



Interpreting Writing Data

Michelle Cahill
3rd Grade Teacher
Shenendehowa Central School District



Hello!

I am Michelle Cahill

This is my third year teaching at Shenendehowa. My prior ten years was with an all-girls charter school in downtown Albany.

Data has always been part of my teaching.

You can find me at:

cahimich@shenschools.org



“

**“Education is learning what
you didn't even know you didn't
know.”**

- Daniel J. Boorstin



Who is here?

<https://plickers.com/liveview>

What am I trying to achieve?

- Producing a Data Set while using a district rubric
- Breaking down the data to each specific writing trait
- Determining strengths and weaknesses in my writers
- Differentiation of instruction based on results
- Use Mentor Texts to model writing traits

Turn and Talk - Grade That Paper

What grade would you assign to these papers? How did you get to that grade?

Once I went to a tea party
in a restaurant. I think
I saw most of the girls in
my family. Me and my mom
drove three hours to get
there. I think it was worth
the long drive because there was
delicious sandwiches, some breads,
dessert, and many other things.
I got to sleep at my mimi
and papa's house for my room and
got home really late.

homeschool.com For free use in your home.

Pink Group

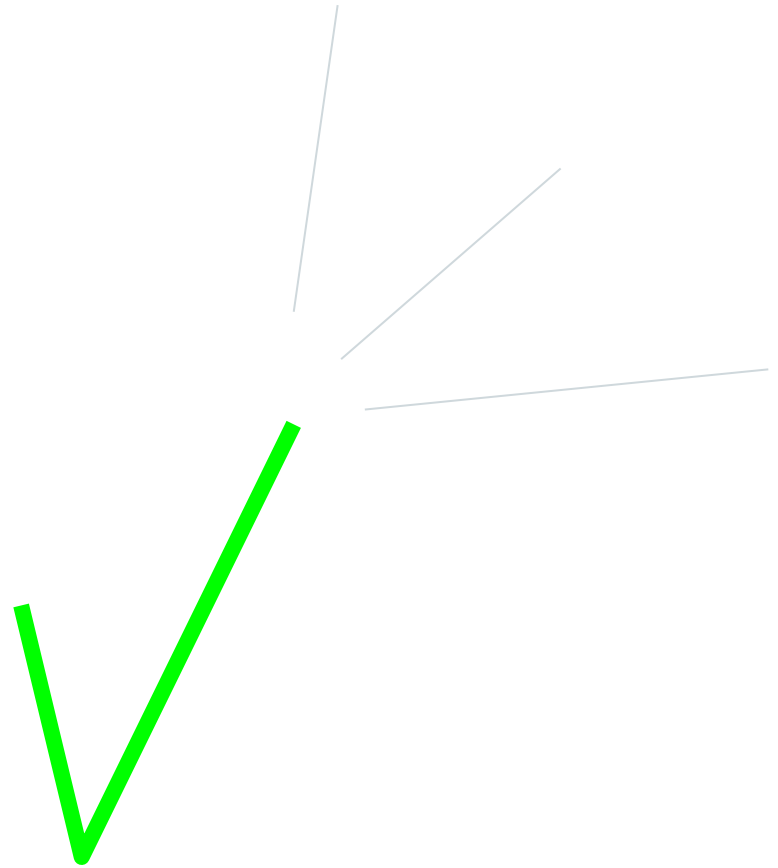
My pop took me bowling without
the bumper I was scared and excited. It
was awesome. I hit two strikes &
a gutter ball four spars and 6 pins and
95. When we weren't bowling we ate
chocolate chip muffins. Then we went
home and played Wisports
bowling for a half an hour. I won
against him 3 times and
he won against me 2 times we
shook hands and said "good game."

eschool.com For free use in your home.

Pink Group

The Rubric

- 6 Traits of Writing
- Scale 4-1
- 24 points total



Personal Narrative Rubric

Student Name _____ Date _____ Score _____ Notes _____

Traits	Score 4	Score 3+	Score 3	Score 3-	Score 2	Score 1
Focus/ Ideas	The narrative exceptionally adheres to true event. Has thoroughly developed sequence of significant events or time order that strongly engages the reader and moves to a powerful conclusion. Ideas engage, inspire, or intrigue reader.	Adheres to true event. Has developed sequence of significant events or time order that strongly engages the reader and moves to an interesting conclusion.	Adheres to true event. Has sequence of events or time order that engages the reader and moves to an interesting conclusion.	Adheres to true event. Has sequence of events that may or may not be in time order. Engages the reader and moves to a conclusion.	May have details and experiences that do not relate to a true event. Has sequence of events that may or may not be in time order. Lacks engagement for reader; concludes abruptly.	Has little or no focus on a true event. Lacks sequence of events. Lacks engagement for reader; concludes abruptly or not at all.
Organization	Introduction intrigues, invites; conclusion resolves. Thoughtful transitions show how ideas connect. Sequencing is logical and effective (flows smoothly; matches purpose).	Creative introduction; conclusion resolves. Thoughtful transitions show how ideas connect. Sequencing is logical (flows smoothly; matches purpose).	Clear introduction and conclusion are present. Sequencing is logical, using some transition words.	Clear introduction and conclusion are present. Sequencing is mostly logical, using some transition words.	Introductory or concluding statement may not be present. Little attempt made to sequence. Weak or inappropriate use of transition words.	No evidence of organization or transition words. Introduction and conclusion not present.
Voice	Engages with reader in a unique, personal way with strong sense of audience. Narrative shows emotion (humor, honesty, suspense, sorrow etc.), allowing a strong connection to the reader.	Engages with reader in a personal way with strong sense of audience. Narrative shows emotion (humor, honesty, suspense, sorrow etc.), allowing connection to reader.	Connects with the reader appropriate to the audience and purpose. Narrative shows some emotion throughout.	Attempts to connect with the reader. Narrative shows occasional emotion. Story may lack interest and seem mechanical.	Lacks connection with the reader. Narrative lacks emotion. Story tends to be flat or stiff.	Does not connect with reader. Does not sound personal. Writing is lifeless.
Word Choice	Includes precise, carefully chosen words; much of vocabulary is beyond grade level. Vocabulary is consistently used to create vivid images of the narrative.	Includes descriptive, broad range of words. Grade level vocabulary is used consistently to create clear images of the narrative.	Includes some variety of functional and appropriate words. Vocabulary is used to create clear images of the narrative.	Includes little variety of words; may be correct but mundane. Some attempt at vocabulary is used to create images of the narrative.	Includes mostly simple words and phrases. Writing is repetitious and/or monotonous. Vocabulary choices impact meaning.	Writing has a limited range of words; some vocabulary is misused. No images of the event are evident.
Sentences/Fluency	Includes a high degree of craftsmanship beyond grade level (variety in length and structure). Has an assortment of complete sentences that flow smoothly and naturally.	Includes a high degree of craftsmanship (variety in length and structure). Has an assortment of complete sentences that flow smoothly and naturally.	Includes a variety in length and structure of sentences. Has complete sentences that flow.	Includes some variety in length and structure of sentences. Most sentences are complete.	Includes simple sentences that lack length and structure. May have similar patterns and beginnings. Often choppy and/or run-on sentences.	Does not include varied sentences. Incomplete sentences hinder meaning.
Conventions	Exceptionally strong control of standard conventions (grammar, spelling, capitalization, punctuation). Above grade level grammar with no errors.	Strong control of standard conventions (grammar, spelling, capitalization, punctuation). Few and minor errors in grammar.	Control of most standard conventions (grammar, spelling, capitalization, punctuation). Occasional errors in grammar.	Limited control of standard conventions (grammar, spelling, capitalization, punctuation). Frequent errors do not interfere with understanding.	Frequent significant errors in standard conventions (grammar, spelling, capitalization, punctuation). May impede readability.	Numerous errors distract the reader and make the text difficult to read.
	Level 4=90-100%	Level 3+=85-89%	Level 3=76-84%	Level 3-=65-75%	Level 2=56-64%	Level 1= 0-55%

The background of the slide is a light gray color with a repeating pattern of interconnected nodes and lines. The nodes are represented by small circles, some of which are solid and some are hollow, connected by thin lines. The overall effect is a complex, network-like structure that resembles a molecular or data network.

You Try

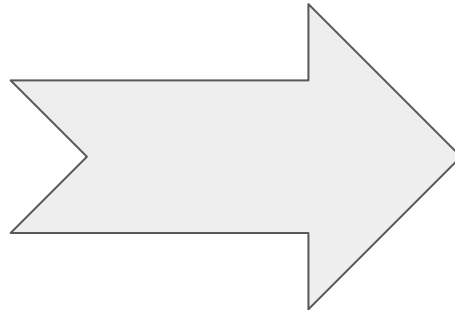
Looking at one of the pieces of writing in front of you.

What grade does it earn based on the rubric?

Let's look at the Spreadsheet

[Blank Template](#)

[Template in Progress](#)



Why do I do data this way?

The data can guide my focus on what a particular writer needs.

Helps me identify students' strengths, and allows me to use those strengths as models.

Allows for pinpoint feedback to writers and their parents, rather than just assigning a percentage grade.



Here is a
progression of
data:

Multiple Quarter Data

*Pay close attention to
Quarter 2 Voice scores.



**Target
Instruction**

Other steps in this process



Writing
Conferences

Mentor Texts

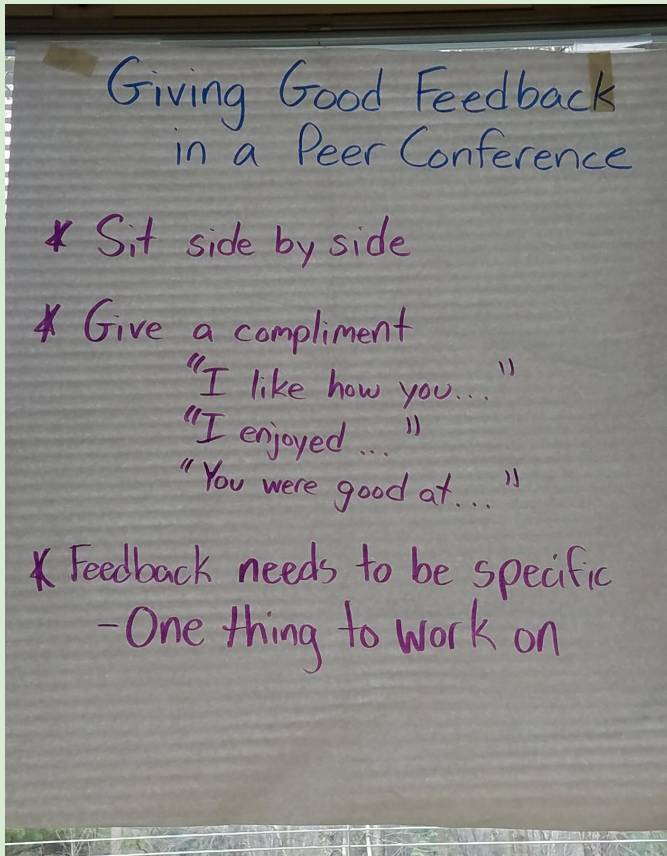
Small Group
Instruction

Writing Conferences

Writing conferences take place in two ways in my classroom.

1. Students Peer Conference

Peer Conferences have a set of norms.



2. Student have one-on-one conferences with me.

Writing Conferences with me are less frequent with specific actions and annotated notes.

[Writing Conference Sheet](#)

Mentor Texts

With the help of our Librarian we have a compiled Bibliography based on writing trait of each book our school has available. So if a teacher knows which trait needs the most work, they can use the mentor texts in the building to help boost that skill/trait.

[Conventions](#)

[Ideas](#)

[Sentence Fluency](#)

[Voice](#)

[Organization](#)

[Word Choice](#)

Special Thanks to Kristen Bruno for the information gathered from: ***Using Picture Books to Teach Writing with the Traits* by Ruth Culham**

Vision for the Future: Small Group Instruction

First
Group students based on specific writing trait scores.

Second
Meet with small groups for mini lessons on specific identified traits.

Third
Analyze the writing trait specifically on a future writing piece.

Thank you!

Please use the QR Codes to access the resources and complete the exit ticket.

