



Teachers as Assessors: Developing Classroom Writing Rubrics

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10.13.16 | WIDA National Conference

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Session Summary

- Teachers and school leaders of ELLs become empowered to reframe their roles
- “Assessment *for* learning” bolsters teachers as decision-makers
- Participants are invited to replicate a rubric development process designed by teachers in New York City
 - Using authentic NYC ELL student work
 - Integrating features of academic language
 - Creating productive language rubrics to promote ELLs’ learning

Session Objectives

Participants will be able to:

1. Describe the differences between assessment *of* learning and assessment *for* learning
2. Draw from WIDA resources, including the Features of Academic Language along with the Productive Performance Definitions
3. Discuss how they can replicate the process of developing or adapting rubrics for speaking and writing as tools expressive of assessment *for* learning in their own contexts

A photograph of three young women wearing hijabs, looking intently at a laptop screen. The woman on the left is wearing a pink hijab with a leopard print pattern. The woman in the middle is wearing a purple hijab with a pink band. The woman on the right is wearing a blue hijab with a pink band. They are all smiling and appear to be engaged in a collaborative learning activity. A semi-transparent blue box is overlaid on the bottom left of the image, containing the text 'OBJ. 1: ASSESSMENT FOR LEARNING' in white, bold, uppercase letters.

**OBJ. 1: ASSESSMENT
FOR LEARNING**

Activity 1: What Does Assessment Look Like in Your School, District, or State?

1. Generate a list of assessments for ELLs at your school, district, or state.
2. Categorize assessments by their purpose and stakeholders (who uses the data).
3. Determine if or how any stakeholders are absent from the assessment discussions.



Assessment *of* Learning Involves

- Administering high-stakes, annual state tests
- Making sense of data from summative measures to make school, program, district, and state -level decisions
- Using data for accountability purposes and to adjust strategic planning

Assessment *for* Learning Involves:

- Having teachers and students working together to achieve the same goals
- Implementing tools and practices for seamlessly integrating assessment into classroom life
- Offering standards-referenced feedback useful for informing instruction and helping students advance academically

Assessment *for* Learning Involves:

- Constructing standards-referenced language rubrics to interpret original student work, often for a project, product, or performance



Discussion of Assessment *for* Learning

Think about it....In assessment *for* learning, teachers are deemed assessment leaders and decision makers.

Do you agree with the descriptors that teachers should have agency? Why or why not? Exchange ideas with a partner.

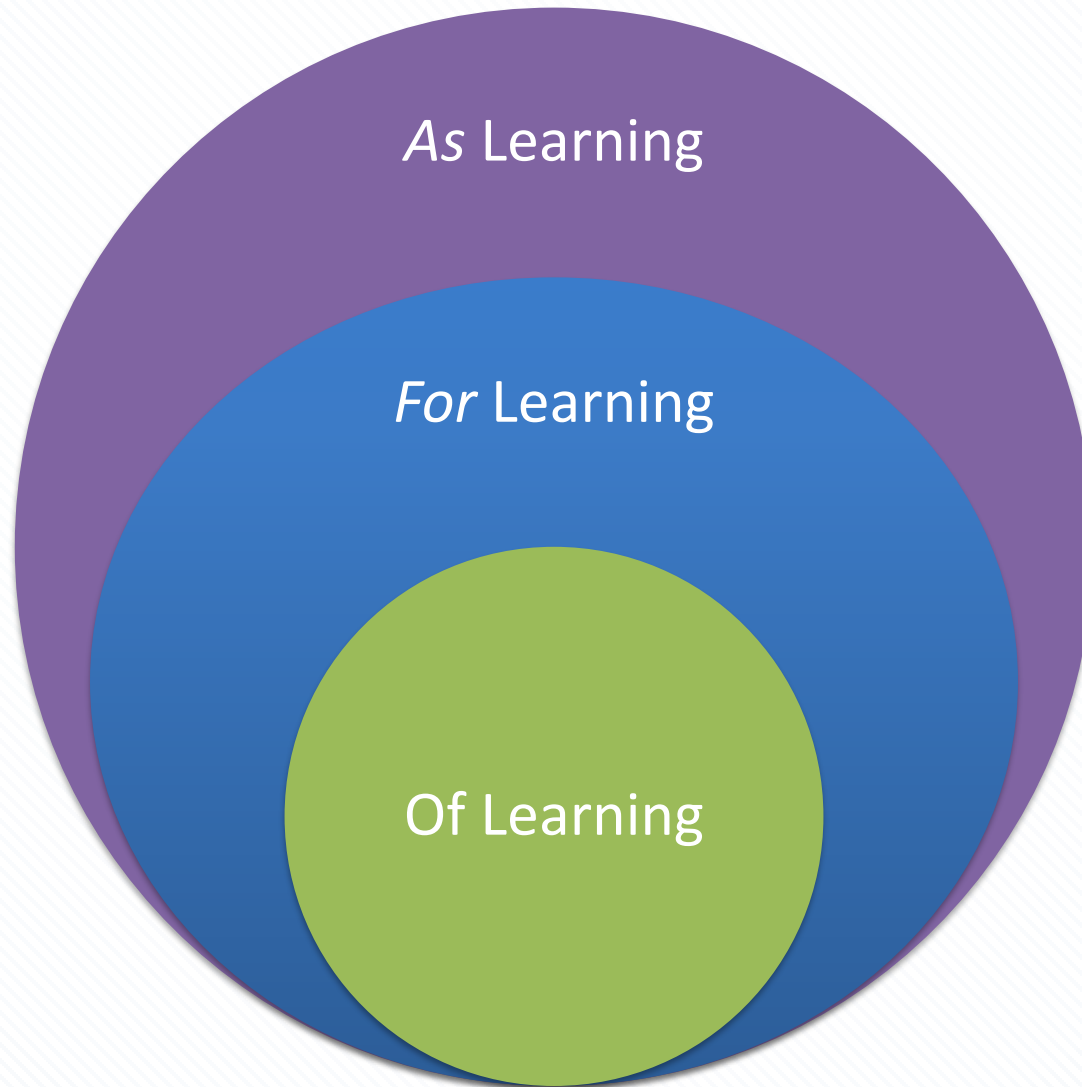


Discussion of Assessment *for* Learning

- In groups of 4, discuss:
 - What is the practicality of assessment *for* learning as part of your instructional routine?
 - How might you plan assessment *for* learning strategies with your grade-level or departmental colleagues?
- Share examples from your practice of how you work together with your students.



Assessment



‘To support learning, assessment must move beyond merely informing the instructional decisions of school leaders to informing decisions made by students and teachers, too.’

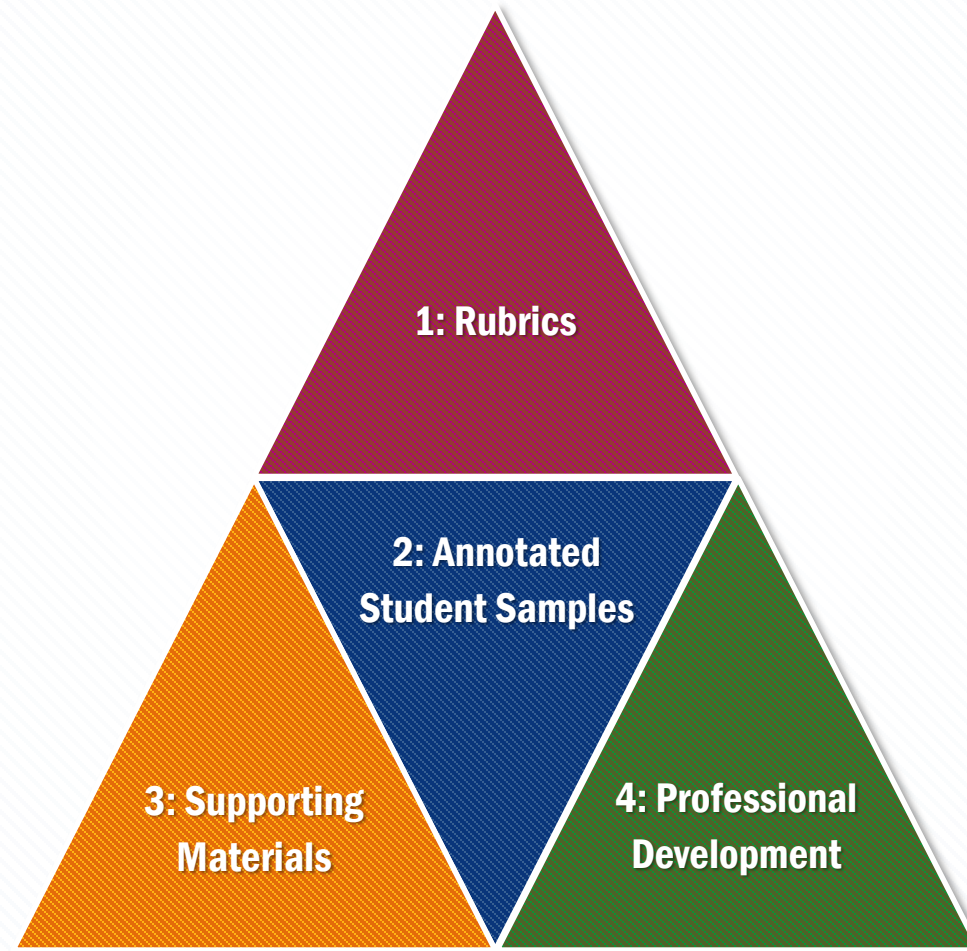
.....R. Stiggins, 2006





NYC PRODUCTS AND PROCESS

Final Suite of Products to Support ELLs & Teachers



Rubric Development Overview

- Partnered with Council for Aid to Education
- 16 rubrics total in speaking, writing in K, 1, 2, 3, 4, 5, 6-8, 9-12
- Highlight ELLs' strengths in academic language:
 - Word
 - Sentence
 - Discourse



Rubric Development Overview, Continued


- Provide teachers guidance in instructional planning & scaffolding
- Integrate Universal Design for Learning
- Framed around CCSS, NY's New Language Arts Progressions, NYSESLAT Performance Level Descriptors
- Guided by Diane August, Alison Bailey, Margo Gottlieb, Deborah Taub

Rubric Development Process

- Collaboration that elicited 25 diverse cohort teachers' ongoing input in K-2, 3-5, 6-8, 9-12 from these content areas:
 - English language arts
 - Mathematics
 - Science
 - Social studies
 - ESOL/bilingual
 - Special education

Rubric Development Process

Meeting	Purpose
Cohort Meeting 1: November 2015	<ul style="list-style-type: none">• Frame project• Share research & academic language features• Set parameters to collect EL samples• Design Version 1.0 of rubrics
2: Cohort Meeting 2: January 2016	<ul style="list-style-type: none">• Provide feedback on Version 1.0• Bring in & discuss EL samples• Draft Version 2.0
3: Focus Group Meeting: February 2016	<ul style="list-style-type: none">• Share rubric Version 2.0 and supporting materials to obtain feedback from 10 new NYC teachers
4: Cohort Meeting April 2016	<ul style="list-style-type: none">• Provide feedback on Version 2.0• Use draft rubrics to assess ELs' work• Suggest changes for Version 3.0
5. September 2016	<ul style="list-style-type: none">• All rubrics and materials ready for teachers' use

A group of five diverse middle school students are smiling and walking outdoors in front of a school building. From left to right: a girl with braided hair in a red shirt, a boy in a light blue polo shirt, a girl with curly hair in an orange polo shirt, a boy in a striped shirt, and a girl in a pink top. A semi-transparent green box is overlaid on the image, containing the text 'OBJ 2. DRAW FROM WIDA RESOURCES' in white, bold, sans-serif font.

**OBJ 2. DRAW FROM
WIDA RESOURCES**

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

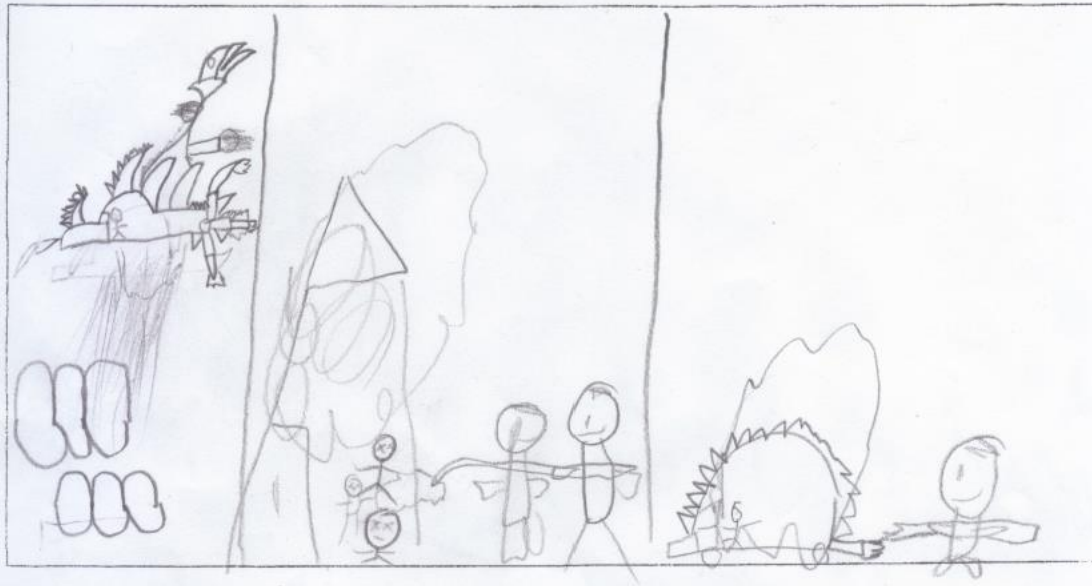
EXPRESSIVE

Activity 2: Analyzing Authentic Samples of ELLs' Written Work

1. Working in pairs, use the performance definitions to analyze writing at:
 - Elementary: Grade 1
 - Secondary: Grade 7
2. Determine proficiency at word/phrase, sentence, and discourse levels (dimensions) using the evidence you see in the sample
3. Share out with the group



My Question: what do firefighiter do?



My Answer: What do fire
The helicopters use The water to put out
because there is have fire in the
house. The firefighiter is put out
the water because there is a house
have fire. The firefighiter put out the
water in the car beca

☆☆☆ Main Idea: In novel The misfit by Jams Howe, the protagonist Bobby is considerate.

One example of him thinking about others feelings is when his dad try to make him lunch even in not what bobby want but bobby just sad to him is not that bad and besides anything goes with ketchup. This shows that bobby is considerate because he try to make himself and others happy even they are misfit. he help his friends and his would for him doesn't show misfit.

Another example that show us how he cares for others when he wait for Addie when every one should be in the room to decide for party.

This important because he is teaching himself how to live and to be good even people talk for you or other can called names othings we are weind or whatever but that does means we belive them.

From the story we see how bobby takes care of others which can teach us that we need to learn thoes steps in which it is using bobby.

Debrief

1. Are you familiar with this process?
2. What did you notice about this process?
3. How does this process demonstrate assessment *for* learning?



A photograph of a female teacher with dark, wavy hair, wearing a purple cardigan over a striped shirt, leaning over a desk. She is looking at a young boy on the right, who is resting his chin on his hand. To the left, a young girl with blonde hair and a yellow bow is looking down at a piece of paper. The background shows a window with blinds and a whiteboard with some faint drawings. A green semi-transparent banner is overlaid across the middle of the image, containing the text 'OBJ. 3: REPLICATE THE PROCESS' in white, bold, sans-serif font.

OBJ. 3: REPLICATE THE PROCESS

Activity 3: Next Steps for Replicating the Process

- In small groups, discuss:
 - A general plan for how you might develop or adapt writing rubrics for ELLs in your schools or districts with content or grade-level colleagues
 - How authentic ELLs' work provides insight into assessment *for* learning



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Participants will be able to:

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Thank you!

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