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Class type: Multi-leveled ESOL Family Literacy class

Student level: CCR levels A-E

Lesson topic: Writing for publication in the annual anthology (two-three week unit)

Description of a CCR-aligned formative assessment

1. What is the purpose of the lesson?

What do you want students to understand or be able to do by the end of this lesson? What are the real-life purposes that make this topic relevant to students? Which CCR standard(s) (at the level) are you focusing on?

Understanding: At the end of this 2-week lesson, learners should meet two goals for themselves - a literacy goal and a knowledge (real world) goal. The literacy goal is to identify and apply one or more of the explicitly taught writing strategies to their own writing or that of their children, when helping children with homework. They need to monitor (self- or with another) how and where they are in the writing process, use a writing rubric, and assess whether their writing (draft or final product) meets the criteria for publishing or sending to the intended audience. The knowledge goal is for learners to see themselves as writers in development and to grow that identity by doing independent writing.

Real life purpose and relevance: The Anthology Unit lessons on writing strategies give learners a boost in confidence to produce the writing they need to function and advance in their community, career/education and other roles in their real world. These learners report the ongoing need to produce written communication (notes, letters, essays) for their children's teachers, their own teachers, employers, co-workers, and others such as medical and legal service providers, housing and other assistance persons.

The focus of the lesson and the formative assessment rubric is CCR Writing Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Anchor 4 is also applicable and is embedded in writing activities throughout the year. Standard 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.)

Note: In this multi-leveled, differentiated classroom (SPL 0-1 to 5) the lesson is scaffolded for low-level learners.

2. How will teacher and students know progress or success when they see it?

What can you and they look for to know if students are learning the standard? If they can apply the standard to carry out real purposes?

INDICATORS OF PROGRESS:

Observation of learner doing self-monitoring with the rubric: There are several opportunities throughout the unit for the student to use the rubric.

Teacher monitors learners' writings: The teacher monitors each learner's graphic organizer or outline, free writing, drafts, and final product.

Discussion and conferencing: The teacher observes the learner conferencing with a peer and use of the rubric.

Final Product: The final indicator of success is the learner's completed writing product, which meets the rubric's criteria for a work that is publishable.

Learner feedback on self-monitoring and use of rubric. Learner checks off an exit card checklist indicating ease or difficulty using the rubric and adds a comment.

3. What kind of tool/process would capture evidence of understanding or performance?

Is this knowledge that might be demonstrated by a quiz, discussion, Q&A, etc.? Is this a skill to be performed and assessed with a checklist or rubric? Is the tool/process usable as part of or immediately following instruction?

The tools used in this unit are:

1. The writing rubric.
2. Observation of activities. For example, students do “manual word processing,” where each learner cuts up their draft into sentence strips in order to more freely move text around and revise.
3. Exit card self-assessment of the rubric: Learner fills this out on the last week of the unit.

I understood how to use most of the rubric.

I understood how to use some of the rubric.

I did not understand how to use the rubric.

I had this difficulty with this part of the rubric: _____

4. Response Card about the writing unit: How did you feel about writing for the anthology?

5. Response Card about their identity as writers: Ask them to answer one question:

- How did you feel about yourself when you completed your writing piece for the Anthology?
- How did you feel about yourself when you saw and read your writing piece in the published anthology?
- How did you feel about your classmates when you read their writing pieces in the published anthology?

4. How would you use the tool/process?

How would you involve students in creating or understanding the tool/process? How would you use the information gleaned from the tool to give feedback to students?

Understanding the rubric: There is modeling and direct instruction to introduce students to the rubric. The first day is instruction in the types of writing one can do for an anthology and what the stages of the writing process are. Then the teacher shows how to use the rubric by modeling the use of just one part at a time to correspond with the stage of writing of the learner. The first stage, brainstorming, is modeled with the whole class. For the drafting/revising stage, after the learners write a first draft, the teacher cuts up the rubric and gives each pair of learners just the “Revising--Organization” part of the rubric. Learner pairs confer and check off the criteria for this part of the writing rubric. The same process is repeated for “Revising-Sentence Structure” and so on up to the editing stage. The greatest opportunity for student involvement in understanding the rubric is during peer conference, when they talk with each other about their writing pieces, and use the rubric as a guide.

Using the rubric to give feedback to students: The teacher and each learner have a mini-conference on the writing activity, using the rubric. The learner identifies which parts of the rubric were useful or problematic. The teacher asks the learner to assess his own progress in the writing experience. The teacher can then affirm the learner’s progress by the rubric indicators and show which CCRS level the learner is at. They can compare the current writing CCRS level to the CCRS level of a previous writing piece.

Using the writing process: The teacher and learner confer on the development of the learner’s identity as writer.

FASt ASSESSMENT TOOL—WRITING RUBRIC

ANCHOR WRITING STANDARD 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

	LEVEL A (Grades K-1)	LEVEL B (Grades 2-3)	LEVEL C (Grades 4-5)	LEVEL D (Gr. 6-8) and E (Gr 9-12)
PLANNING—Topic	<ul style="list-style-type: none"> I had <i>much</i> support from teachers and others to plan a topic. I asked my classmates for ideas. I used the teacher's list to plan a topic. I used photos to plan a topic. I used a web graphic organizer to write details. 	<ul style="list-style-type: none"> I had <i>some</i> support from others to plan a topic. I asked my peers questions. I used their suggestions. I used a graphic organizer. I added details to the graphic organizer. I grouped related details together on the organizer. 	<ul style="list-style-type: none"> I had <i>minimal</i> support from others. I wrote in sentences without an organizer for a sustained time(free writing). I grouped related ideas together. I wrote using <i>Wh-</i> and <i>How</i> questions. <i>(What/When/Where/Why/How)</i> 	<ul style="list-style-type: none"> I had <i>minimal/no</i> support. I mostly worked alone. I wrote in sentences for a sustained time(free writing). I grouped related ideas together. I wrote using <i>Wh-</i> and <i>How</i> questions. <i>(What/When/Where/Why/How)</i>
REVISING—Organization	<p>I had <i>much</i> support from others to make my writing draft clear:</p> <ul style="list-style-type: none"> I added ideas and details. I deleted ideas. I moved ideas and grouped similar ideas together. 	<p>I had <i>some</i> support from others to make my writing draft clear:</p> <ul style="list-style-type: none"> I added ideas and details. I deleted ideas. I moved ideas and grouped similar ideas together. 	<p>I had <i>minimal</i> support from others to make my draft clear:</p> <ul style="list-style-type: none"> I added ideas and details. I deleted ideas. I moved ideas around. I read my draft out loud to myself or someone, to check if it was clear and sounded right. 	<p>I had <i>no</i> support from others to make my draft clear:</p> <ul style="list-style-type: none"> I added ideas/details. I deleted ideas. I moved ideas around. I read my draft out loud and conferred with someone for constructive feedback.
REVISING—Sentence Structure	<ul style="list-style-type: none"> I wrote isolated words. I wrote phrases. I wrote almost complete sentences. I wrote complete sentences with the subject, verb and object. 	<ul style="list-style-type: none"> I wrote complete sentences with clauses. I used these words: <i>and, or, but, because, so</i>. I used adjectives. I used synonyms. 	<ul style="list-style-type: none"> I wrote sentences with complex clauses. I used these words: <i>when, where, why, what, before, while, after, if, then</i>. I used adjectives and synonyms. I rewrote sentences to make them clear. I tried a new approach to make my writing clear. 	<ul style="list-style-type: none"> I wrote complex sentences with subordination clauses. I used these words: <i>as, as if, although, though, even though, since, because, , unless, until, whenever, wherever, whether, which, while</i>. I rewrote sentences to make them clear. I tried a new approach to make my writing clear.
REVISING—	<ul style="list-style-type: none"> I wrote one or more 	<ul style="list-style-type: none"> I wrote several paragraphs 	<ul style="list-style-type: none"> I wrote several paragraphs with 	<ul style="list-style-type: none"> All my paragraphs were unified,

Paragraph Structure	<p>paragraphs with <i>much</i> help.</p> <ul style="list-style-type: none"> • I had support to put all the sentences in the right order in a paragraph. • I had help to make sure all my sentences in a paragraph were about the topic of the paragraph. 	<p>with <i>some</i> help.</p> <ul style="list-style-type: none"> • All sentences in each paragraph were in the right order. • All my sentences in every paragraph were about the topic of that paragraph. 	<p><i>minimal/no</i> help.</p> <ul style="list-style-type: none"> • All sentences in each paragraph were in the right order. • All sentences in the same paragraph were related to each other. • Each paragraph developed the topic. • Each paragraph was related to the other paragraphs. 	cohesive and related to the topic.
REVISING—Audience and Purpose	<ul style="list-style-type: none"> • I had support to identify my audience. • I had support to identify what I wanted to say and why. • I wrote in my own voice. 	<ul style="list-style-type: none"> • I knew who my audience was. • I knew what I wanted to say and why. • I wrote in my own voice. 	<ul style="list-style-type: none"> • I knew who my audience was. • I knew what I wanted to say and why. • I wrote in my own voice. • I focused on how well I communicated to my audience. 	<ul style="list-style-type: none"> • I knew who my audience was. • I wrote for a specific purpose . • I wrote in my own voice. • I focused on what was most important to my audience.
REVISING—Parts of A Letter	<ul style="list-style-type: none"> • I had <i>much</i> support from others and: • I used a template to include all parts of a letter. • I used a template to put all parts of a letter in the appropriate places. 	<ul style="list-style-type: none"> • I included all parts of a letter without help. • I put all the parts of a letter in the appropriate places without help. 	<ul style="list-style-type: none"> • I included all parts of a letter without help. • I put all the parts of a letter in the appropriate places without help. 	<ul style="list-style-type: none"> • I included all the parts of a letter without help. • I put all the parts of a letter in the appropriate places without help. • I used all the necessary punctuation, including commas.
EDITING	<ul style="list-style-type: none"> • I worked with others to check punctuation and capitalization. • I checked for capitalization of: <ul style="list-style-type: none"> - I - proper nouns, - words at the beginning of sentences. • I checked for punctuation: at the end of sentences. commas 	<ul style="list-style-type: none"> • I checked for capitalization and punctuation. • I checked for grammar: <ul style="list-style-type: none"> - verb tense - complete sentences with subject-verb-object. • I checked for homonyms in spelling. 	<ul style="list-style-type: none"> • I checked for capitalization and punctuation, including apostrophes and quotation marks. • I checked for grammar, • I checked for spelling. 	<ul style="list-style-type: none"> • I checked for capitalization and punctuation, including apostrophes and quotation marks. • I checked for grammar. • I checked for spelling.