____/26 _____%				
Leadership & Commitment	___/48 ____%				