Writing Alternate
Formative Assessment
for students with
significant cognitive disabilities
South Dakota
Department of Education

Objectives

- Purpose of Assessment
- Instructional Plans
- Format of Assessment
- Administration Procedures
- Support Documents

Writing Alternate

- Writing Alternate is for grades 5, 7 & 10
- Testing window is the same as Write to Learn
  - September 1 to April 30
- Two submissions are required during the testing window.

Writing Alternate

- Students who take alternate assessment may participate in the Writing Alternate Formative Assessment **or** use Write to Learn to meet the writing assessment requirements for grades 5, 7 & 10
- Teams should make the decision based on the assessment most appropriate for the student

Writing Alternate

- Decision making process
  - Student must be able to compose text of at least 35 words in order to use Write to Learn (can use assistive tech, but needs to independently compose text)
  - Team feels Write to Learn is a better tool to assess writing for the student

Writing Alternate

- Documenting writing option on the IEP
  - Writing Alternate Formative Assessment
    - alternate assessment should be checked on the IEP
    - no additional documentation needed
  - Write to Learn
    - alternate assessment should be checked on the IEP
    - make a notation that student will use Write to Learn
    - document any needed accommodations

WriteToLearn™

- Information and training posted at:

http://doe.sd.gov/oats/writetolearn.asp

- On right hand side under Webinars there is a recorded session geared to special education teachers.

Purpose

- To instruct on grade level extended content and the 6 Writing Traits
- Assess growth over time on 6 Writing Traits
- Grade-level Alignment
  - State standards
  - Write to Learn

Purpose

- Formative Assessments
  - Developed to not only “test” students, but to use the data to inform teaching
  - Shows student growth on the 6 Writing Traits

6 WRITING TRAITS

- ✓Ideas
- ✓Organization
- ✓Conventions
- ✓Sentence Fluency
- ✓Word Choice
- ✓Voice

Presentation on teaching the writing traits to students with significant cognitive disabilities available on the alternate assessment website:

http://doe.sd.gov/oats/AltAssessment.asp

What makes up the Writing Alternate at each Grade

- Directions for Administration
- Instructional Lesson Plan 1
- Instructional Lesson Plan 2
- Writing Alternate Formative Assessment
- Scoring Rubric
- Additional supporting documents

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Appendix

Who, What, When, Where, How, Why Map 39

Instructional Plans

- Two scripted instructional plans
  - One for each testing session
- Instructional plans build on extended content and 6 Writing Traits

Instructional Plans

- Instructional plans are a guide for teachers
  - Can be adapted and personalized to fit the needs of the student and class
- Additional instructional plans can be developed using the format provided

Instructional Plans

- The instructional plan for each testing session must be used/adapted at least once prior to administering the assessment

Student Response

A. Student is independently writing in words
B. Student gives answer orally to teacher, asks for spelling assistance to write.
C. Student gives answer orally to teacher, teacher transcribes.
D. Student chooses answer from oral options provided by teacher.
E. Student uses a pre-made word bank to find answer.

Student Response

F. Student chooses from a bank of picture options.
G. Student chooses from 2-4 options (words, pictures, objects).
H. Student uses assistive technology to indicate response.
I. Student uses response mode (e.g., eye gaze, pointing) to respond to yes/no question about answer.

Instructional Plans

- Information included
  - Title
  - Grade Level
  - Time estimate
  - Materials required
  - Extended Content Standards covered

Instructional Plans

- Format
  - Attention Getter
  - Discussion
  - Model
  - Independent/Guided Practice
  - Ideas for future lessons

Formative Assessment

- One assessment to be given twice during the testing window.
  - Provides a picture of student growth over time
- Gives students an opportunity to perform each of the 6 writing traits independently.

Formative Assessment

- Assessment may cover writing traits not addressed in the instructional plan for the current testing session. (cumulative assessment)
- Teacher is allowed to prompt students to complete the next portion of the writing task.

Formative Assessment

- Students will be assessed using format of writing (e.g., picture symbols, typed text, word selection) used over the course of instruction.
- Administered by
  - teacher
  - paraprofessional
  - other support providers

Scoring the Assessment (Rubric)

- Once the assessment is complete, the rubric will be completed to determine the level of student performance on each of the 6 writing traits.

5th grade - Formative Assessment Writing - Scoring Rubric

Student: Assessor:

Date: Submission: 1 2 3

Response Mode: A B C D E F G H I

Topic: Descriptive Text

*Student needs to complete all skills within a level to score at that current level.

1. Ideas:

	0 pts	1 pt	2 pts	3 pts
	No ideas related to topic. No describing words evident. Words chosen do not relate to the topic.	Generates ideas which are not purposefully related to the topic Gives one describing word about an idea. (e.g. color, size, texture, weather) Chooses appropriate words related to the topic. (25% of the time)	Some of ideas related to topic (e.g. who, what, where) Gives one describing words about each idea. (e.g. color, size, texture, weather) Chooses appropriate words related to the topic. (50% of the time)	Generates ideas related to topic (e.g. who, what, where) Gives two or more describing words about each idea. (e.g. color, size, texture, weather) Chooses appropriate words related to the topic. (80% of the time)

Score:

2. Organization

	0 pts	1 pt	2 pts	3 pts
	Ideas in graphic organizer not related to topic.	Completes a graphic organizer using ideas related to topic (25% of the time)	Completes a graphic organizer using ideas related to topic (50% of the time)	Completes a graphic organizer using ideas related to topic

Score:

3. Conventions

	0 pts	1 pt	2 pts	3 pts
	Incorrect or no use of capitalization. Incorrect use of punctuation.	Utilizes correct capitalization (beginning of sentence, I, proper nouns) 25% of the time Utilizes correct ending punctuation (period, question mark, exclamation point) 1/3 used correctly	Utilizes correct capitalization (beginning of sentence, I, proper nouns) 50% of the time Utilizes correct ending punctuation (period, question mark, exclamation point) 2/3 used correctly	Utilizes correct capitalization (beginning of sentence, I, proper nouns) Utilizes correct ending punctuation (period, question mark, exclamation point)

Score:

5th grade - Formative Assessment Writing - Scoring Rubric

4. Sentence Fluency

	0 pts	1 pt	2 pts	3 pts
	Words incorrectly sequenced thus creating incomplete sentences.	Logically sequences words within each sentence. (25% of the time)	Logically sequences words within each sentence. (50% of the time)	Logically sequences words within each sentence.

Score:

5. Word Choice

	0 pts	1 pt	2 pts	3 pts
	Words chosen are not appropriate to topic.	Words are appropriate to topic. (25% of words)	Words are appropriate to topic. (50% of words)	Words are appropriate to topic. Successfully uses descriptive words to create an image

Score:

6. Voice

	0 pts	1 pt	2 pts	3 pts
	Student does not convey story/idea in writing. No feelings evident in writing.	Story or idea is unclear. Expresses thoughts about the topic/idea but no feeling is	Story or idea is developing. Expresses some feeling about the topic/idea within	Writes to convey a story or idea to the reader Expresses strong feeling about the topic/idea within

Score:

	0 pts	1 pt	2 pts	3 pts
	Student does not convey story/idea in writing. No feelings evident in writing.	Story or idea is unclear. Expresses thoughts about the topic/idea but no feeling is evident.	Story or idea is developing. Expresses some feeling about the topic/idea within writing.	Writes to convey a story or idea to the reader Expresses strong feeling about the topic/idea within writing.

Total score:

Example: This 4-pt rubric can be used to assess the students completed writing sample. The scorer would identify if the students work sample fit best into a 0-1-2-3.

Rubric system allows students to demonstrate growth towards mastery of skill over time.

1. Ideas:

	0 pts	1 pt	2 pts	3 pts
	No ideas related to topic.	Generates ideas which are not purposefully related to the topic	Some of ideas related to topic (e.g. who, what, where)	Generates ideas related to topic (e.g. who, what, where)
	No describing words evident.	Gives one describing word about an idea. (e.g. color, size, texture, weather)	Gives one describing words about each idea. (e.g. color, size, texture, weather)	Gives two or more describing words about each idea. (e.g. color, size, texture, weather)
	Words chosen do not relate to the topic.	Chooses appropriate words related to the topic. (25% of the time)	Chooses appropriate words related to the topic. (50% of the time)	Chooses appropriate words related to the topic. (80% of the time)

If student is rated across levels on the rubric, they are scored at the level where they can accomplish all skills.

Score: 1

1. Ideas:

	0 pts	1 pt	2 pts	3 pts
	No ideas related to topic.	Generates ideas which are not purposefully related to the topic	Some of ideas related to topic (e.g. who, what, where)	Generates ideas related to topic (e.g. who, what, where)
	No describing words evident.	Gives one describing word about an idea. (e.g. color, size, texture, weather)	Gives one describing words about each idea. (e.g. color, size, texture, weather)	Gives two or more describing words about each idea. (e.g. color, size, texture, weather)
	Words chosen do not relate to the topic.	Chooses appropriate words related to the topic. (25% of the time)	Chooses appropriate words related to the topic. (50% of the time)	Chooses appropriate words related to the topic. (80% of the time)

Scoring the Assessment (Rubric)

- Scores must be entered online at: **http://tinyurl.com/sd-writing-alt**
- Enter scores as soon as possible, scores for both testing sessions must be entered by

  May 15

SD Writing Alternate: Grades 5, 7 & 10

Use this form to submit student information and results.

* Required

District *

School *

Assessor *

Student ID# (SIMS) *

Student Grade Level *

	5	7	10
Grade	○	○	○

Response Mode *

Refer to DFA for descriptions of Response Mode

A

Testing Session *

- 1st administration
- 2nd administration

Scoring Rubric Ratings

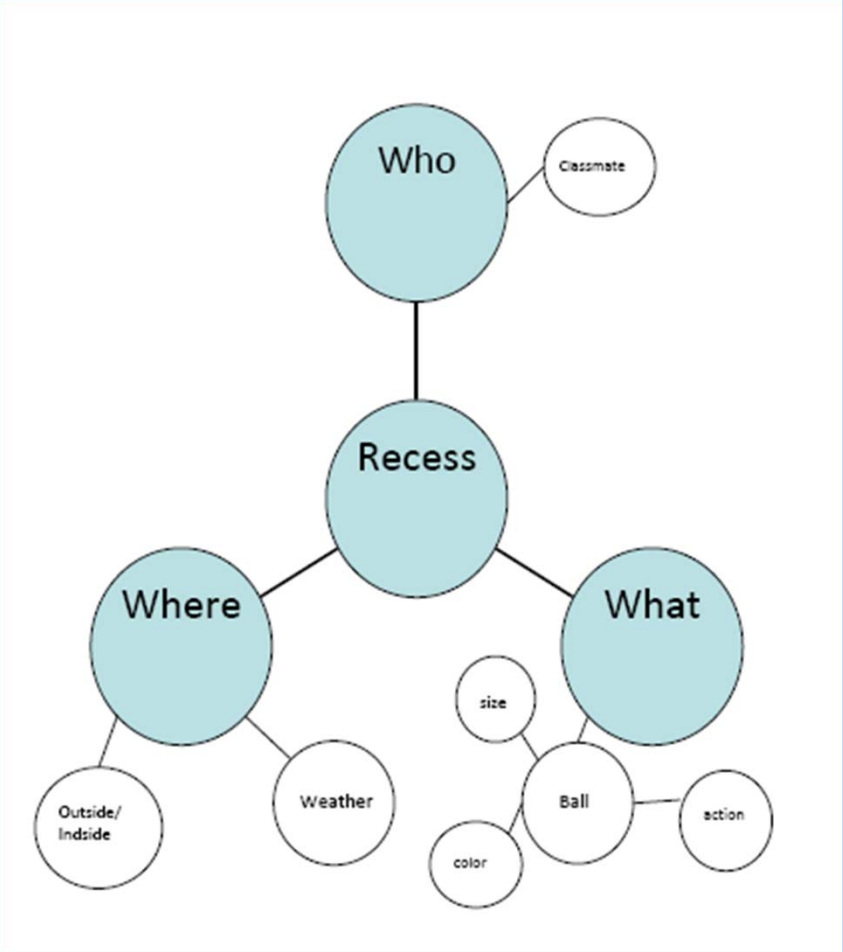
Rubric Ratings *

	0	1	2	3
Ideas				
Organization				
Conventions				
Sentence Fluency				
Word Choice				
Voice				

Submit

Supporting Documents

- Lesson Plans 1 and 2
- Supporting materials for lesson plans
  - Graphic organizers
  - Helpful websites



Sample Graphic Organizer for writing descriptive text.

Name: _____

Directions: Write a complete sentence fact and opinion about each word. The first one is done for you.

1. *music*
Fact: Country is a type of music._____
Opinion: My favorite type of music is jazz._____

2. *candy*
Fact: _____
Opinion: _____

3. *tree*
Fact: _____
Opinion: _____

4. *monkey*
Fact: _____
Opinion: _____

5. *carrot*
Fact: _____
Opinion: _____

6. *tree*
Fact: _____
Opinion: _____

Super Teacher Worksheets - http://www.superteacherworksheets.com

Support Documents used to teach lessons (e.g., worksheets, websites; picture symbol word banks)

http://so024.k12.sd.us/ideascontent.htm

www.superteacherworksheets.com

www.edina.k12.mn.us/concord/teacherlinks/sixtraits/voice.htm

www.writingfix.com

www.worksheetplace.com

http://exchange.smarttech.com/details.html

http://www.teachnology.com/worksheets/graphic/mainideamap.html

http://quia.com

Website

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INDIAN EDUCATION
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Finance, Grants Data Management
Health, Nutrition After School
Title Programs SPED, Head Start
Assessment
Technology
8th Grade Technology Literacy Assessment
Achievement Series
ACT
Dakota STEP
Dakota STEP - A
e-Metric
End of Course Exams
End of Course Exams - District Created
National Assessment of Educational Progress (NAEP)
Performance Series (DACS)
Stanford 10 (Home School)
State Writing Assessment
Testing Coordinators Workshops
WIDA/ELP Testing
tune in
edCAST
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Professional Development
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State Library
Teacher 411
Virtual School
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The Dakota STEP-A is available for studer
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reading
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5, 8, &
11, and Technology at grade 8.
STEP-A Administration Training
PPT
PPT
Live Meeting Pla
STEP-A Rater 2 Training
PPT
PPT
Live Meeting Pla
CONTACT
READING
RAISING READING PROFICIENCY
DOCUMENTS
1% Exception Request
2010 DSTEP Technical Report
2011 Directions for Administration
2011 Test Security Agreement
Alternative Assessment Cutscores
Exception Request Data
Data Collection Form
District/School Codes
Parents Guide
Performance Decriptions
Scorer Resolution Form
Significant Cognitive Disability
Testing Coordinator's Handbook
LINKS
Blueprints/ Various Reports
South Dakota's NCLB Approval

Questions

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