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Examining ELA PBAs Over Time

Secondary Packet

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## Evaluating Trends in Writing to Follow Over Time

### Directions

Compare the following documents for common skills and abilities that can be evaluated over time. Can you identify 3-4 bigger themes that could be examined through written Performance Based Assessments (PBAs)?

|  |  |
| --- | --- |
| **CCSS ELA 7.W.1** | **CCSS ELA 7.RI.1-9** |
| **CCSS ELA 7.W.2** |
| **PARCC Grades 6-11 Rubric** |
| **Reading Comprehension**The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.**Written Expression**The student response addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline.  |

## Example Analysis of Writing Over Time

|  |
| --- |
| 7.W.2 – Write Informative/Explanatory texts to convey ideas, concepts, and information through the selection, organization and analysis of relevant content |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| a. Introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information | * No introduction
* No organization
* Does not address prompt
 | * Introduces topic with basic main points
* Not a clear preview
 | * No introduction, but states main argument
* No preview of main points
 |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples | * Basic development of topic
* Loosely connected facts
* One concrete example
* No quotes
 | * Basic development of topic
* Refers to texts
* Uses a quote
* Uses concrete details
* Details support points
 | * Basic development of topic
* Uses a quote
* Uses concrete details – names, ages
 |
| c. Use appropriate transitions to create cohesion and clarity the relationships among ideas and concepts | * No transitions
 | * No transitions
 | * No transitions
 |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented | * No conclusion
 | * Includes conclusion that summarizes comparison
* Some analysis
 | * Includes conclusion
* Summarizes one main point
* Does not come back to the main argument
 |

PARCC Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| Reading Comprehension of Key Ideas and Details | 1 | 2 | 2 |
| Writing: Written Expression | 1 | 2 | 2 |
| Writing: Knowledge of Language & Conventions | 2 | 2 | 2 |

## Practice Analysis – Student A

**Instructions**

Step 1 – Note taking

1. Write notes that indicate the level at which the student is demonstrating parts of writing standard 2
2. You may use qualifiers like: No, Basic, Some, Effective
3. Use the language of the standard in your notes to maintain consistency

Part 2 – Color coding progress

1. Highlight where the student has improved (green), stagnated (yellow), or declined (red) in their application of the parts of the standard
2. Skim over the 5 samples and look for trends in where you are color coding

Student Name: \_\_\_\_\_Student A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_7th Grade ELA\_\_\_\_\_\_

|  |
| --- |
| 7.W.2 – Write Informative/Explanatory texts to convey ideas, concepts, and information through the selection, organization and analysis of relevant content |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| a. Introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information |  |  |  |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples |  |  |  |
| c. Use appropriate transitions to create cohesion and clarity the relationships among ideas and concepts |  |  |  |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented |  |  |  |

PARCC Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| Reading Comprehension of Key Ideas and Details | 3 | 3 | 3 |
| Writing: Written Expression | 2 | 2 | 2 |
| Writing: Knowledge of Language & Conventions | 2 | 3 | 3 |

## Practice Analysis – Student B

Student Name: \_\_\_\_\_Student B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_7th Grade ELA\_\_\_\_\_\_

|  |
| --- |
| 7.W.2 – Write Informative/Explanatory texts to convey ideas, concepts, and information through the selection, organization and analysis of relevant content |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| a. Introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information |  |  |  |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples |  |  |  |
| c. Use appropriate transitions to create cohesion and clarity the relationships among ideas and concepts |  |  |  |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented |  |  |  |

PARCC Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| Reading Comprehension of Key Ideas and Details | 2 | 3 | 3 |
| Writing: Written Expression | 1 | 3 | 3 |
| Writing: Knowledge of Language & Conventions | 2 | 2 | 3 |

## Practice Analysis – Student C

Student Name: \_\_\_\_\_Student C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_7th Grade ELA\_\_\_\_\_\_

|  |
| --- |
| 7.W.2 – Write Informative/Explanatory texts to convey ideas, concepts, and information through the selection, organization and analysis of relevant content |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| a. Introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information |  |  |  |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples |  |  |  |
| c. Use appropriate transitions to create cohesion and clarity the relationships among ideas and concepts |  |  |  |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented |  |  |  |

PARCC Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| Reading Comprehension of Key Ideas and Details | 0 | 0 | 0 |
| Writing: Written Expression | 0 | 0 | 0 |
| Writing: Knowledge of Language & Conventions | 1 | 1 | 1 |

## Practice Analysis – Student E

Student Name: \_\_\_\_\_Student E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_7th Grade ELA\_\_\_\_\_\_

|  |
| --- |
| 7.W.2 – Write Informative/Explanatory texts to convey ideas, concepts, and information through the selection, organization and analysis of relevant content |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| a. Introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information |  |  |  |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples |  |  |  |
| c. Use appropriate transitions to create cohesion and clarity the relationships among ideas and concepts |  |  |  |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented |  |  |  |

PARCC Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| *Date* | *9/22/2014* | *11/20/2014* | *1/13/2015* |
| Reading Comprehension of Key Ideas and Details |  |  |  |
| Writing: Written Expression |  |  |  |
| Writing: Knowledge of Language & Conventions |  |  |  |

## Analysis Reflection

Based on this sample of students:

* What **evidence** to do you see of this **class growing** toward grade-level writing expectations?
* What **evidence** is there of **students adapting** writing and analytical skills to a variety of tasks?
* What are your **concerns** about student development over this time period?
* What **questions** does this raise about what was happening in the classroom?

## Planning for Next Year

Develop a draft strategy of periodically looking at student progress over time you might implement next year

**What trends will you look at through student writing? CCSS Writing Standards? ELA Standards? The PARCC Rubric? Or something else?**

**What will you need to do to evaluate those trends?**

|  |  |
| --- | --- |
| * *Create / select / review PBAs*
 | * *Schedule analysis meetings*
 |
| * *Develop tracking document*
 |  |
|  |  |
|  |  |

**Develop a schedule**

*Flag when you might implement each of those steps*

|  |  |  |
| --- | --- | --- |
| **August** | **September** | **October** |
| **November** | **December** | **January** |
| **February** | **March** | **April** |
| **May** | **June** |  |

## Planning for Next Year - Example

Develop a draft strategy of periodically looking at student progress over time you might implement next year

**What trends will you look at through student writing? CCSS Writing Standards? ELA Standards? The PARCC Rubric? Or something else?**

* Teachers will focus on writing based on informational texts
* Develop monthly prompts aligned to CCSS RI standards using PARCC question stems & unit texts before use
* Score using PARCC rubric reading comprehension section
* Select five students from first PBA to keep anecdotal notes on using the language of the focus standard
* Meet after each assessment to score all student assignments and write notes on target students

**What will you need to do to evaluate those trends?**

|  |  |
| --- | --- |
| * *Create / select / review PBAs*
 | * *Schedule analysis meetings*
 |
| * *Develop tracking ~~document~~ Google doc*
 | * *PD on writing PBAs*
 |
| * *Schedule norming sessions using PARCC rubric*
 | * *PD on norming and analyzing PBAs*
 |
|  | * *PD on action planning*
 |

**Develop a schedule**

*Flag when you might implement each of those steps*

|  |  |  |
| --- | --- | --- |
| **August*** Coach: PD on writing PBAs
* Data Lead: Create Tracking GoogleDoc & Template for analyzing samples
* Teachers: Develop Sept/Oct PBAs
 | **September*** Coach: PD on norming PBAs
* Teachers
	+ Administer & score PBAs
	+ Select/analyze 5 target students in PLCs
* Data Lead: Enter scores into tracker
 | **October*** Coach: PD on analyzing PBAs
* Teachers
	+ Revise Oct PBAs if needed
	+ Administer & score PBAs
	+ Analyze 5 target students
* Data Lead: Enter scores
 |
| **November*** Coach: PD on writing PBAs; support revisions to PBAs
* Teachers
	+ Develop Dec/Jan PBAs
 | **December*** Teachers
	+ Administer & score PBAs
	+ Analyze 5 target students
* Data Lead: Enter Scores
 | **January*** Teachers
	+ Administer & score PBAs
	+ Analyze 5 target students
* Data Lead: Enter Scores
* Data Lead: Lead meeting analyzing scores from Sept to Jan
 |
| **February*** Coach: PD on unpacking standards; support revisions to PBAs
* Teachers: Develop Mar/April PBAs
 | **March*** Coach: PD on Action Planning; give feedback on action plans
* Teachers
	+ Administer & score PBAs
	+ Analyze 5 target students
	+ Enter Scores
 | **April*** Teachers
	+ Administer & score PBAs
	+ Analyze 5 target students
	+ Enter Scores
 |
| **May*** Coach: support revisions to PBAs
* Teachers: Develop June PBAs
 | **June*** Teachers
	+ Administer & score PBAs
	+ Analyze 5 target students
	+ Enter Scores
* Data Lead: Lead meeting reflecting on year and planning for next year
 |  |