

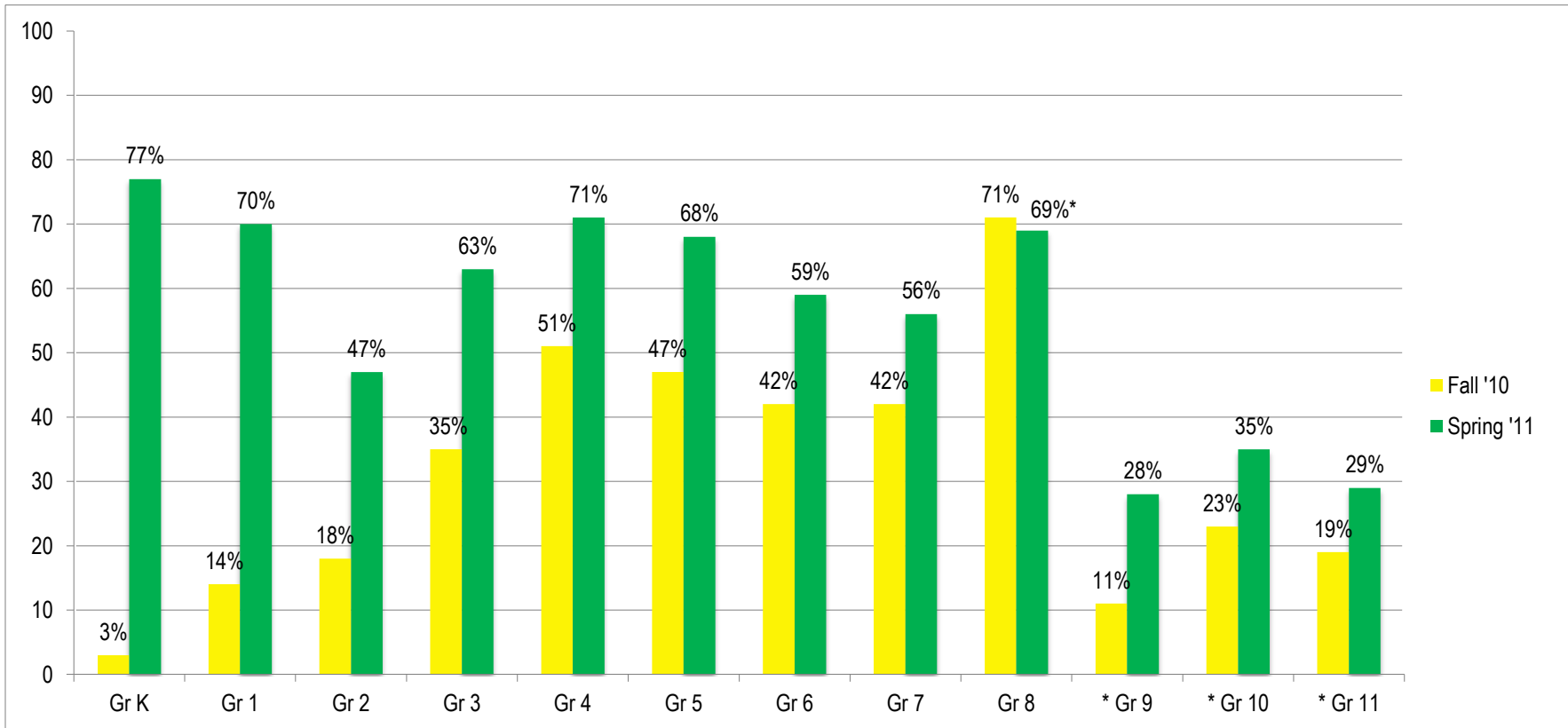
REGIONAL SCHOOL UNIT 13

District Writing Assessment Study 2010 – 2011

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**RSU 13 PROFICIENCY RATES
PERCENT OF STUDENT'S MEETING AND EXCEEDING STANDARDS
2010 – 2011**

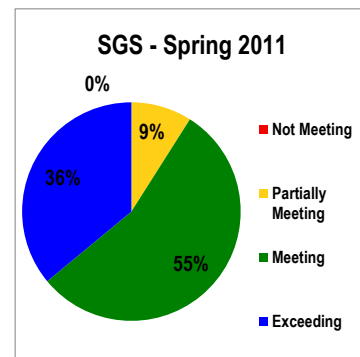
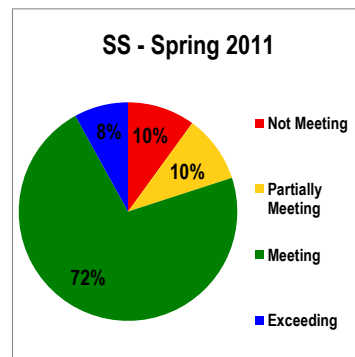
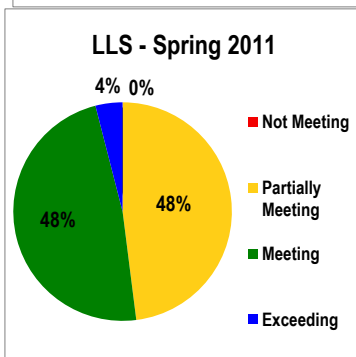
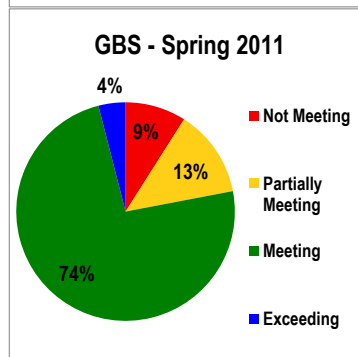
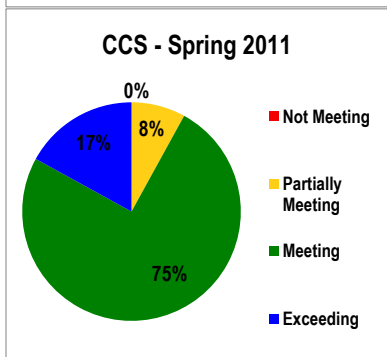
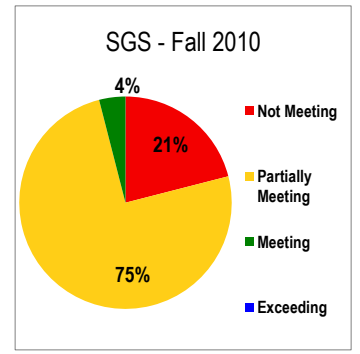
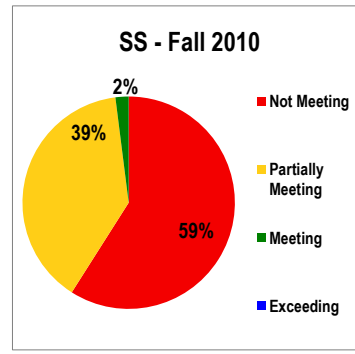
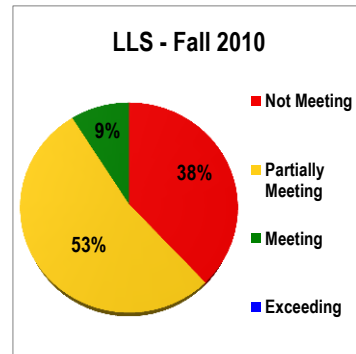
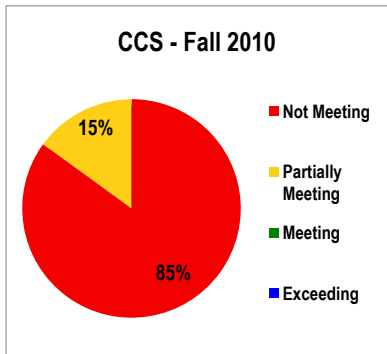
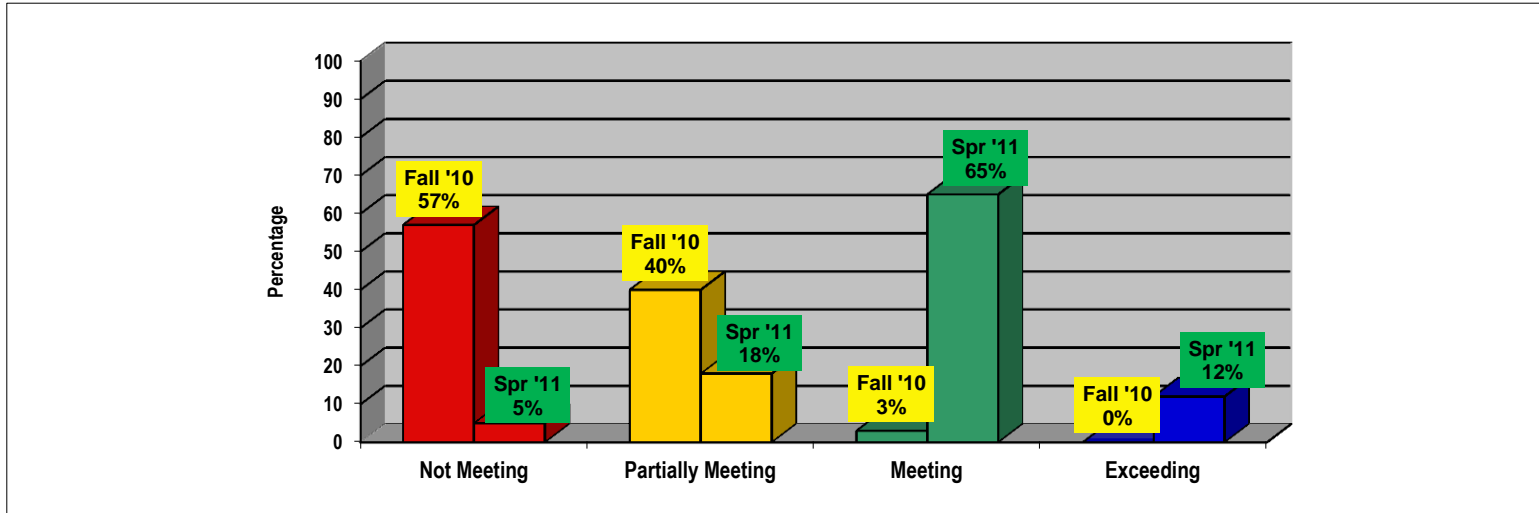


* Please Note: *The writing assessment demand in grades 9-11 requires the formulation of a thesis driven essay, representing advanced expectations for the technical and compositional aspects of persuasive writing. Consequently, aggregate scores are expected to be lower – especially for fall testing. Fall 2010 constitutes the first testing experience for grades 10 & 11.*

8th grade data is incomplete due to unavailable data.

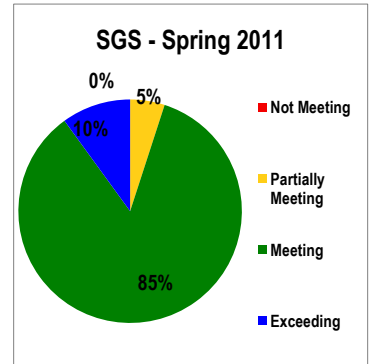
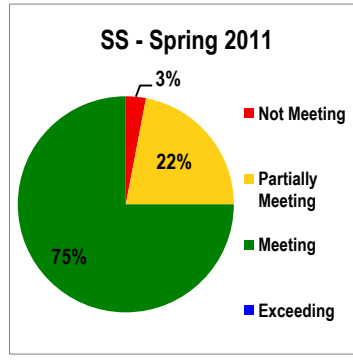
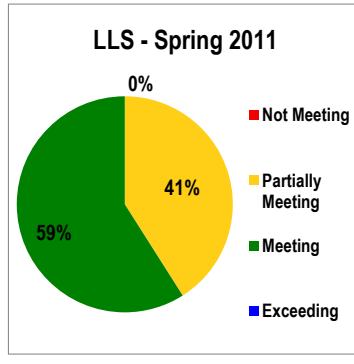
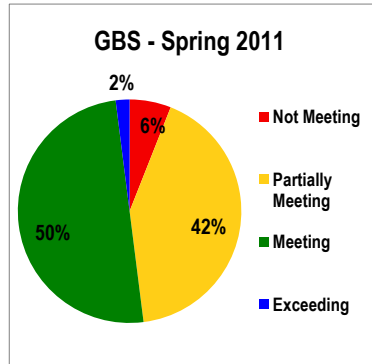
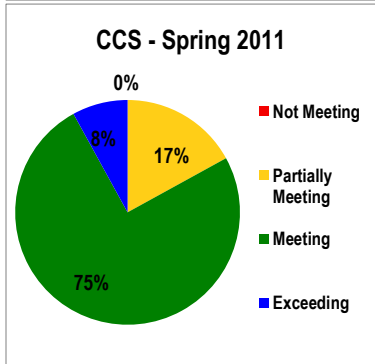
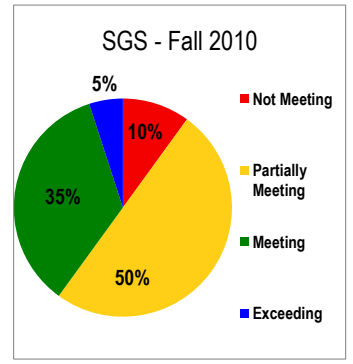
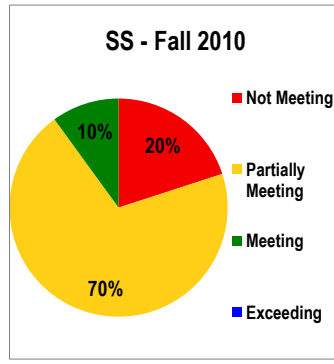
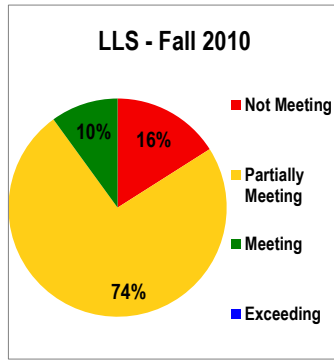
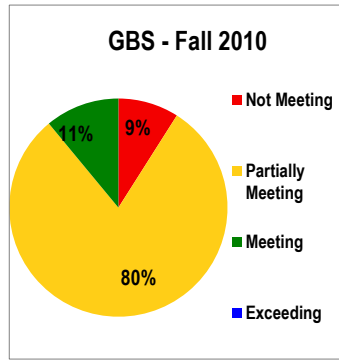
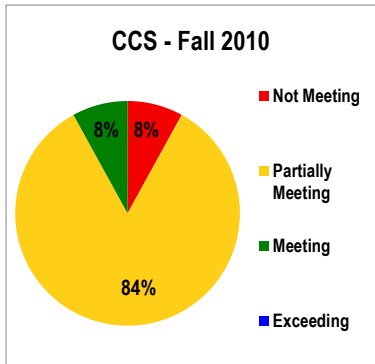
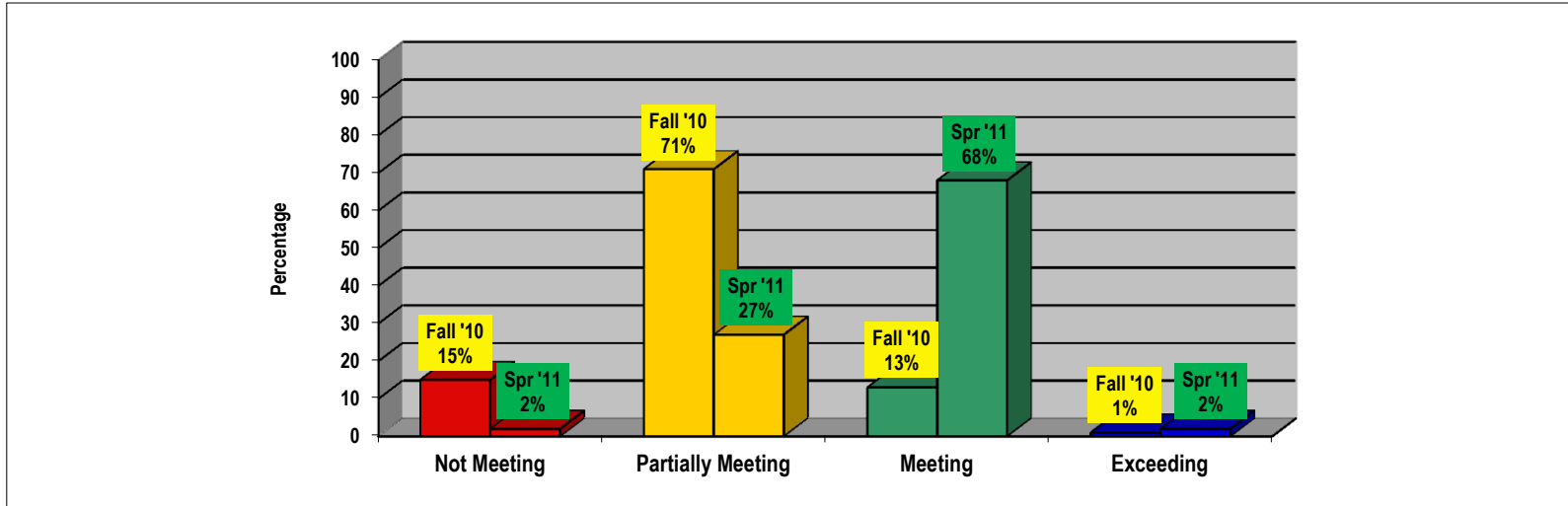
**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

Grade K



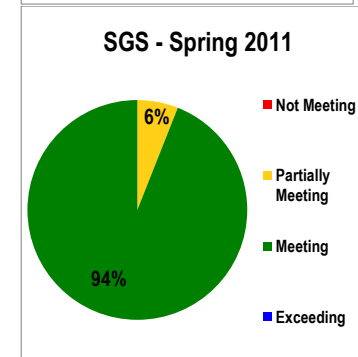
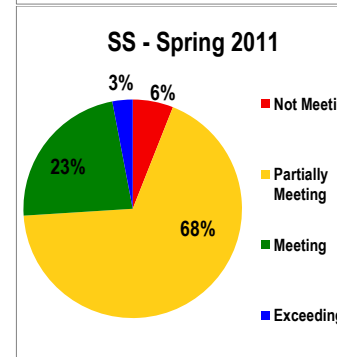
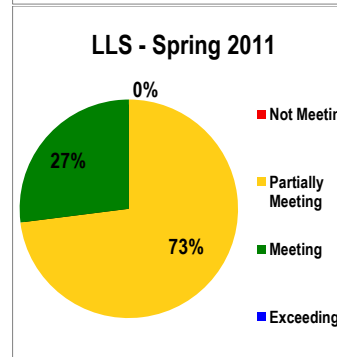
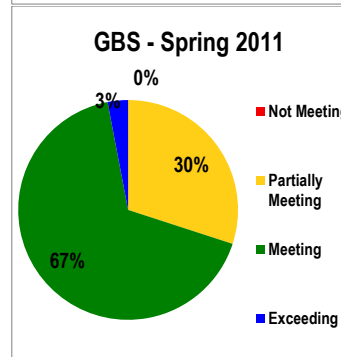
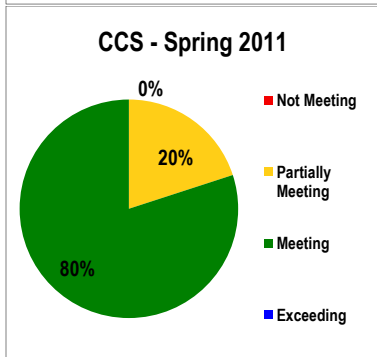
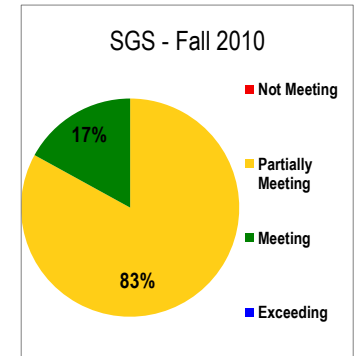
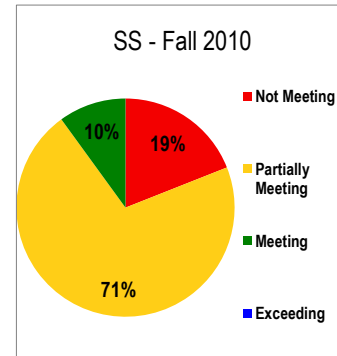
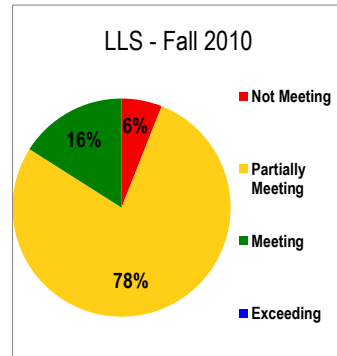
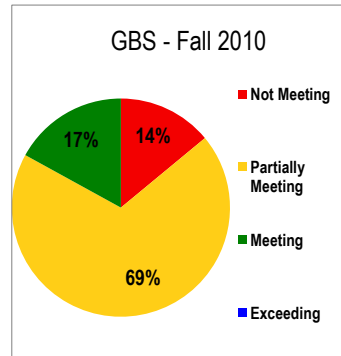
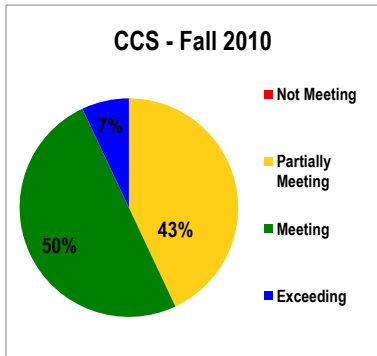
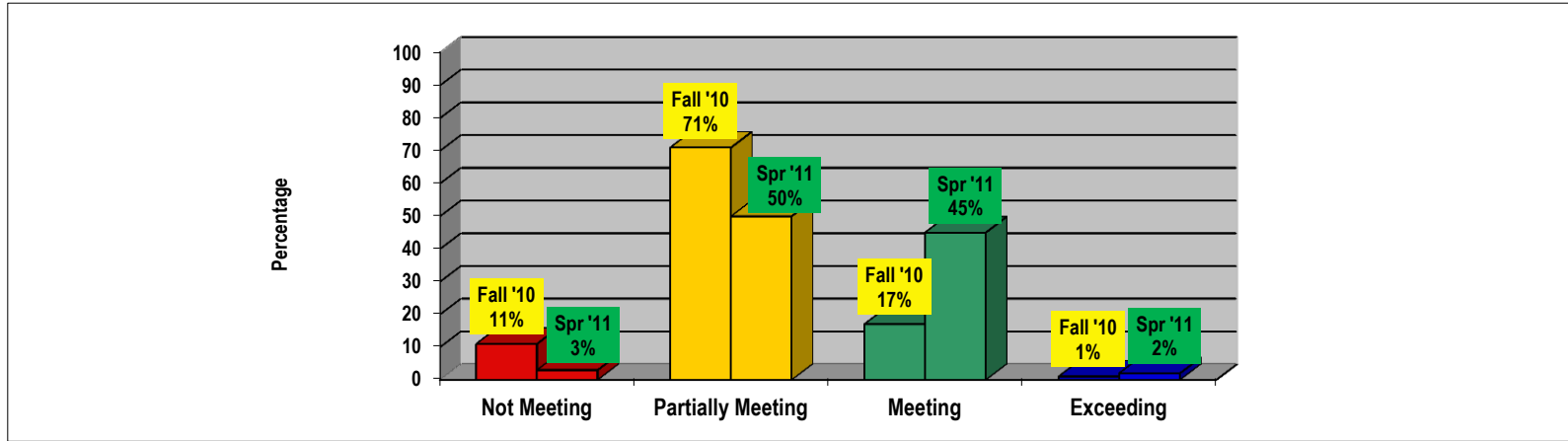
**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

Grade 1



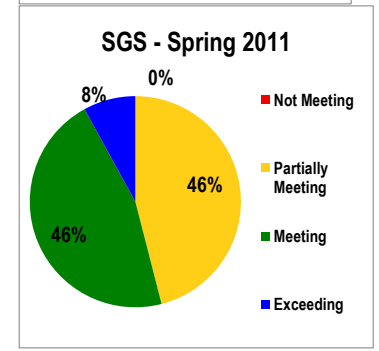
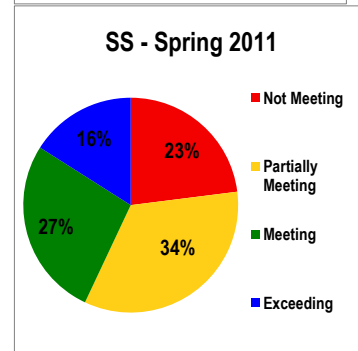
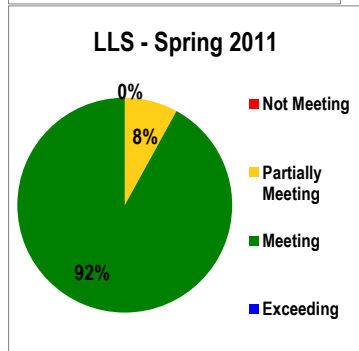
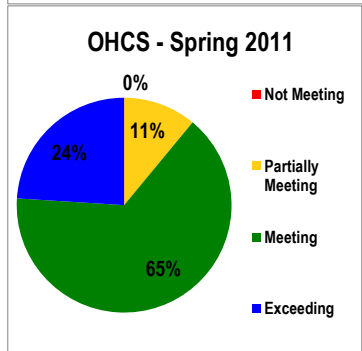
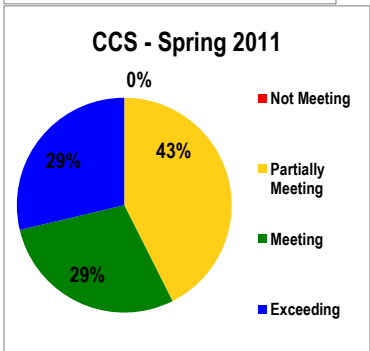
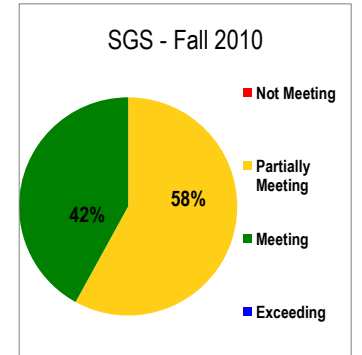
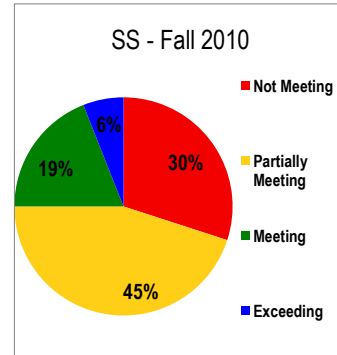
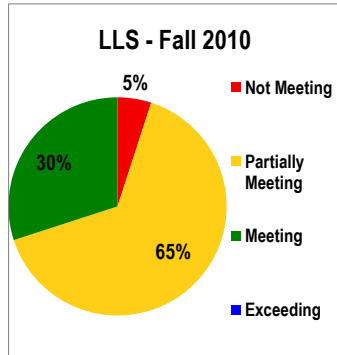
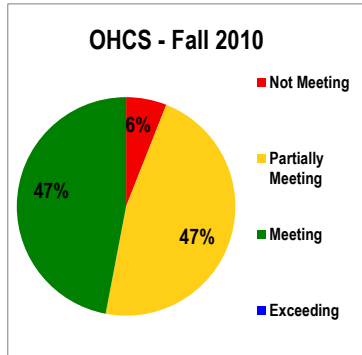
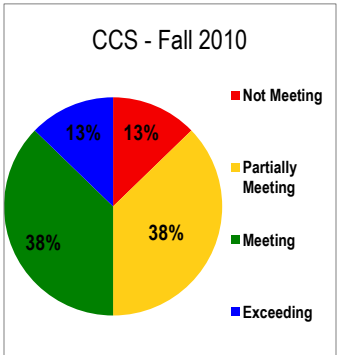
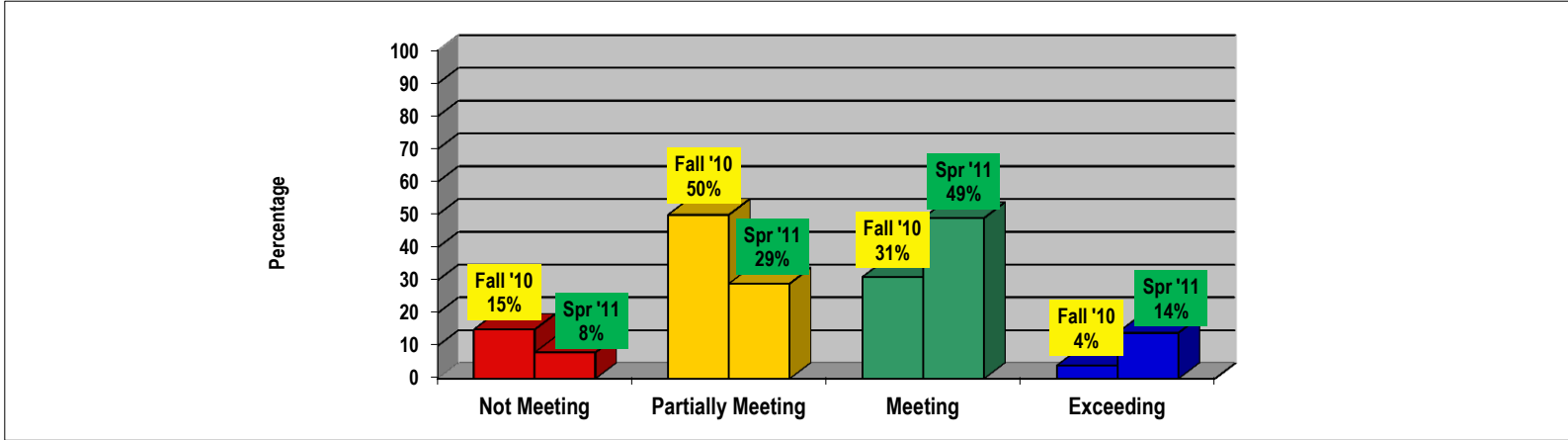
**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

Grade 2



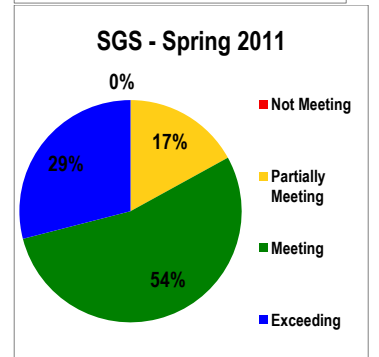
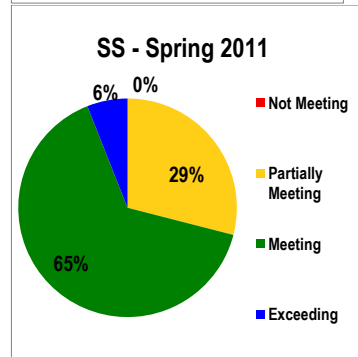
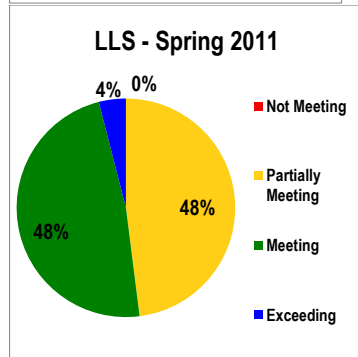
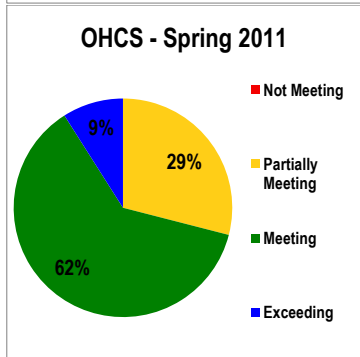
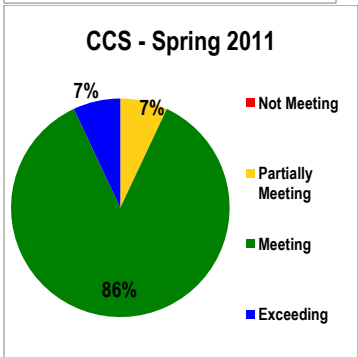
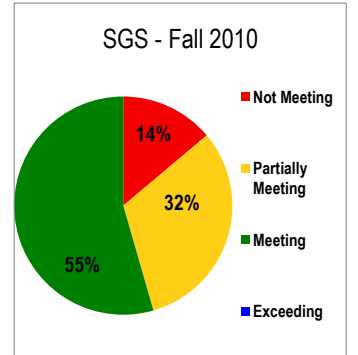
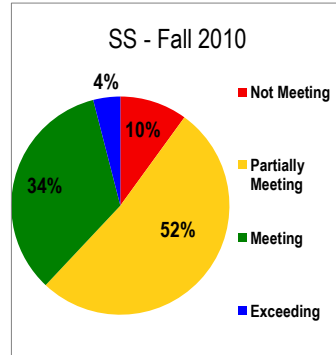
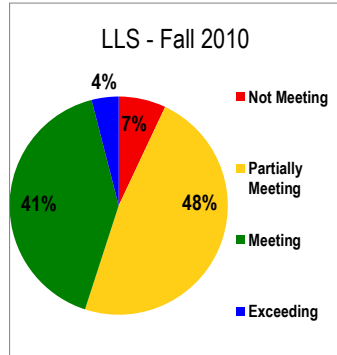
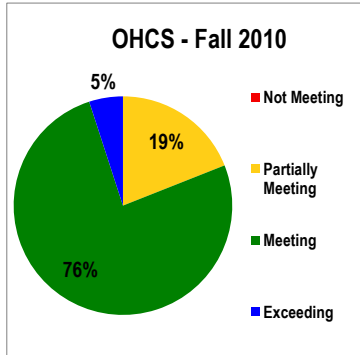
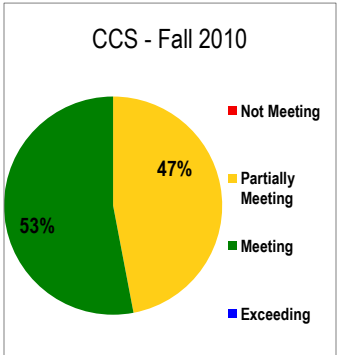
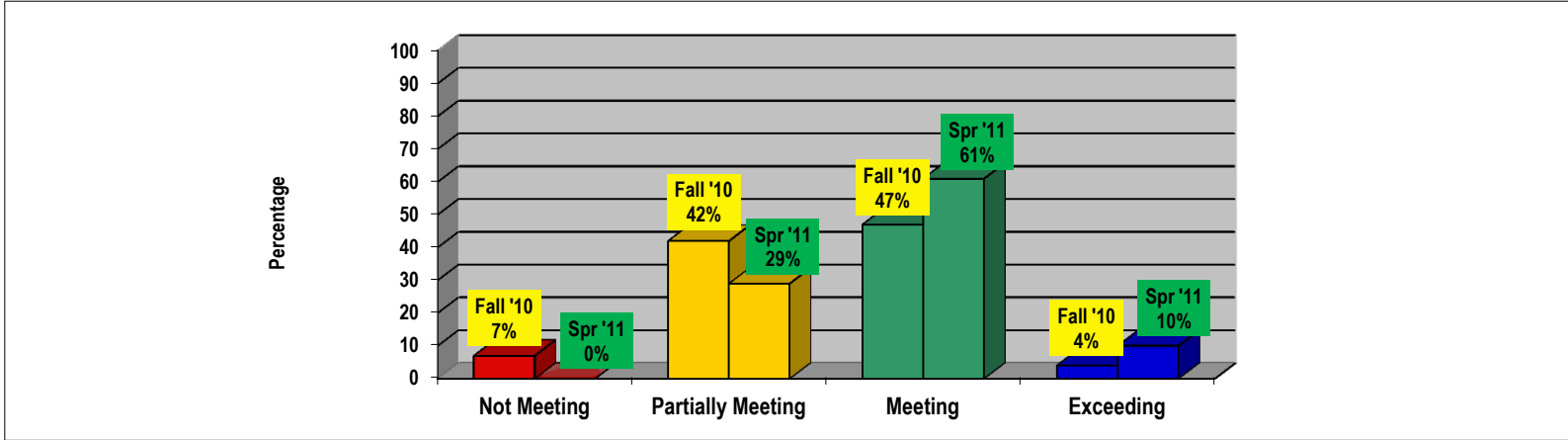
**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

Grade 3



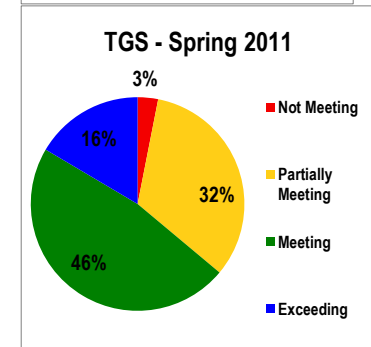
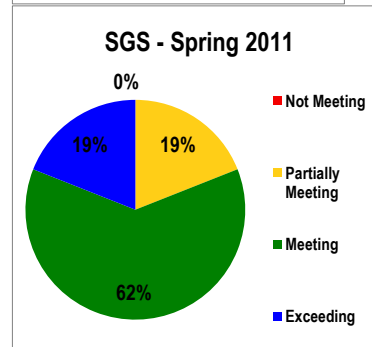
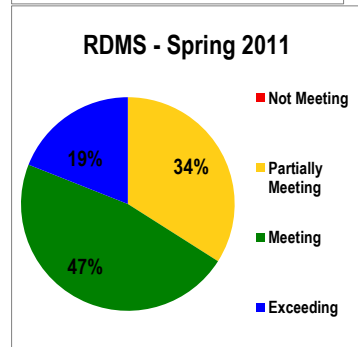
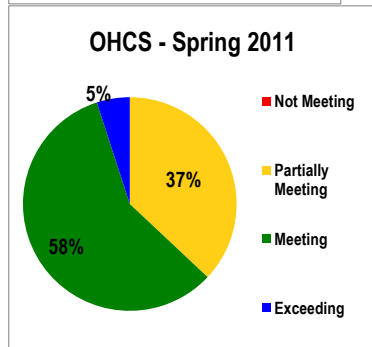
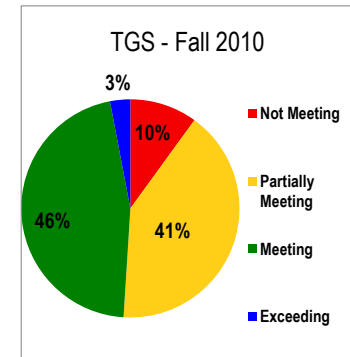
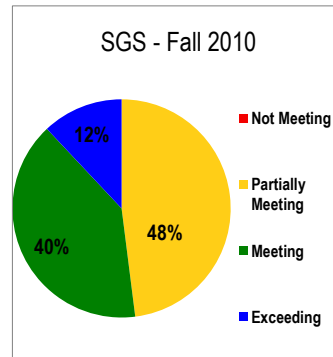
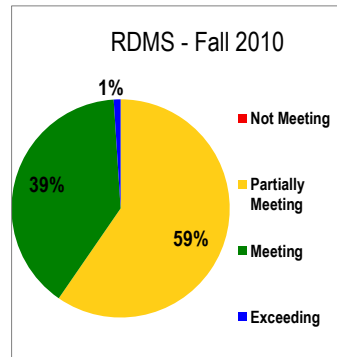
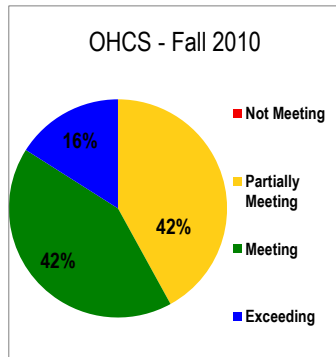
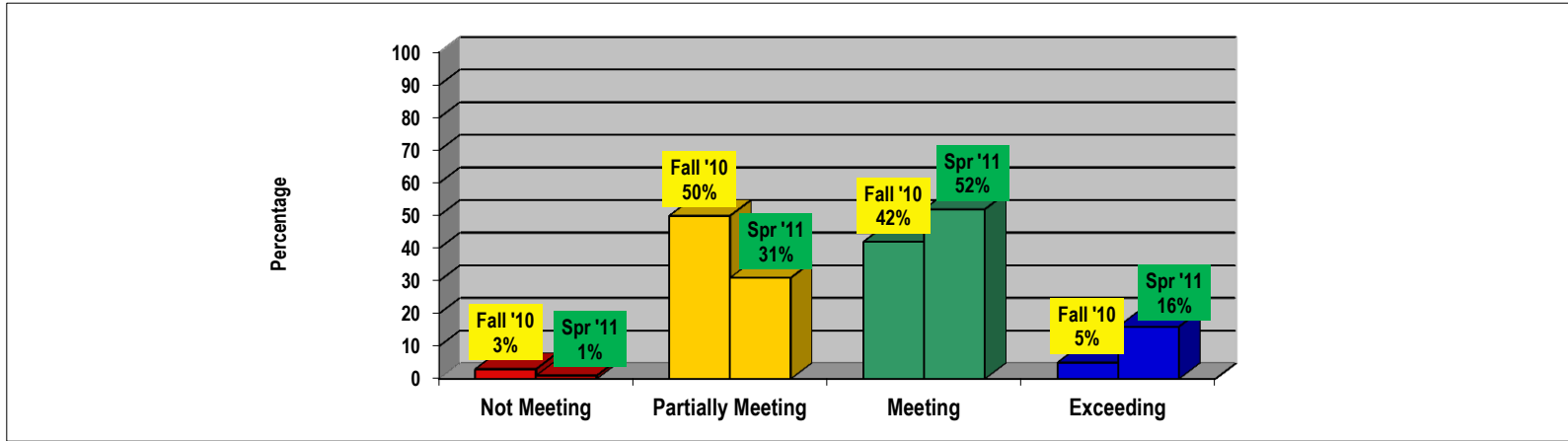
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Grade 4



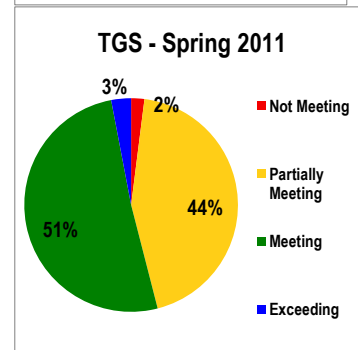
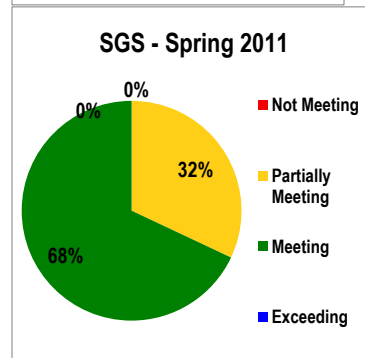
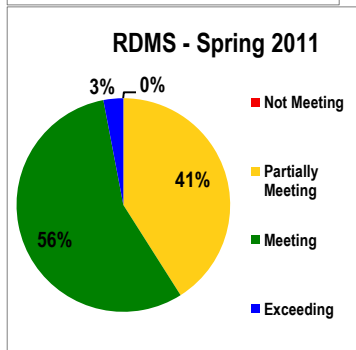
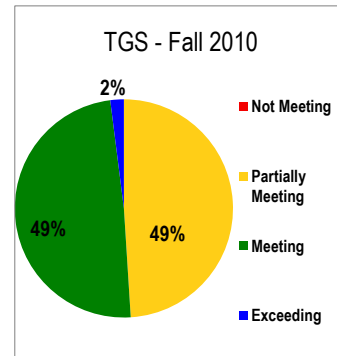
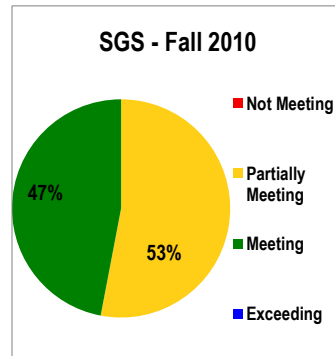
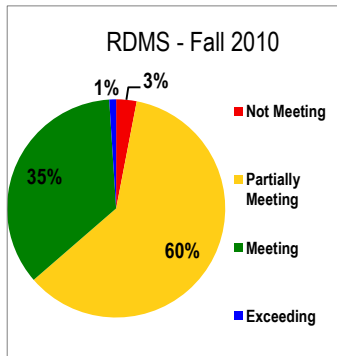
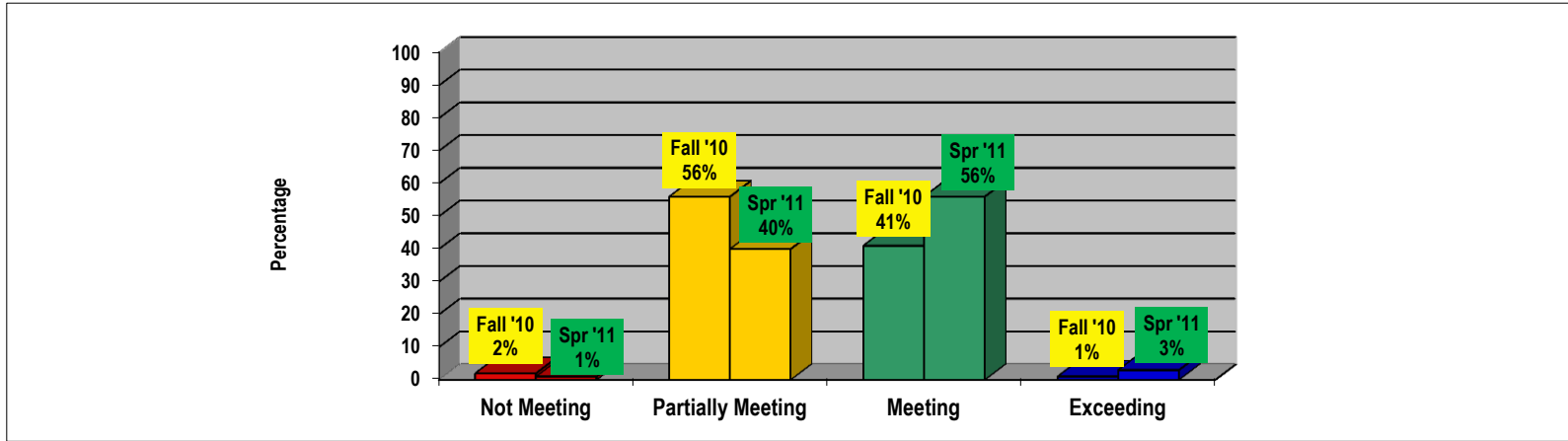
**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

Grade 5



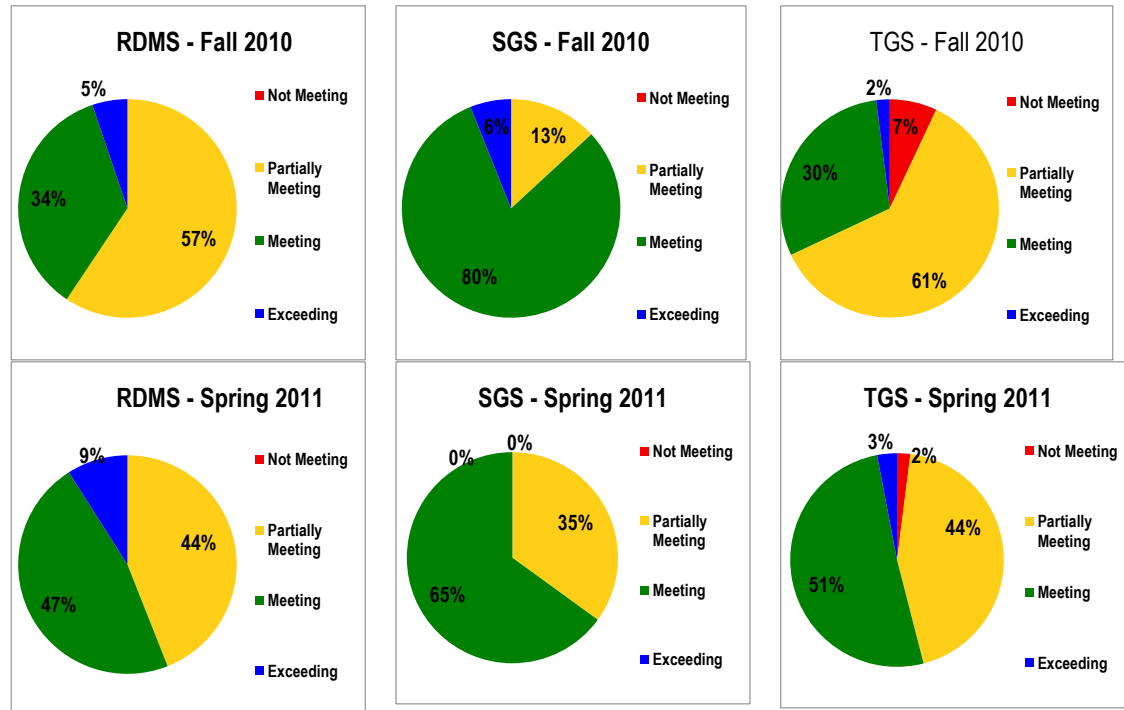
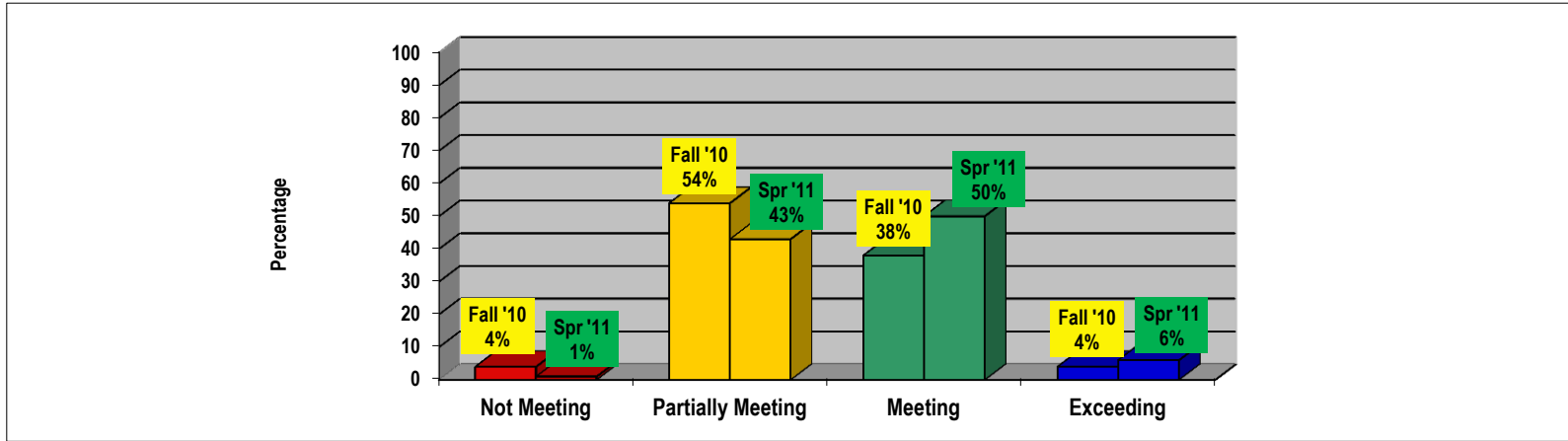
**RSU 13 GRADE SUMMARY
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Grade 6



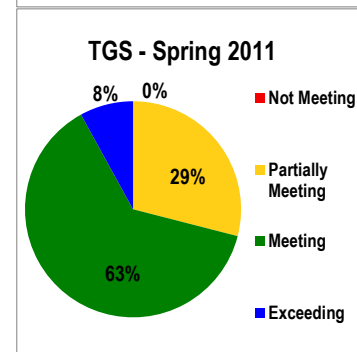
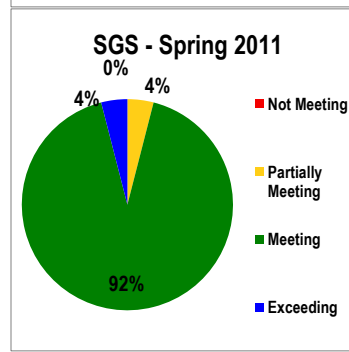
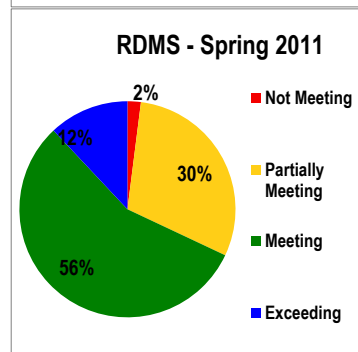
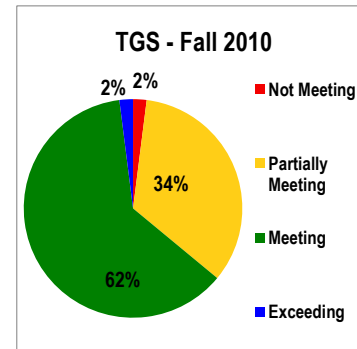
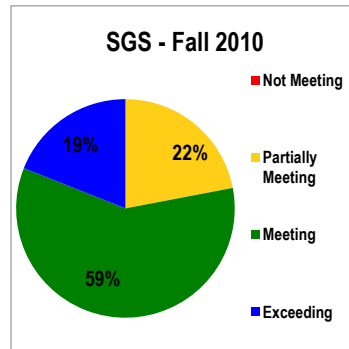
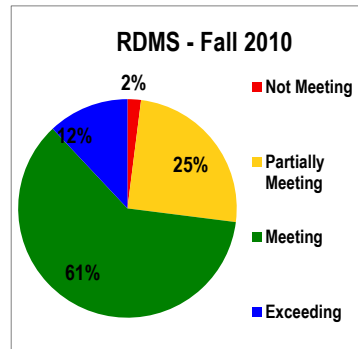
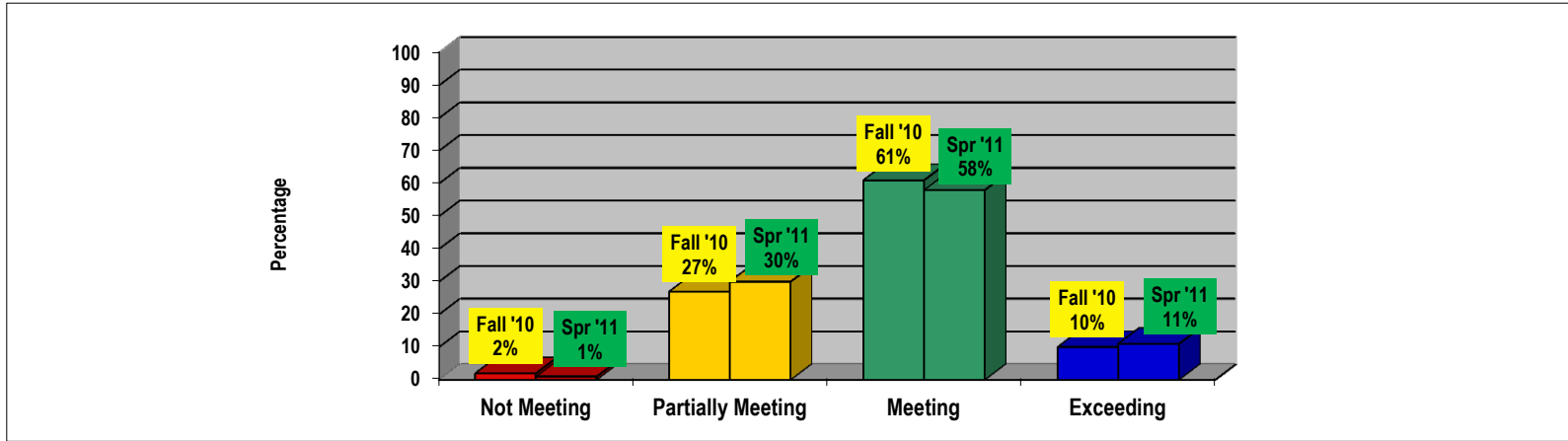
**RSU 13 GRADE SUMMARY
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Grade 7



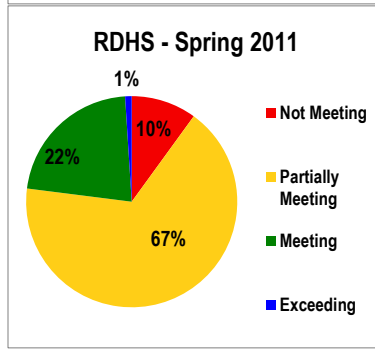
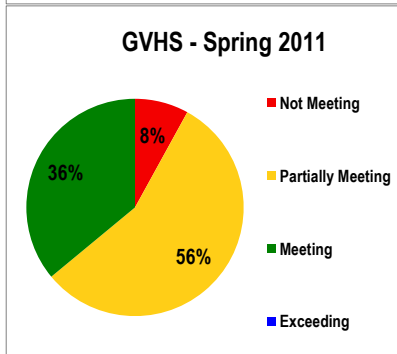
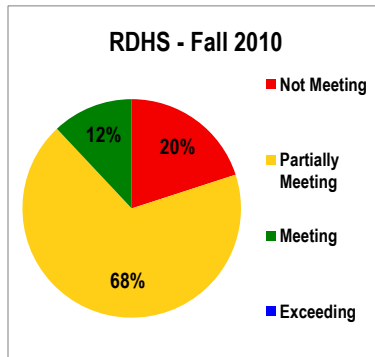
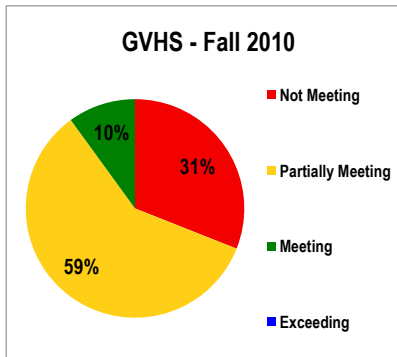
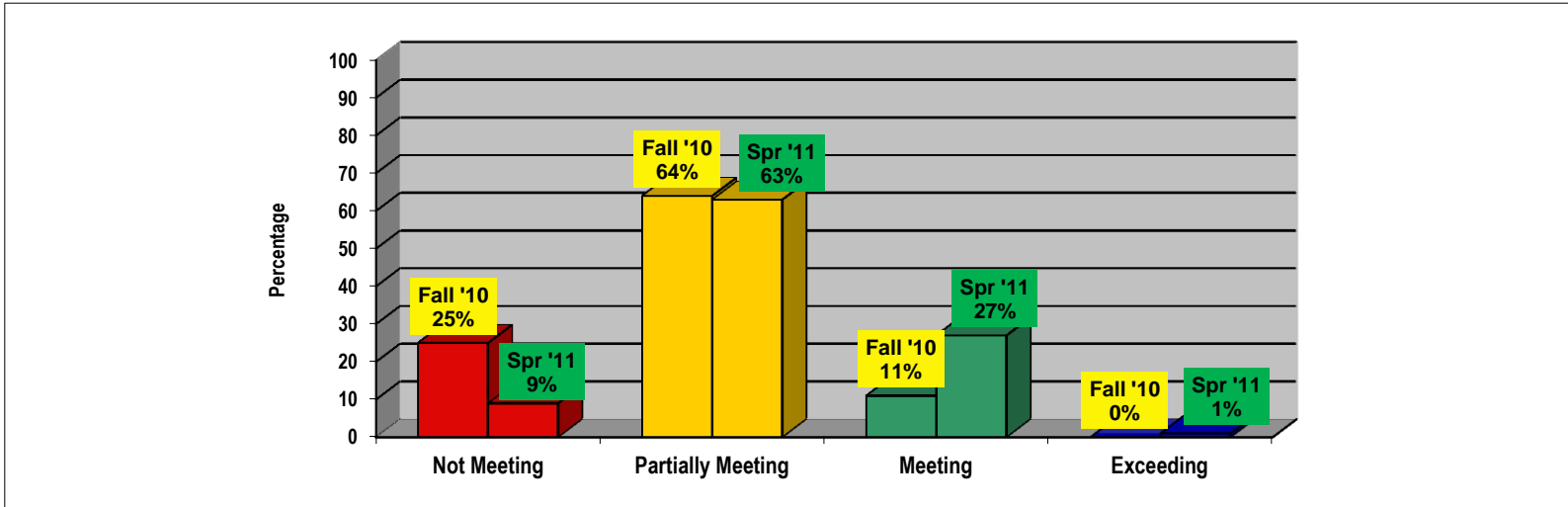
**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

Grade 8



**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

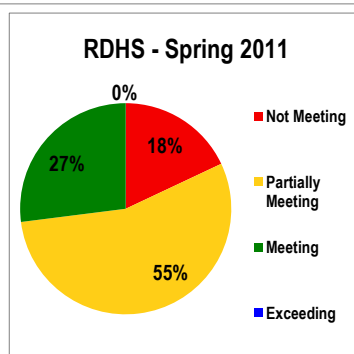
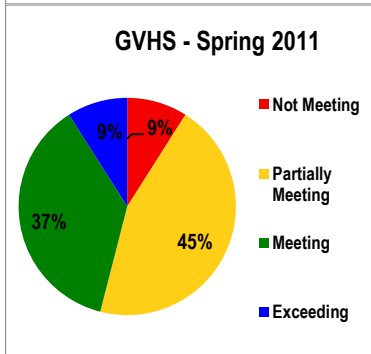
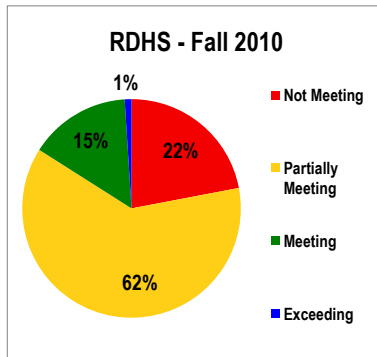
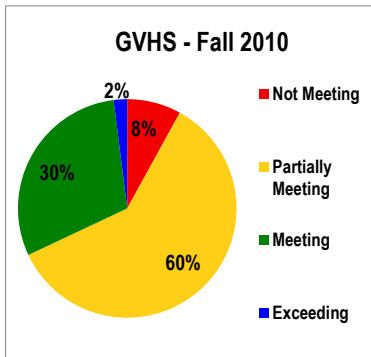
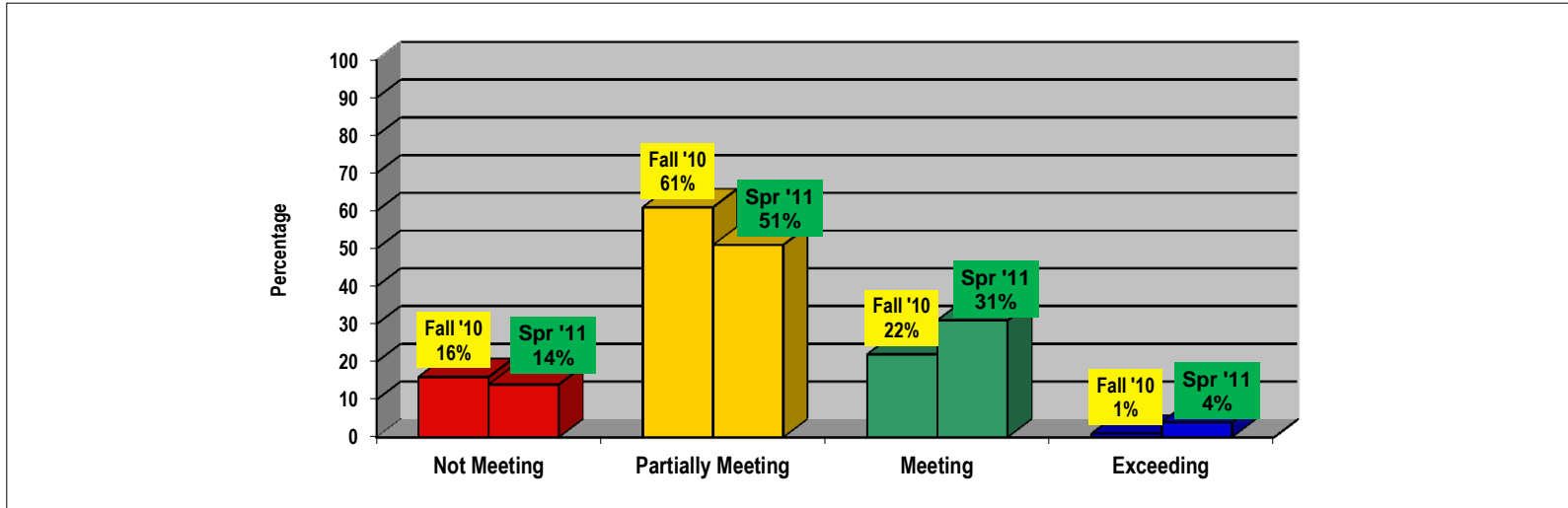
Grade 9



** Please Note:
The writing assessment demand in grades 9-11 requires the formulation of a thesis driven essay, representing advanced expectations for the technical and compositional aspects of persuasive writing. Consequently, aggregate scores are expected to be lower – especially for fall testing. Fall 2010 constitutes the first testing experience for grades 10 & 11.*

**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

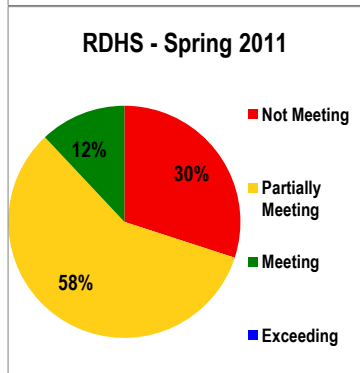
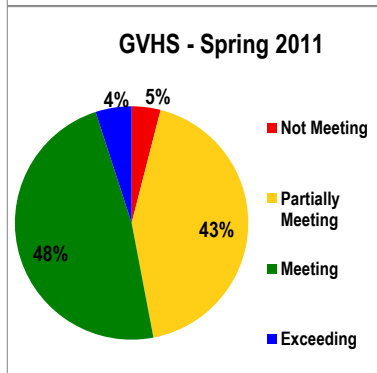
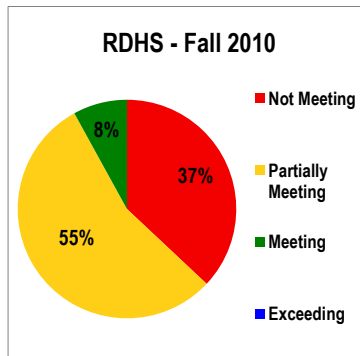
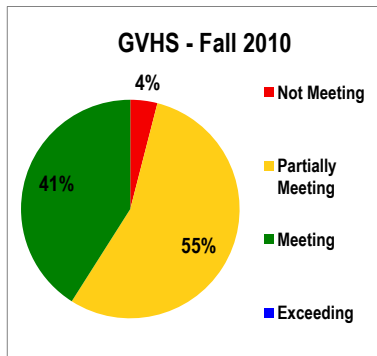
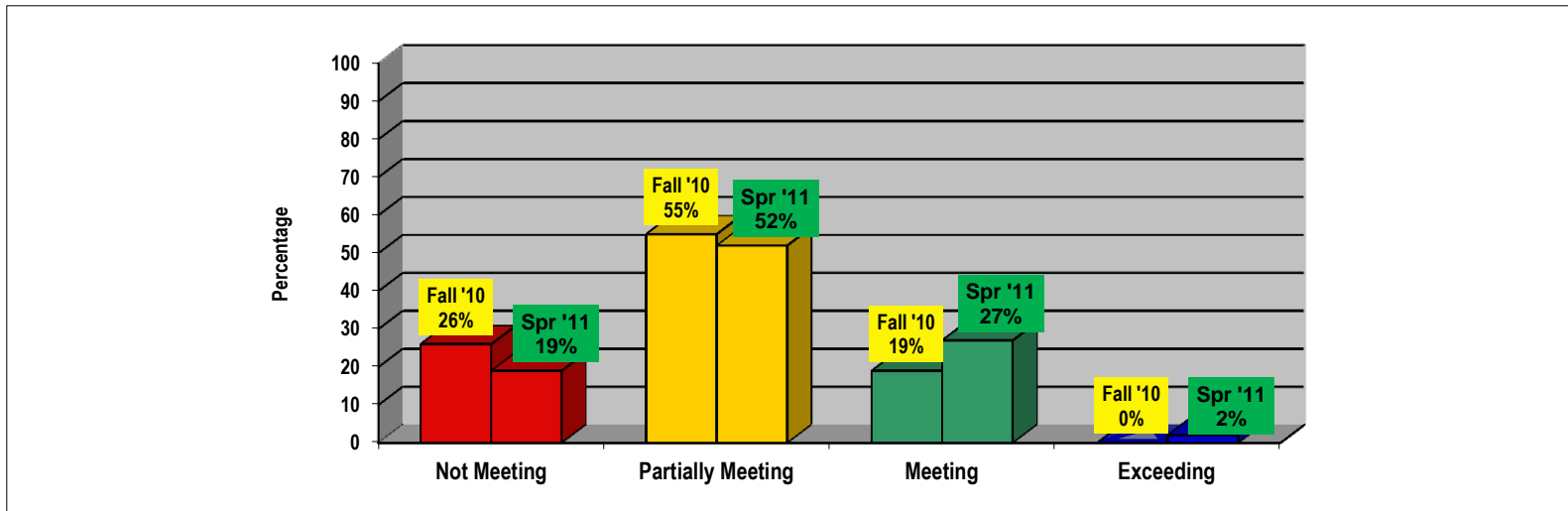
Grade 10



** Please Note:
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**RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011**

Grade 11

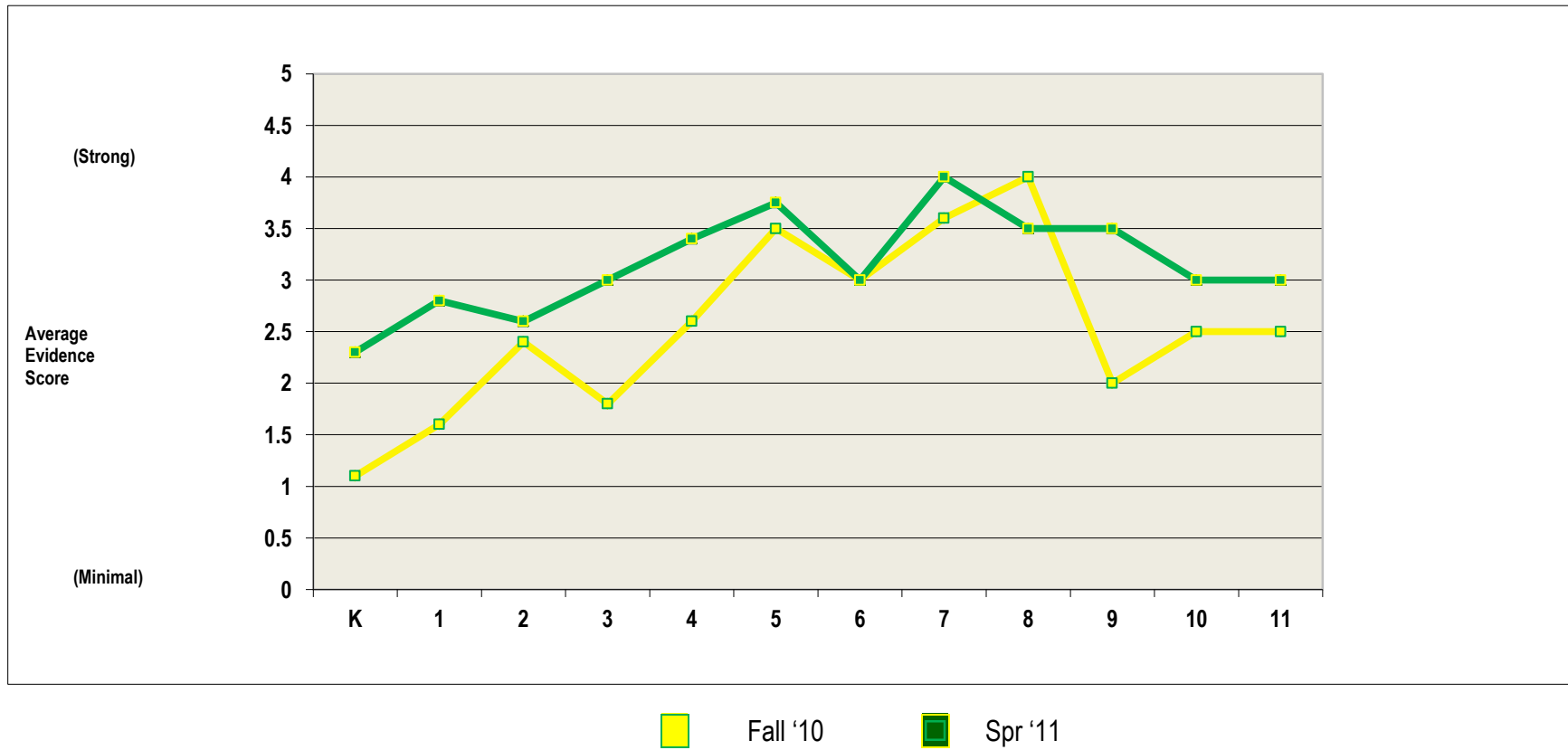


** Please Note:
The writing assessment demand in grades 9-11 requires the formulation of a thesis driven essay, representing advanced expectations for the technical and compositional aspects of persuasive writing. Consequently, aggregate scores are expected to be lower – especially for fall testing. Fall 2010 constitutes the first testing experience for grades 10 & 11.*

RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011

Pre-Writing Planning & Organization

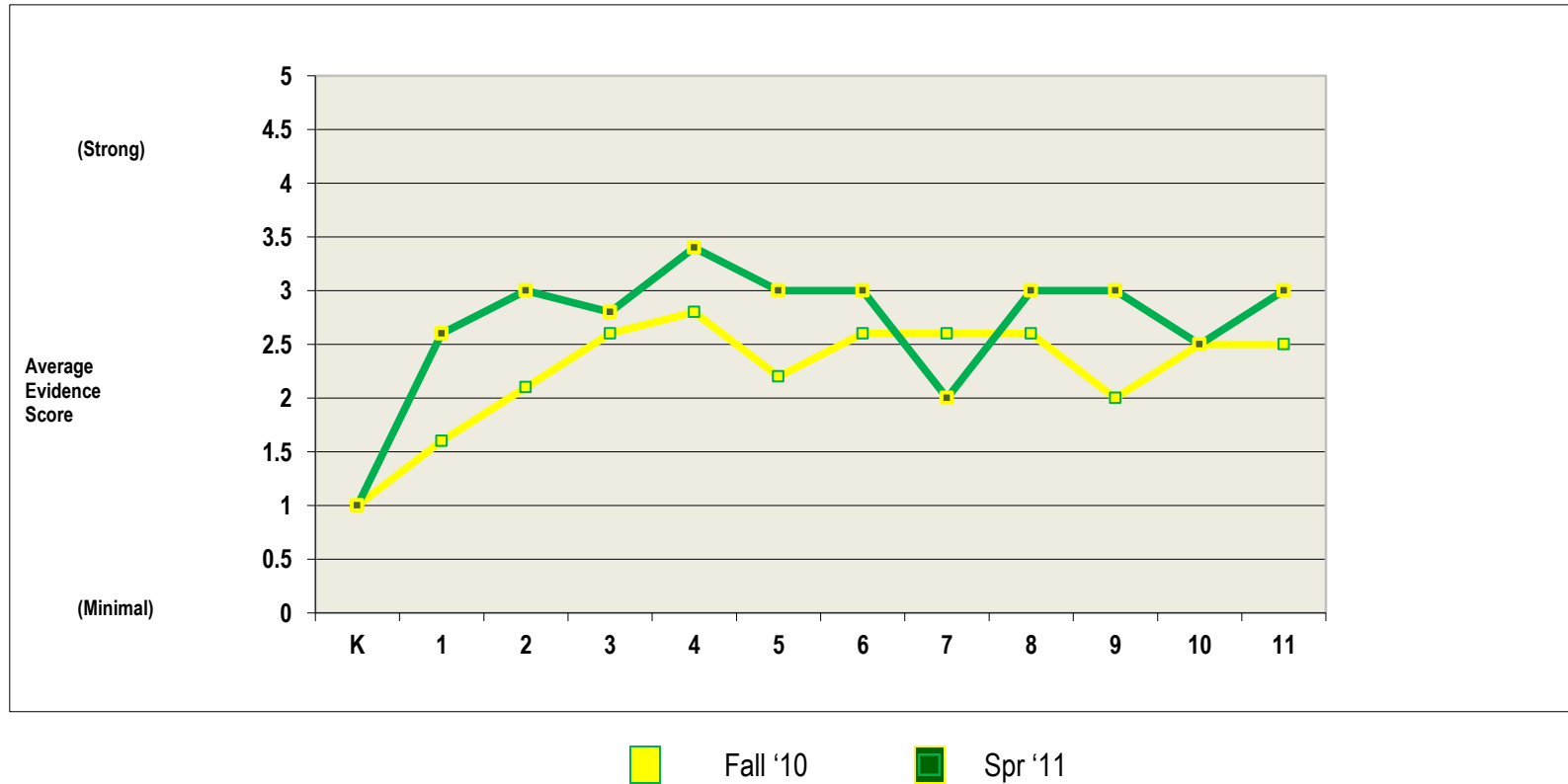
For students in class/cohort, the determination of demonstrated proficiency in pre-writing strategies:



RSU 13 GRADE SUMMARY
WRITING ASSESSMENT REPORT
2010 – 2011

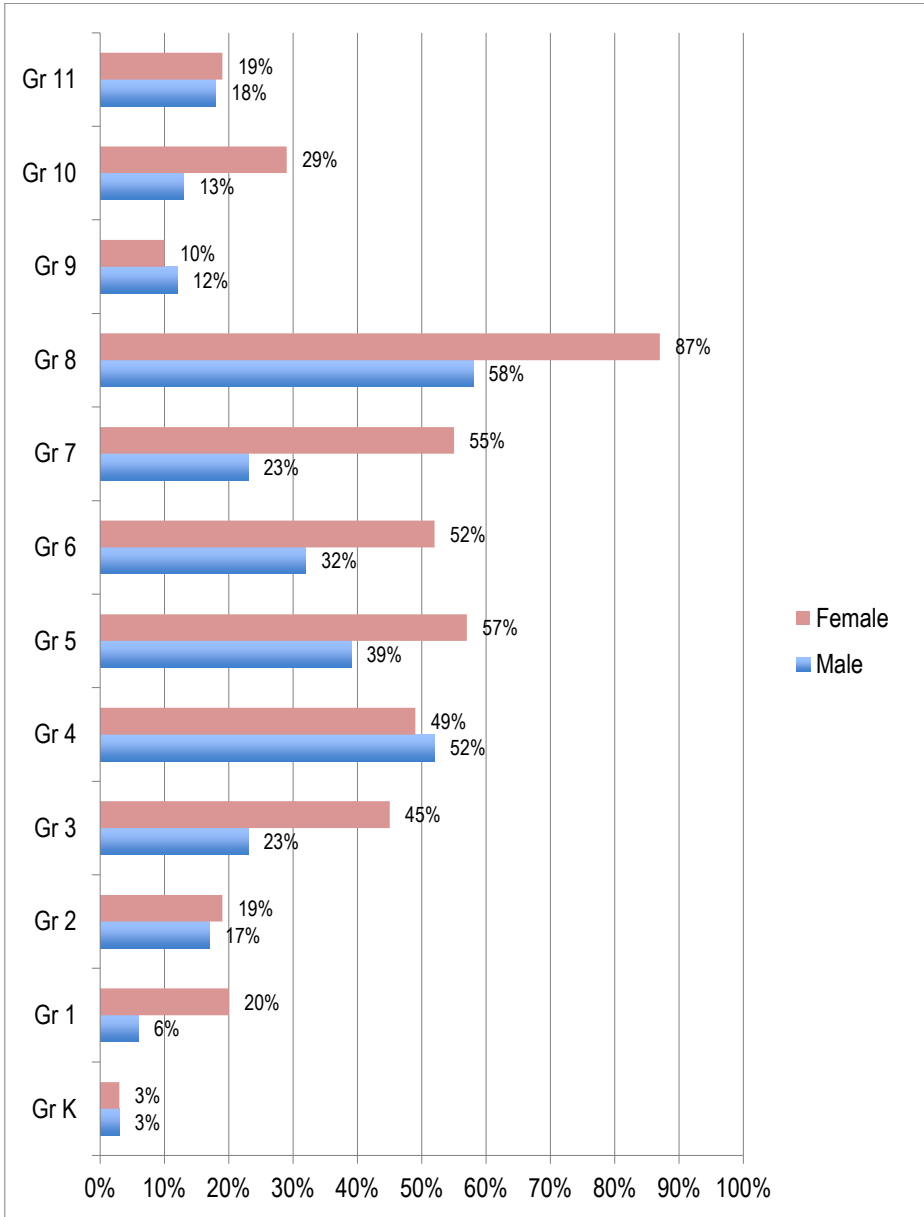
Self-Editing

For students in class/cohort, the determination of demonstrated proficiency, proofing, and self-editing strategies:



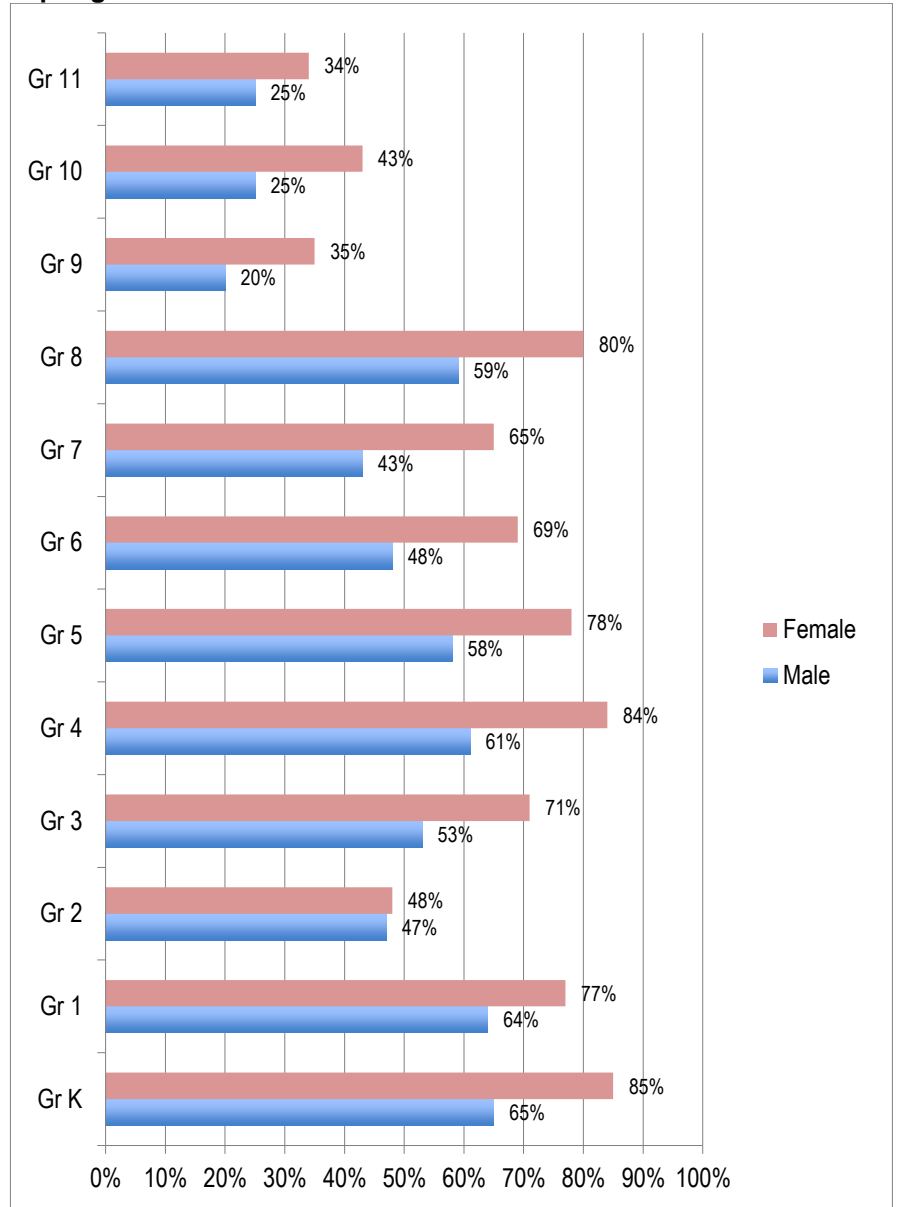
RSU 13 WRITING ASSESSMENT - GENDER-BASED PERFORMANCE PROFILE

Fall 2010



% of Students Meeting/Exceeding Standards

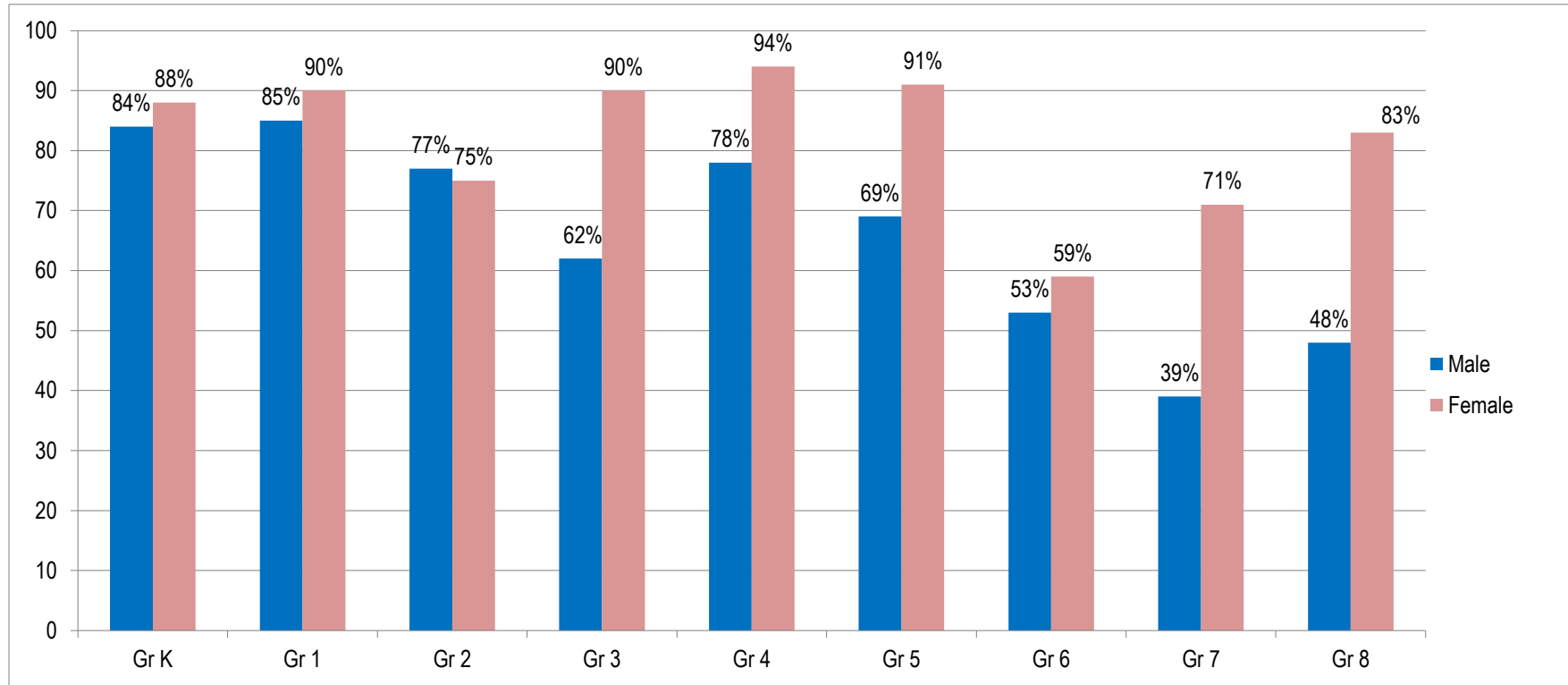
Spring 2011



% of Students Meeting/Exceeding Standards

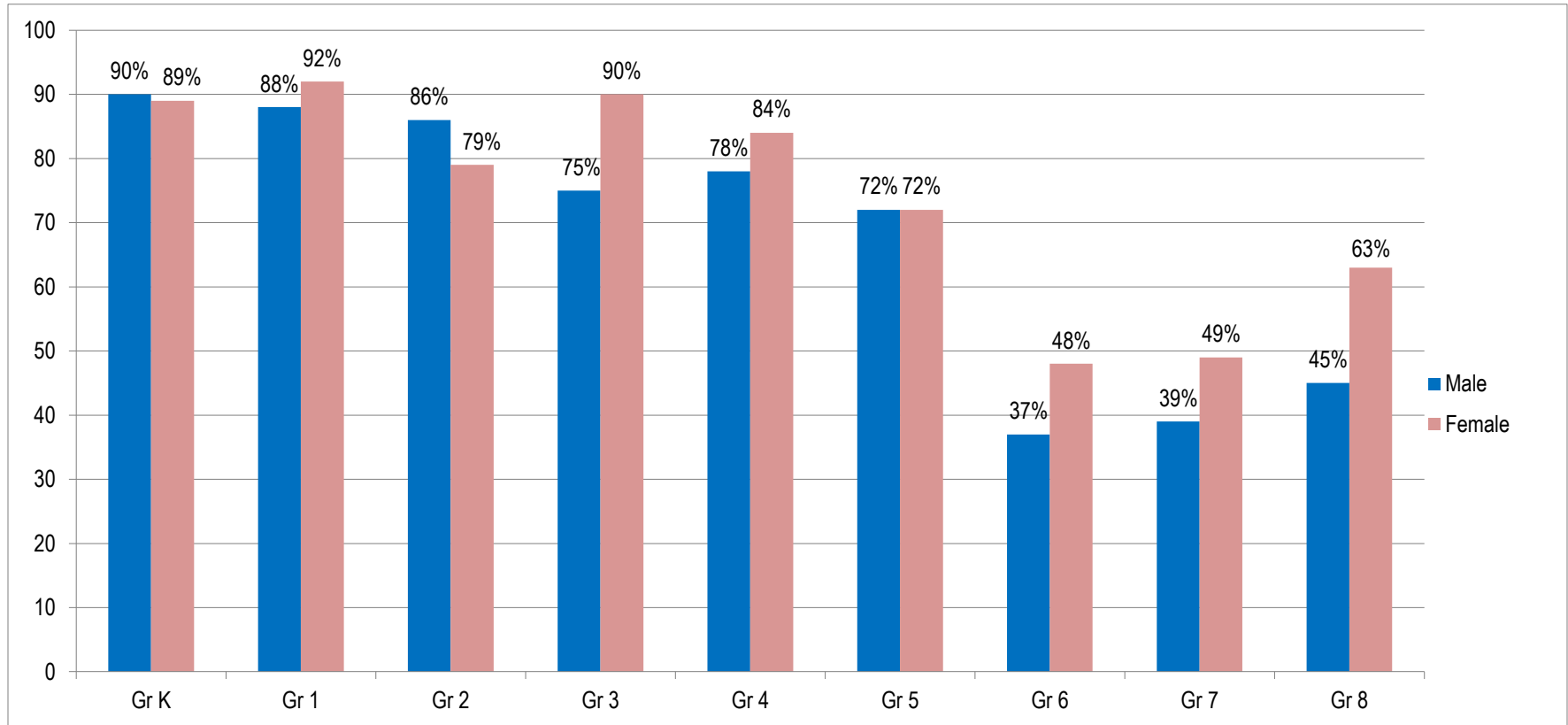
RSU 13 WRITING ASSESSMENT
STUDENT SURVEY SUMMARY – SPRING 2011

1. Percent of students self-reporting that they enjoy writing:



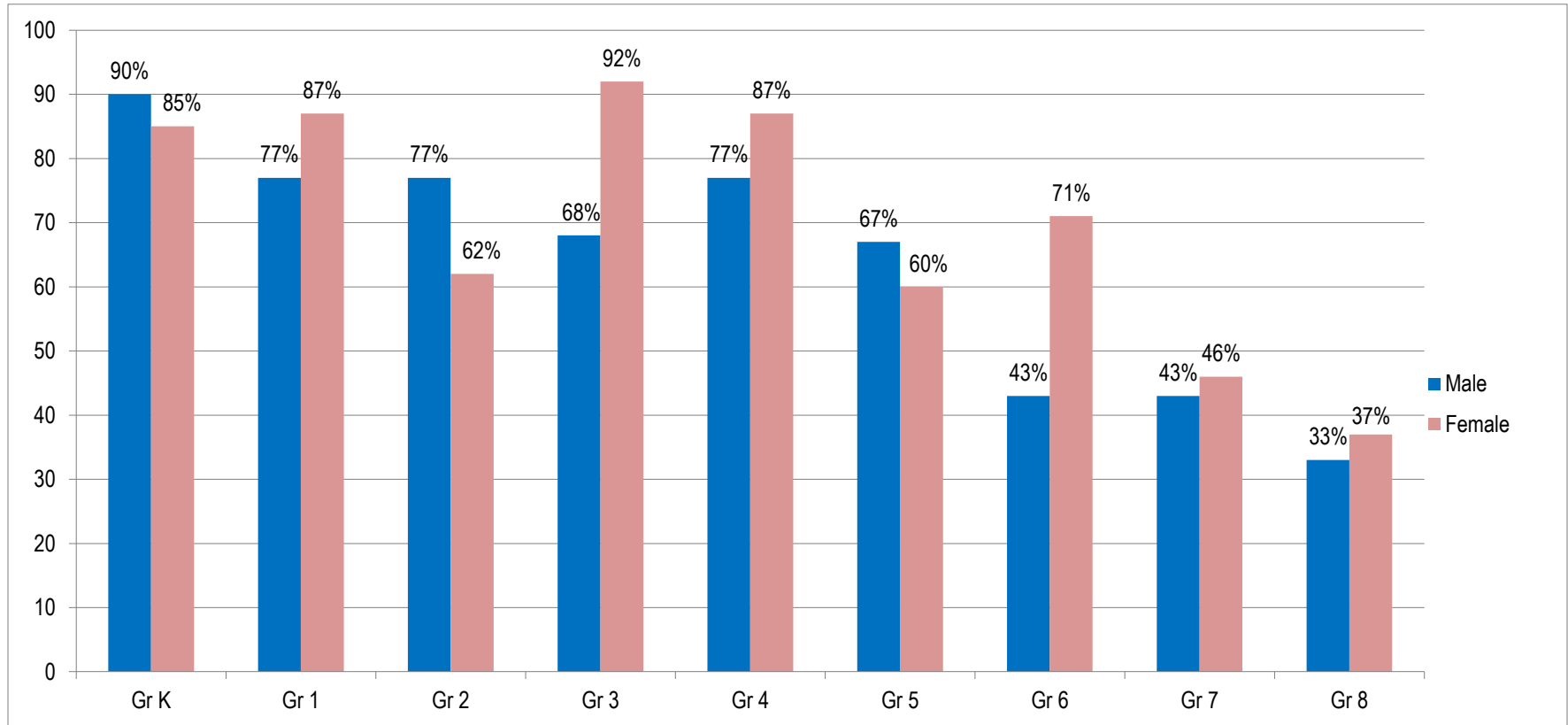
RSU 13 WRITING ASSESSMENT
STUDENT SURVEY SUMMARY – SPRING 2011

2. Percent of students self-reporting that they are good writers:



**RSU 13 WRITING ASSESSMENT
STUDENT SURVEY SUMMARY – SPRING 2011**

3. Percent of students self-reporting that they did their 'best work' for the spring writing assessment:



Highlighted Instructional Elements

Grade K	Fall 2010	Spring 2011
CCS	Penmanship - Sound Symbol -Phonemic Awareness	Increase focus on topic development earlier in the year. Continue Foundations as spelling and mechanics are much improved. Continue 'Power Words' strategies as adapted from <u>Four Habits of highly Successful Reading Teachers</u> .
GBS	Topic Development – Sentences – Mechanics	Increase focus on topic development earlier in the year – helping the students to write 2 or 3 sentences on topic. Talking more about their stories – pairing up in small groups.
LLS	Mechanics-as Foundations is taught throughout the year, this area will improve. Students will need to know how to form letters - Spelling-sight word work. Students will begin to recognize and write letters and perhaps parts of words.	Provide paper with more lines for students to write. Students stopped writing when paper ran out, and this held typically high scoring students down. [EP] To improve topic development, continue with monthly practice prompts. [EP] Model spelling strategies, where to find words in classroom and how to utilize spelling tools (sight words lists, etc.) [EP] Work on sentence structure. [DS] Spelling correctly vs. phonemic spelling. [DS]
SS	Letter/sound relationships; hearing and recording sounds in writing - Writing to a topic - Sentence structure	Topic development. Spelling. Sentence structure.
SGS	Lucy Caulkins – Topic Development - Mechanics: Punctuation, Capitalization, Spacing - Fountas & Pinnell: Word Study – Spelling, Word Families, Beginning and End Consonant Sounds, Short Vowels	Topic development mechanics. Sentence structure sight word practice.

Grade 1	Fall 2010	Spring 2011
CCS	Mechanics – allow colored pencils for punctuation editing at the end. This may help students to focus on punctuation in their final draft/edit. Dictation of sentences. Details – work on shared writing where we add details to support the topic. Word usage – shared writing with different ways to start off sentences. Point out rich vocabulary words in students' writings.	Guided writing with students to determine what makes a sentence. Sentence dictations to help with mechanics from the Foundations program.
GBS	Pre-writing – Mechanics – Organization	Conferencing. Clear beginning, middle, and end. Use of details. Sentence structure. Topic development.
LLS	Foundations – daily sentence dictation will help mechanics, class writing projects-guided, shared - Author's Chair-daily to highlight, class writing charts, beg, mid, end, descriptive vocabulary - Different areas of focus-details, beginnings, endings, etc., author share-highlight examples of good writing skills.	Dictation/sentence structure activities. [HC] Shared/guided writing. [HC] Having children consistently read their writing aloud to hear the natural pause where end punctuation is necessary. [MH] Use of Author's Chair to share writing – the children experience how the audience wants to hear details. [MH]
SS	Mechanics - Adding details to writing - Word usage	Details. Organization. Mechanics.
SGS	Mechanics Lessons (punc. takes a vacation,modeling, sticker periods, punctuation cards, DOL of morning message) - Organization (Lucy Calkins, great beginnings, how to do an ending) - Word Usage (Juicy words vocabulary program...share with parents).	Continue to work on editing...checklists, etc. Organization strategies for beginning, middle and endings of stories. A way to self-assess this. Spelling...maybe individual dictionaries to encourage more use of word wall words.

Grade 2	Fall 2010	Spring 2011
CCS	Develop an understanding of what makes a sentence. Develop stronger self-editing skills for mechanics. Work on spelling practice and dictionary skills	Continue working on writing a 'complete' sentence. Continue to work on editing for mechanics; students need to become more proficient in self-editing; they still rely on teacher support to correct or help them correct their mechanics. Continue to work on editing for spelling, again the students rely too heavily on teacher guidance they are not self-reliant.
GBS	Mechanics- green pen to start sentence with capital/ red pen to end with end points/ for editing. Details -"Framing Your Thoughts" and "rich word" Word Wall. Sentence Structure - Write Traits lessons for sentence fluency.	More lesson time spent on self-editing. Sentence structure built into daily practice (Write Trait lessons). As a group, use clear words and change words to more specific words. Expand sentences are rewrite vague, general sentences (Framing Your Thoughts).
LLS	Continue mini lessons with mechanics, mechanics-regular, focused mini-lessons. Add Sitton Spelling to toolbox, sentence structure-use a variety of materials to introduce, teach this concept. Additional support with editing.	TB-Students need more practice editing and revising, and accepting the responsibility for doing so. They are often satisfied with their first attempts and not wanting to put the extra effort in to improving their first drafts. TB-More focused lessons on mechanics and sentence structure. TB-Do more writing prompts for practice, self-scoring, conferencing to point out how to improve the piece of writing by making small changes. TBA-Pre-writing strategies-How to use graphic organizers as a tool to improve writing. TBA-Continue to practice self-editing strategies.
SS	Mechanics. Vocabulary/word choice. Complete sentences.	Mechanics and spelling. Sentence structure. Word usage. Self-editing
SGS	Mini lessons should focus on opportunities for students to self-assess their writing. Mini lessons need to focus on developing a topic, which includes a clear beginning, middle and end of a piece of writing. On-going work with mechanics section of the rubric.	Frequent teacher/student conferencing with strong emphasis on student involvement. Student self-assessment...they have done this most of the year and I believe this is one of the reasons they have done well. Strong emphasis on introduction of new vocabulary words to improve word usage in writing.

Grade 3	Fall 2010	Spring 2011
CCS	Daily Oral Language (mechanics). Outlines prior to writing.	Continue outlines prior to writing. Work on sentence structure (what is a sentence-what is not).
LLS	Word walls, word-vocabulary charts. Use of exemplars → all subjects. Paragraph editing, Daily Language Practice materials	Details. Mechanics. Sentence structure.
OHCS	Focus on correct homophones. Use of capitals and end marks. Topic development.	Continue Write Trait Instruction. Focus on Topic Development more.
SS	Topic Development. Sentence structure. Mechanics.	Topic Development. Word Usage and Details. Mechanics and Editing. Sentence Structure.
SGS	Topic development. Prewriting techniques. Spelling Patterns.	Writing effective sentences. Writer's focus. Writer includes rich vocabulary.

Grade 4	Fall 2010	Spring 2011
CCS	Sentence instruction (subject predicate), what is or is not a sentence. Mini writing lessons with prime concern (staying on topic).	Topic Development Spelling
LLS	Rubric	Mechanics [SD]. Spelling [SD]. Daily language proofreading [SD]. Emphasize outlining so that endings don't fall flat! [MF]. Reinforces the use of correct grammar by practicing with DOL activities [MF]. Continue using word walls [MF].
OHCS	Use of Write Traits Program to focus on topic development. Anchor papers to show levels of topic development. Daily language practice as in Harcourt Program.	Continue Write Trait lessons on voice and details. Discuss and point out voice and details in class, read alouds, and anthology selections. Highlight and celebrate student examples of voice and details in their writing.
SS	Spelling and mechanics. Editing.	Mechanics. Details. Spelling.
SGS	Increase vocabulary instruction to promote word usage in writing. Work on voice through lessons and practice. Continue to work on mechanics.	Continue writing a lot everyday, every genre. Use a variety of writing lessons and exemplars. Vocabulary! Continue to build vocabulary in the classroom.

Grade 5	Fall 2010	Spring 2011
OHCS	Editing skills (mechanics). Run-on sentences (grammar/conventions). Paragraphing (Beginning, middle, and end using the 6 traits (organization/stylistic).	Places information in the best order. Correct spelling. Stronger voice.
RDMS	Paragraphing (beginning, middle, end); organization. Run-on sentences. Editing skills; mechanics.	Proofreading strategies. Used scored samples for student to practice scoring. Use 6 – Traits Rubric.
SGS	Students can organize effective paragraphs with a clear beginning, middle, and end. Students can use grade appropriate grammar and mechanics. Students can edit papers for run-on sentences.	Conventions – Spelling, grammar and punctuation. Editing. Sentence structure – fragments and run-ons.
TGS	Paragraph instruction. Sentence structure, run-ons/fragments – spelling. "Wilson Wednesdays" with Mrs. Hegan.	Spelling and grammar instruction. Editing instruction.

Grade 6	Fall 2010	Spring 2011
RDMS	Organization, word choice, editing.	Practice self-editing and revising. Expanding details.
SGS	Show students exemplars – use anchors. Students present writing to one another. Incorporate strong writing component in expeditions.	Adding relevant details. Developing topics more effectively. Self-editing skills.
TGS	More practice in self-editing. Sentence structure and staying completely focused. Spelling.	Formulating an outline. Proofreading. Vocabulary.

Grade 7	Fall 2010	Spring 2011
RDMS	Minimum standards enforced to all subjects. Sentence structure/editing. Organization of relevant details.	Editing skills. Varying sentence structure. Subject/verb agreement.
SGS	Maximize MLTI tools in writing projects. Use models & exemplars. Provide audiences for student writers.	Use pre-writing tools. Edit more carefully. Develop ideas/topics more fully. This assessment was administered by a substitute teacher. In the future, we will reschedule the assessment administration so that it is given by a familiar teacher.
TGS	Punctuation and capitalization. Paragraph structure and organization.	Formulating an outline. Proofreading. Vocabulary.

Grade 8	Fall 2010	Spring 2011
RDMS	Review conventions. Discuss length of paper. Apply self-editing and revision	Pre-writing using other than lists. Sustained development of topic throughout essay. Transitions between paragraphs.
SGS	Use exemplars. Teach technology tools other than spell-check to aid in editing. Ask students to read written work aloud.	
TGS	Guided practice for answering/writing responses to prompts. Group/small group instruction. Work with rubrics.	Continue to work on self-editing. Work to strengthen voice. Work on writing strong introduction.

Grade 9	Fall 2010	Spring 2011
RDHS	No highlighted elements noted.	Grammar. Transitions. Conclusions.
GVHS	Work on sentence structure. Mechanics, mechanics, mechanics. Develop style sheets with organization/outlining expectations for drafts.	Conventions – especially comma rules. Explicitly teach what transitions are, and when and where to use them.

Grade 10	Fall 2010	Spring 2011
RDHS	Outlining – framing your essays. Transitions – moving between topics/ideas established in essay. Use of testimonial/statistical evidence rather than anecdotal.	Grammar. Transitions. Conclusions.
GVHS	Work in debate. Ground arguments for persuasive writing in facts. Writing without reliance on personal opinion.	Self-editing. Basic LA instruction. Instructionally stress using counterclaims.

Grade 11	Fall 2010	Spring 2011
RDHS	Outlining – framing your essays. Transitions – moving between topics/ideas established in essay. Use of testimonial/statistical evidence rather than anecdotal.	Continued assignment of expository writing in all subjects. Stress the value of empirical research in all subjects. Stress the value of acknowledging counterpoints.
GVHS	Improved transitions. Improved skills for proof reading & self-editing. End notes & parenthetical citations.	English conventions are weak. Instructionally work on basic LA instruction – sentence fragments, punctuation, and sentence formation. Instructionally – stress the use of counterclaims.