

Formative Writing Assessment with Performance Definitions Protocol

Purpose:

To help grade level teams formatively assess student writing and design next steps for instruction.

Time: Approximately 30 minutes

Facilitator:

The facilitator's role is to maintain time frames and ensure that the participants follow the protocol.

Procedure:

- 1. Individual Note Taking** Time: 3-5 minutes
Teachers use the document and/or the WIDA Performance Definitions to record evidence in the student work of what students can do in each dimension of academic language. This is done individually and silently.
- 2. Word/Phrase Dimension "The student can..."** Time: 3-5 minutes
Teachers make statements about the evidence they found in the writing sample in the Word/Phrase Dimension. Each teacher reports on the notes for this dimension in round robin fashion. (e.g. *At Level 3, the student can use content specific words like...*)
- 3. Sentence Dimension "The student can..."** Time: 3-5 minutes
Teachers make statements about the evidence they found in the writing sample in the Sentence Dimension. Each teacher reports on the notes for this dimension in round robin. (e.g. *At Level 4, the student can write a complex sentence like...*)
- 4. Discourse Dimension** Time: 3-5 minutes
Teachers make statements about the evidence they found in the writing sample in the Word/Phrase Dimension. Each teacher reports on the notes for this dimension in round robin. (e.g. *At Level 5, the student organized his writing by...*)
- 5. Next Steps for instruction** Time: 7-10 minutes
Teachers review the notes and individually write notes about next steps for instruction. Then each teacher reports out ideas in round robin.
- 6. Reflection on Protocol** Time: 3-5 minutes
Each teacher shares a brief reflection on how the protocol worked for them and any ideas on what should be changed for next time.

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Using the Performance Definitions for Formative Writing Assessment

(Note: The descriptors for each level and dimension have been shortened for this formative assessment protocol. Use the complete 2015 Performance Definitions in conjunction with this tool.)

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	Next Steps?
Level 5 Bridging	<ul style="list-style-type: none"> • multiple complex, sentences • organized, cohesive and coherent expression of ideas 	<ul style="list-style-type: none"> • variety of complex, grammatical structures • broad range of sentence patterns 	<ul style="list-style-type: none"> • technical and abstract content-specific collocations • words and expressions with precise meaning 	
Evidence				
Level 4 Expanding	<ul style="list-style-type: none"> • short, expanded, and some complex sentences • organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • compound and complex structures • sentence patterns characteristic of content area 	<ul style="list-style-type: none"> • specific and some technical content-area language • words and expressions with expressive meaning; use of collocations and idioms 	
Evidence				
Level 3 Developing	<ul style="list-style-type: none"> • short and some expanded sentences; emerging complexity • expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> • simple and compound structures • sentence patterns across content areas 	<ul style="list-style-type: none"> • specific content language • words and expressions with multiple meanings 	
Evidence				
Level 2 Emerging	<ul style="list-style-type: none"> • phrases or short sentences • emerging expression of ideas 	<ul style="list-style-type: none"> • formulaic structures • repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • general content words and expressions • social and instructional words and expressions 	
Evidence				
Level 1 Entering	<ul style="list-style-type: none"> • words, phrases or chunks of language • single words used to represent ideas 	<ul style="list-style-type: none"> • phrase level structures • phrasal patterns from social situations 	<ul style="list-style-type: none"> • general content-related words • social and instructional words and expressions 	
Evidence				