

2008-2009 Final Research Report for MISA



Using OWA Data to Personalize Instruction and Improve Student Achievement in Writing

Completed by: Bruce-Grey Catholic District School Board
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June 12, 2009

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Essential Question:

How can data provided by the Ontario Writing Assessment (OWA) be used to become more precise and target (personalize) instruction (Fullan, Hill and Crevola, 2006) increasing student achievement in writing?

Background:

The Bruce-Grey Catholic District School Board's and St. Peter and St. Paul's School focus has been on reading. Although reading and writing are closely linked, the Board and school did not have a tool to assess writing. Teachers were giving marks three times a year as part of the Board's collection of data, but there was no standard against which students' writing was being marked. In Durham there was concern that EQAO writing marks fluctuated considerably from year to year. We were interested in seeing whether or not the use of OWA as a tool and the regular meeting of the school assessment team with the support of the superintendent would improve writing scores by at least 12% as recorded in the school improvement plan. The school was one of five in the Board which went through the School Effectiveness Framework in the previous school year. From that process, it was determined that qualitative feedback and using student achievement data to plan for instruction (differentiated instruction) to improve quality and quantity of student writing across the curriculum would serve as foci for all five staffs in 2008-09. In addition at St. Peter and St. Paul's School, there was a concern that there were some behavioural issues that were affecting learning, thus affecting scores; so the Board's social worker was also involved in the project.

This report will focus on what was done using OWA and the work of the team and whole staff to improve student achievement in writing at St. Peter and St. Paul's School. OWA was the assessment tool to assess student data. OWA provides on-demand writing tasks that are specific to each grade level, K to 8. The tasks provide students with opportunities to write independently for an intended purpose and audience. The tasks are matched to the grade requirements of the Ontario curriculum and the six traits of writing. Included in the OWA manual for each grade are rubrics, exemplars, anchor papers, class tracking sheets, self-

assessments, strategies to use to improve student writing based on the OWA results and related to the categories of the Ontario Achievement Chart for Language (Grades 1 – 8).

Student writing was analyzed, leveled and results recorded on a class data sheet. Predictions were made as to the students' next results following a plan of personalized instruction based on the needs of students. Lessons were carried out with whole class foci and individual foci for improvement. The cycle was then repeated.

St. Peter and St. Paul's School Profile

146 students K – Grade 8: JK, SK, Gr. 1/ 2, Gr. 3, Gr. 4, Gr. 5/6, Gr. 7, Gr. 8; largest class – Gr. 5/6 (23), smallest – JK (13)
Staffing: 7 classroom teachers, Core French teacher for all grades, Resource teacher (.5), Literacy Coach/Reading Recovery Teacher, Reading Recovery Teacher (.5), 3.5 Educational Assistants, Secretary, Library Technician, Custodian, Principal
The primary staff has changed annually for the past four years.

Our Catholic elementary school is located in the small town of Durham in Grey County. Only 11 students walk to school. Most are bused from Durham and the surrounding towns and rural area. Some students are on the bus for more than an hour each way. The student population is for the most part Canadians of European ancestry with no visible minorities.

Parent volunteers supply a hot lunch for all students once per month and a nutritious snack once per month. A variety of co-curricular activities including sports, choir, knitting and chess are offered during lunch and morning or afternoon recesses.

Reading Recovery is used in Grade 1 to move students who have not achieved the reading benchmark to the Gr. 1 benchmark.

EQAO results have fluctuated from year to year, but only minimal gains have been made. An upward trend is desired. Class sizes have frequently been below 15 and therefore the scores have frequently not been publicly reportable.

- 2008-2009 Gr. 3: 19 students, Gr. 6: 13 students
Gr. 3 Writing at Level 3 and 4: ? Gr. 6 Writing at Level 3 and 4 – ? -not publicly reportable
- 2007-2008 Gr. 3: 19 students Gr. 6: 18 students
Gr. 3 Writing at Level 3 and 4: 37% Gr. 6 Writing at Level 3 and 4: 44%
- 2006-2007 Gr. 3: 14 students Gr. 6: 14 students
Gr. 3 Writing at Level 3 and 4: Not reportable Gr. 6 Writing at Level 3 and 4: Not reportable

School Improvement Plan – Writing Component 2008-09

Increase student achievement in writing by 12% based on EQAO Grade 3 and Grade 6 scores.

Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines
Teacher Moderation	OWA EQAO exemplars	Monthly PLC focus on writing	Assessment team working with Reading Recovery Expert	Include writing goals and exemplars in school and classroom newsletters.	Complete & moderate 1 st OWA & 2 nd Prompt	By October 21 By November 26
	Achievement charts Board writing plan	Collaboratively assess student reading responses and writing samples at each PLC	Participation in Principal PD		Complete and moderate 2 nd OWA & 4 th Prompt	By February 1 By February 25
Identify key gaps in learning to inform explicit instruction.	LNS Capacity Building monographs:15, 1, 6, 7, 13	6 common writing prompts using 3 OWA & 3 teacher created prompts; moderation at school.	Literacy Teacher meeting monthly with Board literacy teachers	School newsletters to provide tips for parents and links to relevant sites.	Complete and moderate 3 rd OWA & 6 th prompt	By May 6 By June 1
Focus on non-fiction writing (description, analysis, persuasion with evidence)	Teacher Moderation, Collaborative Assessment of student work, Non-fiction Writing for the Junior student	Use data and progress to inform instruction for students. Work with SEF 5 to support use of self-assessment and qualitative feedback.	Principal assist with development of management and tracking mechanisms to assist teachers with implementation.	School and classroom communicate text form focus and strategies to assist students at home. Class and school newsletters will outline the positives to ongoing assessment and feedback.	Principal's log to show evidence that student writing is focused on non-fiction and the explicit teaching of the PLC	Oct 30 January 30 March 30 May 30
Connect writing focus with content subjects.	LNS Webcast: Non-fiction writing, Teacher Moderation - Collaborative Assessment: (1:30-4:34 and 0:19-1:19)	Plan for teacher/student conferences. Model and teach meta-cognitive skills Engage students in goal setting.	Collect and share samples at PLC. Model by giving qualitative teacher feedback.	Use data from process during December interview processes.	Principal's Log-evidence of timely, explicit feedback & application of the feedback by students	Oct 30 January 30 March 30 May 30
Ongoing Assessment and Feedback					PLC records reflect student goal setting	monthly

In the writing component of the school improvement plan above, a 12% increase in students achieving at levels 3 and 4 as measured by the 2009 EQAO test was planned for. Twelve percent was decided on based on what the research shows for the

appropriate gains based on the work of Dr Doug Reeves and his PIM review of school and Board plans. Also included on the chart was a column for who was responsible for each action and a status column to record completion of actions. This was a working document subject to changing high yield strategies as required.

Data Collection Methods and Analysis:

The Ontario Writing Assessment (OWA) manuals were purchased for every grade.

August: Team Durham, consisting of the resource teacher, literacy teacher, and principal met with the Board social worker and superintendent to formulate a plan for the year. The plan was set out in a table format including the headings: Focus, Timelines, Action, Communication, and Status. Persons responsible for actions and communications were noted.

Reading and writing focus sheets would be used to personalize instruction. (See Appendix for Focus Sheet.)

Staff would have the support of the assessment team to learn new strategies and to move forward using focus sheets, giving qualitative feedback, conferencing individually with students about their writing, posting student exemplars, using running records.

Operation Respect would be used throughout the school with the support of the social worker.

September: OWA manuals were distributed. Process for use was discussed briefly at staff meeting.

Literacy teacher gave support to individual teachers.

September was a data gathering month for reading assessments - PAB and DRA.

Team Durham met to assess the plan, revise strategies, and maintain foci:

“For students at Level 2 and 1, who are they? What are the next instructional steps? Who is doing what? By when?” Literacy coach and principal helped teachers articulate, “Why this? Why them? Why now?”

October: PAB and DRA results were submitted to the Board team.

Teachers gave students the first OWA writing prompt. Students independently completed the writing. Students with IEP s had the same accommodations as are permitted in EQAO. Teachers and Educational Assistants with Principal and Literacy Teacher moderated the marking of the 1st OWA submissions.

Teachers brought to the table a high, low and medium piece of writing for moderation. Staff viewed LNS webcast on teacher moderation. They analyzed scores, planned next foci for writing lessons, and predicted student achievement levels for next assessment. Students with IEPs were given the prompt for their grade but were marked using the rubric

for their IEP level. (See Appendix for a sample of “Class Data Wall” showing current results, predictions, new results.)
Since this first round of OWA was a new teacher learning experience, the results were not to be sent to the Board.

November: Team Durham met to assess the plan, revise strategies and maintain foci:

OWA results were recorded for all classes on the white board in the resource room to use in divisional team meetings focused on student achievement.

Teachers continued to work with exemplars so that students would know what Level 3 and Level 4 looked like.

The work of the team was to bring all teachers to the understanding that they needed to use focus sheets for reading and writing to personalize instruction.

Teachers needed to refine goals at the individual student level to form groups and decide on the strategies to move students forward. The date for achievement of the goal and the tasks were set.

Students were given a second writing task to complete independently. The writing prompt was created by the Board literacy coaches.

End of November – moderated marking of common writing prompt for each grade was done for students that the teachers had graded as high, medium and low. Teachers with literacy coaches, resource teacher and principal analyzed scores.

Teachers planned next foci for writing lessons, predicted student achievement levels for next assessment.

December: Team Durham met to assess the plan, revise strategies and maintain foci:

The work of divisional meetings was to bring evidence in two primary grades of students who had not moved. “Why did the teacher choose that child and what processes were in place to move that child?” In Divisional team meetings teachers with the literacy coach and principal assisted one another with strategies to improve the achievement of these students. LNS monographs and webcasts were viewed for research-based strategies.

Literacy coach would work with staff to ensure that qualitative feedback was being provided to students and that student work was being posted in halls and classrooms along with exemplars and writing instructional foci. Literacy coach would speak to staff about the importance of individual student conferences. Literacy coach would model a Quick Write (1 Minute) for each of the Primary Teachers.

January: Teachers used focus sheets to guide instructional practice. Most consistent use of these sheets was in the primary division.

At the end of the month students completed the second OWA prompt independently. Teachers brought to the

table a low, medium, high piece of student writing and/or writing which they found difficult to assess. They moderated the marking of this prompt. Results were analyzed and new class foci were determined.

The principal worked with individual teachers to ensure that literacy was being taught across the curricula and that the foci of the writing lessons were evident in other subjects.

February: Team Durham met at the beginning and end of the month to assess the plan, revise strategies and maintain foci: Exemplars were to be posted in all classrooms. The principal was to ensure that qualitative feedback was posted on student work.

Principal and literacy and resource teachers would model asking students, "What are you working on in your writing?"

Principal was to keep a checklist of how teachers were increasing student achievement in reading and writing. "What is the instructional focus? Who is not getting it? Who are the superstars? How is the teacher extending the learning for these students?"

Literacy teacher was to model Quick Writes for the primary teachers.

Principal was to collect focus sheets and small group organizers every two weeks from all teachers.

The fourth writing prompt was administered, marked, analyzed and planning was done using focus sheets and small group organizers.

March: Team Durham met to assess the plan, revise strategies and maintain foci.

In consultation with the Student Success Consultant, the focus sheets were to be adapted to support intermediate teachers using the Nelson Literacy resource.

Teachers would maintain folders of ongoing examples of student writing.

Principal would give effective feedback to teachers as to how they were doing in maintaining their foci and planning for individual student achievement.

Two students would be identified in each class who were "stuck" and who had behavioural issues. Interventions would be implemented and progress would be tracked for these students.

At the beginning of March it was decided that extra teacher created writing prompts would be given so that there was a consistent three week cycle of teaching, assessing, analyzing and planning the foci for the next cycle of teaching.

April: Team Durham met to assess the plan, revise strategies and maintain foci:

Teachers were to hold students accountable for those writing components in which they had already shown level 3 or 4 competency – nothing less than level 3 or 4 would be accepted.

A classroom teacher from another school would meet with staff to show how focus sheets had worked effectively in her class and strategies she used to overcome difficulties.

Student success consultant worked with intermediate teachers to adapt focus sheets and to implement their use in the classroom.

Teachers brought evidence of qualitative feedback to divisional PLC and staff meetings.

Divisions met every three weeks to do moderated marking and to analyze the data and plan for the next cycle.

Discussions centred around where the most and least improvement was seen and what was done to move students forward.

May: Principal checked class list tracking to see that **all** students were involved in individual writing conferences.

Principal worked one and a half hours in primary classrooms each morning to ensure consistency of practice, effective student feedback was being given and to provide extra support for students at level 2, particularly in Grade 3.

Literacy coach worked daily with Grade 2 and Grade 3 students who were in Reading Recovery in Grade 1 but who were not maintaining the benchmark for their grade. Literacy teacher met with classroom teacher and modeled research-based strategies.

Principal ensured that students with special needs who had computer equipment were using their equipment on a regular basis.

June: Team Durham is meeting to assess the plan, revise strategies and set direction for next year.

Results and Findings:

Challenges

Lots of professional development happening throughout the school board meant supply teachers, without the same intensive training, were in the classrooms.

Results

Using data to drive instruction resulted in

- ✓ greater differentiation of instruction as observed by the principal in regular classroom visits,

- ✓ greater collaboration among staff and between schools as observed in teacher moderation in dyad meetings,
- ✓ increased sense of teacher efficacy as voiced by teachers in moderation sessions,
- ✓ improved identification of students' learning needs as observed in focus sheets collected,
- ✓ more specific teacher feedback to students as observed in the increased quantity and quality of written teacher feedback on posted student writing.
- ✓ improved student achievement as noted in the table and graph below

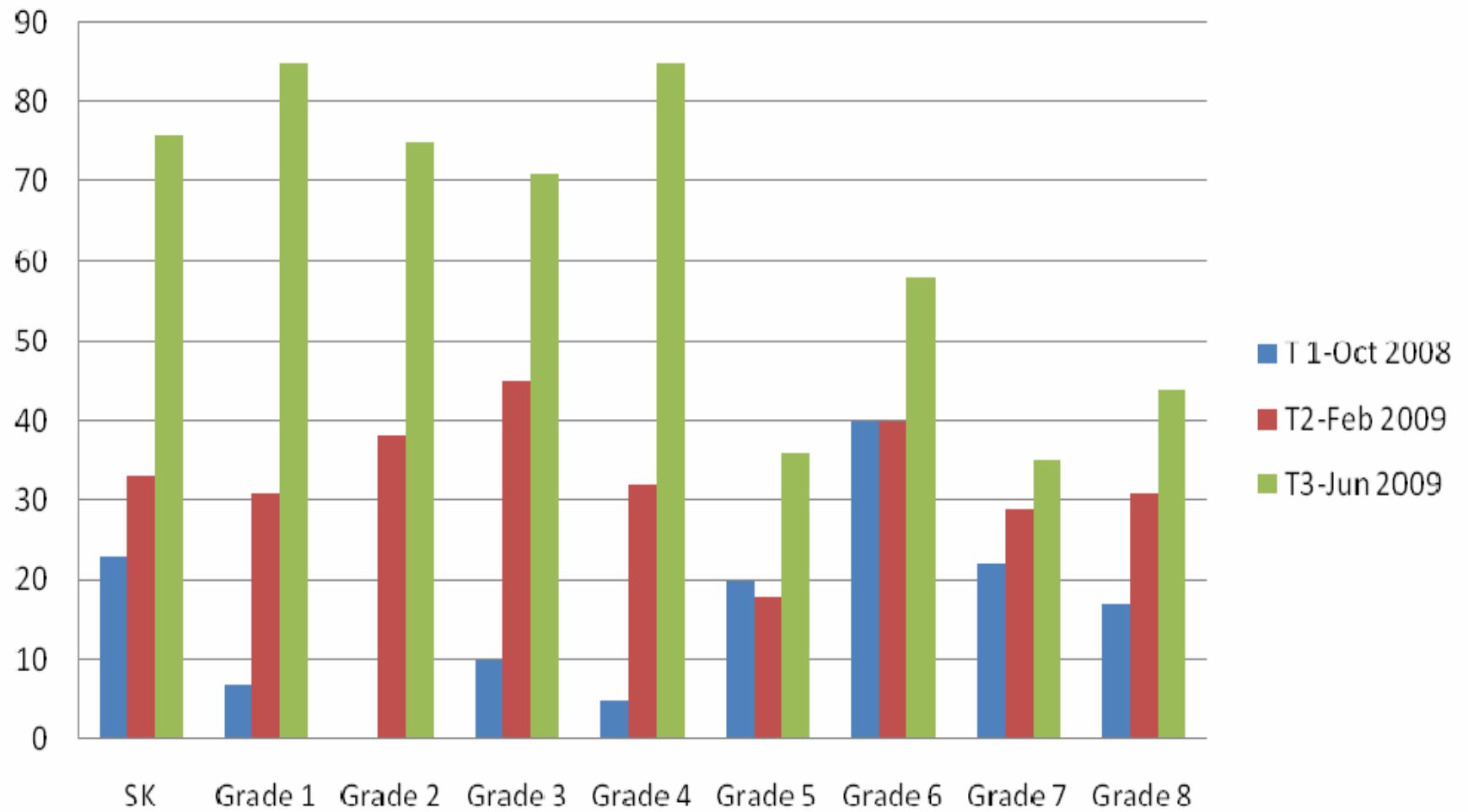
Student Writing Achievement at St. Peter and St. Paul's School: Percentage of Class Achieving Level 3 or 4

Grade	# in class	EQAO	OWA Oct '08	Teacher Nov '08	OWA Feb '09	Teacher May '09	OWA Jun '09	% Increase Oct-June
SK	17		23	26	33	53	76	53
Gr. 1	13		7	23	31	38	85	78
Gr. 2	8		0	37.5	38	50	75	75
Gr. 3	21		10	60	45	47	71	61
Gr. 4	18	3 -37	5	26	32	33	85	80
Gr. 5	11	Not reportable	20	0	18	18	36	16
Gr. 6	12	Not reportable	40	42	40	33	58	18
Gr. 7	17	3 - 57, 6 - 44	22	16	29	29	35	13
Gr. 8	16	3 - 69, 6 - 47	17	39	31	38	44	27

In all grades, scores increased from October 2008 to June 2009 by more than 12%. Teachers of primary were very optimistic in the fall that they could move many more than 12% to 20% of their students to Levels 3 and 4 in spite of suggestions by Reeves that when your students are in the first quartile, an appropriate gain would be 20% and when in the second quartile, 12%. In setting their predictions, they figured out what percent they would need by mid-year to be able to reach 75% by the end of the year. Subsequent predictions were based more on individual student growth, how much movement they were seeing and what they could do to move specific students forward.

It is to be noted that in Grade 8, the October percentage was based on 18 students. Two moved from the school. Two other students did not write the OWA but their presence in the class is counted in the sixteen and they form part of the percentage.

Student Writing Achievement
at St. Peter and St. Paul's School
Percentage of Class Achieving Level 3 or 4 in OWA



The school and board made regular use of the Literacy and Numeracy Secretariat's monographs and webcasts as a reference and discussion point for effective research-based teaching practices. To access the LNS documents: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/> Click on Research Room then select Research into Practice or Capacity Building Series. The following were used in the course of the year (those used most frequently are in bold style):

What Works? Research into Practice

- # 1 Learning Blocks for Literacy and Numeracy
- # 6 The Effectiveness of Literacy Coaches**
- # 7 Poetry: A Powerful Medium for Literacy and Technology Development
- # 13 Content Literacy
- # 15 Using Data to Improve Student Achievement**

Capacity Building Series

- # 1 Literacy Blocks for Literacy and Numeracy
- # 2 Teacher Moderation: Collaborative Assessment of Student Work**
- # 3 Professional Learning Communities**
- # 4 Student Self Assessment**
- # 5 Non-Fiction Writing for the Junior Student
- # 6 Teaching-Learning Critical Pathways (p 2- Class data wall)**

To access the webcasts from the Literacy and Numeracy Secretariat:

http://www.curriculum.org/secretariat/literacy_en.shtml

Teacher Moderation: Collaborative Assessment of Student Work, September 10, 2007

High Yield Strategies to Improve Student Learning, May 2, 2008

Non-Fiction Writing, April 18, 2008

Teaching-Learning Critical Pathways, September 8, 2008

Quality Teaching: It's Intentional, April 21, 2009

A helpful book:

Talk About Assessment, Strategies and Tools to Improve Learning by Damian Cooper, 2007 Thomson Nelson

Reflections and Action:

All schools in the Bruce-Grey Catholic District School Board used the Ontario Writing Assessment in every elementary class this year. St. Peter and St. Paul's School had additional funding through this MISA project to provide release time for teachers to meet in divisional professional learning communities and to work one on one or in small groups with the literacy teacher, resource teacher and principal. The funding also provided for two half days in which the whole staff was released to ensure a common message for the whole staff of the importance of the School Improvement Plan and how to achieve the desired results, both academic and pro-social behavior.

Having a monitoring plan (monthly meetings) and a method of consistent monitoring ensured that focus on the school improvement plan was maintained. By doing so, success was ensured. High yield strategies were used and varied as needed based on the data, to improve results in student achievement.

The project along with other professional learning teams supported by the Board maintained the foci of the Board and School Improvement Plans which were carefully aligned. As this report pertains to writing, the emphasis here is on the writing portion of the Board and School plans.

Closely woven with the work being done at St. Peter and St. Paul's School were the following initiatives in the Board that also supported teaching practice specifically targeting improved student achievement in writing:

SEF 5

5 principals whose schools went through SEF last year met every other month to plan for meetings with their Grade 2 and 5 teachers. In 2007-2008, Grade 3 and Grade 6 teachers were the focus.

- mentor texts were selected
- used LNS webcasts
- discussed data and how to move from data to planning
- used focus sheets and small group organizers for reading and writing
- teachers were put into dyads - teachers matched with other teachers in other schools (big/small school differences)
- teachers met in one another's schools and, with support of literacy coach and principal in the school visited, focused on what was working and what needed improving and next steps

K Collaborative Planning Team

A Kindergarten Collaborative team made up of a principal, Learning Consultant, and literacy coaches planned meetings for kindergarten teachers once a month (½ day)

K Collaborative Meetings (1/2 day release)

-K teachers with the support of Learning Consultant and coaches learned the correct way to administer PAB, focused on reading and writing and examining data to plan next steps using focus sheets and small group organizers

Junior - Literacy Place -Moving Up

- learning to use new resources with focus on reading and writing

Core French Teacher Learning and Leading Project (TLLP)

- Core French teachers meeting to work through Making Connections: Effective Literacy Practices in FSL, Anderson, Carr, Lewis, Salvatori, Turnbull, Pearson, 2008

French Immersion TLLP

- Immersion teachers - workshop using mentor texts for writing selected by a Gr. 3 teacher who took on this project
- In divisional groupings, teachers creating their own French Immersion version of OWA with rubrics and using with classes on same timeline as English classes.

Board Writing Team

- working together to change the writing plan to move away from a focus on style to a focus on good writing; including mentor texts; looking for Aboriginal texts with an eye to being more inclusive of our First Nation Métis Inuit students

Reading Recovery Training - monthly half day training for teachers of Reading Recovery – a grade one program to support struggling readers

Literacy Coach Capacity Building -monthly half day meetings

DI Focus Group meetings - most schools had representatives in this research based MISA project to use differentiated instruction

Principal PD within our monthly meetings with Senior Administration – focused on literacy

NTIP for new teachers

Thames Valley Training - Behaviour analysis, Autism - each school had a team present - principal, resource teacher plus 2 teachers

Meetings with our Critical Friend, Carmel Crevola - November, February, and May - guided reading, guided writing

There is every intention to stay the course in both our school and district, that is to continue working in professional learning communities, both divisionally and within our schools and between schools, to carry out moderated marking of student work and to continue to use student data to develop classroom foci for writing and to organize small groups and encourage individual student growth in writing achievement. An important lesson for teachers and administrators is to maintain foci and to support one another in shifting strategies to support the individual needs of students.

Although the electronic software desired to assist in analyzing data never materialized in a way that was useful at the local and immediate level of the school, the school was able to keep data in paper format at every working table in our professional learning team meetings. Our school is currently having an addition built which will also include a room large enough to support team meetings in which the data can be on the wall as well as on the table and provide the much needed school view of progress and of needs yet to be met.

Teacher practices will continue to change and improve as teachers work together and celebrate one another's successes and help one another develop strategies to support students for whom achievement is a longer struggle.

The school needs to continue the teacher learning critical pathways. The school needs to ensure mentor texts are in schools with multicultural, especially, First Nation Métis Inuit content.

The school needs to expand the understanding of differentiated instruction for all educators.

Contributions to MISA Professional Network Centre:

The report from this research provides a guideline for using the Ontario Writing Assessment as a tool for assessing

student writing. The month by month report on the process used to analyze the student achievement data in writing and strategies used to strengthen classroom teaching practice can be replicated in all schools.

This research showed that a whole staff working together, with the support of the literacy teacher, principal and superintendent, improves teaching practice, and strengthens the belief that all students can achieve to high standards given sufficient time and support.

Suggestions for Future Research:

Continue with a second year of the project in Durham to ensure that the results noted in writing are sustained and continue to rise. Work intensively with intermediate teachers to consistently use focus sheets to plan for personalized instruction.

How can school assessment teams working with other schools of like-size develop the use of high yield teaching strategies in all subjects to improve student achievement in writing?

Create OWA like prompts for secondary for continuing improvement in student achievement, improved scores on literacy test, to assist with Grade 8 to 9 transitions.

Glossary of Terms

DRA – Diagnostic Reading Assessment – this assessment is used to determine reading skills for our grade 4 to 8 students. The assessment manual has methods of analysis and strategies to further instruction once reading levels have been determined.

EQAO - Education Quality and Accountability Office – Grade 3 and Grade 6 students in the province of Ontario independently complete a written test to assess Reading, Writing and Mathematics.

IEP – Individual Education Plan

NTIP – New Teacher Induction Program – to assist teachers in their first two years of teaching

OWA – Ontario Writing Assessment – one manual per grade K to 8. Each manual contains a beginning of year, mid-year and end of year writing prompt with rubrics, exemplars, collection tools, focus sheets, organizers and strategies to teach how to improve writing.

Ontario Writing Assessment K, Mary Reid and Stephen Reid, Nelson Education Limited 2010

Foreword by David Booth, author of *The Literacy Principal*

“He (Stephen Reid) discussed the importance of literacy assessment, school-wide data, and an assessment-based literacy program for all schools, without which there can only be random acts of teaching.”

PAB – Primary Assessment Battery

Teachers formally collect data and submit to the school board administration 3 times per year: October 1, February 1, and June 1. The PAB consists of Oral Language, PM Benchmark, Fluency, Print Concepts, Phonemic Awareness, Letter/Sound Knowledge, Jolly Phonics, Letter/Sound Correspondence, Word Knowledge, OWA Writing Level, and Reading Stage.

PIM – Planning, Implementation and Monitoring - Dr. Douglas Reeves is the founder of The Leadership and Learning Center.

He reviewed each of our school’s improvement plans and made recommendations to make them more precise and focused for follow-up. According to Reeves, when figuring out percentage of gain for improvement, if scores are in 1st quartile, aim for 20%, if 2nd quartile, aim for 12%, if third quartile, aim for 7%, if in 4th quartile, aim for 4% improvement.

SEF – School Effectiveness Framework - In 2007-2008 St. Peter and St. Paul’s School was one of five elementary schools in our Board who went through the School Effectiveness Framework. In order to go through this framework, the five principals worked together as a professional learning community to improve their practices and those of their teaching staff. The SEF 5, as our schools became known, worked with Grade 3 and Grade 6 teachers throughout the winter/spring to moderate the marking of student writing and thereby consistently mark student writing using prompts created by the principal group.

TLLP – Teacher Learning and Leading Project - In our Board this year, there were 4 of these projects being carried out, one for primary music, one for Core French (K to 8) focusing on making connections with reading and writing, one for the development of French Immersion mentor texts for writing, one to create a set of writing assessments modeled on the English OWA for French Immersion classes K to 8.

Sample Writing Tasks Created as Term Two Prompts by Teachers in our District

SK: Tell how to brush your teeth so someone else can do it too.

Gr. 1: **Retell** what you did on your birthday.

Gr. 2: You have invented a new toy. Write an **explanation** of how your toy works. Describe the toy. What does it do and how does it work?

Gr. 3: A new principal is coming to your school in September. You have agreed to be the new principal's helper. Write a welcome **letter** to the new principal. In it, **report** the rules and expectations of the school.

Gr. 4: You noticed that a student always picks on another student. In your journal, **recount** how you respond to the situation.

Gr. 5: Write a **report** about Mission Day. All the money raised by Mission Day will be used to help the poor. In your report, give details of the upcoming event. Who? What? When? Why? Where? How?

Gr. 6: Your class has entered a Canadian Writing Contest to explain why the beaver has a flat tail. Write a tale or legend that tells us how it came to be.

Gr. 7: A **blog** is an online journal. Blogs are posted for public viewing and interaction. Create a blog that **recounts** a time that you or someone you know demonstrated courage. What was the end result? A **blog** is an online journal. Blogs are posted for public viewing and interaction.

Create a blog that **recounts** a time that you or someone you know demonstrated courage. What was the end result? For this blog, chat acronyms and text messaging shorthand are not acceptable.

Gr. 8

Your student council has been to the "Me to We" conference. Write an article explaining how one person can make change in a community.

Sample Forms

WRITING FOCUS SHEET - GRADES K-3

SS: _____ Date: March 25th, 2009

WHOLE-CLASS

- Modeled Writing
- Shared Writing

- FOCUSES**
- Brainstorm ideas related to topic
 - How to create and use anchor chart
 - Organize ideas through oral discussion

Comments for Future Instruction

SMALL GROUP

GROUP		STUDENTS				
Instructional Strategy:	Writing Process:	TEXT TYPE				
<input type="checkbox"/> Oral Language: Writing	<input checked="" type="checkbox"/> Planning	• _____				
<input type="checkbox"/> Shared Writing	<input checked="" type="checkbox"/> Composing					
<input type="checkbox"/> Interactive Writing	<input type="checkbox"/> Recording					
<input checked="" type="checkbox"/> Guided Writing	<input type="checkbox"/> Revising					
	<input type="checkbox"/> Publishing					
FOCUSES	• <u>Oral discussed ideas prior to writing</u>	✓	✓	✓	✓	✓
	• <u>Segmenting / sound analysis for unknown words</u>	X	X	X	X	X
	• <u>able to apply features of genre taught</u>	✓	X	✓	X	✓
Comments for Future Instruction:						
- students not able to independently segment sounds						
- taught to use sound / letter boxes.						
- _____ needed TA to refer to anchor chart for letter.						

OBSERVATION

Student	Text Type	Process	Comments for Future Instruction
_____	Explanation	Composing	- lots of connected ideas. not using ww or punctuation
_____	Explanation	Composing	- had difficulty generating ideas in order
_____	Explanation	Composing	- get ideas down first, then do revising
_____	Persuasive lett.	Composing	- needs to expand on ideas thru better word choice
_____	Persuasive	Composing	- page orientation when writing

CONFERENCE

Student	Text Type	Process	Comments for Future Instruction
_____	Persuasive	Composing	- goal for next time was to start writing at left hand side of page
_____	Explanation	Composing	- getting ideas down first - return to ww/anchor charts after to revise

Share focus • _____

Comments for Future Instruction:

WHOLE-CLASS

KEY: ✓ = observed understanding X = additional instruction required

CLASS DATA WALL
Writing Expectations

Gr 8
Nov 26/08

Communication: Word Choice	<u>Curriculum Focus</u> • precision • mood (effectiveness) • imagery
----------------------------	---

#	Name	Level 1	Level 2	Level 3	Level 4
1.				●—■	▲
2.			●—▲		
3.		●—▲			
4.	IPRC	●—■	▲		
5.	IPRC		□	▲	
6.			●—■	▲	
7.			□		
8.			□	▲	
9.				●—▲	
10.			●—▲		
11.			▲—■		
12.			▲—■		
13.					
14.			▲	□	
15.			■—▲		
16.		■—▲			
17.			■	▲	
18.					
19.					
20.					
21.					
22.					
23.					
24.		2	8	3	
● = actual		2	8	3	0
● = 17% 17%		11%	44%	17%	0%
■ = prediction		2	8	5	1
■ = 35% 35%		11%	44%	28%	6%
▲ = results		1	7	5	2
▲ = 39% 39%		6%	39%	28%	11%

Feb 50%. JUN 60%

Gr. 3
Ontario Writing Assessment Class Tracking Sheet

Term: 3

Date: June 1, 2009

Student Name	Knowledge & Understanding	Thinking	Communication	Application	Overall Score	Overall Level
	2	1	2	1	6	2 ⁻
	4	3	4	3	14	4 ⁻
	3	3	2	2	10	3 ⁻
	3	2	2	3	10	3 ⁻
	3	2	2	2	9	2 ⁺
	3	4	3	3	13	3 ⁺
	4	4	3	4	15	4
	3	4	2	3	12	3
	3	2	3	3	11	3
	4	4	4	4	16	4 ⁺
	2	2	2	2	8	2
	4	4	4	4	16	4 ⁺
	3	3	2	3	11	3
	3	2	2	3	10	3 ⁻
	3	2	2	3	10	3 ⁻
	2	2	1	2	7	2
	3	2	2	2	9	2 ⁺
	A	B	S	E	N	T
	3	2	2	3	10	3 ⁻
	3	3	3	3	12	3
	3	2	2	3	10	3 ⁻