

Florida Standards Assessment (FSA) Writing Secondary Participant's Guide – To be Used by Individuals and Small Groups to Work through the Video Presentations without Facilitator

Goals and Objectives

Materials:

- FSA Writing Goal

Goal - Teachers will be able to 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

[View video](#)

As you go through this training, continue to refer back to the **Goal** keeping in mind that we want to focus on instruction in order to strengthen student's writing to develop College and Career-Ready Writers.

Task Simulation and Reflection

Materials:

- 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
- Journal for your personal reflections

Video: 28:03

[View video](#)

Stop video at 3:48 – Engage in the Task Simulation. The video allows 20 minutes for the task, however, if there is time, please use the full 35 minutes. This activity will let you experience and have an understanding of what the students will be asked to do when they take the FSA Writing Assessment.

When you have completed the simulation, jot down four or five things in your journal that you needed to know and be able to do in order to be successful with this task.

Resume video – Listen in on the discussion.

Stop video at 9:04 – How do the skills that were just discussed in the video(i.e. planning, understanding the documents, knowledge of the writing process, etc.) benefit our students in relation to our goal - preparing students to be College-and Career-Ready Writers? Reflect in your journal.

Resume video – As you listen in on the discussion, add benefits that you may not have thought of.

Stop video at 15:45 – What do you think most students already know? Reflect in your journal.

Resume video – Listen in on the discussion – Are there any additional comments that you heard on the video that you can add to your journal?

Stop video at 18:16 – What instruction do you think most students will need? Reflect in your journal.

Resume video – Listen in on the discussion and add any additional thoughts to your journal.

Stop video at 24:25 – What instruction do you think our most struggling students will need? Reflect in your journal.

Resume video – Listen in on the discussion and add any additional thoughts to your journal.

This is the end of **Task Simulation and Reflection** – if you are working with colleagues, take a few minutes to discuss your reflections with each other.

Examining the Rubrics

Materials:

- 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
- Journal for your reflections

Video: 13:38

[View video](#)

Stop video at 5:13 – Look at the score point of 4 on the rubric (Purpose, Focus, Organization and Evidence, Elaboration) and the standards for your grade level. Highlight the language that is the same in both the rubric and the standards. As you engaged in this activity, what did you discover? Reflect in your journal and note specific examples.

You should see that 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. Follow along as the rubrics are read.

This is the end of **Examining the Rubrics** – if you are working with colleagues, take a few minutes to discuss your reflections with each other.

Model Scoring

Materials:

- 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

We want to make sure that we are utilizing 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

View video and follow along while text and student response are read.

Stop video at 19:54 – In your journal, write down two or three strengths you observed in the student's response and two or three instructional needs. **Do not use the rubric at this point** – you are just looking for general ideas. Refer back to your reflections 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 – Where would you score the student response? Where would you target instruction for this student? Reflect in your journal.

Resume video – Listen in on the discussion.

This is the end of **Model Scoring** - if you are working with colleagues, take a few minutes to discuss your reflections with each other.

Participant Scoring and Instructional Strategies

Materials:

- 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
- Journal for your reflections

Video: 7:13

View video and then practice scoring sample student papers.

If you are working with other teachers, please make sure all of you are 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?

For each student response...What were the strengths and weaknesses, the score and targeted instruction to improve writing? Reflect in your journal.

This is the end of **Participant Scoring and Instructional Strategies** - if you are working with colleagues, take a few minutes to discuss your reflections with each other.

Next Steps: After you have had an opportunity to practice scoring sample student responses, plan a time when you can meet with other teachers to score your own students' writing.