

# High-Leverage Writing Assessment & Intervention Practices for the Busy Educator: Assessment

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# Disclosures

The presenter has no relevant financial or non-financial disclosures to make regarding this presentation.

# Sources of Variance in Writing

## Within Raters:

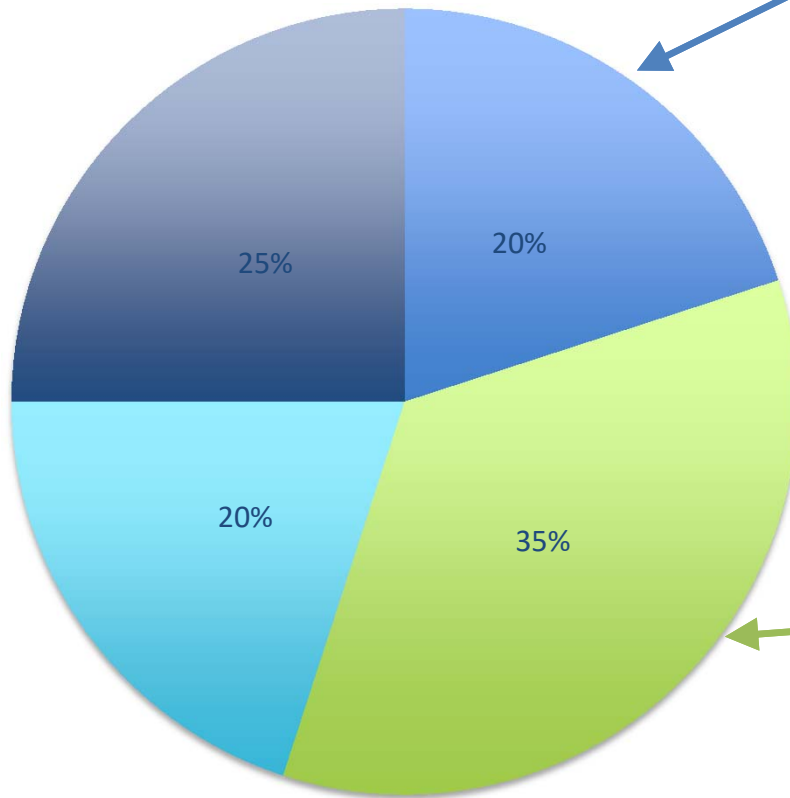
- Number
- Training
- Presentation Effects

## Within Writer:

- Motivation
- Experience
- Transcription Skills
- Knowledge (Topic, Genre, Linguistic, Procedural)
- Cognitive (WM, Executive Functioning)

## Within Task:

- Number of Samples
- Genre/Purpose
- Topic
- Time & Materials
- Prompt & Rubric Characteristics



■ Within Writer ■ Task ■ Rater ■ Error

# Designing Good Prompts

## **Six General Considerations**

1. Minimize requisite topic knowledge
2. Avoid constraining the writer's response
3. Avoid audience specification as warranted
4. Explicitly state purpose of written response
5. Be sure prompt and rubric align
6. Aim for a medium level of specification

<u><i>Narrative Considerations</i></u>	<u><i>Persuasive Considerations</i></u>	<u><i>Expository Considerations</i></u>
<p>Should elicit a novel fictional narrative rather than a personal recollection so that episodic structure is produced</p>	<p>Should elicit argumentation OR opinion (latter does not place emphasis on facts and data or the rebuttal of counterarguments)</p>	<p>Limit elicited structure to one type (compare/contrast, cause/effect, problem/solution, description, procedure)</p> <p>Avoid specialized, technical, or abstract vocabulary terms</p>

# Rubrics: Some Pros and Many Cons

- Holistic rubrics are more efficient than trait rubrics, but do not offer substantive information
- Trait rubrics may provide more information, but the separate traits tend to share most of their variance with a single dimensional construct
- Trait rubrics designed for different genres may account for unique aspects of a genre, but the scores generated by different rubrics are not comparable
- Many rubrics:
  - Possess substantial overlap in the fundamental constructs assessed across traits (i.e., lack construct validity)
  - Are poorly aligned across scale points with respect to the constructs assessed
  - Do not promote conceptual and measurement consistency across the assessment occasion (i.e., oral and written directions, prompt, procedural facilitators, and rubric)

# Designing Good Rubrics

## **Five General Considerations**

1. Even number of points on a scale
2. More than four points on a scale
3. Use anchor papers for each scoring dimension at each point on the scale
4. Score separately for each dimension, using incremental judgments and checking against anchors (decreases rater “drift”)
5. Use de-identified samples when possible

## **Five Specific Considerations**

1. Include essential elements with descriptions for each performance level
2. Avoid vague wording (e.g., organization shows *wholeness* throughout)
3. Ensure terms describing elements do not have multiple meanings (e.g., *point of view* can mean either person case or perspective/position)
4. Ensure performance level descriptions require objective rather than subjective judgments
5. Use consistent terms in performance level descriptions



Constructs	6	5	4	3	2	1
<b>Organization</b>						
Organization						✓
Central/Controlling Idea				✓	✓	
Central/Controlling Idea: Main Idea	✓	✓	✓	✓	✓	✓
Formatting: Paragraph Formatting						✓
<b>Style, Language, and Word Choice</b>						
General Style	✓	✓	✓	✓	✓	✓
Voice	✓	✓	✓	✓	✓	✓
Tone	✓	✓				
General Vocabulary/Word Choice	✓	✓	✓	✓	✓	✓
<b>Content/Ideas/Elaboration</b>						
General Content/Ideas	✓			✓	✓	✓
Details	✓	✓	✓	✓	✓	✓
Examples	✓	✓	✓	✓	✓	✓
<b>Conventions</b>						
Sentence Variety and Fluency	✓	✓	✓	✓	✓	✓
Variety of structures/types			✓	✓	✓	
Sentence Construction & Grammar						✓

Scoring Dimension	No evidence of dimensional quality; severely flawed/difficult to read (0)	Minimal evidence of dimensional quality; substantially flawed/difficult to read (1)	Some evidence of dimensional quality; notably flawed but readable (2)	Adequate evidence of dimensional quality; a few consistent flaws but readable (3)	Strong evidence of dimensional quality; some inconsistent flaws/easy to read (4)	Excellent evidence of dimensional quality; virtually no flaws/fully comprehensible (5)
Orients the reader to the purpose of the text effectively and creatively						
Groups related ideas to enhance text coherence logically and insightfully						
Provides a concluding sentence or section that follows smoothly from prior ideas						
Links ideas using words or phrases precisely and effectively for strong cohesion						
Develops ideas using facts, examples, experiences, descriptive details, dialogue/quotes (from source materials as appropriate) that are relevant and impactful						
Uses language and vocabulary that is precise, varied, and apt for the type of text						
Is free of errors in grammar, usage, and mechanics (spelling, capitalization, and punctuation)						

# Developmental Writing Scale

(Sturm, Cali, Nelson, & Staskowski, 2012)

Level	
1	Drawing only
2	Scribble writing which may include letter-like forms but with the majority of shapes not recognizable as letters
3	Some recognizable letters in strings but not grouped into words
4	Strings of letters grouped into “words” (i.e., with spaces between at least two groups of letters) but with no intelligible words
5	Strings of letters grouped into “words,” with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters
6	Two to three different intelligible words embedded in strings, separated by spaces, or in a list format
7	More than three different intelligible words in a list format
8	More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause or sentence)

Level	
9	One to two complete sentences with a subject phrase and a verb phrase
10	A minimum of three sentences, but with no coherent topic (i.e., most sentences are not related)
11	Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning)
12	Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences, so that sentences cannot be reordered without changing meaning
13	Organized writing with a coherent main topic and 2 cohesive subsections (sub-topics or story parts) with at least two sentences elaborating the meaning of each
14	Organized writing with a coherent main topic and at least 3 cohesive subsections (sub-topics or story parts) with at least two sentences elaborating the meaning of each

# Letters vs. Words

Level 3: Some recognizable letters in strings but not grouped into words

IfIQHE

ImaBPNBA

IMgletovefletrp

AMASTR

Level 4: Strings of letters grouped into “words” but no intelligible words

iLCR6a ILKVKC CPRSB WRKe  
BRKe

# Concept of Graphic Word

**Level 5: Strings of letters grouped into “words,” with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters**

**Level 6: Two to three different intelligible words embedded in strings, separated by spaces, or in a list format**

IMPICOTHeC

A DRAGIN

fiWATMIWI SWTPTSZ

I am Wetsyo typs yosick tnos tiso hoc  
gstwi/s ot ptsw ostlw sth ep ost wtye my  
wtyp p p pswyo gfrn kwispsi wituti tsw  
ipsw tsp PSPSW SiSw

iYEMGTTOWEFCHP WTMrCS

# Concept of Sentence: Related Words and Phrases

**Level 7: More than three different intelligible words in a list format**

A ERO AND A. FIRE ERO AND A. LITE ERO AND. A ICE ERO.

**Level 8: More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause or sentence)**

A ERO AND A. FIRE ERO AND A. LITE ERO AND. A ICE ERO.

We weto on the FeL Soes on the Bus

Me an Melinda R Isneine to Sistr Socnr

# Concept of Paragraph: Lack of Cohesion

**Level 9: One to two complete sentences with a subject phrase and a verb phrase**

I have a cr it is fast is fun.

We gt a pla gnd. We like it.

My Favorite Field Day Event. Is the Sak raes and the ball raes And the Skip around the Con game and pop the balon game and hippde hoppde game and the jump rop gam the end.

**Level 10: A minimum of three sentences, but with no coherent topic (i.e., most sentences are not related)**

I play a game. I went to my frnid house. I went to get a egg to eat. I went to chansh on Sun day. I kiss my momer sun day. I can walk my dog. I sat in my house. I went to the saing in ring.

I love Easter I love to find color-full eggs! But I don't like the weather in April. It is cloudy rainy gray days. There's a lot of things I like about school. I like special in the morning. My favorite special is PE! We will get to go look for eggs! I like to do kwl cartes. My favori thing to do is go outside. I also love righting.



# Concept of Paragraph: Coherence

<b>Level 11: Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning)</b>	<b>Level 12: Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences, so that sentences cannot be reordered without changing meaning</b>
<p>I like the Eastas bne. He com into are hs. We like the Eastas bne. We will have fun. He bz as gnz. I am hbe it is Eastas.</p> <p>Wan is Erteday? We live on Erte! The Erte is sasol. We tie to cep the Erte clinn but eavbte tos out tas.</p> <p>I want to Go to the zoo I want to See the liyns I want to see the Tigrs.</p>	<p>On Monday my frid came over my house. We played and we had fun. She lath. She what houm I clin up my mast.</p> <p>I went to the gym of pokemon. I got difrent pokeballs. And I beet the gym.</p> <p>Last Monday I took my dog to the vet. First he got his nells clipt. Next he got his shots. When we got in the room he barked alout. He was scared. Finily it was over. When it was over he got a treet!</p>

- ⬆ A DRAGIN Level: \_\_\_\_\_
- ⬆ I play a game. I went to my fnid house. I went to get a egg to eat. I went to chansh on Sun day. I kiss my mom sun day. I can walk my dog. Level: \_\_\_\_\_
- ⬆ IfIQHe Level: \_\_\_\_\_
- ⬆ When I went to my gromo's I went swimming. I fond a see tertel I capt it for two day's then I let it at the seket day it was rel cut. I went feshing for two day and the seket moning I cot a catfish. I askd my daddy if I cud eat it for dener he sed it was to smol to eat it my papa sede to let it go so I can cache it nekstime and let it git biger and see if we can eat it nekstime if I can eat it I will eat it I will prdly ask for sakes decause I love it so much. Level: \_\_\_\_\_

# Levels of Language Framework for Writing Performance Assessment

Language Level	Dimension		
	Productivity	Complexity	Accuracy
Sub-lexical & Lexical	Number different words; characters per minute	% low frequency words; TTR per 100 words; % abstract nouns	% correct word sequences; % correctly spelled words
Sentence	Mean length (in words) of T-unit; sentences per minute	% complex sentences; mean number of clauses per T-unit	% grammatically correct sentences; number errors per T-unit
Discourse	Text length (TWW); WPM; total number T-units	Presence of text structure elements; holistic or trait quality	% correct facts or statements; % logical connectors

The day of invisibility was **incredible**. This is what happen. I was asleep when a noise woke me up. Then I realize that I could go through walls. I didn't believe it! I heard that same noise that woke me up. This time I knew where it came from the living room. I looked but nothing. Only place I didn't look the walls. I was scare that I remember that my cat wasn't there. I looked through the wall. The noise was louder. I began looking then I saw a hole. I **when** there where it was dark. I saw light I knew that I was closer to save my cat. There was my cat having babies. I took them out. Then there was a cat trap. The cat couldn't move because of the too many wires. I became invisible as magic trying to save the cute cat. When we got out we were so happy. All the cats were **save**. Even my cat's babies were alive. I solve all the mystery, but one. An old lady cry out my cat is gone! I ran through all the walls to return the cat. The old lady couldn't see me so I was **save**. So was Princess (the cat). Princess was happy to see it owner (Belinda). When I got home I knew that it was the best day I ever had. My cats were **save**. Princess was **save**, and Belinda was happy. I knew I save the day.

The day of invisibility was incredible. [This is what **happen.**] I was asleep when a noise woke me up. [Then I **realize** that I could go through walls.] I didn't believe it! I heard that same noise that woke me up. This time I knew where it came from the living room. [I looked but        nothing.] [       Only place I didn't look        the walls.] [I was **scare that I remember** that my cat wasn't there.] I looked through the wall. The noise was louder. I began looking then I saw a hole. I went there where it was dark. [I saw light I knew that I was closer to **save** my cat.] There was my cat having babies. I took them out. Then there was a cat trap. The cat couldn't move because of the too many wires. I became invisible as magic trying to save the cute cat. When we got out we were so happy. All the cats were safe. Even my cat's babies were alive. [I **solve** all the **mystery**, but one.] [An old lady **cry** out my cat is gone!] I ran through all the walls to return the cat. The old lady couldn't see me so I was safe. So was Princess (the cat). [Princess was happy to see **it** owner (Belinda).] When I got home I knew that it was the best day I ever had. My cats were safe. Princess was safe, and Belinda was happy. [I knew I **save** the day.]

{The day of invisibility was incredible.} {This is what happened.} {I was asleep / when a noise woke me up.} {Then I realized / that I could go through walls.} {I didn't believe it!} {I heard / that same noise that woke me up.} {This time I knew / where it came from—the living room.} {I looked} {but saw nothing.} {The only place I didn't look was the walls.} {I was scared,} {then I remembered / that my cat wasn't there.} {I looked through the wall.} {The noise was louder.} {I began looking,} {then I saw a hole.} {I went there / where it was dark.} {I saw light.} {I knew / that I was closer to saving my cat.} {There was my cat having babies.} {I took them out.} {Then there was a cat trap.} {The cat couldn't move / because of the too many wires.} {I became invisible as magic trying to save the cute cat.} {When we got out, / we were so happy.} {All the cats were safe.} {Even my cat's babies were alive.} {I solved all the mysteries, but one.} {An old lady cried out,} {"My cat is gone!"} {I ran through all the walls to return the cat.} {The old lady couldn't see me,} {so I was safe.} {So was Princess (the cat).} {Princess was happy to see its owner (Belinda).} {When I got home, / I knew / that it was the best day / I ever had.} {My cats were safe.} {Princess was safe,} {and Belinda was happy.} {I knew / I saved the day.}