

## Writing Instruction System for 2009-2010

	<b>2008-2009 Pilot</b>	<b>Proposed for 2009-2010</b>	<b>Rationale for Decision</b>
<b>What is assessed?</b>	Two content-specific assignments and two on-demand tasks.	Two content-specific assignments and two on-demand tasks. The first on-demand tasks will be diagnostic or benchmarking depending on school preference.	Initially the plan was to have four content-specific assignments in 2009-2010. Given the challenges heard from the field around logistics, we are proposing to keep the same number of assignments.
<b>Who will participate?</b>	General education and NCEXTEND 2 students in grades 4 and 7.	General education, NCCLAS and NCEXTEND 2 students in grades 4 and 7.	Inclusion of all populations following the standard course of study in the writing system.
<b>Who will use the electronic system to score and store student assignments?</b>	18 Pilot LEAs	Open to all LEAs or schools that wish to take advantage of the system.	Given both local school logistical capacity as well as budget, we will not mandate that the electronic system be used by all.
<b>When will student writing assignments be composed, collected and scored?</b>	1 On-demand in the Fall 1 Content-specific in the Fall 1 Content-specific in the Spring 1 On-demand in the Spring	On-demand - Sept/Oct Content-specific - Nov/Dec Content-specific – Jan/Feb On-demand – Mar/Apr	The dates are suggested but very much flexible. The first on-demand may be used as a diagnostic/pre-test in the early fall or may be used around mid-term as a benchmark of progress.
<b>Where can the on-demand tasks take place?</b>	In classrooms or computer labs	In classrooms or computer labs	Teachers are encouraged to give this assignment in a small group or individual setting. The environment should be controlled enough so as to ensure that the child is doing his or her own independent work.
<b>Where can the content-specific assignments take place?</b>	Classrooms Computer-Labs Media Centers Home Anywhere a child would do school work	Classrooms Computer-Labs Media Centers Home Anywhere a child would do school work	The content-specific assignment is not to be completed at “one-sitting” but instead an authentic writing assignment using the draft-and-revise cycle.

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<b>How will the writing be scored?</b>	2 scores for on-demand writing (both scoring the features and conventions) 2 scores for content-specific writing (1 of content and 1 of features/conventions)	1 score for on-demand (scoring the features and conventions) 2 scores for content-specific (1 of content and 1 of features)	Given the concern about time to score papers, the on-demand will be scored only once. The System will still have the capability of capturing multiple scores on assignments/tasks for the purposes of developing consistency around the rubric or checking the reliability of scoring. LEAs will continue to have the option of using this feature.
<b>Who chooses and gives the content-specific writing assignments?</b>	Teachers, LEA personnel	Teachers in consultation with students and in alignment with their long-term plan to teach the SCOS.	It is important to make the content-specific assignments a natural part of the SCOS for that particular content-area and, whenever possible, engage students in choosing topics that will engage them in writing.
<b>Who provides the on-demand tasks?</b>	NCDPI	NCDPI	Consistency state-wide.
<b>What are the restrictions on word processing tools?</b>	None on content-specific; Disabled spell-checker, etc. on the on-demand.	No restrictions on word processing tools on either on-demand tasks or content-specific assignments.	Students can safely assume the availability of these tools in the future when writing. This choice mirrors authentic writing scenarios and the future NAEP writing assessment.
<b>What types of data will be available to schools?</b>	Student score data	Student score data	This function of the System will allow schools to look at scores disaggregated in many different ways. In the electronic pilot, educators will be able to view the actual student work and how it was scored and use this information as a basis for professional development.

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<b>Who will lead the implementation of the System at the LEA level?</b>	LEA Test Coordinator	LEA Instructional Leaders	The focus of the writing system is instruction and therefore will lie with the instructional leader in the LEA.  Testing and Tech Support staff will help with the implementation of the online system.
<b>What resources will schools have to guide successful implementation?</b>	Online Professional Development, Q+A, Writing TIPS, Test Admin Guide, Website	Additional and revised online PD courses; Complete, consolidated resource guide to assist in implementation.	Will eliminate misunderstandings about implementation and scoring from the pilot year. Will increase focus on writing instruction. Will fill gaps in curriculum guidance and online system operation.
<b>Will the data from the system be used in the accountability model?</b>	No (neither the ABCs nor AYP)	No (neither the ABCs nor AYP)	The purpose of the North Carolina Writing Instruction System is to inform instruction and not for school-level accountability. The System includes auditing capabilities and the use of a NAEP-type sampling of student responses may be considered in the future.