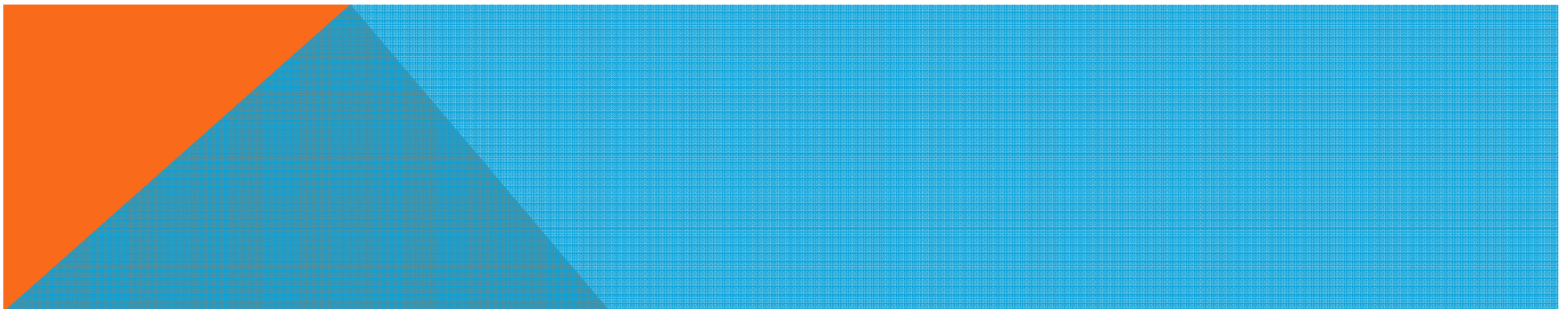


FCAT WRITING CHANGES

**INCREASED EXPECTATIONS FOR
2012 FCAT WRITING**

WHY ARE CHANGES BEING MADE TO THE SCORING OF FCAT WRITING IN 2012?

- We must begin to increase the expectation of our current writing assessment to prepare for the increased rigor our students will encounter.
- Moving towards the partnership for assessment of Readiness for College and Careers (PARCC) assessments on Language Arts beginning 2014-2015.
- Students will be “writing to a source” on the PARCC assessments.
- They will read complex text and then be prompted to present a clear and coherent analysis in writing, demonstrating a command of the English language conventions.



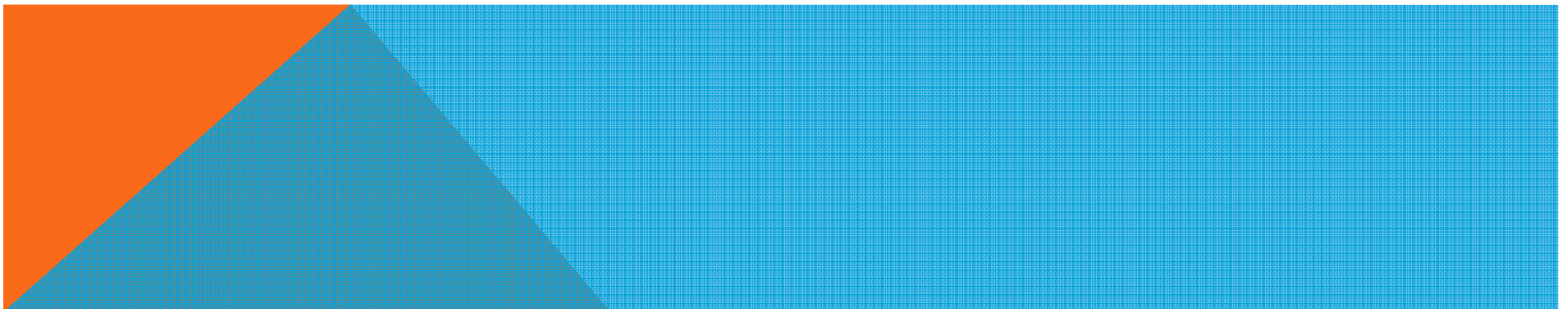
CHANGES TO WRITING FCAT WRITING 2012 AND BEYOND

FREQUENTLY ASKED QUESTIONS

<http://sharepoint.leon.k12.fl.us/tdc/external/default.aspx>.

Additional information regarding changes

<http://www.fldoe.org/asp/k12memo/pdf/2011-07-05.pdf>.



HOW WILL THE SCORING OF THE SPRING 2012 FCAT WRITING ASSESSMENT CHANGE?

- Scoring will include increased attention to the correct use of standard English conventions. The scoring in this element has been applied with leniency.
- Responses will continue to be scored holistically as draft writing but scoring will be more stringent.

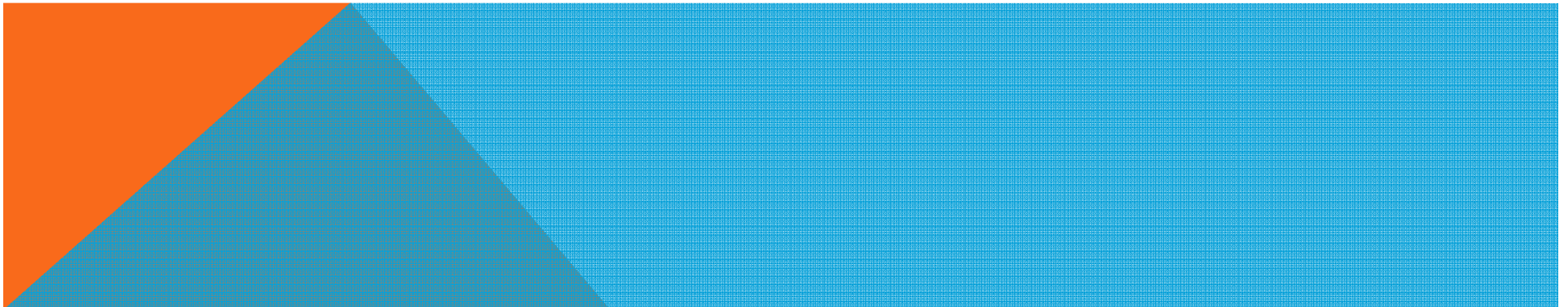


MORE CHANGES.....

- Scoring will include increased attention to quality of details, requiring use of relevant, logical, and plausible support, rather than contrived, statistical claims or unsubstantiated generalities.
- The quality of the support depends on word choice, specificity, depth, relevance, and thoroughness,

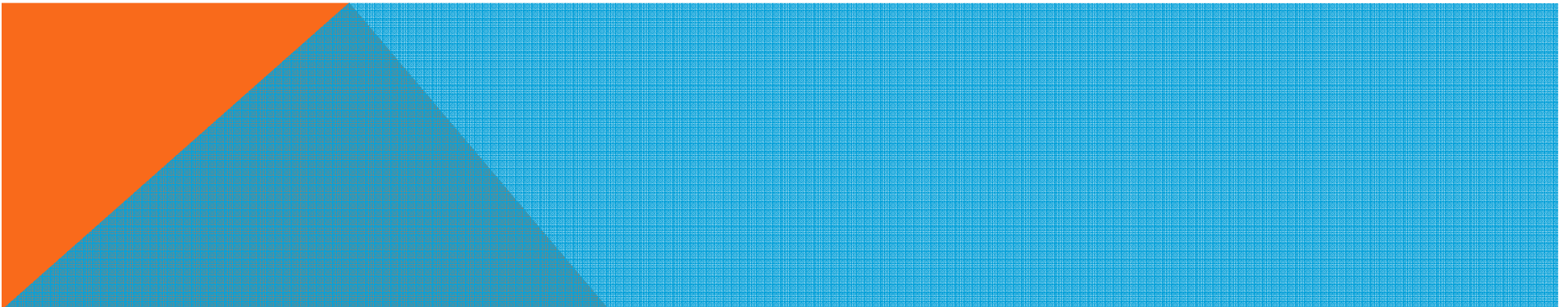
FCAT WRITING 2012 WHAT WE KNOW FOR SURE.....

- Greater emphasis on
 - ❑ Commitment to the theme throughout the piece
 - ❑ Quality of support
 - ❑ Quality of details
 - ❑ Use of relevant, logical and plausible support rather than contrived statistical claims or unsubstantiated generalities.
 - ❑ The quality of support depends on word choice, specificity, depth, relevance and thoroughness.
 - ❑ Clear precise word choice and consistent tone, rather than sudden bursts of elevated, contrived use of vocabulary or discordant use of creative writing strategies



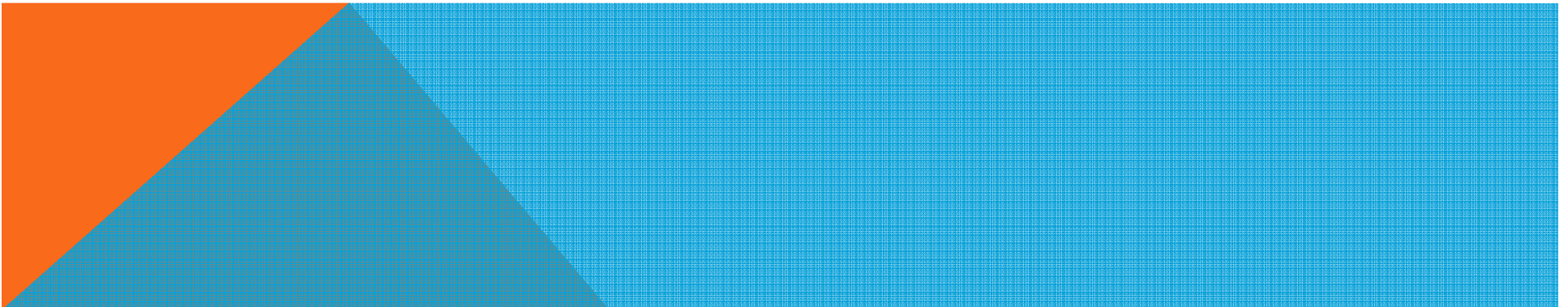
WHAT WE KNOW FOR SURE

- Correct use of conventions
- Although spelling will continue to be considered in scoring, it is the preponderance of commonly used words being misspelled that could impact the score.
- Example of commonly used words
- Mony (money) or luch (lunch)
- Variation in sentence structures and styles that add rhythm and depth to quality of the response:
- Overall control of the basic conventions of English.
- Scorers will use the current rubric with a more stringent point of view.



WHAT CAN WE DO????????

1. Back to Reading
2. Construct Mental Images
3. Add to your dead word list
4. Teach to the “6”
 - a) Conventions/editing and revision/precise word choice
 - b) Writing to learn
 - c) There must be a marriage between reading and writing
5. Infuse more writing
6. Provide conferencing and corrective feedback



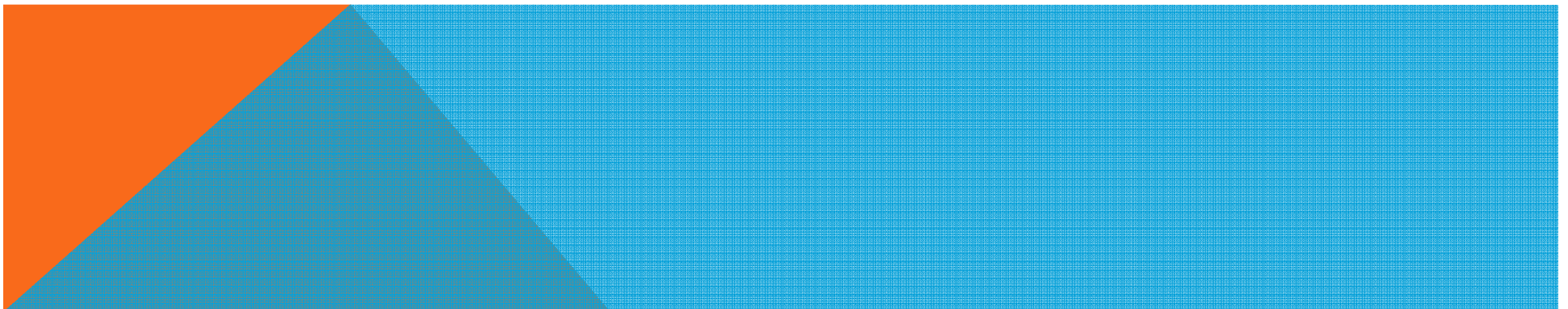
WHAT IS THE DIFFERENCE BETWEEN EXEMPLAR AND CALIBRATION SETS?

Structure of the Exemplar Sets

The released 2012 FCAT Writing Exemplar Sets for Grades 4, 8, and 10 contain one example at each score point to illustrate upcoming changes to the scoring of Florida's writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. These papers were chosen from the field-test responses for the 2011 operational prompts.

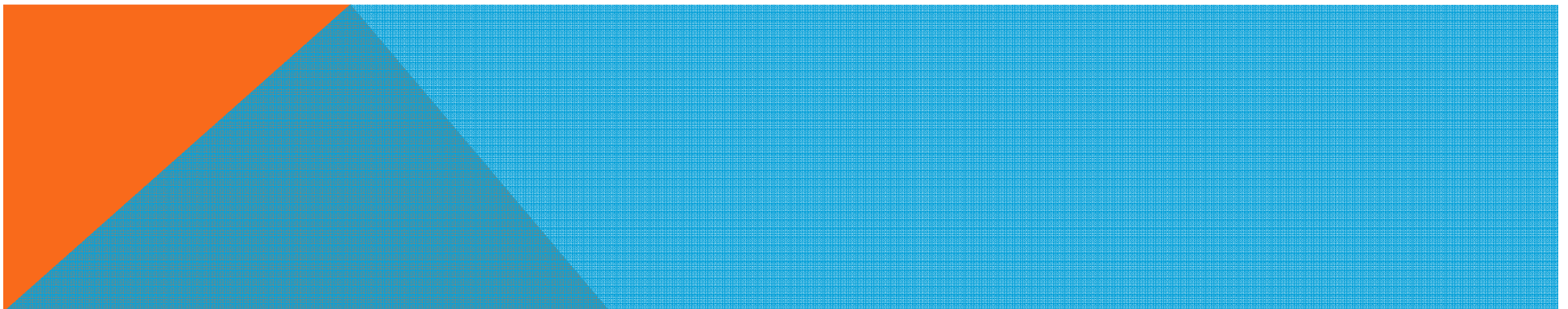
Structure of the Calibration Scoring Guide Sets

The released 2012 FCAT Writing Calibration Scoring Guides for grades 4, 8, and 10 contain examples of student responses and annotations at each score point to illustrate upcoming changes to the scoring of Florida's writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer.



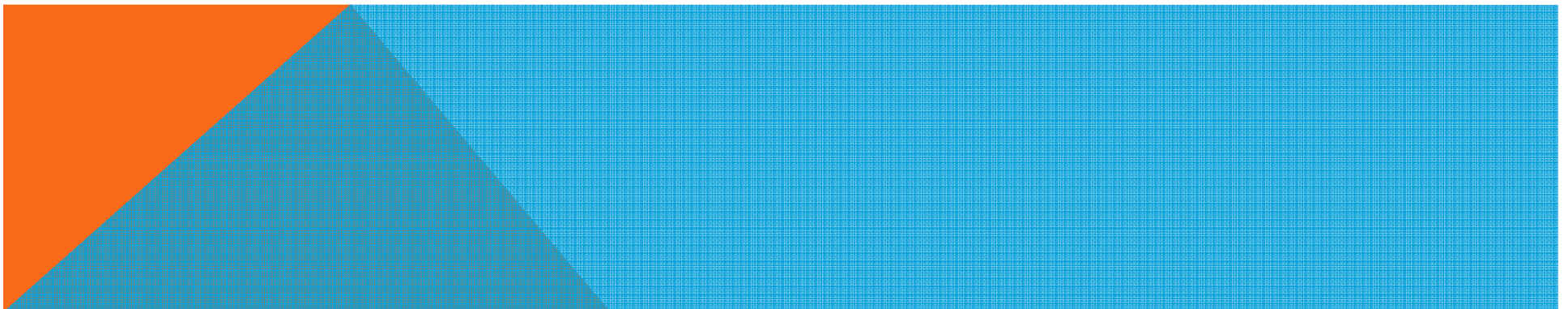
WHAT ARE THE EXPECTATIONS FOR HIGH WRITING SCORES?

- Although responses receiving high scores are not perfect, the writing demonstrates overall control of the following 4 elements:
- elaboration should include concrete details and pertinent information, helping the reader to construct mental images;
- clear precise word choice and consistent tone, rather than sudden bursts of elevated, contrived use of vocabulary or discordant use of creative writing strategies;
- variation in sentence structures and styles that add rhythm and depth to quality of the response;
- overall control of the basic conventions of English.



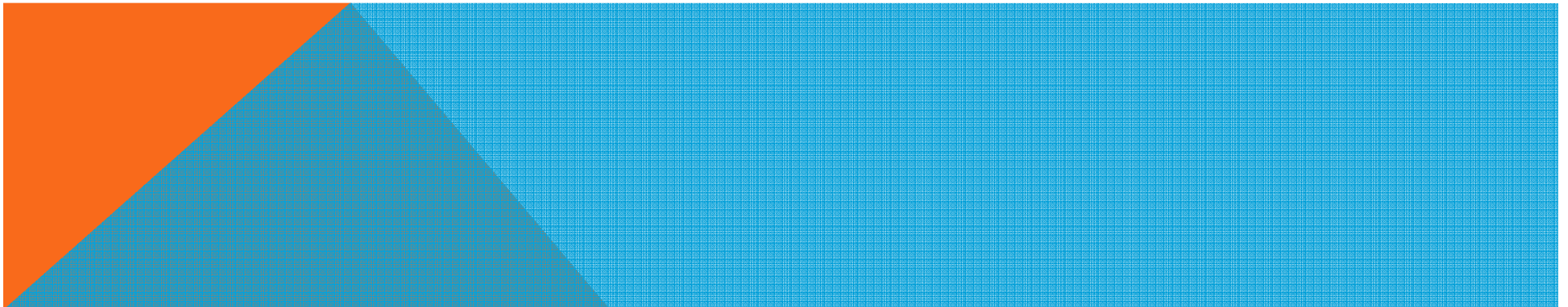
QUESTIONS TO ASK YOURSELF FOR CONFERENCING AND CORRECTIVE FEEDBACK!

- Do students write everyday?
- Do students keep journals or participate in other types of informal writing?
- Do students exhibit familiarity with many forms or genres of writing?
- Do students share their writing in progress with one another?
- Do students participate in brief individual writing conferences with their teachers?
- Do students exhibit ability to comment constructively on the writing of their peers?
- Can students construct a rubric or scoring guide to evaluate writing?
- Do students use writing as a way of learning?
- Do students have opportunities to see teachers model their own writing?



WILL THE RUBRICS BE CHANGED FOR 2012?

- The rubrics will not be changed for 2012 FCAT Writing scoring.
- The scorer training will change; scorers will be trained to judge the total piece of writing in terms of predefined criteria of focus, organization, support and conventions with an increased expectation of overall control of the quality of support and the correct use of conventions.



PERFORMANCE BASED WRITING

- Timed - 45 minutes

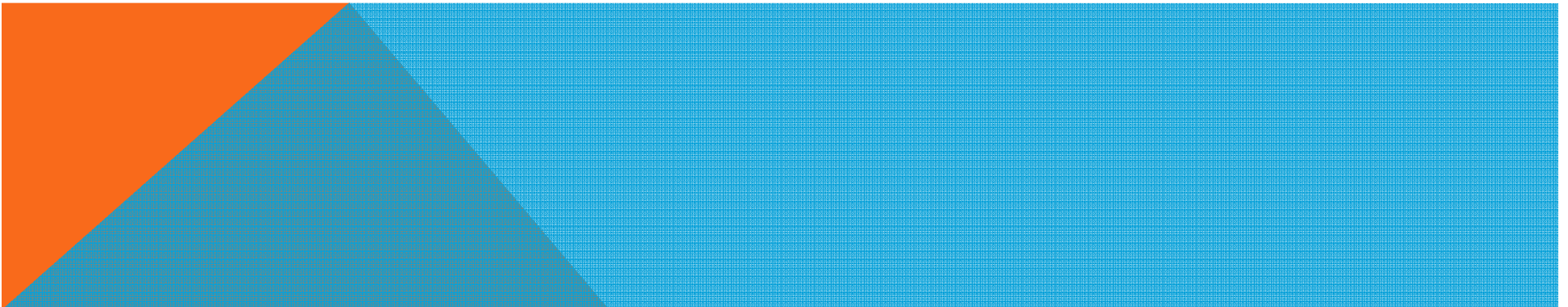
Holistically Scored by 2 readers

- Single prompt per grade level

Expository

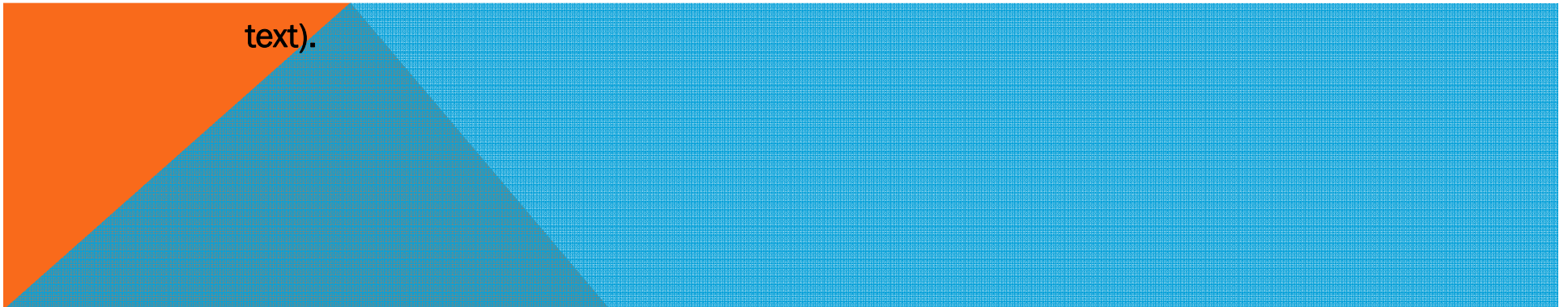
Persuasive

- Scores can again be half points. For example, if reader 1 gives the response a 4, and reader 2 gives it a 5, the final score is 4.5.
- School grading formula will continue to calculate the percentage of students scoring 4 and above.



BEST PRACTICES FOR TEACHING WRITING

1. Create an inviting classroom.
2. Establish Writing Workshop routines that meet everyday.
3. Teach Writer's Craft Techniques using the Writing Process and students' developmental writing needs.
4. Provide opportunities for authentic writing.
5. Provide diverse reading materials modeling the importance of craft and ideas (mentor or stimulus text).



WRITING PROCESS WORKSHOP

Is an instructional model that views writing as an ongoing process in which students plan, draft, revise, edit, and publish their writing.

Allows students to be at various stages of the writing process at one time.

Is based on collaboration with peers and teachers.

Focuses primarily on what children want to communicate.

Allows for student choice.

