

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

## Task Simulation and Reflection

### Materials:

- 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
- Journal for your reflections

### Video: 21:09

View video

**Stop video at 4:30** – 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 in your journal the processes you used in order to accomplish this task. What struggles did you have and how did you resolve them? Also, respond in your journal to the following 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?

**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?

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 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
- Journal for your reflections

**Video: 29:07**

View video

**Stop video at 3:49** – 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.

**Stop video at 15:02** – Highlight each time you see purpose, audience or task in all the levels of the rubric in Purpose, Focus, Organization and Evidence, Elaboration.

Please notice how many times these three words are mentioned and where they are mentioned in the rubrics. Take a few minutes to reflect in your journal. Students need to be aware of the purpose and task and the importance of establishing an audience before they write.

**Resume video** – Listen in on the discussion.

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:**

- 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 from the district/school responses
- Journal for your reflections

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: 46:51**

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

**Stop Video at 12:11** – If you were writing this essay, determine an audience (who would it be?), write a focus statement and write down what evidence you would pull from the text to support your focus statement. Reflect in your journal.

**Resume video** – Listen in on the discussion.

**Stop video at 21:53** – Score the student response. 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 follow the discussion using the rubric and student response.

At the end of the video, reflect in your journal to the following question - Where would you target your instruction for this student?

Continue to score 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 **Model Scoring** - 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.