

Progress Monitoring for Writing

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Objectives

- Review of progress monitoring measures for writing
- Sample IEP goals
- Criteria for progress-monitoring
- Evidence-based instructional practices

Basic Considerations

- Is there a clear purpose?
- Are there environmental variables to consider?
- Are you using multiple measures?

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Six Measurable Components

1. Fluency
2. Grammar
3. Conventions
4. Content
5. Penmanship
6. Student Knowledge of Writing Process

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1. Fluency

- Number of words written within a specified period of time
OR
- Summarizing the average length of the sentences written
- *Sample IEP Goal: "Given a (3-minute) timed writing probe, the student will increase the total number of words written correctly from (10 words) to (20 words) on three consecutive weekly probes."*

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2. Grammar

- Is there correct use of words?
AND
- Is there a combination of words within sentences?

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Grammar - Vocabulary

Variety (variety of words)

- Divide number of different words by the total number of words
- Compare first 50-100 words with samples from other peers or compare with previous samples
- Use holistic judgment

Maturity (7 or more letters)

- Divide number of mature words by total number of words

Sample IEP Goal: "Given a written assignment, the student will include at least three different descriptive words of 7 or more letters appropriate to the text on 3 out of 4 monthly assignments."

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Grammar – Sentence Structure

- Incomplete
- Simple
- Compound
- Complex
- Run-On
- Fragmented
- Attend to topical sentences, relation between sentences and topic, logical order of sentences and paragraphs and effectiveness of transition sentences
- Sample IEP Goal: "Using word prediction software and a graphic organizer, Jill will write a multiple paragraph essay on an informational topic achieving a score of 9 or better on a "focus" weighted rubric for 2 out of 3 bi-weekly writing assignments."

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3. Conventions

spelling, capitalization & punctuation

- Number of words spelled correctly
- Proportion of capitalization and punctuation errors per 100 words
- Number of correct writing sequences (see later slides)
- Sample IEP Goal: "Given a written paragraph with X number of errors (at the student's instructional level) the student will edit to correct all spelling, punctuation and grammatical errors on 3 consecutive weekly probes."
- Sample IEP Goal: "Given a writing prompt and one minute "think time", David will write for three minutes using conventional spelling, capitalization, punctuation, grammar and syntax and score a minimum of 38 on the Correct Writing Sequences (CWS) Grade 8 assessment, for three out of four biweekly prompts." Baseline: 24 CWS

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4. Content

analytic rating scales

- Originality, Relevance, Writing on topic & Organization
- Sample IEP Goal: "Using word prediction software and a graphic organizer, Jeremy will write a multiple paragraph essay on an informational topic achieving a score of 9 or better on a "focus" weighted rubric for 3 out of 4 bi-weekly writing assignments."

See Tindal and Hasbrouck 1991 for rating scale samples

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You can also include ...Text Structure Components

- Does writing align with specific text structure styles and conventions?

Sample IEP Goal: *"Given a written assignment at his current grade level of (6th), the student will improve the ability to show how one or more causes led to one or more effects, from a checklist score of 2 (Basic) to a checklist score of 3 (Proficient) on two out of three written assignments aligned with the "cause and effect".*

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5. Penmanship

- Spacing between letters and words
- Letter size
- Alignment (proportion of parts of letters in top, middle and bottom line)
- Line quality (pressure consistency)
- Letter slant
- Letter formation

Sample IEP Goal: *"The student will correctly write and identify/name the uppercase and lowercase letters with 100% accuracy in 8 out of 10 trials by the annual review of the IEP."*

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6. Student Knowledge of the Writing Process

1. Can the student edit their own writing sample and explain how they could improve it?
2. Can the student describe how they would edit a peer's story?

Sample IEP Goals: *"Jill will accurately complete a graphic organizer that includes main ideas and relevant details on 3 out of 4 weekly prompts. "*

"Using spell checking features on a computer the student will locate and correct 100% of all errors on four out of five his/her own writing assignments."

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Which measures do I use?

1. Purpose (what and why?)
2. Instructional expectations
3. Determination of student needs and response to instruction

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How often?

- Progress Monitoring (Formative)
 - ◆ 1x Week for at-risk & students with disabilities
 - ◆ 1x Month for typically developing students
 - ◆ 1x Quarter for above average students
- Benchmarking/ Norming (Summative)
 - ◆ 1x Quarter for all students
- Survey Level (Summative)
 - ◆ 1x At the beginning of progress monitoring
 - ◆ 1x Identify students' instructional level

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IEP Goals & Objectives

- Condition (situation in which the student will perform the behavior)
- Student Name
- Clearly Defined Behavior
- Performance Criteria
 - Criterion Level (percent of time, number of times out of number of trials, etc.)
 - Number (number of times the student must perform the behavior)
 - Evaluation Schedule (how often the student will be assessed)

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A little more about Written Expression CBM

Curriculum-Based Measurement: Written Expression

- Provides an indicator of student performance in writing
- Three scoring methods
 - ◆ Total Words Written (TWW)
 - ◆ Words Spelled Correctly (WSC)
 - ◆ Correct Writing Sequences (CWS)
- Can be group administered
- District or Classroom Norms

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PRIMARY STORY STARTERS

1. The best birthday I ever had was...
2. It was a warm sunny day when the two boys...
3. A big blue turtle was coming down the street when he...
4. Yesterday the children went on a picnic and...
5. The noise came so suddenly that...
6. It was raining with the wind blowing when...
7. The fog was so thick I could hardly see...
8. Mickey Mouse came to my birthday party and...
9. The cat climbed the telephone pole and...
10. I knew it was cold when...

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INTERMEDIATE STORY STARTERS

1. She's gone, now I'm going to find...
2. Mary knew that if her parents found out, they...
3. Everything was just fine, until I met...
4. Something's coming out of the sink and it's a...
5. The children were playing on the each when they found the strange footprints of a...
6. One day I lost my dog when...
7. "Will you keep quiet," whispered Bob, "if you don't someone will..."
8. I opened the door and found a huge wooden crate and...
9. The magician pulled a white rabbit out of his hat instead of a...
10. A spaceship landed in my backyard and...

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ADVANCED STORY STARTERS

1. At first the noise was very faint and seemed far away, but then...
2. Mary knew that if her parents found out, they...
3. It all began in the laboratory of Professor Hall when...
4. The teenagers were walking along the beach when they found the strange footprints of...
5. I woke up one morning feeling very strange when I noticed...
6. "Can you keep a secret," whispered Joe. "No one else knows that..."
7. Buried beneath a tree with just a bit of it showing was...
8. I knew it was going to be one of those days when...
9. I suppose I shouldn't have laughed, but I couldn't help myself when...
10. While I was reading the morning newspaper...

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Total Words Written (TWW)

- The total number of words written regardless of spelling or context.
- **Abbreviations:**
 - ♦ Commonly used abbreviations are counted as words
- **Hyphenated Words:**
 - ♦ Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone.
- **Story Titles**
 - ♦ Words written in the title are counted as words written

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Written Expression Scoring Rules

Total Words Written (TWW)

When scoring TWW, underline each word written.

What Is A Word? Any letter or group of letters separated by a space is defined as a word, even if the word is misspelled or is a nonsense word.

The sky was blue. TWW = 4

The sky was blew. TWW = 4

I tuk a bef. TWW = 4

I tuka bef. TWW = 3

Rule 1. *Hyphenated Words.* Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone.

My daughter-in-law had a
baby boy. TWW = 8

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Words Spelled Correctly

- A word is spelled correctly if it can stand alone in the English language
- Contextual clarity is not an issue

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Words Spelled Correctly (WSC)

When scoring WSC, circle incorrectly spelled words.

What Is A Correctly Spelled Word? A word is spelled correctly if it can stand alone as a common word in the English language. Contextual clarity is not an issue.

Bill will reed the book. WSC = 5

and can not pake WSC = 3

dzg ran down the rode WSC = 4

Rule 1a. *Hyphenated Words.* Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone and is spelled correctly.

My daufa-in-law had a baby girl WSC = 7

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Correct Writing Sequences (CWS)

- Two adjacent writing units (word/word or word/punctuation) that are acceptable within the context of what is written
- Correct spelling, syntax, and semantics are taken into account when scoring Correct Writing Sequences

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Correct Writing Sequences (CWS)

A caret (^) is used to mark each unit of the correct writing sequence. Use an upside down caret (v) to mark each unit that is not a correct writing sequence. There is an implied space at the beginning of the first sentence.

What Is A Correct Writing Sequence? Two adjacent writing units (word/word or word/punctuation) that are acceptable within the context of what is written.

^The ^sky ^was ^blue^ CWS = 5

^The ^sky ^was ^blew^ CWS = 3

Writing Mechanics

Rule 1. *Capitalization at the beginning of a sentence.* The first word of a sentence must be capitalized for a correct writing sequence to be scored.

^Let's ^go ^Swimming ^today^ CWS = 5

^let's ^go ^swim ming ^today^ CWS = 3

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LET'S PRACTICE:

Yesterday, a monkey climbed through the window at school and

And he was jumping on descs and when we tride to get him he would climb up on top of the cuberds and we could not reach him. When we went up their on a ladder he would jump on a light.

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Answer Key Written Expression Example 3a Scott, Grade 2

Yesterday, a monkey climbed through the window at school and...

^and ^he ^was ^jumping ^on ^descs^
^and ^when ^we ^tride^ to ^get ^him ^he^
^would ^climb ^up ^on ^top ^of ^the^
^cuberds^ and ^we ^could ^not ^reach ^him^
^When ^we ^went ^up ^their ^on ^a^
^ladder ^he ^would ^jump ^on ^a ^light^

TWW = 42

WSC = 39

CWS = 36

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Sample IEP Goals and Objectives

- "In 30 weeks, Jose will write in response to a sixth-grade story starter prompt with 47 or greater correct word sequences in 3 minutes on 4 out of 6 consecutive weekly probes."
- "In 10 weeks, Jose will write in response to a sixth-grade story starter using 30 or greater correct word sequences in 3 minutes on 3 out of 4 consecutive weekly probes."

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Evidence-Based Instructional Practices

Interventions provide a more trustworthy approach for identifying effective methods for teaching writing

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10 Evidence-Based Practices (Grades 4-12)

1. Writing strategies (effect size = .82; grades 4-10)
2. Summarizing text (effect size = .82; grades 5-12)
3. Collaborative writing (effect size = .75; grades 4-12)
4. Goals (effect size = .70; grades 4-8)
5. Word Processing (effect size = .55; grades 4-12)
6. Sentence Combining (effect size = .50; grades 4-11)
7. Process writing (effect size = .46; grades 4-12)
8. Inquiry (effect size = .32; grades 7-12)
9. Prewriting (effect size = .32; grades 4-9)
10. Models (effect size = .25; grades 4-12)

Graham, MacArthur & Fitzgerald, 2007

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Writing Strategy Instruction (.82)

1. ELA and SS Teachers collaborate
2. SS Teacher helps students learn to recognize and reconcile conflicting points of view related to westward expansion
3. LA teacher teaches students how to write persuasive essays
4. Students write in journals first about how to persuade a peer or parent about a particular topic
5. They then review an essay presenting a point of view concerning voting rights for 10th graders
6. The students are taught two mnemonics: STOP (suspend judgment, take a side, organize ideas and plan as you write) and DARE (develop a topic sentence, add supporting ideas, reject an argument on the other side, and end with a conclusion).

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6 rules for Written Summarization (.82)

1. Delete unnecessary material
2. Delete redundant material
3. Compose a word to replace a list of items
4. Compose a word to replace the individual parts of an action
5. Select a topic sentence or invent one
6. Compose 15-30-word summaries of the paragraphs used in the instruction

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Sentence Level Instruction

Instructional attention to sentence-level construction is essential as a step toward helping students access and understand increasingly complex text.

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The Sentence

- Students must be able to decipher complex sentences
 - ◆ Multiple meanings
 - ◆ Punctuation
 - ◆ Morphological elements

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Effective Instructional Practices

- Manipulative sentence strips

Who (what)
did it?

vapor

What did they
(he/she/it) do?

condenses

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One Example of an Effective Instructional Practice

- Manipulative sentence strips

Where?

in the atmosphere

When?

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An Effective Instructional Practice

- Manipulative sentence strips

How?
at cooler temperatures

How many?

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An Effective Instructional Practice

- Manipulative sentence strips

Which one?
from evaporation

What kind?
water

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Are these sentences communicating the same thing?

- Water vapor from evaporation condenses at cooler temperatures in the atmosphere.
- At cooler temperatures, water vapor from evaporation condenses in the atmosphere.

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- Through manipulation of sentence parts, students learn to recognize the changes in meaning that can occur when we vary the order of words and phrases.
- Through manipulation of sentence parts, students become more proficient at producing.....sentences of increased complexity.
- They also get better at processing complex sentences while listening or reading.

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What about ELLs?

- 1. Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
- 2. Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge.** ELLs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
- 3. Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction requires that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.

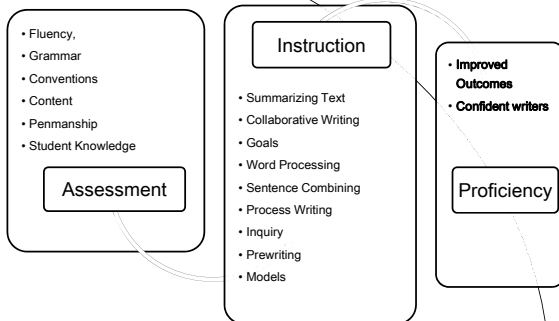
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What about ELLs?

- 4. Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
- 5. Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.
- 6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

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STUDENTS MUST BE GIVEN AMPLE TIME TO WRITE



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