

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

Goals and Objectives

Materials:

- 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.**

Video: 2:12

Participants view video

Refer back to the **Goal** as you work throughout this training.

Task Simulation and Reflection

Materials: Participants will need:

- English Language Arts (ELA) Florida Standards
- ELA Text-based Writing Rubrics Grades 6-11: Argumentation
- ELA Text-based Writing Rubrics Grades 6-11: Informative/Explanatory
- Teacher Simulation Prompt
- Planning Sheet
- Facilitator will prepare charts titled:
 - Benefits
 - Most students already know.....
 - Most students will need.....
 - Struggling students will need.....

Video: 28:03

Participants view video

Stop video at 3:48 – 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 four or five things they needed to know and what they were able to do in order to be successful with this task. Allow a few minutes for discussion.

Resume video – Listen in on the discussion.

Stop video at 9:04 – How do the skills that were just discussed (i.e. planning, understanding the documents, knowledge of the writing process, etc.) benefit our students in relation to preparing them to be College and Career-Ready Writers? Allow time for discussion - Chart answers on the chart titled - Benefits.

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

Stop video at 15:45 – What do most students already know? Allow time for discussion - Chart answers on the chart titled “Most students already know....”

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

Stop video at 18:16 – What instruction will most students need? Allow time for discussion - Chart answers on the chart titled “Most students will need.....”

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

Stop video at 24:25 – What instruction will our most struggling students need? Allow time for discussion - Chart answers on the chart titled “Struggling students will need....”

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

This is the end of the **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 6-11: Argumentation
- ELA Text-based Writing Rubrics Grades 6-11: Informative/Explanatory
- ELA Text-based Writing Rubrics Grades 4-5: Opinion
- ELA Text-based Writing Rubrics Grades 4-5: Informative/Explanatory
- Highlighters

Video: 13:38

Participants view video

Stop video at 5:13 – 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.

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

Model Scoring

Materials: Participants will need:

- 7th Grade Argumentative Prompt (writing task) **Marie Curie Biography** and **Louis Pasteur Biography**
- 7th Grade Student Response 7-38-A
- ELA Text-based Writing Rubrics Grades 6-11: Argumentation

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: 50:33

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

Stop video at 19:54 – Have participants write down two or three strengths they observed in the student's response and two or three instructional needs. **Do not use the rubric at this point** – participants are just looking for general ideas. Discuss strengths and needs with the whole group. Refer back to charts that were created in Segment 3. (What did this student already know? What instruction does this student need?)

Resume video – Continue to watch video and listen to the conversation as presenter and teachers work together to score the student response.

Stop video at 44:31 – Have participants discuss how they would score the student response and where they would target their instruction for this student.

Resume video – Listen in on the discussion.

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

Participant Scoring and Instructional Strategies

Materials: Participants will need:

- ELA Text-based Writing Rubrics Grades 6-11: Argumentation
- ELA Text-based Writing Rubrics Grades 6-11 Informative/Explanatory
- Samples of student responses from the district/school

Video: 7:13

Participants view video and then 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 **Participant Scoring and Instructional Strategies** - 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' writing.