July 2015

Examining ELA PBAs Over Time

Elementary Packet

**Jessica Joy Morris**

Manager of Instructional Data

[jjmorrisdc@gmail.com](mailto:jjmorrisdc@gmail.com)

## 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 5.RI.1-9** |
| **CCSS ELA 5.W.2** |
| **PARCC Grades 4-5 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 textual evidence.  **Written Expression**  The student response addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence;  demonstrates effective coherence, clarity, and cohesion appropriate to the task;  uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. | |

## Example Analysis of Writing Over Time

Student Name: \_\_\_\_Student D\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_5th Grade ELA\_\_\_

|  |  |  |
| --- | --- | --- |
| 5.W.2. – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | |
| *Date* | *September* | *January* |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; | * Unclear introductory phrase * One sentence response | * Basic introductory phrase addresses both questions of prompt * Unclear organization |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | * Gives two unclear examples from text * No development of topic | * Uses relevant examples from the text * Moderate development of the topic |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | * No linking words | * No linking words |
| e. Provide a concluding statement or section related to the information or explanation presented. | * No conclusion | * No conclusion |

PARCC Rubric:

|  |  |  |
| --- | --- | --- |
| *Date* | *September* | *January* |
| Reading Comprehension of Key Ideas and Details | 1 | 2 |
| Writing: Written Expression | 1 | 2 |
| Writing: Knowledge of Language & Conventions | 1 | 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: \_5th Grade ELA\_\_\_

|  |  |  |
| --- | --- | --- |
| 5.W.2. – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | |
| *Date* | *September* | *January* |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; |  |  |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  |  |
| e. Provide a concluding statement or section related to the information or explanation presented. |  |  |

PARCC Rubric:

|  |  |  |
| --- | --- | --- |
| *Date* | *September* | *January* |
| Reading Comprehension of Key Ideas and Details | 0 | 2 |
| Writing: Written Expression | 0 | 2 |
| Writing: Knowledge of Language & Conventions | 0 | 2 |

## Practice Analysis – Student B

Student Name: \_\_\_\_Student B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_5th Grade ELA\_\_\_

|  |  |  |
| --- | --- | --- |
| 5.W.2. – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | |
| *Date* | *September* | *January* |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; |  |  |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  |  |
| e. Provide a concluding statement or section related to the information or explanation presented. |  |  |

PARCC Rubric:

|  |  |  |
| --- | --- | --- |
| *Date* | *September* | *January* |
| Reading Comprehension of Key Ideas and Details | 0 | 1 |
| Writing: Written Expression | 0 | 1 |
| Writing: Knowledge of Language & Conventions | 0 | 1 |

## Practice Analysis – Student C

Student Name: \_\_\_\_Student C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_5th Grade ELA\_\_\_

|  |  |  |
| --- | --- | --- |
| 5.W.2. – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | |
| *Date* | *September* | *January* |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; |  |  |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  |  |
| e. Provide a concluding statement or section related to the information or explanation presented. |  |  |

PARCC Rubric:

|  |  |  |
| --- | --- | --- |
| *Date* | *September* | *January* |
| Reading Comprehension of Key Ideas and Details | 1 | 2 |
| Writing: Written Expression | 1 | 2 |
| Writing: Knowledge of Language & Conventions | 1 | 3 |

## Practice Analysis – Student E

Student Name: \_\_\_\_Student E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_5th Grade ELA\_\_\_

|  |  |  |
| --- | --- | --- |
| 5.W.2. – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | |
| *Date* | *September* | *January* |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; |  |  |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  |  |
| e. Provide a concluding statement or section related to the information or explanation presented. |  |  |

PARCC Rubric:

|  |  |  |
| --- | --- | --- |
| *Date* | *September* | *January* |
| Reading Comprehension of Key Ideas and Details | 1 | 1 |
| Writing: Written Expression | 1 | 1 |
| Writing: Knowledge of Language & Conventions | 1 | 1 |

## Analysis Reflection

Based on this sample of students:

* What **evidence** to do you see of this **class growing** toward grade-level writing expectations?
* 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 expository writing according to CCSS W.2
* Develop monthly PBAs aligned using PARCC question stems & texts from item bank
* Score using PARCC rubric written expression section
* Select five students from first PBA to keep anecdotal notes on based on W.2 expectations
* 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; develop tracking tool; develop template for analyzing samples * Teachers: Develop Sept/Oct PBAs | **September**   * Coach: PD on norming PBAs * Teachers   + Administer & score PBAs   + Enter scores into tracker | **October**   * Coach: PD on analyzing PBAs * Teachers   + Revise Oct PBAs if needed   + Administer & score PBAs   + Enter scores into tracker |
| **November**   * Coach: PD on action planning; support revisions to PBAs * Teachers   + Analyze 5 target students and create action plan in PLC   + Develop Dec/Jan PBAs | **December**   * Teachers   + Administer & score PBAs   + Enter Scores into tracker | **January**   * Teachers   + Administer & score PBAs   + Enter scores into tracker * Coach: Lead meeting analyzing scores from Sept to Jan |
| **February**   * Coach: PD on unpacking standards; support revisions to PBAs * Teachers:   + Analyze 5 target students and create action plan in PLC   + Develop Mar/April PBAs | **March**   * Teachers   + Administer & score PBAs   + Enter Scores | **April**   * Teachers   + Revise April PBA if needed   + Administer & score PBAs   + Enter Scores |
| **May**   * Coach: PD on Action Planning; give feedback on action plans * Teachers:   + Analyze 5 target students and create action plan in PLC   + Develop June PBAs | **June**   * Teachers   + Administer & score PBAs   + Enter Scores * Coach: Lead meeting reflecting on year, analyzing progress of target students,and planning for next year |  |