

Tips for Understanding 2008–09 Writing Assessment System Pilot

PURPOSE:

The new Writing Assessment System is a pilot at Grades 4 and 7 during the current 2008–09 school year. The new Writing Assessment System encourages instruction to focus on the writing process, not just the preparation for a traditional single-day assessment. It is based on writing across the curriculum in each content area and involves all educators, not just English/language arts educators. Participation in the pilot administration is helpful in providing data to support additional research, data analyses, and continuing development of the new Writing Assessment System. The new system *is not* intended to add another layer to the instruction of the writing process that is currently being conducted in the classroom. It is an opportunity for educators to incorporate student writing developed in the classroom into the new assessment system. It is important that educators understand that this new assessment system is a means of authenticating the day-to-day instruction occurring within any content area.

The vision of the new Writing Assessment System is for students to develop and enhance the writing skills necessary to communicate effectively in the 21st century. These skills will also strengthen students' abilities to apply higher level thinking skills, such as analysis and evaluation, to new and challenging situations.

ELIGIBLE STUDENTS:

Grades 4 and 7

- General Education
- ***NCEXTEND2***

Students not participating in the Writing Assessment System Pilot include the following:

- Students at grades 4 and 7 who **are participating** in NCCLAS or ***NCEXTEND1*** alternate assessments of writing
- Students identified as limited English proficient (LEP) who score below Level 4 Expanding on the state-identified English language proficiency reading test and are in their first year in U.S. schools
- **Note:** For the 2008-09 school year, ALL students at grades 4 and 7, including students who are repeating the grade, must participate in one of the following writing assessments: North Carolina Writing Assessment System Pilot at Grades 4 and 7 (i.e., General Education and ***NCEXTEND2*** students), North Carolina Writing Assessment System Centrally Hosted Electronic Pilot at Grade 7, (i.e., General Education and ***NCEXTEND2*** students), NCCLAS, or ***NCEXTEND1***.

PROFESSIONAL DEVELOPMENT:

- All educators involved with instructing students at grades 4 and 7 complete Moodle Courses 1* and 2
 - Course 1: Instructional Writing Across the Curriculum
 - *Grades 4 and 7 content area teachers who attend the NCDPI statewide regional trainings on *Writing Across the Curriculum, Grades 5-9 (WAC 5-9)* and then conduct trainings at their local school system are **not** required to take Course 1.
 - Course 2: Assessing Writing Skills in the 21st Century
- For best practice, ALL educators responsible for scoring any of the four required writing tasks/assignments **should** complete Course 2 before beginning the scoring process.
- Educators work with LEA professional development personnel to determine how Moodle Courses 1 and 2 may be converted into CEU credit. (NCDPI recommendation is included in Moodle course.)

WRITING ASSESMENT SYSTEM PILOT at GRADES 4 AND 7 (GENERAL AND NCEXTEND2)

GENERAL REQUIREMENTS:

On-Demand Writing Tasks	Content-Specific Writing Tasks
Grade 4 students use paper and pencil to write their final responses that are stored locally at the school. Grade 7 students use word processing tools to write their final responses that are stored locally at the school.	Grade 4 students use paper and pencil with teacher assistance when completing the content-specific tasks/assignments. Grade 7 students use word processing tools with teacher assistance when completing the content-specific tasks/assignments.
Note: The NCDPI has determined that the limited availability or prior scheduling of instructional or testing situations involving the use of technology tools in some LEAs is interfering with schools and students’ abilities to complete the two content-specific and two on-demand tasks/assignments during the 2008–09 school year. In instances where either 1) <i>all four</i> writing tasks/assignments cannot be completed using technology tools or 2) writing tasks/assignments <i>can only</i> be completed using paper and pencil, the NCDPI requests that these instances be appropriately documented by the LEA and a report filed with the regional accountability coordinator (RAC).	
Complete two on-demand writing tasks/assignments (Use only the NCDPI-provided writing tasks/assignments).	Complete two content-specific writing tasks/assignments (time length will vary depending on tasks/assignment).
Students have the following restrictions while using word processing tools: no spell check functions, no grammar check functions, no thesaurus functions, and no pasting from external applications. This does not mean that every computer used for the required on-	Use NCDPI samples of content-specific writing tasks/assignments OR use them as models for developing content-specific writing tasks/assignments that meet individual student needs.

<p>demand writing tasks/assignments must have help functions disabled. However if help functions are not disabled, students using these computers must be informed and understand that help functions are restricted during the on-demand writing tasks/assignments. Additionally, teachers/test administrators should monitor the on-demand administrations to ensure students are adhering to the restrictions.</p>	
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SCORING REQUIREMENTS:

Based on the overall testing plan, LEAs may choose **one** of the following options to record scores:

- o Enter all eligible students’ scores for the two content-specific writing tasks/assignments and the two required on-demand writing tasks/assignments into the Writing Assessment System Web application on or before June 15, 2009 , **or**
- o The school test coordinator, working in conjunction with the principal, certifies to the LEA test coordinator that the required writing tasks/assignments have been completed and scores have been assigned and recorded at the school for all eligible students. The LEA test coordinator then notifies the regional accountability coordinator (RAC) that all requirements have been met on or before June 15, 2009.

On-Demand Writing Tasks	Content-Specific Writing Tasks
<p>Use only NCDPI provided scoring rubrics (1) Features Rubric (2) Conventions Rubric</p> <p><i>NCDPI recommends that ELA teachers apply the Features and Conventions rubrics.</i></p>	<p>Use only NCDPI scoring rubrics (1) Content Rubric (2) Features Rubric (3) Conventions Rubric</p> <p><i>NCDPI recommends that ELA teachers apply the Features and Conventions rubrics.</i></p>
<p>Two independent scorers score each student response.</p>	<p>Two independent scorers score fourth-grade responses even if students have one teacher for all content areas.</p>
<p>Scorer 1: Based on the overall testing plan, the ELA teacher (or LEA determined teacher) submits a <u>Features</u> score and a <u>Conventions</u> score into the Writing Assessment System Web application or assigns a <u>Features</u> score and a <u>Conventions</u> score and records them at the school.</p> <p>Scorer 2: Based on the overall testing plan, the ELA teacher (or LEA determined teacher) submits a <u>Features</u> score and a <u>Conventions</u></p>	<p>Scorer 1: Based on the overall testing plan, the content area teacher either submits a <u>content</u> score into the Writing Assessment System Web application or assigns a <u>content</u> score and records it at the school.</p> <p>Scorer 2: Based on the overall testing plan, the ELA teacher (or LEA determined teacher) submits a <u>Features</u> score and a <u>Conventions</u> score into the Writing Assessment System Web application or assigns a <u>Features</u> score</p>

score into the Writing Assessment System Web application or assigns a <u>Features</u> score and a <u>Conventions</u> score and records them at the school.	and a <u>Conventions</u> score and records them at the school.
All scores should be entered/recorded on or before June 15, 2009.	All scores should be entered/recorded on or before June 15, 2009.
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**WRITING ASSESMENT SYSTEM CENTRALLY HOSTED ELECTRONIC PILOT
at GRADE 7 (GENERAL AND NCEXTEND2)**

GENERAL REQUIREMENTS:

- Complete two content-specific writing tasks/assignments (time length will vary depending on tasks/assignment).
- Complete two on-demand writing tasks/assignments (provided by NCDPI).
- Enter all eligible students' scores for the two content-specific writing tasks/assignments and the two required on-demand writing tasks/assignments into the Writing Assessment System Web application on or before June 15, 2009.

SCORING REQUIREMENTS:

On-Demand Writing Tasks	Content-Specific Writing Tasks
Use only NCDPI provided scoring rubrics (1) Features Rubric (2) Conventions Rubric <i>NCDPI recommends that ELA teachers apply the Features and Conventions rubrics.</i>	Use only NCDPI scoring rubrics (1) Content Rubric (2) Features Rubric (3) Conventions Rubric
Two independent scorers score each student response. Scorer 1: ELA teacher (or LEA determined teacher) enters a <u>Features</u> score and a <u>Conventions</u> score into the Writing Assessment System Web application. Scorer 2: ELA teacher (or LEA determined teacher) enters a <u>Features</u> score and a <u>Conventions</u> score into the Writing Assessment System Web application.	Scorer 1: Content area teacher enters a <u>content</u> score into the Writing Assessment System Web application Scorer 2: ELA teacher (or LEA determined teacher) enters a <u>Features</u> score and a <u>Conventions</u> score into the Writing Assessment System Web application.
All scores should be entered on or before June 15, 2009.	All scores should be entered on or before June 15, 2009.
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