

Using Writing Roadmap Data to Individualize Instruction



Know

- The eleven components of effective writing instruction
- The components and use of the West Virginia Writing Rubric
- The features of Writing Roadmap 2.0

Understand

- The importance of writing skills in the 21st century school and workplace
- The similarities and differences between the *West Virginia Writing Rubric* and *Writing Roadmap Scoring Rubric*
- The need to understand, analyze and document student performance data in writing as it applies to developing a Present Levels of Academic and Functional Performance statement for the Online IEP

Do

- Use the *West Virginia Writing Rubric* to score an authentic student writing sample
- Access the online *Writing Roadmap 2.0* to score and evaluate an authentic student writing sample
- Compare and contrast student scores on the *WV Writing Rubric* and *Writing Roadmap 2.0*
- Enter an appropriate Present Level of Academic and Functional Performance statement in the area of writing using the Online IEP

“Writing today is not a frill for the few, but an essential skill for the many.”



National Commission on Writing

How is Writing a Vital Component of Literacy?

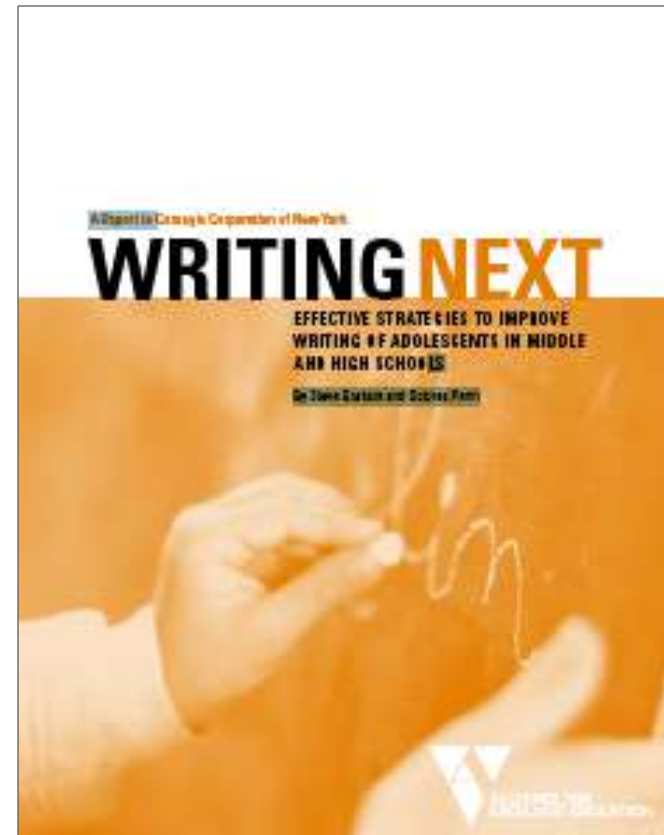
- Helps students organize
- Extends and deepens information, ideas and insight gained from reading
- Vehicle for informing, persuading, and inspiring others

Writing is a Vital Component of Employment

- Writing skills can make or break chances for employment
- 50% of high school graduates are not prepared for college-level writing
- Writing remediation wide spread on college campuses



11 Components of Effective Writing Instruction



<http://hotpot.uvic.ca/index.htm>



Writing Next Sort

- Find the Wednesday Folder, within that folder double click on the “Individualizing Writing Instruction Folder”. You will see a document named “ Writing Next Sort Webpage” .
- Work in groups of two or three to match the 11 effective components of writing to their definitions
- The activity is self-checking. Click on the “Check” button when you finish the matching task

West Virginia Writing Rubric

- Grade 3-11
- Covers:
 - Organization
 - Development
 - Sentence structure
 - Word choice/grammar usage
 - Mechanics



WV Writing Rubric

West Virginia Writing Rubric - Grade 6

I	ORGANIZATION	DEVELOPMENT	SENTENCE STRUCTURE	WORD CHOICE/GRAMMAR USAGE	MECHANICS
Score Of 6	<p>Exemplary Organization</p> <ul style="list-style-type: none"> Clear and logical progression of ideas Strong introductory paragraph, supporting paragraphs and concluding paragraph Transition conveys relationships among ideas and paragraphs 	<p>Exemplary Development</p> <ul style="list-style-type: none"> Clear focus maintained for intended audience Strong development of the topic for narrative and descriptive writing Strong thesis statement for development of informative and persuasive writing Strong use of examples, evidence, or relevant details Use of analogies, illustrations or anecdotes 	<p>Exemplary Sentence Structure</p> <ul style="list-style-type: none"> Complete and correct Strong evidence of sentence variety: (types/length) <ul style="list-style-type: none"> Declarative, interrogative, exclamatory, imperative Simple and compound 	<p>Exemplary Word Choice/ Grammar Usage</p> <ul style="list-style-type: none"> Vivid, specific, economical, connotative Consistent grammar usage <ul style="list-style-type: none"> Subject/verb agreement Singular/plural nouns Verb (tense and usage) Pronoun usage Adjective/Adverb 	<p>Exemplary Mechanics</p> <ul style="list-style-type: none"> May have minor errors <ul style="list-style-type: none"> Punctuation Capitalization Spelling Needs little or no editing
Score of 5	<p>Effective Organization</p> <ul style="list-style-type: none"> Logical progression of ideas Introductory paragraph, supporting paragraphs and concluding paragraph Transition conveys relationships among ideas and paragraphs 	<p>Effective Development</p> <ul style="list-style-type: none"> Effective focus maintained for intended audience Appropriate development of the topic for narrative and descriptive writing Appropriate thesis statement for development of informative and persuasive writing Clear use of examples, evidence or relevant details Use of analogies, illustrations or anecdotes 	<p>Effective Sentence Structure</p> <ul style="list-style-type: none"> Complete and correct Clear evidence of sentence variety: (types/length) <ul style="list-style-type: none"> Declarative, interrogative, exclamatory, imperative Simple and compound 	<p>Effective Word Choice/ Grammar Usage</p> <ul style="list-style-type: none"> Economical, specific Clear meaning, connotative Mostly consistent grammar usage <ul style="list-style-type: none"> Subject/verb agreement Singular/plural nouns Verb (tense and usage) Pronoun usage Adjective/Adverb 	<p>Effective Mechanics</p> <ul style="list-style-type: none"> Few errors <ul style="list-style-type: none"> Punctuation Capitalization Spelling Needs some editing
Score of 4	<p>Adequate Organization</p> <ul style="list-style-type: none"> Some evidence of a logical progression of ideas Introductory paragraph, supporting paragraphs and concluding paragraph Purposeful use of transition 	<p>Adequate Development</p> <ul style="list-style-type: none"> Adequate focus maintained for intended audience Adequate development of the topic for narrative and descriptive writing Adequate thesis statement for development of informative and persuasive writing Sufficient use of examples, evidence or relevant details Use of analogies, illustrations or anecdotes 	<p>Adequate Sentence Structure</p> <ul style="list-style-type: none"> Minor errors in structure Some evidence of sentence variety: (types/length) <ul style="list-style-type: none"> Declarative, interrogative, exclamatory, imperative Simple and compound 	<p>Adequate Word Choice/ Grammar Usage</p> <ul style="list-style-type: none"> Appropriate, somewhat specific; somewhat simplistic Somewhat consistent grammar usage <ul style="list-style-type: none"> Subject/verb agreement Singular/plural nouns Verb (tense and usage) Pronoun usage Adjective/Adverb 	<p>Adequate Mechanics</p> <ul style="list-style-type: none"> Some errors <ul style="list-style-type: none"> Punctuation Capitalization Spelling Needs editing but doesn't impede readability
Score of 3	<p>Limited Organization</p> <ul style="list-style-type: none"> Limited evidence of a logical progression of ideas Introductory paragraph, concluding paragraph and limited supporting paragraphs Limited use of transition 	<p>Limited Development</p> <ul style="list-style-type: none"> Some evidence of focus on the intended audience Limited development of the topic for narrative and descriptive writing Limited thesis statement for development of informative and persuasive writing Some use of examples, evidence or supporting details Some use of analogies, illustrations or anecdotes 	<p>Limited Sentence Structure</p> <ul style="list-style-type: none"> Some errors in sentence structure Limited evidence of sentence variety: (types/length) <ul style="list-style-type: none"> Declarative, interrogative, exclamatory, imperative Simple sentences; limited use of compound 	<p>Limited Word Choice/ Grammar Usage</p> <ul style="list-style-type: none"> Vague, redundant, simplistic Several inconsistencies in grammar usage <ul style="list-style-type: none"> Subject/verb agreement Singular/plural nouns Verb (tense and usage) Pronoun usage Adjective/Adverb 	<p>Limited Mechanics</p> <ul style="list-style-type: none"> Frequent errors <ul style="list-style-type: none"> Punctuation Capitalization Spelling Begins to impede readability
Score of 2	<p>Minimal Organization/Minimal Response</p> <ul style="list-style-type: none"> Lacks evidence of a logical progression of ideas Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph Lacks clear transition 	<p>Minimal Development/Minimal Response</p> <ul style="list-style-type: none"> Lacks focus on intended audience Lacks development of the topic for narrative and descriptive writing Lacks thesis statement for development for informative and persuasive writing Lacks sufficient examples, evidence or supporting details Lacks sufficient analogies, illustrations or anecdotes 	<p>Minimal Sentence Structure/Minimal Response</p> <ul style="list-style-type: none"> Contains fragments and/or run-ons Minimal evidence of sentence variety: (types/length) <ul style="list-style-type: none"> Declarative, interrogative, exclamatory, imperative Simple sentences; minimal use of compound 	<p>Minimal Word Choice/ Grammar Usage/Minimal Response</p> <ul style="list-style-type: none"> Inadequate, imprecise, repetitive Frequent inconsistencies in grammar usage <ul style="list-style-type: none"> Subject/verb agreement Singular/plural nouns Verb (tense and usage) Pronoun usage Adjective/Adverb 	<p>Minimal Mechanics/Minimal Response</p> <ul style="list-style-type: none"> Consistent errors <ul style="list-style-type: none"> Punctuation Capitalization Spelling Impedes readability
Score of 1	<p>Inadequate Organization</p> <ul style="list-style-type: none"> Little or no progression of ideas; difficult to follow Inadequate paragraphing No transition 	<p>Inadequate Development</p> <ul style="list-style-type: none"> Unclear or no focus Little or no development of narrative or descriptive writing Little or no development of informative or persuasive writing Few or no examples, evidence or other supporting details Few or no analogies, illustrations or anecdotes 	<p>Inadequate Sentence Structure</p> <ul style="list-style-type: none"> Contains numerous fragments and/or run-ons Little or no evidence of sentence variety (types/length) <ul style="list-style-type: none"> Declarative, interrogative, exclamatory, imperative Simple sentences; minimal or no use of compound 	<p>Inadequate Word Choice/ Grammar Usage</p> <ul style="list-style-type: none"> Rambling, inappropriate, incorrect Distorting inconsistencies <ul style="list-style-type: none"> Subject/verb agreement Singular/plural nouns Verb (tense and usage) Pronoun usage Adjective/Adverb 	<p>Inadequate Mechanics</p> <ul style="list-style-type: none"> Serious and consistent errors <ul style="list-style-type: none"> Punctuation Capitalization Spelling Impedes understanding/communication

Sample Essays

Sample Essays from Released WESTEST 2 Online Writing Prompts

WESTEST 2 Online Writing Released Passage and Prompt

Grade 6 – Persuasive

**WESTEST 2 Online Writing
Sixth Grade Passage and Prompt**

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Advertising

Every day, we are exposed to an enormous amount of advertising. In the course of a year, the average student watches almost 40,000 television commercials. No matter what we do or where we go, we are almost certain to find advertisements of one type or another. Whether we like it or not, these advertisements play a very important role in our lives.

Your class has been discussing the power and influence that advertising has upon us. In class, you have focused on the ways that television commercials can affect our daily lives. By telling us what to buy, what to wear, what we should look like, and, in a way, even how we should act and feel, these commercials shape our everyday behavior. They give us ideas about what is and is not important, the sorts of lives we should lead, and the types of people we should admire. In this way, the advertisements we see on television may influence our goals and dreams. They may even change the way we think about everything.

Your teacher has asked everyone in the class to write a composition that could persuade advertisers to change just ONE thing about the way they promote their products. She will be posting the compositions on the class website.

Prompt:

Write a composition for the class website that will persuade advertisers to change ONE thing about how they advertise their products. Be sure to include reasons that will convince the advertisers that the change you suggest is important.

West Virginia Writing Rubric

Organization	Development	Sentence Structure	Word Choice/ Grammar Usage	Mechanics	Holistic

Writing Roadmap 2.0 Rubric

Organization	Ideas & Content	Voice	Word Choice	Fluency	Conventions	Holistic

6th Grade Essay – Persuasive – Advertising – Sample

Those commercials that you see on tv they can tell you what places have the stuff you see on tv. It is really important watching commercials because they help us advance in our everyday lives. Every year some people watch thousands of tv commercials and they are also important because when you are sick there can be a commercial that could talk about a certain type of medicine that can help people get better soon, and there could be a commercial that shows people kinds of exercise equipment that people can go and buy that stuff if they are really overweight. There could even be a advertisement about the news and it's really important to watch the news because there could be a type of weather warning that might come in your town like a massive hail storm, or there could be a really bad flooding. And that is why I think that it should be really important to watch advertisements.

Activity

- Using the WV Writing Rubric, teams will score a sample student essay.
- Partner B will record the team’s decisions on the form displayed below the writing prompt.

West Virginia Writing Rubric					
Organization	Development	Sentence Structure	Word Choice/ Grammar Usage	Mechanics	Holistic

Writing Roadmap 2.0 Rubric						
Organization	Ideas & Content	Voice	Word Choice	Fluency	Conventions	Holistic

Connecting WV Writing Rubrics to Writing Roadmap 2.0



Writing Roadmap 2.0

- Provided by WVDE at no cost to counties
- Available to all counties, schools, teachers
- Available to all students in Gr. 3-12
- Unlimited practice September through June

Product Features

- **Shelf prompts**
 - Practice prompts
- **Instructor-created prompts**
 - Unlimited
- **Customize interface**
 - Iterative writing mode
 - Single or multiple sections
 - Enable or disable instructional hints

Access to Writing Roadmap 2.0



Website address

www.writingroadmap2.com



Welcome to the Writing Roadmap™ 2.0 launch site.

Writing Roadmap 2.0 Launch Sites



[Teacher/Administrator Login](#)



[Student Browser Login](#)



[Secure Student Browser Login](#)

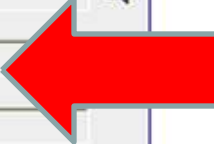


Student Login

Site Code: ?

Username:

Password:



Username:
Intermediate – **setlagr3**
Middle – **setlagr6**
High – **setlagr11**

Assignment List





Select an Essay:

- Assigned***
- Grade 11 – Informative
- Grade 6 - Persuasive
- Grade 3 – Parade Day



Welcome Student1 Student1

You will be writing your essay today in several sections. In each essay section you can receive feedback using these buttons:

 Hint	Click to receive writing tips.
 Tutor	Click to check spelling and grammar.
 Thesaurus	Click to see synonyms.
 Tree	Click to view grammar tree.

To view comments from your teacher, click the [Comments](#) tab in the upper right hand corner of the screen.

To view your entire essay, click the [View Essay](#) tab in the upper right hand corner of the screen.

After completing your essay, submit it for scoring by pressing the [Score Essay](#) tab in the upper right hand corner of the screen.

[← Back](#)[Continue →](#)

Essay Topic

Suppose a new student came to your school from a different state. Think of information and advice you could give this student to help him or her get settled, do well in school, make friends, and stay out of trouble. Also, tell what you would do to make the new student feel welcomed. Write your advice to this new student.

Continue ➞

Enter Essay - Windows Internet Explorer
https://www.writingroadmap2.com/student/essay.htm

Writing ROADMAP 2.0 Student Grade 11

Enter Essay Score Close

Grade 11 – Informative
WESTEST 2 Online Writing
Eleventh Grade Passage and Prompt

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:
Video to Candidate
The Internet allows people greater access to political candidates than ever before. For example, in 2007 two major media outlets teamed up to lead an online debate where ordinary citizens submitted their personal and heartfelt questions for the debate in video format. The videos were varied. Some took a humorous approach, as in the question about the environment that was posed by an animated, melting snowman. Many were touching, with people putting a personal face to issues that impact many people's lives. Often they were creative, including costumes, props, or musical acts. Whatever the approach, the questioners were passionate about wanting candidates to answer hard-hitting questions about issues important to voters. Nearly everyone has a strong opinion about at least one issue on the political stage. Questions posed to the candidates could range from concerns about education, health, taxes, to more personal freedoms, or to more local issues. Whatever the issue, having it addressed by the candidate by presenting the question yourself is quite an opportunity. Think about a question that you would like a candidate to answer. The candidate may be running for local, state, or national office.

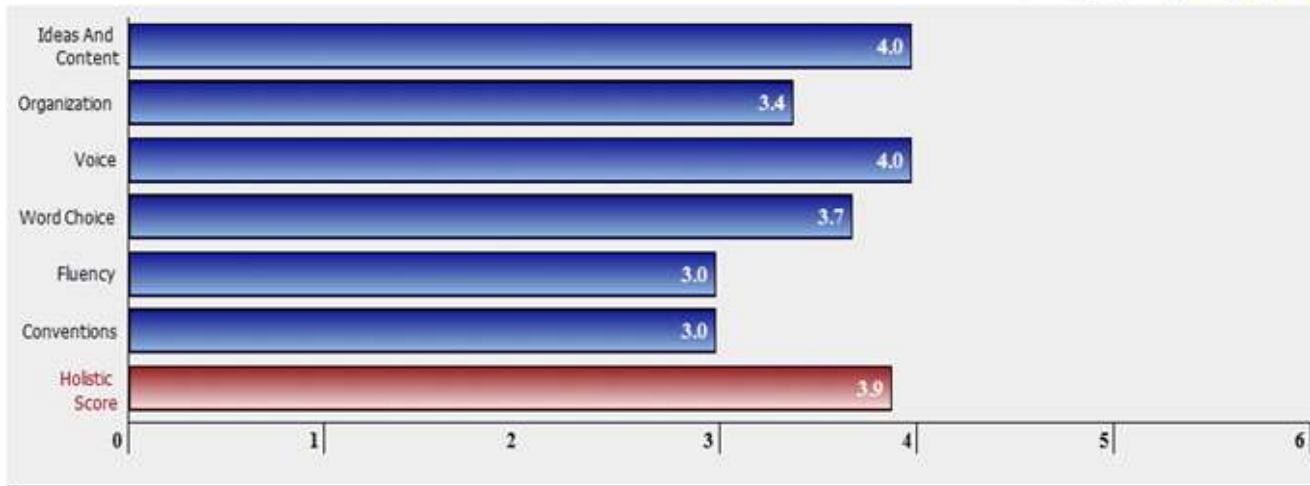
Prompt:
Write an essay to the organizations running the debate in which you explain how you would present the question to the candidate in video format. Be sure to include information about why you believe this question is important.

Begin typing your composition below.

I believe that using media through the internet is currently a very useful way to express one's self and his or her beliefs or opinions in politics. With the ability to make videos open to anyone around the world through the power of the internet, it is one of the most effective ways to voice your opinions to the candidate that one would wish to discuss issues with today's politics with I would most certainly find it to be the most appropriate way to lead an online debate with the candidate I would wish to discuss with. Unfortunately I do not have any strong opinions about any issues on the political stage, nor do I have any opinions for any political candidate. Therefore, I can not imagine how I would present any questions to a candidate online via video.

Hint
Tutor
Thesaurus
Tree

Done Internet | Protected Mode: On 75%
Microsoft P... Welcome to... Enter Essay ... Enter Essay ... 2 Microso... Sample Pro... Untitled - Pa... 3:43 PM



Narrative Feedback

Your score descriptions:

- Ideas And Content: Your score in Ideas And Content means your writing is on its way to being complete and detailed.
- Organization: Indicates the response could still be more clear and logical.
- Voice: Indicates the response is on its way to being engaging to readers.
- Word Choice: Indicates the word choices are clear.
- Fluency: Indicates that sentences in the response exhibit some fluency, variety, and style.
- Conventions: Indicates the response shows some success at using conventions correctly.

Understanding Writing Roadmap Data

- Partner A keep Writing Roadmap Scores on your screen
- Partner B:
 - Double click on the **Wednesday** Folder and then the **Individualizing Writing Instruction** folder
 - Open folder entitled **Writing Roadmap**
 - Double click on PDF entitled **WRM Scoring Rubric**

WRITING ROADMAP 2.0 SCORING RUBRIC

Dimension: Ideas And Content

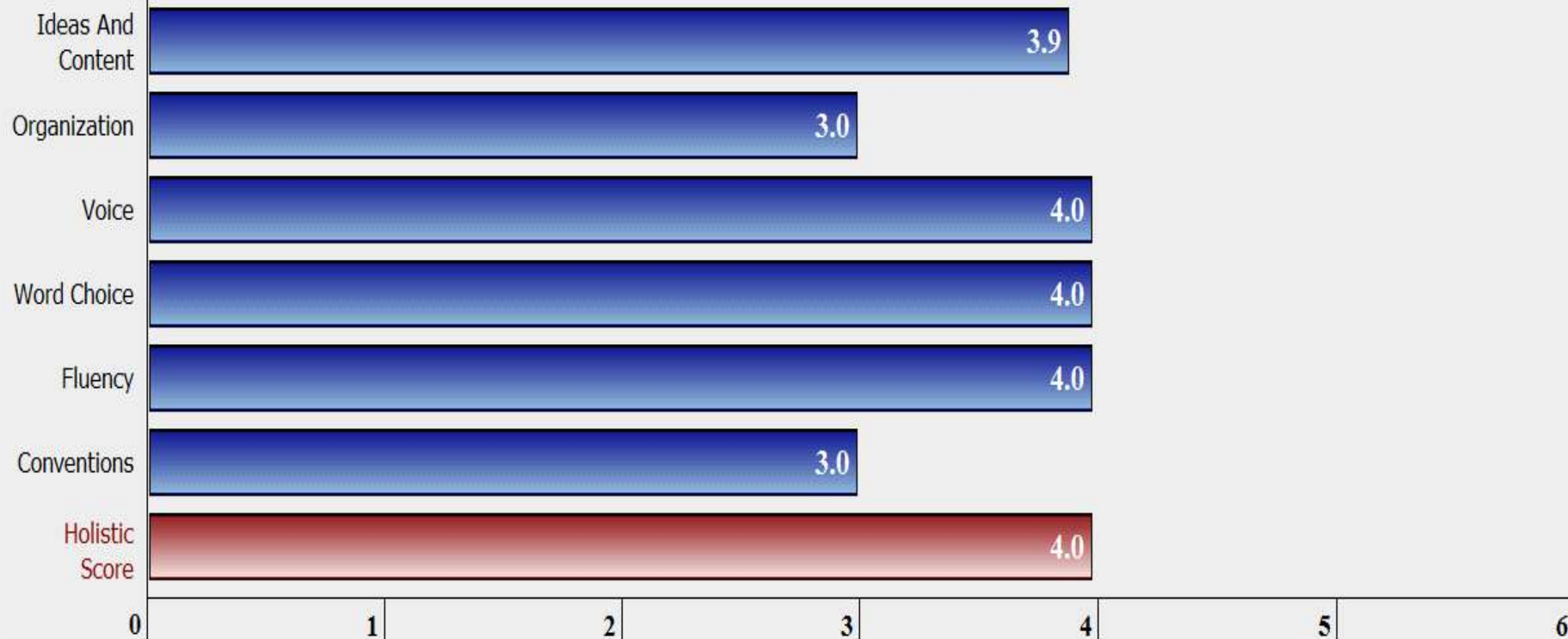
Score 6

The writing is exceptionally clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by:

- Clarity, focus and control
- Main idea(s) that stand out
- Supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support
- A thorough, balanced in-depth explanation/exploration of the topic; the writing makes connections and shares insights
- Content and selected details that are well-suited to audience and purpose

Score 5

The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by:

[Teacher
Comments](#)[View
Essay](#)[Score
Close](#)

Narrative Feedback

[Print](#)[Close](#)

Your score descriptions:

- **Ideas And Content:** Your score in **Ideas And Content** means your writing is on its way to being complete and detailed.
- **Organization:** Indicates the response could still be more clear and logical.

Activity Directions

1. Review the Writing Roadmap scores on Partner A's screen
2. Examine the WRM Scoring Rubric on Partner B's screen
3. Discuss the **similarities** and **differences** between this scoring and the WV Writing Rubric

Activity Directions

- Review the Writing Roadmap scores on Partner A's screen
- Examine the WRM Scoring Rubric on Partner B's screen
- Discuss the similarities and differences between this scoring and the WV Writing Rubric

How will special educators use these writing assessment tools to individualize instruction for students with exceptionalities?



Home

West Virginia Department of Education

Search K-12 Sites

WVDE ONLINE SB-IEP

BLOG

TEACH 21

SPECIAL CONNECTIONS

ONLINE IEP TUTORIALS

ACTIVATION & INFRASTRUCTURE OF WVDE ONLINE SB-IEP

OFFICE OF SPECIAL PROGRAMS

5-8 ACHIEVEMENT PLAN

WVDE | Teach IEP Home

TEACH iep

[State Board](#) | [Department](#) | [Teachers](#) | [Parents](#) | [Students](#) | [Community](#) | [Data](#)

West Virginia Department of Education
1900 Kanawha Boulevard East, Charleston, WV 25305
([Staff Phone and Email by Name](#)) ([School Directory](#))

Topics: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

For suggestions, questions, problems contact the [webmaster](#)
Please read our [disclaimers](#)

<http://wvde.state.wv.us/teachiep/>

What does this tool provide?

Benchmark/Formative Assessment Results

Using current, annual data, list benchmarks that have been used with the student and describe the results, progress and implications for specially designed instructions.







View Acuity

View DIBELS

Add an Additional Assessment:

Assessment	<input type="text"/>
Date	<input type="text"/> 
Results/Implications	<input type="text"/>

Add

	Assessment	Date	Results/Implications
 	Acuity MOY Math	04-06-2009	45% simple addition
 	Acuity MOY Reading	04-09-2009	67% basic site words
 	DIBELS	04-15-2009	34 words per min.

RUBRICS

- Reading, writing and math curriculum are provided within the online IEP
- Specific skills and concepts
- The writing rubrics were created based on the WV Writing Rubric
 - Organization
 - Development
 - Sentence Structure
 - Word Choice/ Grammar Usage
 - Mechanics



- Student Listing
- + IEP Student Information
- IEP Considerations
- + IEP Transition Planning
- + Assessments
- Present Levels/Goals
 - + Reading/LA
 - Writing
 - Present Levels
 - + Goals/Objectives
 - Mastery/Progress
- + Mathematics
- + Additional Content
- + Behavior
- + Functional Skills
- + Access Skills
- + IEP Services
- + IEP Testing
- + IEP Placement
- IEP Attendees
- + IEP Printing
- + Utilities
- + Resources
- Logout

Writing: The K-12 student is performing BELOW grade level.

Directions: Focusing first on the student's current grade level, the team needs to consider the essential concepts/skills below, at, and above in each strand to inform and support present levels.

Development [View Rubric](#)

B *I* U [List Bullets] [List Discs] [Text Color] [Background Color] [Image]

Mechanics [View Rubric](#)

B *I* U [List Bullets] [List Discs] [Text Color] [Background Color] [Image]

Sentence Structure [View Rubric](#)

B *I* U [List Bullets] [List Discs] [Text Color] [Background Color] [Image]

Word Choice/Grammer [View Rubric](#)

B *I* U [List Bullets] [List Discs] [Text Color] [Background Color] [Image]

Organization [View Rubric](#)

B *I* U [List Bullets] [List Discs] [Text Color] [Background Color] [Image]

Present Levels of Performance

- How is the student currently performing?
 - Observable, measureable strengths
 - Observable, measureable weaknesses
- Based on the WV Scoring Rubric

Present Levels of Performance

- How is the student currently performing?
 - Observable, measureable strengths
 - Observable, measureable weaknesses
- Based on the WV Scoring Rubric

BEFORE I RETURN YOUR
ESSAYS, LET ME EXPLAIN
MY GRADING CRITERIA

I DEDUCTED ONE
FULL GRADE IF
YOUR ESSAY WAS
HANDWRITTEN
RATHER THAN
TYPED, OR IF
YOUR MARGINS
AND HEADINGS
WERE INCORRECT

I ALSO TOOK OFF POINTS
FOR MISSING FOOTNOTES,
INCOMPLETE BIBLIOGRAPHIES,
LACK OF PAGE NUMBERS
AND GENERAL SLOPPINESS

THUS,
MANY
OF YOU
FAILED
BEFORE
I READ
ONE
WORD

MR. FOGARTY, I DIDN'T
DO THE ASSIGNMENT.
DID I PASS?

KEY WEB LINKS

- <http://wvde.state.wv.us/>
West Virginia Department of Education
- <http://osa.k12.wv.us>
Office of Assessment and Accountability
- <http://www.ctb.com>
CTB/McGraw-Hill
- <http://www.writingroadmap2.com>
Writing Roadmap 2.0



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