

Assessment of Student Writing and Oral Language Production

GRADES 5-12

ELA	Math
<p>AREA OF FOCUS</p> <p>III Learner Awareness (Metacognitive Strategies)</p>	<p>AREA OF FOCUS</p> <p>II Scaffolding and Supports for Simultaneous Development</p>
<p>GUIDELINES</p> <p>8 Student materials ensure learner awareness (metacognitive strategies) to guide reflection on their own learning.</p> <p>9 Materials guide teachers to engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time.</p>	<p>GUIDELINES</p> <p>6 Guidance for anticipating potential language demands and opportunities in student activities</p>
<p>SPECIFICATIONS</p> <p>8j Student materials provide opportunities for students to analyze, reflect on, and improve their own writing (meta-awareness) using models, rubrics, and other reflection tools.</p> <p>9a Teacher materials provide guidance on how to draw students' attention to the ways that language choices are related to the purpose of the text and the intended audience (meta-awareness). This includes explicitly pointing to the linguistic and rhetorical patterns typified in specific genres.</p>	<p>SPECIFICATIONS</p> <p>6a Suggestions for addressing possible language issues that may interfere with engagement of math content</p> <p>6c Guidance to help students distinguish between common everyday meanings of language and mathematical meanings (table, round, product, origin, similar, etc.) as they emerge in the materials</p> <p>6d Ways to amplify (not simplify) demanding English language structures and forms that are often used in mathematics</p>

Description of resource and intended audience:

This tool is intended to support teachers and students to assess and reflect on students' academic oral language production and writing progress over the course of a unit. It focuses teachers' attention on the dimensions of academic language development and allows the documenting of progress throughout a unit. This assessment tool should be used with several activities in a unit so students have opportunities to write for different audiences and purposes and to interact with each other and the teacher in multiple ways. Teacher modeling, small group work, pair-share-think-share activities, and class presentations are effective strategies to collect assessment information.



Materials needed: Student writing

Approximate time needed: This assessment tool can be used as an assessment routine throughout a unit.

Instructions:

1. Teachers assign an oral language or writing assignment and use the first part of the rubric to analyze students language production and circle areas in which to focus improvement. Teacher uses this information to plan teaching and learning activities to support improvement in language and content knowledge, including scaffolding strategies that focus on areas of need.
2. Teachers explain students' strengths and areas for improvement in student conference. Together, students and teacher use the second part of the rubric to set improvement goals for writing or oral language production.
3. Teachers and students revisit and assess the goals and progress after each planned activity in which students are producing oral or written language.
4. Teachers use the assessment of progress rubric to plan scaffolds for academic language development.
5. Teachers and students discuss overall development and discuss new goals for the next unit of study.

See Rubric for Teachers on Page 3 and Rubric for Students on Page 4.

Goal Setting: Writing and Oral Language Rubric for Teachers



Text Level		Sentence Level			Word Level			
Social and cultural perspective Register Genre Style Level of complexity		Use of varied sentence patterns (simple, compound, complex, compound-complex) Appropriate use of conventions Grammatical structures consistent to content			Uses the appropriate academic word/phrases/expression in a meaningful context Uses general, specific, and technical content-specific language naturally/easily (Tier I, Tier II, Tier III) Uses phrasal verbs and collocation knowledge			
Comprehensibility – Does it make sense?		Comprehensibility – Does it make sense?			Comprehensibility – Does it make sense?			
Organization	Connection between ideas	Perspective Register/genre	Sentence patterns	Conventions (,;?!-;...)	Grammatical Structures	General	Specific	Technical
restate (purpose)	transition words	informal	simple	no use of conventions /run-on sentence	phrases	High frequency words: people most know (mostly Tier I)	Words people who have studied something should know (including Tier II)	Words that experts use!
answer	logical order sequence of events	formal	compound	misplaced conventions /sentence fragments	clauses			Content specific vocabulary (Tier III)
cite examples /supporting evidence	explanation of thinking	point of view	complex		complete sentences			
create examples		genre/type of writing	compound-complex		subject-verb agreement			
uses multiple examples			introductory phrase					
explain			repetitive					
Ideas are logical and easy to follow		Words are in the correct order Sentences have a subject and a predicate			Used just the right word for just the right meaning Verbs are conjugated correctly (tense/agreement)			

Goal Setting: Writing and Oral Language Rubric for Students



Text Level	Sentence Level	Word Level
<p>Organization/Connection between ideas Perspective/ Register/Genre</p> <p>Comprehensibility - Does it make sense?</p> <p>Choose a focus strategy:</p> <p>Use an organizer to set up your paragraph structure (Ex. RACE)</p> <p>Restate the question and answer it in your topic sentence</p> <p>Give examples from the text or from your personal experience</p> <p>Add more examples (Make sure you have 2-3)</p> <p>Explain your examples- What do you mean? The reader might not know!</p> <p>Explain how your examples prove your answer!</p> <p>Use transition words to show when you switch from one example or idea to the next</p> <p>Make sure the order of your ideas makes sense</p>	<p>Use of appropriate sentence patterns and structures as a stylistic choice</p> <p>Grammatical structures consistent to content</p> <p>Comprehensibility - Does it make sense?</p> <p>Choose a focus strategy:</p> <p>Avoid repeating sentences that have the same structure or beginning throughout your paper, unless it is done deliberately for effect.</p> <p>Add compound sentences _____, FANBOYS _____. (FANBOYS: <u>For</u>, <u>and</u>, <u>nor</u>, <u>but</u>, <u>or</u>, <u>yet</u>, <u>so</u>) I wanted to eat, but I didn't have any food.</p> <p>Add complex sentences ____ AWUBIS ____ / AWUBIS _____. (AWUBIS: <u>As</u>, <u>after</u>, <u>while</u>, <u>when</u>, <u>where</u>, <u>whenever</u>, <u>wherever</u>, <u>whether</u>, <u>until</u>, <u>unless</u>, <u>because</u>, <u>before</u>, <u>if</u>, <u>since</u>) I ate breakfast before I got to art class today.</p> <p>Add Compound - Complex ____ AWUBIS ____ FANBOYS ____ I ate dinner after school because I was hungry, but I will eat again later with my family.</p> <p>Add conventions to show that a thought/idea has ended! Put punctuation at the end of your sentences (subject + predicate)</p> <p>Add conventions to compound and complex sentences as needed!</p> <p>Avoid starting sentences with conjunctions from FANBOYS (<u>For</u>, <u>and</u>, <u>nor</u>, <u>but</u>, <u>or</u>, <u>yet</u>, <u>so</u>)</p>	<p>Uses just the appropriate word/ expression in the appropriate context</p> <p>Comprehensibility - Does it make sense?</p> <p>Choose a focus strategy:</p> <p>Find and use words that you've learned in class that are specific to the topic</p> <p>Find and use words that experts would use</p> <p>Try adding appropriate expressions, imagery, figurative language, or idioms</p> <p>Take out words that are informal/you might write in a message to a friend (Imma, gonna, bc, idk)</p>
<p>Re-read to be sure that your ideas make sense</p>	<p>Re-reread to ensure that words are in the right order and that verbs are conjugated correctly (tense and agreement)</p>	<p>Re-read to be sure words are used accurately and appropriately</p>