

# Alternate Eligible Content for Writing: *Getting Familiar with...*

*...Alternate Ways to Demonstrate Writing*  
Module 1

## Learner Outcomes

Participants will identify alternate ways that students with disabilities may demonstrate writing.

## Survey

Read the following statements. Do you agree or disagree?

We will review them at the end of the presentation to see if your responses changed.

1. Using an alternate mode to represent writing does not yield a true written product.
2. There are many alternate ways to develop a writing product.
3. Writing is not something we should provide instruction on with students who take the alternate assessment.
4. Writing is the development of a permanent product representing independent thought.
5. Writing is a pen and pencil task for all students.

What do these examples all have in common?

1. Typing on a type writer
2. One person dictating to a second person who writes it down
3. Scribbling on a piece of paper
4. Using eye gaze to select letters on a flip chart

They are all examples of writing!

Alternate  
Eligible  
Content:

A Brief History

1. Drafted by Pennsylvania stakeholders in spring of 2016

2. Reviewed by Dr. Diane Browder, Distinguished Professor of Special Education at the University of North Carolina at Charlotte.

She is a national expert with over two decades of experience researching and writing on assessment and instruction for students with severe developmental disabilities.

3. PA State Board of Education approved on May 11, 2017

<p>PA Stakeholder Definition of Writing</p>	<p>Writing is a <b>permanent product</b> that demonstrates <b>independent thought.</b></p> <p><b>-Stakeholders in Pennsylvania</b></p>
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<p>PA Stakeholder Definition of Writing:  Permanent Product</p>	<p>2 parts to the definition of writing, as defined by the PA stakeholders:</p> <p><b>Permanent Product:</b></p> <ul style="list-style-type: none"><li>-Defined as "meant to last for a long time" by the Merriam Webster Dictionary</li><li>-Examples include: Tactile experience books, symbols glued onto notebook paper, Text messages, marks on worksheets, Icons on a screen, picture journals, and handwriting</li></ul>
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<p>PA Stakeholder Definition of Writing:</p> <p>Independent Thought</p>	<p>2 parts to the definition of writing, as defined by the PA stakeholders:</p> <p><b>Independent Thought:</b>          Defined as "not influenced or controlled in any way by other people, events, or things" by the Cambridge English Dictionary</p> <p>-Examples:</p> <ol style="list-style-type: none"> <li>1. Student points to letter, which teacher records. Though the teacher is assisting, it's the student's selection.</li> <li>2. Student selects and organizes pictures/objects to relay a story or thoughts. Though the teacher may provide a template of pictures and objects, the student is choosing how and what is represented.</li> </ol>
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<p>2 Skill Types Involved in writing:</p> <p>Micro and Macro</p>	<p><b>Microstructure/Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Handwriting-accuracy and fluency</li> <li>Spelling</li> <li>Vocabulary</li> <li>Sentence structure</li> <li>Mechanics</li> </ul> <p><b>Macrostructure/Processing Skills</b></p> <ul style="list-style-type: none"> <li>Sentences: combining and complexity</li> <li>Writing process:             <ul style="list-style-type: none"> <li>plan</li> <li>write/transcribe</li> <li>edit</li> <li>revise</li> <li>provide feedback (collaboration)</li> </ul> </li> </ul>
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Alternate Eligible Content focuses primarily on MACRO-level skills.

Alternate Eligible Content, 4<sup>th</sup> grade example:

E04C1.2.1a  
Introduce a Topic

Which of the following choices is not an example of a way a student could introduce a written topic?

1. Pointing to a picture/word of a topic that a scribe records
2. Writing with pencil
3. Tracing a letter
4. Stamping topic choice

If you guessed "Tracing Letters," you are correct!

Tracing a letter is NOT a way to introduce a topic as part of the writing process. It does not demonstrate independent thought, which is the second part of the PA stake holder definition of writing.

Which of these are examples of ways students could demonstrate writing?

- A. A scribe writes the student's response.
- B. The student uses eye gaze to indicate a response that a scribe records.
- C. A student reads a response out loud.
- D. The student meaningfully organizes icons/symbols.

If you guessed A, B, and D, you are correct!

A scribe who records student selections, the student's eye gaze independently selecting a response that is then transcribed, and meaningful, student-organized icons or pictures are all alternate ways students can demonstrate permanent products representing independent thought.

## Survey

**Read the following statements and see if you agree or disagree. Are your responses the same as they were before the module?**

1. Using an alternate mode to represent writing does not yield a true written product.
2. There are many alternate ways to develop a writing product.
3. Writing is not something we should provide instruction on with students who take the alternate assessment.
4. Writing is the development of a permanent product representing independent thought.
5. Writing is a pen and pencil task for all students.

Thank you for participating!

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**Ending Slide**

