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Examining ELA PBAs Over Time

Elementary 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 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
 |  |