Examining Student Work

To

Inform Instruction

Which Came First: The Data or the Decision?

Like the age-old chicken and egg scenario, discussing which came first causes varied opinions. However, the answer to which came first with regard to the data or the decision is easy: neither. What must come first is collaboration. Without it, a decision that is made or data that is gathered in isolation will be misguided or at least narrow in scope.

Decisions
For years, leaders (whether school, government or industry) have made decisions with minimal or no collaboration and absent from data. A prime example is when the founder of Digital Research in 1980 was asked to meet with IBM to discuss the possibility of Digital Research creating the operating system for IBM's first personal computer. Digital Research's founder chose to not attend the meeting and sent another person in his place who in turn decided to pass on the idea. IBM then went to Bill Gates, and the rest is history. Had the leader of Digital Research researched the data on the need for a personal computer operating system, and if he and a collaborative team from his company had been part of the initial meeting, the outcome may have been much different for Digital.

"Schools that explore data and take action collaboratively provide the most fertile soil in which a culture of improvement can take root and flourish."
"The Collaborative Advantage." Educational Leadership Dec/Jan (2009)

Collaboration
In today's world, collaboration is essential in order for continuous improvement efforts to flourish and take root. Who should collaborate? Anyone interested in student success. Specifically, curriculum, technology and pupil accounting leaders of a school district or education service agency must join together across department boundaries to lead district and regional projects. In addition, building principals must work together to share proven school improvement strategies, and building level professional learning communities must work together to use data to identify classroom interventions that make a positive difference on student success.

Many districts and educational service agencies are embarking on data warehousing initiatives. If the leaders of these initiatives are anything less than collaboration between curriculum, technology and pupil accounting, the initiative runs the risk of failure. Why? Curriculum leaders are focused on the essential questions necessary to focus school improvement efforts, not necessarily the data or tools to analyze the answers. Technology leaders are focused on data systems and their efficiencies, not necessarily the school improvement questions to ask of the data. And pupil accounting leaders are focused on collecting the data accurately, not necessarily on collecting all the school improvement data necessary for helping to answer the questions.

"A successful face-to-face team is more than just collectively intelligent. It makes everyone work harder, think smarter, and reach better conclusions than they would have on their own."
(James Surowieki, as quoted in Results Now by Schmoker, 2006)

Leadership
The leader must encourage collaboration by modeling and supporting it. Modeling collaboration includes asking the essential questions and encouraging and empowering collaborative teams to find the answers using quality data systems. The answers to those questions will naturally lead to more questions. The leader's critical role is to support an environment that supports this type of collaborative dialogue. At an education service agency, that means providing professional development and consultation services to local school districts on how to implement data driven decision making through professional learning communities. In school districts, that means superintendents supporting and encouraging the same across their departments and in their school buildings.

"Schools won't improve until the average building leader begins to work collaboratively with teachers to truly, meaningfully oversee and improve instructional quality."
(Schmoker, Results Now, 2006)

Professional Development
Most educators today have not had significant experience in how to analyze data. However, educators are passionate about identifying strategies that will help students to succeed. In order to help focus that passion, professional development designed to provide experiences in analyzing a variety of timely data is critical. The availability of data is primarily in two categories: statewide and local. Professional development must focus on helping educators understand and identify which data to analyze and when, what questions to ask of the data, and how to collaborate with others to define strategies based on data driven decisions. When educators have done this, and can work collaboratively to analyze the impact of those implemented strategies in order to make necessary adjustments in curriculum and instruction, students will succeed.

Data for Student Success is a collaborative project in Michigan that is focused on providing educators with quality professional development models and access to a data mining tool that is grounded in the essential questions approach used in professional learning communities. The project, lead by Calhoun ISD and in partnership with Michigan Department of Education and the Center for Education Performance and Information, works with Michigan's educational service agencies in a train the trainer approach by empowering them with professional development models and data resources. The agencies will then use these resources to work with their local school districts and help them learn to use collaboration, leadership, professional development and quality data for student success. (For more information on how to get involved, visit www.data4ss.org.)

Quality Data
In order for the teacher and any educator to make data driven decisions, they must have access to quality data. 'Quality' implies that the data has been collected accurately and completely. Answers to essential questions require access to quality data that is readily available in quality data tools. Many educators have turned to data warehousing and mining tools to help answer their essential questions. Through these tools, educators spend significantly less time in gathering data and much more time in analyzing the data in order to focus their instructional strategies. However, quality data and tools alone are not the answer. Collaboration, leadership, professional development and quality data all lead to data driven decisions.

"Data-driven decision making does not simply require good data; it also requires good decisions."
"The New Stupid." Educational Leadership Dec/Jan (2009)

In order to analyze data, quality tools are crucial. Data mining tools provide a starting point for schools to research answers to the essential questions; however, data mining tools alone will not provide the level of specificity that is necessary to fully answer the essential questions. A data warehouse is the most critical tool in data driven decision making. A data mining tool provides analysis of static data that is historical in nature. A data warehouse is a dynamic tool that not only has historical data, but current classroom level assessment data that can be managed by a teacher. When a teacher is able to load formative assessment data into a data warehouse, the teacher can immediately adjust instruction based on data.

"Instead of overloading teachers, let's give them the data they need to conduct powerful, focused analysis and to generate a sustained stream of results for students."
Schmoker, "First Things First: Demystifying Data Analysis" Educational Leadership Feb 2003"

Closing
So what comes first: the decision or the data? The answer is clear that neither can be addressed without collaboration and that collaboration requires leadership and quality professional development based on essential questions. When that happens, the results that come from the decisions will be powerful.

Mike Oswalt
Assistant Superintendent
Regional Technology Services, Calhoun ISD
May 2009

Five Critical Questions of Learning

If we believe all kids can learn:

1. What is it we expect them to learn?

2. How will we teach so that they can learn?

3. How will we know when they have learned it?

4. How will we respond when they do not learn?

5. How will we respond when they already know it?

In a PLC, these questions guide the conversations of the entire staff, the collaborative teams, and the day-to-day work of teachers in every classroom. You and your teammates are encouraged to reflect on your answers to these questions for each lesson you plan.

Adapted from DuFour, DuFour, and Eaker-Professional Learning Communities at Work Plan Book.

Planning A Data Conference

What is being assessed?

What is considered proficient?

What criteria were used to determine proficiency?

Student Data	Number of Students	Percentage
Proficient		
Not Proficient		

Based on this information:
What students need additional support? (List students)

What are the next learning steps for these students in the next 3-6 weeks?
(Objective for student learning)

What resource will you use? How will you provide instruction?

How will you know when they have learned it? What evidence will you collect?
When will you collect it?

For those students that are proficient, what are the next learning steps in the next 3-6 weeks? (Objective for student learning)

What resource will you use? How will you provide instruction?

How will you know when they have learned it? What evidence will you collect? When will you collect it?

Date for next conference _____

What data will you bring?

What student work will you bring?

AGENDA

Grade/Department _____ **Team Time** _____ **School**

Meeting Date: _____ **Time:** _____ **Location:** _____ **Facilitator:** _____

Purpose of Meeting: *To continually improve student learning through collaborative work, collective inquiry, and reflection on instructional practice. To accomplish SMART goals and PLC work.*

Team SMART goal: _____

Agenda Topic & Items to Bring	Specific Outcome to Achieve	Allocated Time & Person to Facilitate this Outcome	Result(s) Achieved	Next Steps: What & Who & By When
	Planning for Next Session			

*Work to be completed during Grade-level Team Time to accomplish goals of SMART Schools and Professional Learning Communities may include, but are not limited to (**Examples only-delete and add your own**):*

teambuilding experiences & sharing successes	in-basket exercise for problem solving
review & analysis of student work	development of common assessments
use of assessment results to rethink instruction	collaborative planning of units & lessons
discussion of peer coaching experiences	sharing & refining of literacy strategies, etc.
lesson study	collective inquiry
discussion of professional reading	scoring of common assessments

Reprinted with permission from Dr. Nancy Colflesh, 2008.

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Norms for Our Work Together
Grade _____ PLC Team Meetings
Updated: _____

Example of Norms (delete and add your own):

Listen with respect and without interruption

Participate fully

Press for clarification

Seek application

Tackle issues, not colleagues

Honor time

Honor equitable distribution of air time

Take care of own needs

Adhere to district expectations

Interact verbally, and non-verbally, in a professional manner

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Commitments to Continuous Improvement at _____ School
*Updated:*_____
We make the following commitments to each other and to the process of continuous improvement at our school:

EXAMPLE of statements of commitment by teachers in this school (delete and add your own):

I will help to keep our team enthusiastic about the work we are doing, continue to share ideas, and offer support where it is needed. ~ Jennifer

I will commit to keeping the team meetings focused, on time, and to facilitate more meetings. ~ Peggy

I will be organized and stay on task during our meetings. ~ Michael

I will help our group stay on track and look at the big picture. ~ Keith

I will work collaboratively with my new team members as I learn more about

the curriculum and the grade level. ~ Kelly

I will get work done and do whatever the team needs to be successful. I will stay focused and keep organized. I will answer questions at any time. ~ Heather

I will offer support and help when needed. I will also continue to help with the Math Leadership and bring ideas to help students learn. ~ Lisa

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Team Goals for 2008-09
Example of Team Goals (delete and add your own):
Examine student work to inform and improve instructional practice

Read Guiding Readers and Writers for discussion and implementation/analysis of new instructional strategies.

Make time to meet with team – planning (ideally common planning time at least every two weeks).

Build a resource bank of lessons, learning activities, worksheets and assessments to support math instruction.

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Team Learning Log

Grade Level/Department:

Date:

Members present:

Targeted Area of Weakness:

Data used to determine Targeted Area of Weakness:

Briefly describe what students must know and be able to do:

Common Assessment:

Instructional Solution (Briefly describe the strategy that will be used to address the identified area of weakness.):

Short Term Results (Between 1-4 weeks cycle of assessment). This can only be filled out after an assessment has been given.

Adjustments to Instructional Solution (If results don't meet the target):

**Adapted from work of Mike Schmoker, 2008

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Team Learning Log

Grade Level/Department:

Date:

Members present:

Targeted Area of Weakness:

Data used to determine Targeted Area of Weakness:

Briefly describe what students must know and be able to do:

Common Assessment:

Instructional Solution (Briefly describe the strategy that will be used to address the identified area of weakness.):

Short Term Results (Between 1-4 weeks cycle of assessment). This can only be filled out after an assessment has been given.

Adjustments to Instructional Solution (If results don't meet the target):

**Adapted from work of Mike Schmoker, 2008

56 (4 points)

The Johnson family spent 5 days hiking the High Bridge trail this summer. The trail is 28 miles long. The table shows how much of the trail they had covered by the end of each day.

Johnson Family Hikes

Day	Distance Completed (miles)
Wednesday	4
Thursday	10
Friday	16
Saturday	24
Sunday	28

Make a graph of this information. Be sure to title the graph, label the axes, and choose an appropriate scale.

ANSWER THIS ITEM IN YOUR ANSWER FOLDER.

SHOW ALL YOUR WORK IN YOUR ANSWER FOLDER.

EX: A

Johnson Family Hikes
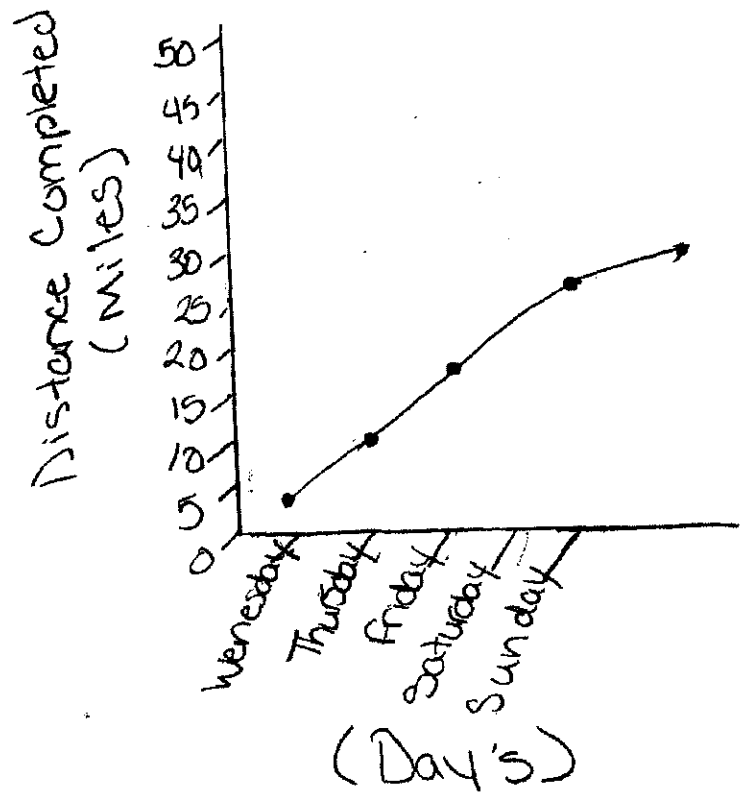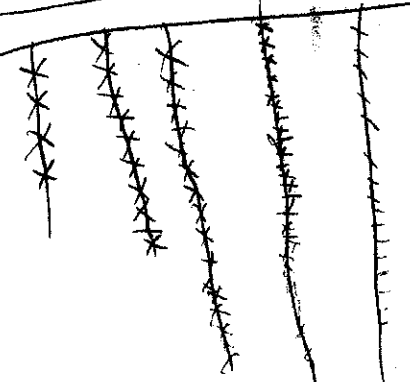
EX: B
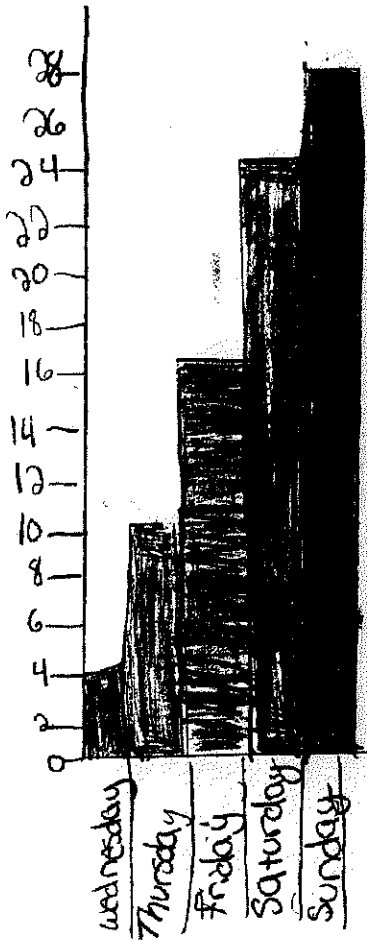
EX:C

Johnson family Hike

Day	Distance's complete
	4
wednesday	10
thursday	16
friday	24
Saturday	28
sunday	

EX: D

The Johnson Family Hiking Trip

No Y axis

How many miles hiked per day

X axis
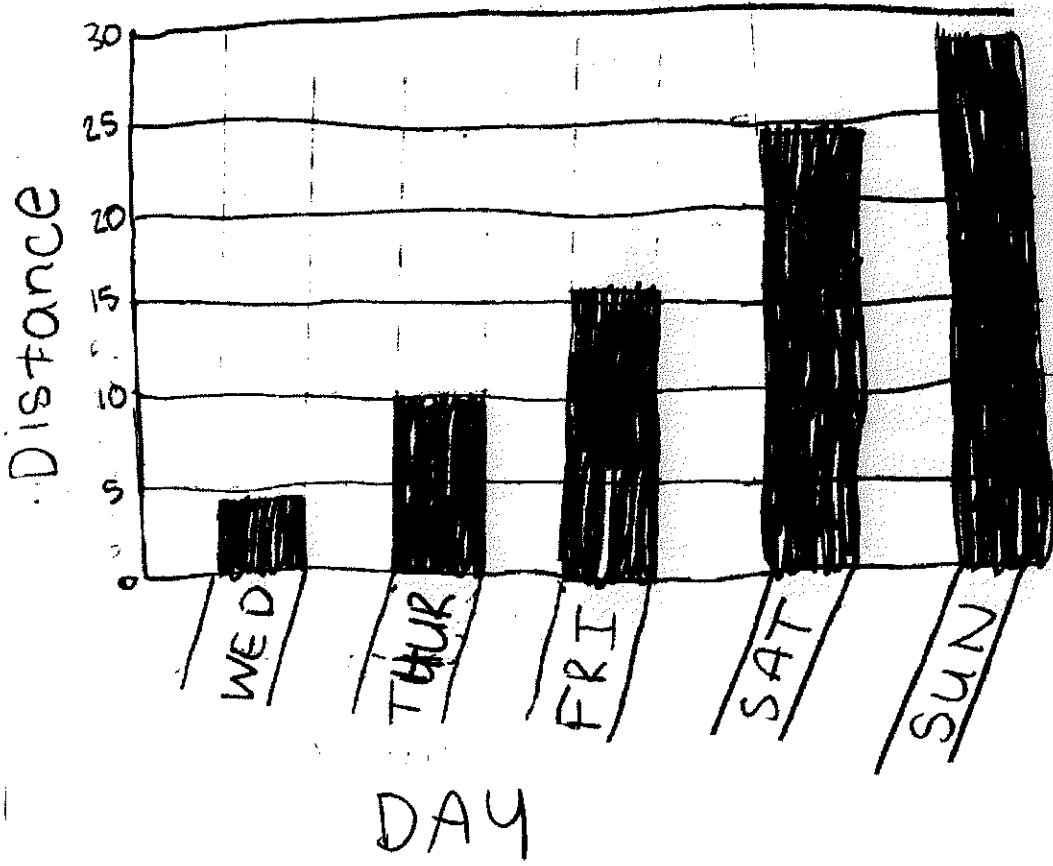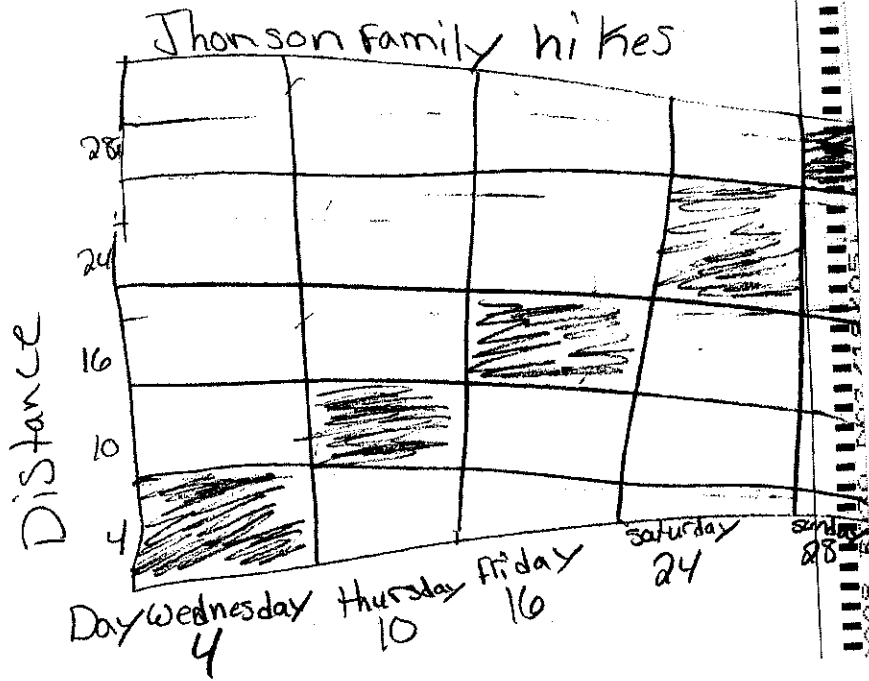
Wednesday
Thursday
Friday
Saturday
Sunday

Days they hiked

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Hiking Distances

EX: F

The Jhonson family took a hike for 5 days.
The trail is 28 miles long.

Jhonson family hikes

Distance

28
24
16
10
4

Day Wednesday thursday friday saturday sunday
        4   10   16   24   28

Ex. G
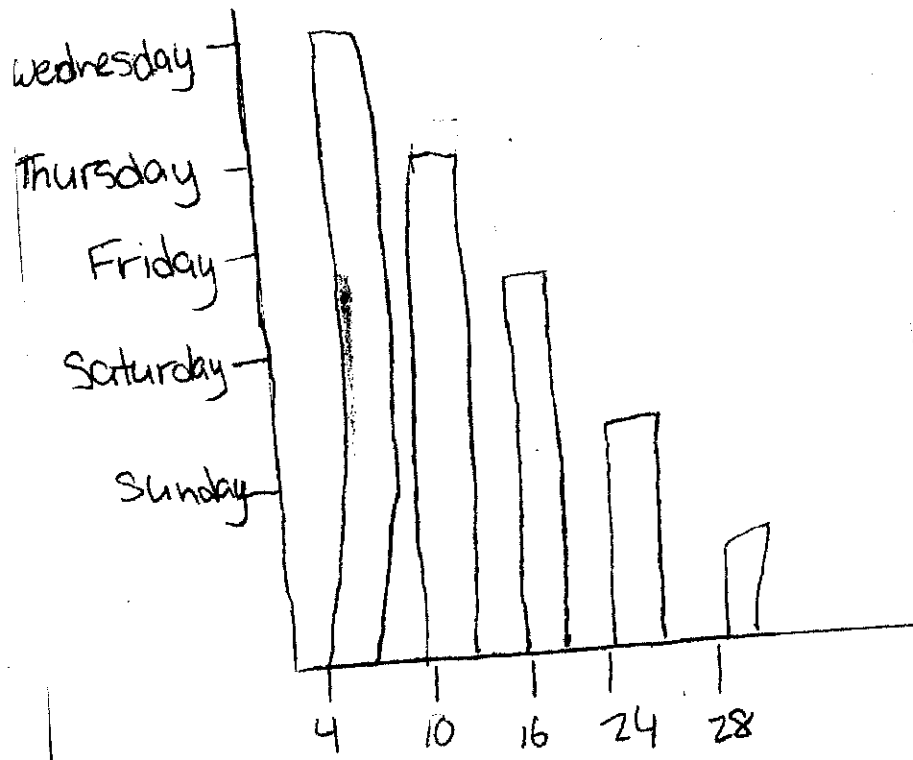
EX:H

Line graph →

The distance the Jhonson Family walked in 5 days
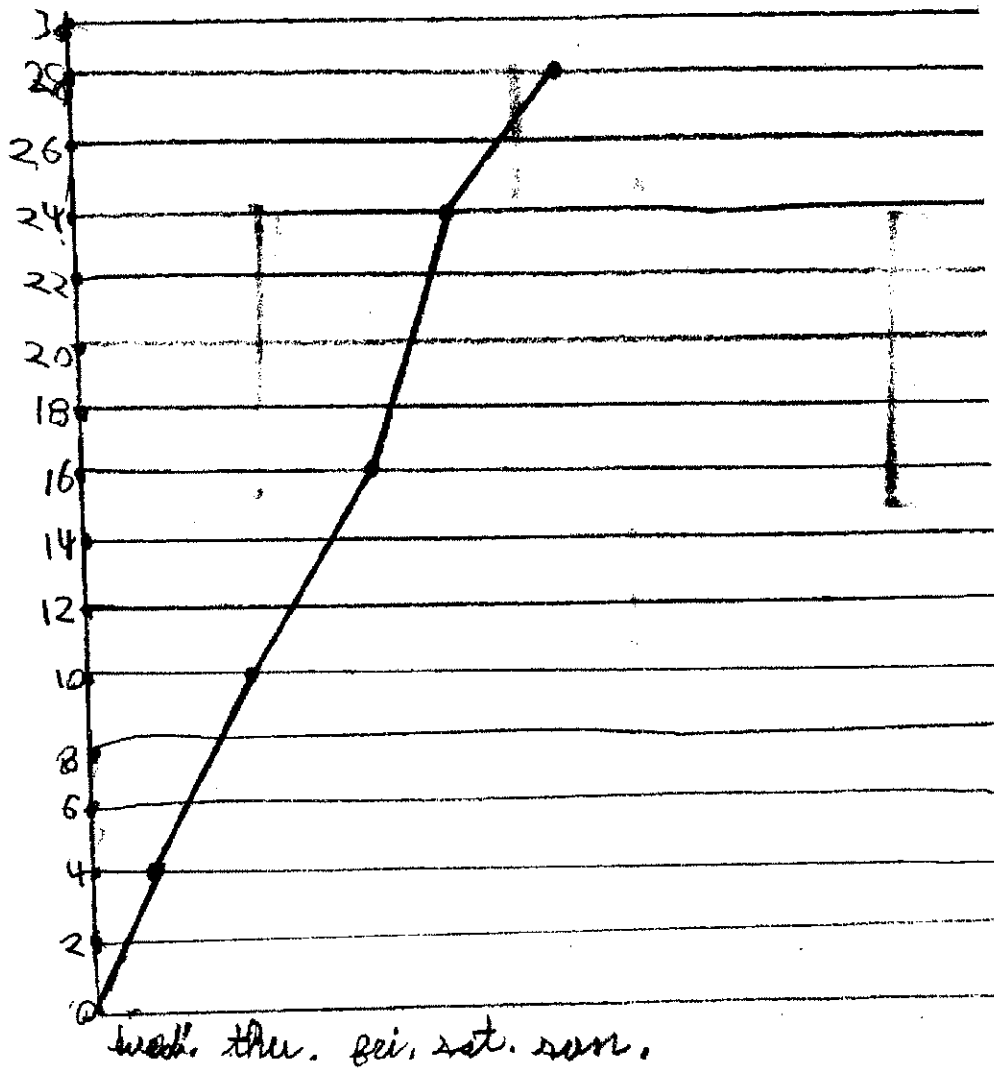

Miles walked

Days of the week
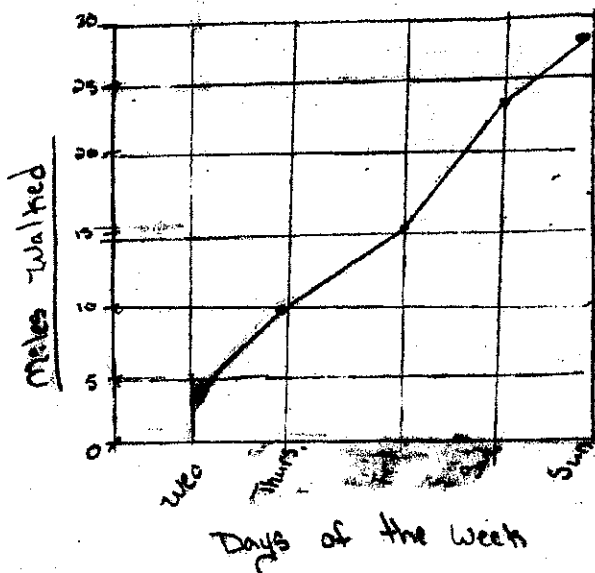
On the graph we can see the Jhonson family successfully walked a few miles each day until they made there way to 28 miles. On wednesday we see they went 4 miles. On Thursday they walked 10 miles, On Friday They made it to 18 miles. On Saturday they made it to 24 miles and an Sunday a whopping 28 miles. The graph I am using is a line graph I feel this graph is most accurate for the information I am using. The graph is labeled as said in the book too.
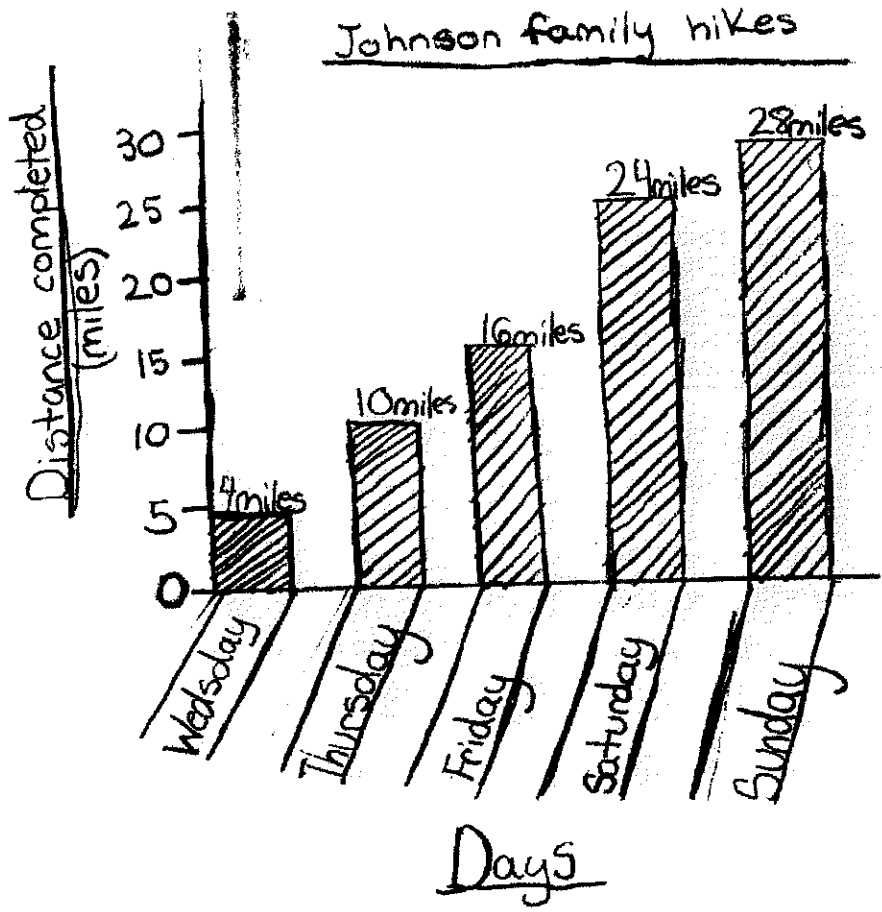
EX I

EX: J

EX:K

Johnson family hikes

Distance completed (miles) vs. Days

- Wedsday: 4 miles
- Thursday: 10 miles
- Friday: 16 miles
- Saturday: 24 miles
- Sunday: 28 miles
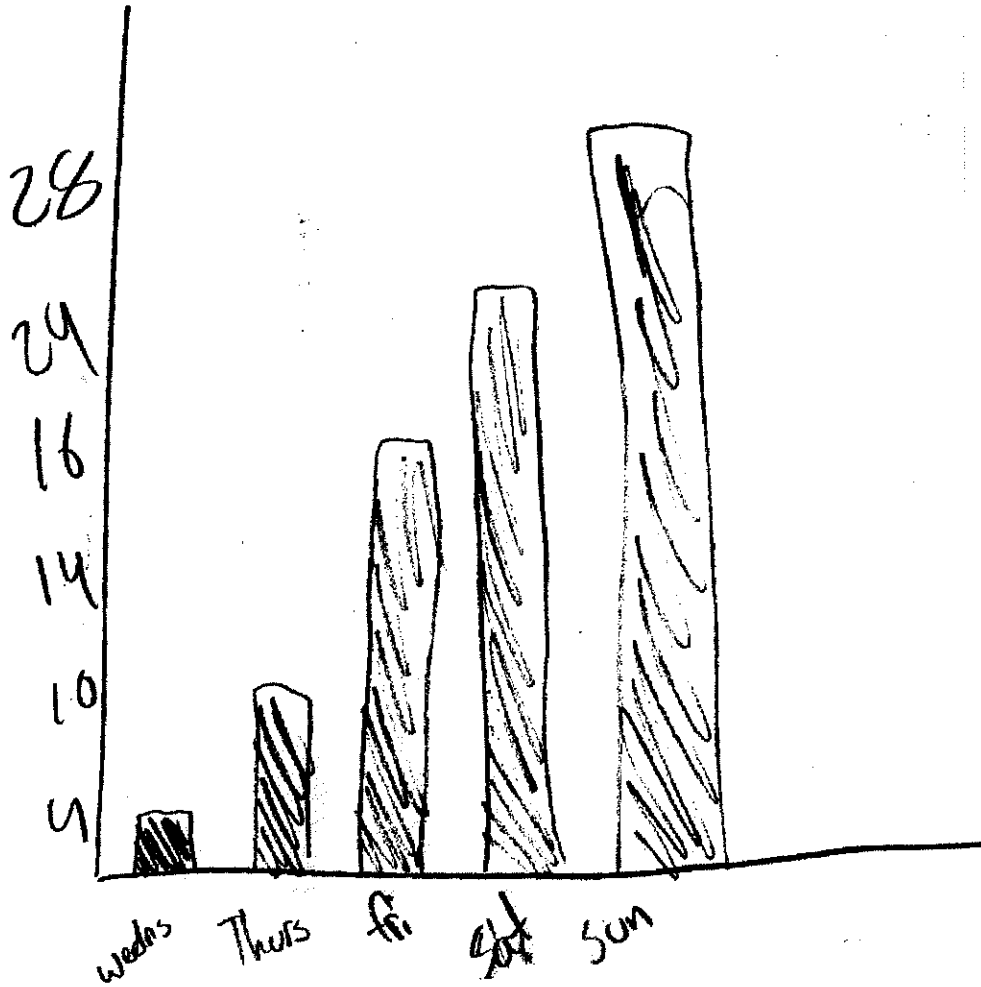
7th Grade Mathematics Common Assessment

Question	A	B	C	D	NR	Correct	Incorrect
1	1	25 *	1	0	0	25	2
2	1	6	14 *	6	0	14	13
3	26 *	0	0	1	0	26	1
4	0	0	0	27 *	0	27	0
5	0	0	0	27 *	0	27	0
6	27 *	0	0	0	0	27	0
7	26 *	0	0	1	0	26	1
8	0	26 *	0	1	0	26	1
9	0	19 *	1	7	0	19	8
10	1	2	7	17 *	0	17	10
11	23 *	3	1	0	0	23	4
12	21 *	5	1	0	0	21	6
13	6	16 *	3	2	0	16	11
14	2	21 *	3	1	0	21	6
15	1	1	3	22 *	0	22	5
16	1	1	1	24 *	0	24	3
17	4	22 *	1	0	0	22	5
18	18 *	5	1	3	0	18	9
19	8	6 *	7	6	0	6	21
20	6	4	17 *	0	0	17	10
21	6	8	8	5 *	0	5	22
22	1	10	2	14 *	0	14	13
23	2	1	5	19 *	0	19	8
24	4	20 *	2	1	0	20	7
25	21 *	6	0	0	0	21	6
26	1	22 *	3	1	0	22	5
27	0	2	22 *	3	0	22	5
28	16 *	6	5	0	0	16	11
29	4	0	5	18 *	0	18	9
30	3	20 *	1	3	0	20	7
31	4	1	21 *	1	0	21	6
32	5	11	4 *	7	0	4	23
33	0	15 *	4	8	0	15	12
34	3	2	3	19 *	0	19	8
35	3	15 *	9	0	0	15	12
36	17 *	3	3	4	0	17	10
37	2	11 *	9	5	0	11	16
38	3	2	17 *	5	0	17	10
39	7 *	4	12	4	0	7	20
40	15	6	1 *	5	0	1	26
41	4	17 *	5	1	0	17	10
42	11 *	0	10	6	0	11	16
43	2	6	4	15 *	0	15	12
44	6 *	7	9	5	0	6	21
45	8	16 *	1	2	0	16	11
46	7	0	19 *	1	0	19	8
47	11 *	7	2	6	1	11	16
48	13 *	6	5	3	0	13	14

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Monitoring Template for 3rd Grading Period

English Teacher A -Mrs. Jones

Students	GLCE # R.CM.04.02 Retell/summarize narrative/informational text				GLCE # R.CM.04.03 Compare/contrast relationships within/across texts			
Sarah	3	4			2	3	4	
Sally	3	4			5	5		
Nancy	2	4			3	4		
Robert	4	3			5	6		
Harry	3	4			3	3	4	
Jose	4	4			5	5		
Manchester	2	3	4		3	4		
Mary	4	4			6	6		
Bill	3	4			4	5		
Danny	3	4			5	5		
Sean	1	3	4		2	4		
Randy	4	4			6	5		
Courtney	3	4			4	4		
Brandon	4	4			5	5		
Casey	2	4			4	4		
Dyaln	4	4			4	5		
Cole	4	3			5	6		
Kimberly	2	4			5	6		
Sasha	2	4			4	5		
Vanessa	3	4			4	5		

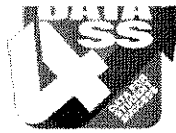Content Current as of 04/01/2008
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Monitoring Template for 3rd Grading Period

English Teacher B – Mrs. Smith

Students	GLCE # R.CM.04.02 Retell/summarize narrative/informational text				GLCE # R.CM.04.03 Compare/contrast relationships within/across texts			
Nathan	2	3			2	3		
Andrew	4	4			3	3		
Steve	1	2			2	2		
Stacy	4	4			4	4		
Jennifer	3	3			2	3		
Matt	3	4			4	4		
Kathy	2	3			3	3		
Mark	4	4			4	4		
Margy	2	3			3	4		
Doug	3	3			4	4		
Janet	1	2			2	2		
Jeff	4	4			5	5		
Ralph	2	2			2	2		
Sheila	3	3			3	3		
Kelly	2	3			3	3		
Lauren	3	4			3	4		
Kate	4	4			5	6		
Margaret	3	3			3	3		
Felicia	3	4			3	4		
Monte	2	2			2	2		

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Monitoring Template for 3rd Grading Period

English Teacher C – Mr. Dean

Students	GLCE # R.CM.04.02 Retell/summarize narrative/informational text				GLCE # R.CM.04.03 Compare/contrast relationships within/across texts			
Alex	3							
Danielle	4							
Linda	3							
Margo	4							
George	3							
Clio	4							
John	3							
Latesha	4							
Gloria	4							
Brad	4							
Abby	2							
Julie	4							
Susan	4							
Marin	4							
Scott	3							
Kareem	3							
Felipe	4							
Rose	4							
Ben	2							
Luke	2							

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Dr. Pepper- *Oral Script*

By Don L. Wulffson

Hires Root Beer was named after the man who concocted it in 1876, Charles E. Hires. Dr. Pepper has a stranger story behind how it was invented and named.

Working at a pharmacy in Virginia around 1880 was a young man (whose name has been lost to posterity). The young man, a "soda jerk," fell in love with the pharmacist's daughter. Putting a quick end to the romance, the pharmacist fired the young man and told him to get out of town and never show his face again.

Jobless and broken-hearted, the young man went west, eventually ending up in Waco, Texas. There he got a job, naturally enough, at a local soda fountain. In time, the young man became well-known for two things: the story of his unhappy romance back in Virginia and his knack for brewing up original soft drinks.

As a joke, the young man's customers named his best soft drink after the pharmacist who had caused his broken heart. The pharmacist's name was Dr. Pepper

Dr. Pepper

Hires root bear was named after a man 1876 he was hired by doutor Chris E. Hires. Dr. Pepper had a stranger story behind him. One day he hired a man to work at the pharacy with him. In this little story is does not note the he hireds name. The man he hired saw dr. Peppers daufer but his hope of being with her were crushed when Dr. Pepper fires the man and tells him he does not want to see his face. In the city ever again. Jobless and downhearted the man heads south and ends up in waco texas. One day he brewed up a soft drink and called DR. PEPPER.

Dr. Pepper

I think it's about a Dr named Dr. pepper that invented Dr pepper Cola.

He tried to make a love life but knowone liked the boy who was called "Soda Jerk". But then he had an Ideia to make Dr. pepper becaus he loved Soda So much. People invented root beer in 1876 but that was Before Dr Pepper 1880 was when Dr Pepper was invented.

7k

There was a young man who fell in Love with a Pharmasits daugter. The Pharmasitstold the boy to leave town and never to show his face again. The young man went west and got a Job at a local soda fountain. The young man became famous for his storys of his unhappy romance and his knack for making up his own kinds of pop. as a Joke some of his castomers named his best soda after the Pharmacitand his name was Dr. Pepper

Name _____ Date _____ Teacher _____

Grade Level _____ School _____

MLPP RETELLING RUBRIC GRADES K-2
NARRATIVE TEXT

Qualities of Retelling	4-Mature	3-Capable	2-Developing	1-Beginning
Gist/Main Idea •Lesson Learned •Plot Main Idea	Retelling includes a clear generalization that states or implies the plot main idea and lesson learned.	Retelling includes a generalization that states or implies the plot main idea from the story.	Retelling indicates inaccurate or incomplete understanding of plot main ideas.	Retelling includes minimal or no reference to nor understanding of plot main idea.
Story Elements	Retelling contains a clear statement of all story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a clear restatement of most story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of some story elements with minimal connections to one another.	Retelling contains minimal restatement of story elements.
Organization	Events are retold following a logical sequence with a beginning, middle, and end.	Events are retold mostly in appropriate order with beginning, middle, and end.	Events are retold in a somewhat disconnected fashion. The beginning or middle or end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions and/or format from the selection reflects an elaborated and personalized understanding of the story.	Use of language, conventions, and/or format from the selection indicates basic understanding of the story.	Use of language, conventions, and/or format from the selection may indicate superficial understanding.	Retelling includes little or no use of language, conventions, and/or format from the story.

Date	Text	Level	Mode	Prediction	Gist/Main Idea	Elements	Organization	Linguistic Spillover

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Name _____   Date _____   Teacher _____

Grade Level _____   School _____

MLPP RETELLING RUBRIC GRADES 3-5
NARRATIVE TEXT

Qualities of Retelling	4-Mature	3-Capable	2-Developing	1-Beginning
Gist/Main Idea •Lesson Learned •Plot Main Idea	Retelling includes a clear generalization that states or implies the plot main idea and lesson learned.	Retelling includes a generalization that states or implies the plot main idea from the story.	Retelling indicates inaccurate or incomplete understanding of plot main ideas.	Retelling includes minimal or no reference to nor understanding of plot main idea.
Story Elements	Retelling contains a clear statement of all story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a clear restatement of most story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of some story elements with minimal connections to one another.	Retelling contains minimal restatement of story elements.
Organization	Events are retold following a logical sequence with a beginning, middle, and end.	Events are retold mostly in appropriate order with beginning, middle, and end.	Events are retold in a somewhat disconnected fashion. The beginning or middle or end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions and/or format from the selection reflects an elaborated and personalized understanding of the story.	Use of language, conventions, and/or format from the selection indicates basic understanding of the story.	Use of language, conventions, and/or format from the selection may indicate superficial understanding.	Retelling includes little or no use of language, conventions, and/or format from the story.

Date	Text	Level	Mode	Prediction	Gist/ Main Idea	Elements	Organization	Linguistic Spillover

Key:
Mode
O/O: Oral - Oral
O/W: Oral - Written
W/O: Written - Oral
W/W: Written - Written

Level   IN – independent
IS – instructional
F – frustration

Prediction   R – reasonable   U – unreasonable   N – no response

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Macomb Intermediate School District, 1/2006

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Name _____ Date _____ Teacher _____

Grade Level _____ School _____

MLPP RETELLING RUBRIC GRADES K-5
INFORMATIONAL TEXT

Qualities of Retelling	4-Mature	3-Capable	2-Developing	1-Beginning
Central Purpose/Gist	Retelling indicates a clear and elaborated understanding of the central purpose of the selection.	Retelling indicates a basic understanding of the central purpose of the selection.	Retelling indicates an incomplete or inaccurate understanding of the central purpose of the selection.	Retelling indicates no understanding of the central purpose of the selection.
Restatement/ Elements	Retelling contains a clear and accurate restatement of important and supporting elements. May contain related prior knowledge.	Retelling contains a clear and accurate restatement of most important and supporting elements.	Retelling lacks important elements and/or contains inaccurate information.	Retelling is minimal and inaccurate.
Organization	Important and supporting elements are logically presented and clearly connected.	Most important and supporting elements are presented logically and connected.	Elements are presented in a random or disconnected order.	There is little or no development of elements.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an elaborated and personalized understanding of the information.	Use of language, conventions, and/or format from the selection indicates basic understanding of the information.	Use of language, conventions, and/or format from the selection may indicate superficial understanding.	Retelling includes little or no use of language, conventions, and/or format from the selection.

Date	Text	Level	Mode	Prediction	Gist/ Main Idea	Elements	Organization	Linguistic Spillover

Key:
Mode   O/O: Oral - Oral
        O/W: Oral - Written   Level   IN – independent
        W/O: Written - Oral   IS – instructional
        W/W: Written - Written   F – frustration
Prediction   R – reasonable   U – unreasonable   N – no response

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Macomb Intermediate School District, 1/2006

E-36

Michigan Educational Assessment Program
Rubric for the Response to the Paired Reading Selections
Grades 3-8

Here is an explanation of what scorers think about as they score this writing:

6   The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.

5   The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.

4   The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.

3   The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection or partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.

2   The student takes a clear position on the question. There is partially successful use of ideas from one reading selection or minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.

1   The student takes a position on the question but only makes minimal use of ideas from one reading selection or the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):
A – Off Topic
B – Written in a Language other than English or Illegible
C – Blank or Refusal to Respond
D – Retells or references the reading selections with no connection to the scenario question or theme
E – Responds to the scenario question with no reference to either of the reading selections

E-37

Hope is a strong, enchanting feeling that turns our lips upward when we have a want or need. It helps us when we're at our knees and lifts our spirits for a brighter future. It could be a nearly impossible hope, such as vacationing on Pluto, or it could be a small want of getting that Nintendo 64 for your birthday. All in all, hope is a fluttering feeling in our hearts that, no matter how humongous that wish is, will always be within us at troublesome times.

Hope comes in all sizes, whether it's that gigantic, glowing ball of hope or that miniscule ray of hope. For example, hope filtered into the lives of the Jewish during the Holocaust. Being forced into concentration camps, they had little hope left of escaping. But some brave Jews still had hope — an awesome power over the thin, breaking thread of life that they still had. They were the ones that escaped from the horrible concentration camps with an unimaginable amount of confidence, courage, and most of all, hope. Hope, whether large or tiny, always have made room in all people's hearts.

By impacting people all over the world, hope has made its mark in the lives of ALL people. At our deepest struggles and most desperate wants, hope floods through our bodies when we most need it. In the Greek story, "Oddyssey", Oddysseus, a young, but hopeful man faces many dangers to return home. Battling evil enchartresses, gigantrum sea monsters, and

frightening creatures of all types, Oddysseus loses many fellow friends. But, this young man still has a power over all others — hope, a mighty strength within our hearts. With this power, Oddysseus overcame deathdefying dangers and returned home safely. His wife, Penelope, also had her share of hope. Waiting out the ten year wait of her husband's return was not easy. But, with that golden ray of hope, she kept hundreds of dreadful suitors at bay and dangerous enemies out of her door. Without hope, these courageous Greek characters would not have made it very far.

　　Giving us the mightiest strength in the world, hope has, and will always, play an important role in our lives. With hope, we can conquer the greatest dangers and fight through our most frightening moments. Hope is for our use and for us to share with others. Surprisingly, these four letters, H-O-P-E, has lifted us up from great misery, and has filled our hearts with a wonderful power.

Hope is a very powerful and strong thing. Everything happens for a reason, but with hope, anything is possible.

A couple of years ago, my grandpa was diagnosed with cancer. Once my ~~family found~~ I were informed of this, we were scared to death, and didn't know if he'd make it.

Several months passed. Soon his cancer became bad enough to have to live in the hospital for a while until he ~~got better~~ that is, if he got better. We were all very worried. Sometimes we'd just randomly burst out in tears during the middle of the day. I usually cried myself to sleep.

As the days went on, his cancer became worse and worse. We would come in to see him at the hospital. We bought wristbands supporting cancer research. One time my grandma and I were both sitting in the waiting room at the hospital. Suddenly, tears just started to fall down my face like snowflakes falling from the sky. All I could think

about was my grampa. There was only a small chance that he'd live. My grandma leaned over to me and whispered in my ear, "There's always hope."

A week later, a miracle occured. My mom told me that my grandpa was just suddenly better! The doctors cured him! He'd still have to stay at the hospital for about a week, just for the doctors to be absolutely sure that he's cured, though.

To this day, my grandpa's still living, as active as can be. I love him to death and still can't believe that this miracle happened to us. You wouldn't even think that a couple years ago, he had cancer and was about to die. I strongly believe that it's hope that's what got us here, and when you believe in hope, miracles happen. So whenever it is, wherever you are, just simply remember: There's always hope.

Anchor Paper 17
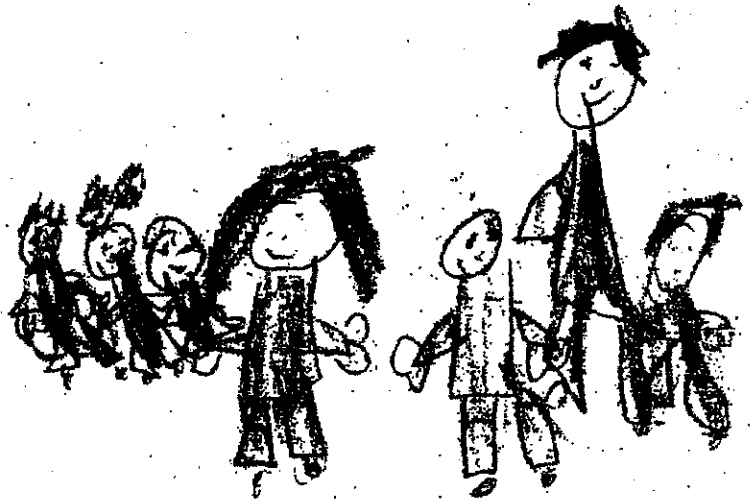**Scorepoint: 6**

E-41

March 6

I am going to
be udptd on march 13.
I am going to hav
a parte. I thatnk my
cusuns. maddie And
cArter And Nathen
is going. but i donte
no. I cant wate
for udopshihday.
My moM is lesid joe.
My name is i going
to Be. kylee joy
My two
brathers Are goingtTo

Be udo px j a two,

E43

ACT Writing

Prompt: In some high schools, special privileges such as leaving school at lunch, parking in reserved areas, and having early release times are available only to seniors. Some educators support offering such privileges to seniors because they think that this policy would increase the number of seniors who stay in school and graduate. Other educators do not agree that such privileges should be reserved for seniors because they think this policy would create unnecessary and unfair divisions among students. In your opinion, should special privileges be available only to high school seniors? In your essay, take a position on the question. You may write about either of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position

Student Writing:

Special privileges tend to be rampant throughout life beginning when you are a young child, watching your older siblings eat ice cream while you are segregated with to when an undeserving coworker receives a promotion due to the fact that he has worked longer at the vicinity than yourself. I believe it to be a fact of life that others will be allowed certain rewards whether or not it is fair or just. My parents have long instilled this belief into me. Personally, being allowed to exit a school campus to alleviate hunger, not having to walk great distances because you are granted reserved parking of coming and going to school as you choose do not fit under a category of special privileges only to be granted to students belonging to the highest tier – seniors. I believe rewards are given to individuals, and not to a group of people, no matter what motives are involved, such as keeping kids in school.

Leaving for school for lunch has always been a debate at my school, and I can not deny that I, myself, have been caught and reprimanded for such an act because leaving the campus is prohibited at our school. I have learned that since our facility for learning has insufficient funds and is barely getting by, therefore it relies heavily on the school lunch program as means for revenue. Students being able to leave for lunch would stimulate the local economy, yes, but would hurt our pathetic school further. In regards to this knowledge of mine, leaving school to eat is no special privilege, it is a death threat for my school. I believe that this reward should not be available to any of our students, including seniors.

The issue of reserved parking is completely preposterous to me as well. I am fairly certain that using this as a temptation for seniors to not drop out of school is far-fetched even though Michigan has rough winters and being twenty feet closer to the doorway filled with warmth may have some appeal. If you think about the number of people that even can legally drive, it generally rules out the freshman class, which means parking COULD be much worse if there were an extra two hundred vehicles to maneuver around every morning. I adamantly believe that if a student will drop out, it won't matter how many "special privileges" have been handed to them because the shear sight of the building is enough to steer them away. Frankly, parking closer to a building is not a special privilege at all. I do believe that close parking should be reserved for handicapped people, humans who are actually in need of such a service, opposed to the mere fact that a student is in his or hers last year of high school.

Most students dream of leaving school and whenever they please, but my spanish teacher always said "we wouldn't be at school if the time hear wasn't to be spent wisely" and it stuck with me. Being at school is an opportunity that is given to us and the option of leaving early should not be offered. Learning times should not be hindered because you are "older". College is right around the corner and developing bad habits such as succumbing to your wants of leaving instead of practicing self control can damage your future.

Rewards should not be given to students that can damage the future.

MEAP Integrated English Language Arts
Grades 4 through 11
Part I Rubric
Writing from Knowledge and Experience

Characteristics	6	5	4	3	2	1
Content and Ideas	The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate.	The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate.	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness.	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details.	The writing is only occasionally clear and focused. Ideas and content are underdeveloped.	The writing is generally unclear and unfocused. Ideas and content are not developed or connected.
Organization	The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text.	The writer's control over organization and the connections between ideas effectively moves the reader through the text.	The response is generally coherent, and its organization is functional.	There may be evidence of an organizational structure, but it may be artificial or ineffective.	There may be little evidence of organizational structure.	There may be no noticeable organizational structure.
Style and Voice	The writer shows a mature command of language including precise word choice that results in a compelling piece of writing.	The writer shows a command of language including precise word choice.	The writer's command of language, including word choice, supports meaning.	Vocabulary may be basic.	Vocabulary may be limited.	
Conventions	Tight control over language use and mastery of writing conventions contribute to the effect of the response.	The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.	Lapses in writing conventions are not distracting.	Incomplete mastery of writing conventions and language use may interfere with meaning some of the time.	Limited control over writing conventions may make the writing difficult to understand.	Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

A   off topic
B   illegible
C   written in a language other than English
D   blank/refused to response

E-46

Characteristics	Position	Complexity	Organization	Language
6	The essay takes a position on the issue in the prompt, shows clear understanding of that issue, and maintains focus across the response. The position is supported thoroughly and consistently with specific, logical reasons and/or examples.	The response may demonstrate insight and complexity by evaluating various implications of the position and/or by responding to arguments that differ from the writer's position.	Organization is well controlled, with a logical sequence of reasons and strong transitions and relationships among reasons.	The essay shows a good command of varied, precise language that supports meaning. Few, if any, errors distract the reader.
5	The essay takes a position on the issue in the prompt, shows clear understanding of that issue, and maintains focus through most of the response. The position is supported with specific logical reasons.	The essay may show recognition of complexity by partially evaluating implications of the issue, or by responding to arguments that differ from the author's position.	Organization is generally controlled, with occasional lapses in sequencing and/or relationships among reasons.	Language is competent and supports meaning. Errors are rarely distracting.
4	The essay takes a position on the issue in the prompt, shows an understanding of that issue, and is generally focused. The position is supported adequately, and may be an uneven mixture of general and specific reasons.	The essay may show some recognition of complexity by responding to some arguments that differ from the writer's position.	Some organization is evident in the sequencing and relationships of reasons.	Language is adequate. Errors may distract, but do not interfere with meaning.
3	The essay takes a position on the issue in the prompt, shows some understanding of the issue in the prompt, but may not remain focused. The position is supported with reasons that may be limited and/or repetitious.	The essay may also mention an argument that opposes the writer's position.	Organization may be uneven, but there are clusters of sequenced and related reasons.	Language may be limited. Errors may occasionally interfere with meaning.
2	The essay takes a position, but shows little understanding of the issue in the prompt, or takes an unclear position. Support may be so minimal or unclear that organization may not be apparent.		Organization may not be apparent.	Language may be simple. Errors may interfere with meaning.
1	The essay takes no position, or takes a position with no support, showing little or no understanding of the issue in the prompt.		There is little or no evidence of an organizational structure, or of sequencing and connecting reasons.	Language may be limited and contain errors that detract from meaning.
0	The essay (A) is off topic, (B) was written in a language other than English or illegible, or (C) was not found in your answer folder.			

E-47

Responding to the Change in MEAP Writing Administration

L A R C
LITERACY ACHIEVEMENT RESEARCH CENTER

A Statement from the Michigan Reading Association, Co-Signed by the Michigan Council of Teachers of English, the Michigan Department of Education, the Michigan State University Literacy Achievement Research Center, and the National Writing Project of Michigan

The Michigan Department of Education has eliminated the MEAP Writing Assessment in all but grades 4 and 7. This decision was driven largely by logistical, financial, and measurement quality concerns, not a judgment about the value of writing (Flanagan, 2009).

With all the many curricular pressures we face, it is tempting to respond to this change in the MEAP administration schedule by reducing time spent on writing and devoting that time to reading instruction or other areas.

The Michigan Reading Association strongly discourages districts, schools, and teachers from reducing attention to writing in light of the changes in MEAP administration. Please consider the following:

- According to the National Assessment of Educational Progress (NAEP) and other assessments, many U.S. students do not attain target levels of writing proficiency (e.g., National Commission on Writing in America's Schools and Colleges, 2003; Persky, Daane, & Jin, 2003; Salahu-Din, Persky, & Miller, 2008) or high levels of writing self-efficacy and motivation (Parajes, 2003).

- Writing proficiency is central to success in later schooling, to active citizenship, and to many 21st Century jobs (Freedman, Dyson, Flower, & Chafe, 1987; Kirsch, Jungeblut, Jenkins, & Kolstad, 1993; National Commission on Writing in America's Schools and Colleges, 2003; Smith, 2000).

- Due to the interrelated nature of reading and writing (Shanahan, 2006), writing improves reading (Bangert-Drowns, Hurley, & Wilkinson, 2004; Berninger, Abbot, Abbot, Graham, & Richards, 2002; Collins, Lee, Phelps, Kim, & Fox, 2008; Tierney & Shanahan, 1996).

- Many promising or highly effective approaches to reading comprehension instruction involve considerable writing (e.g., Guthrie et al., 2009; Klingner, Vaughn, & Schumm, 1998; Raphael, Pardo, Highfield, & McMahon, 1997; Saunders & Goldenberg, 1999).

- Writing can play important roles across the curriculum (e.g., Bangert-Drowns et al., 2004; Hand, Wallace, & Yang, 2004; Keys, Hand, Prain, & Collins, 1999).

- Teachers who are more effective have students writing much more of the time than teachers who are less effective (e.g., Allington & Johnston, 2002; Pressley, Allington, Wharton-McDonald, Block, & Morrow, 2001; Taylor, Pearson, Peterson, & Rodriguez, 2005; Taylor, Peterson, Pearson, & Rodriguez, 2002).

The Michigan Reading Association urges all districts, schools, and teachers in the State of Michigan to continue to devote the time to writing instruction that this important area richly deserves.
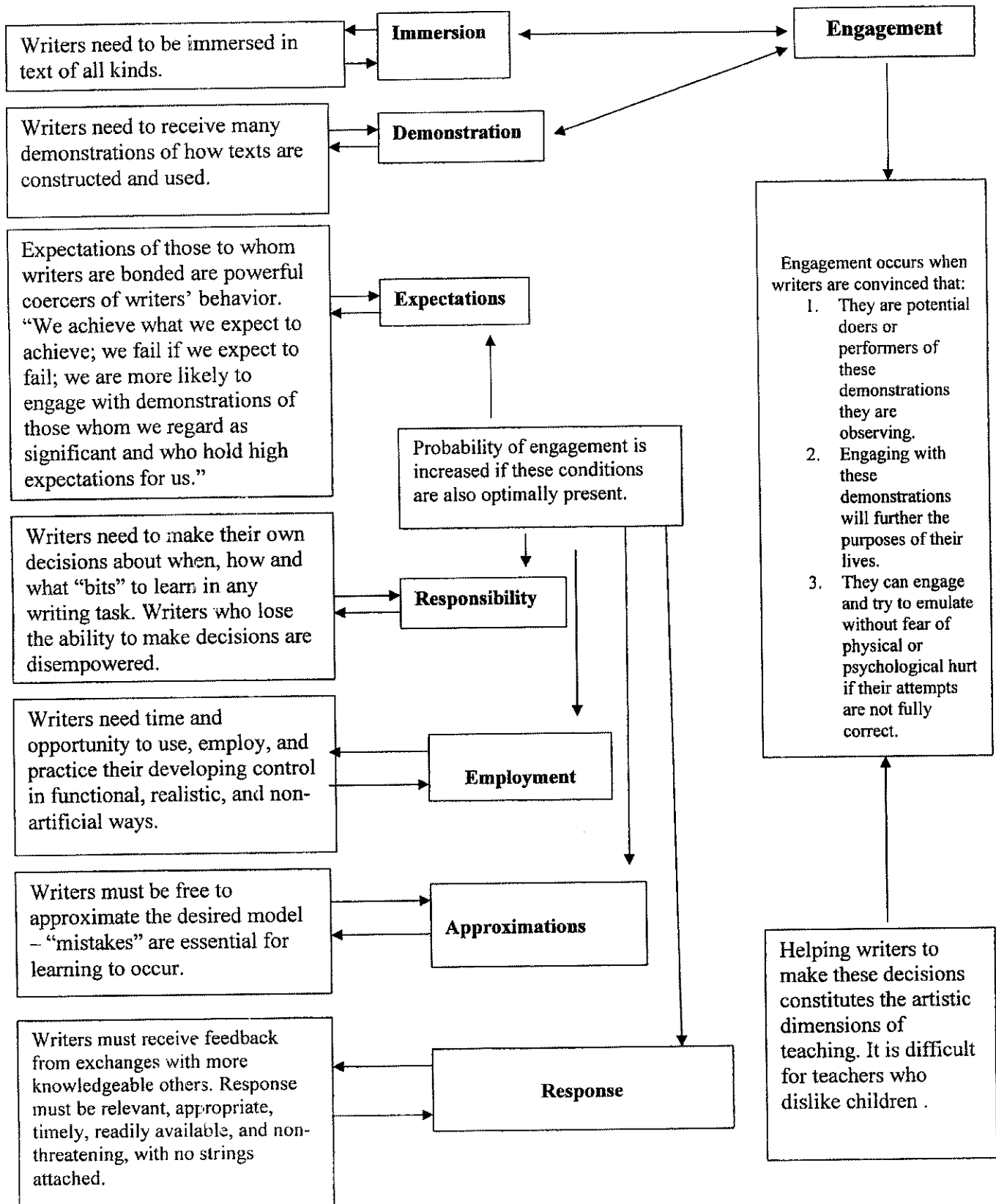
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Related Statements

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The Conditions of Learning: A model of learning as it applies to literacy/writing

Immersion ← → **Engagement**

Writers need to be immersed in text of all kinds.

Writers need to receive many demonstrations of how texts are constructed and used. → **Demonstration**

Expectations of those to whom writers are bonded are powerful coercers of writers' behavior. "We achieve what we expect to achieve; we fail if we expect to fail; we are more likely to engage with demonstrations of those whom we regard as significant and who hold high expectations for us." → **Expectations**

Probability of engagement is increased if these conditions are also optimally present.

Engagement occurs when writers are convinced that:
1. They are potential doers or performers of these demonstrations they are observing.
2. Engaging with these demonstrations will further the purposes of their lives.
3. They can engage and try to emulate without fear of physical or psychological hurt if their attempts are not fully correct.

Writers need to make their own decisions about when, how and what "bits" to learn in any writing task. Writers who lose the ability to make decisions are disempowered. → **Responsibility**

Writers need time and opportunity to use, employ, and practice their developing control in functional, realistic, and non-artificial ways. ← **Employment**

Writers must be free to approximate the desired model – "mistakes" are essential for learning to occur. → **Approximations**

Helping writers to make these decisions constitutes the artistic dimensions of teaching. It is difficult for teachers who dislike children .

Writers must receive feedback from exchanges with more knowledgeable others. Response must be relevant, appropriate, timely, readily available, and non-threatening, with no strings attached. ← → **Response**

Adapted from: Cambourne, Brian. *The Whole Story*. Auckland, New Zealand. Ashton Scholastic, 1988, p33 by Maureen Slamer

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