

Florida Standards Assessment (FSA) Writing Elementary Facilitator’s Guide – To be Used by Facilitator to Guide Participants through Video Presentations

Task Simulation and Reflection

Materials: Participants will need:

- Facilitator will prepare chart - **Goal:** Be able to deliver professional development in our district so that teachers evaluate student writing based on the Florida Standards Assessment Writing Rubrics **in order to provide targeted instruction to develop College and Career-Ready Writers.**
- English Language Arts (ELA) Florida Standards
- ELA Text-based Writing Rubrics Grades 4-5: Opinion
- ELA Text-based Writing Rubrics Grades 4-5: Informative/Explanatory
- Teacher Simulation Prompt (The stimulus text are the Standards and the Rubrics)
- Planning Sheet
- Facilitator will prepare charts titled:
 - Need to know.....
 - Benefits

Video: 21:09

Participants view video

Stop video at 4:30 – Participants will engage in the Task Simulation. The video allows 20 minutes for the task, however, if there is time, please allow participants to use the full 35 minutes. Please emphasize that this activity will let the participants experience and have an understanding of what the students will be asked to do when they take the FSA Writing Assessment.

When participants have completed the task, ask them to jot down the processes they used to accomplish this task. What struggles did they have and how did they resolve them? Allow a few minutes for discussion.

After their discussion, ask the participants to respond to three questions:

1. What did you need to know and be able to do in order to be successful at this task?
2. What are the benefits for our students?
3. What will students need to know in order to be successful?

As the participants discuss these questions, chart their answers on the appropriate charts.

Resume video – Listen in on the discussion – add additional comments that you heard on the video to your charts.

This is the end of **Task Simulation and Reflection** – provide an opportunity for reflection and wrap-up with participants.

Examining the Rubrics

Materials: Participants will need:

- ELA Florida Standards
- ELA Text-based Writing Rubrics Grades 4-5: Opinion
- ELA Text-based Writing Rubrics Grades 4-5: Informative/Explanatory
- ELA Text-based Writing Rubrics Grades 6-11: Argumentation
- ELA Text-based Writing Rubrics Grades 6-11: Informative/Explanatory
- Highlighters

Video: 29:07

Participants view video

Stop video at 3:49 – Participants will look at the score point of 4 on the rubric (Purpose, Focus, Organization and Evidence, Elaboration) and the standards for their grade level. They will highlight the language that is the same in both the rubric and the standards. Participants will engage in a discussion about what they discovered by citing specific examples.

Please emphasize the rubric reflects the standards – they are aligned. If we teach the standards we can use the rubric to measure the proficiency of our student’s writing. If we teach to the score point of 4, then we are teaching the standards.

Resume video – Listen in on the discussion. Participants will follow along as the rubrics are read.

Stop video at 15:02 – Participants will highlight each time they see purpose, audience or task in all the levels of the rubric in Purpose, Focus, Organization and Evidence, Elaboration. Allow a few minutes for discussion. Please emphasize the importance of students establishing an audience before they write.

Resume video – Listen in on the discussion.

This is the end of **Examining the Rubrics** – provide an opportunity for reflection and wrap-up with participants.

Model Scoring

Materials: Participants will need:

- 5th Grade Opinion Prompt (writing task) **Alaska National Parks** and **Florida National Parks**
- 5th Grade Student Response 5-17-0
- ELA Text-based Writing Rubrics Grades 4-5: Opinion
- ELA Text-based Writing Rubrics Grades 4-5: Informative/Explanatory (participants will need this rubric to score additional sample student responses)
- Samples of student responses from the district/school

Please emphasize that we want to utilize the rubric to **guide instruction**. It is **more important** to use the rubric and standards to identify the areas that need instruction rather than assign numbers to a student’s response.

Video: 46:51

Participants view video and follow along while text and student response are read.

Stop Video at 12:11 – Ask the participants that if they were writing this essay, to determine an audience, write a focus statement and write down what evidence they would pull from the text to support their focus statement. Allow a few minutes for sharing and discussion.

Resume video – Listen in on the discussion.

Stop video at 21:53 – Participants will work together to score the student response. They will give one score (1-4) for Purpose, Focus, Organization (PFO), one score (1-4) for Evidence, Elaboration (EE) and one score (0-2) for Conventions (C).

Resume video – Continue to watch video and listen to the conversation as presenter and teachers work collaboratively to score the student response. Please have participants follow the discussion using the rubric and student response.

At the end of the video, ask participants where they would target their instruction for this student. Allow a few minutes for discussion.

Participants will now collaborate with colleagues to score sample student papers. As participants work together, make sure each group is reading the same student response so the discussion can be focused on one response at a time.

Remember:

- Look for general strengths and weaknesses

- Use the rubric to score the student's response

- Instruction is most important - Where would you focus your instruction to strengthen the student's writing?

This is the end of Model Scoring - provide an opportunity for reflection and wrap-up with participants.

Next Steps: After participants have had an opportunity to practice scoring sample student responses, plan a time when participants can come back together to score their own students' responses.