

Leveraging Data to Improve Writing

A diagram consisting of a central rectangular box with a purple border. Four white arrows with black outlines point towards the corners of this box: one from the top-left, one from the top-right, one from the bottom-left, and one from the bottom-right.

Targeting the
Constructed
Response

Venus ISD





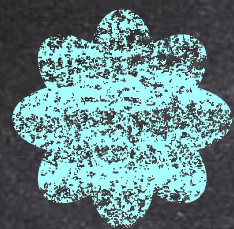
Krystal Camacho

WHO I AM:

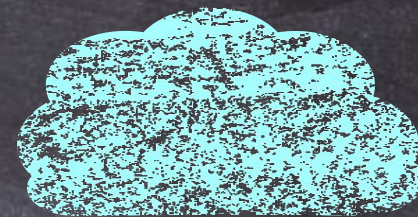
Coordinator of Assessment &
Accountability, Venus ISD
Former AP Spanish Teacher

Hello!





Your turn!



Please fill out
the quick,
two-question
survey.

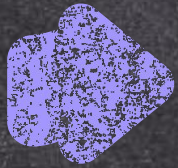


“The NAEP reveals that only about 27% of students measure at the proficiency level from grades four through twelve when it comes to their writing skills.”

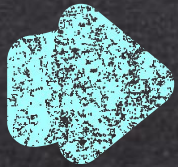


— National Assessment of Educational Progress,
National Center for Education Statistics

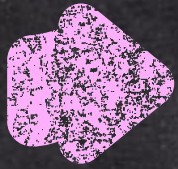
We will:



Understand and be able to explain how the constructed responses are scored.



Understand how to access and analyze your students' constructed response data.



Collaborate and share strategies on how to use the data to improve student outcomes.



01

Scoring

How is the extended constructed response scored? How much is it worth?



RLA Blueprints

Did you know?

3rd-5th Grade RLA:

The extended constructed response is worth 10 points out of 52 total, or 19%.

Preliminary STAAR Grade 3 Reading Language Arts Blueprint Effective as of Academic Year 2022-23*



Reporting Categories	Number of Standards		Number of Questions	Number of Points	
Reporting Category 1: Reading	Readiness	12	24-26	26-28	
	Supporting	19			
Reporting Category 2: Writing	Readiness	13	15-17	24-26	
	Supporting	12			
Readiness Standards	Total	25		60-70%	31-36
Supporting Standards	Total	31		30-40%	16-21
1-point questions (multiple-choice and non-multiple-choice items)			38	38	
2-point questions (non-multiple-choice items)			2	4	
Extended constructed response (essay)			1	10	
Total			41	52	



RLA Blueprints

6th-8th RLA
10 out of 56, or 18%

Preliminary STAAR Grade 8 Reading Language Arts Blueprint
Effective as of Academic Year 2022-23*

Assessments of
Academic Readiness

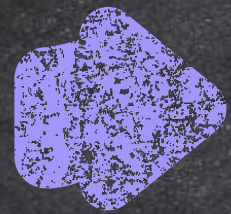
Reporting Categories	Number of Standards		Number of Questions	Number of Points	
Reporting Category 1: Reading	Readiness	13	26-28	28-30	
	Supporting	17			
Reporting Category 2: Writing	Readiness	10	17-19	26-28	
	Supporting	6			
Readiness Standards	Total	23		60-70%	34-39
Supporting Standards	Total	23		30-40%	17-22
1-point questions (multiple-choice and non-multiple-choice items)			42	42	
2-point questions (non-multiple-choice items)			2	4	
Extended constructed response (essay)			1	10	
Total			45	56	

Preliminary STAAR English I Reading Language Arts Blueprint
Effective as of Academic Year 2022-23*

Academic Readiness

Reporting Categories	Number of Standards		Number of Questions	Number of Points	
Reporting Category 1: Reading	Readiness	14	29-31	32-34	
	Supporting	15			
Reporting Category 2: Writing	Readiness	8	21-23	30-32	
	Supporting	7			
Readiness Standards	Total	22		60-70%	38-45
Supporting Standards	Total	22		30-40%	19-26
1-point questions (multiple-choice and non-multiple-choice items)			48	48	
2-point questions (non-multiple-choice items)			3	6	
Extended constructed response (essay)			1	10	
Total			52	64	

Eng 1 & 2 EOC
10 out of 64, or 16%



Scoring- Important Points

Each composition can earn up to 5 points.

Each composition is scored TWICE, so students can earn 5 points each for a total of 10 points.

The total includes up to 3 points for Organization & Development and up to 2 points for Conventions.

A score point of 0 in Development will automatically earn a 0 in Conventions.

The writing is evidence-based writing in response to a text.

Students must read and understand the text in order to write a thoughtful and appropriate response.



ECR Scoring Rubric

Organization & Development of Ideas

Score Point	Descriptors
3	<ul style="list-style-type: none"> Controlling idea/Thesis is clear and fully developed Organization is effective Evidence is specific, well chosen, and relevant Expression of ideas is clear and effective
2	<ul style="list-style-type: none"> Controlling idea/Thesis is present and partially developed Organization is limited Evidence is limited and may include some irrelevant information Expression of ideas is basic
1	<ul style="list-style-type: none"> Controlling idea/Thesis is evident but not developed Organization is minimal and/or weak Evidence is insufficient and/or mostly irrelevant Expression of ideas is ineffective
0	<ul style="list-style-type: none"> A controlling idea/thesis may be evident The response lacks an introduction and conclusion An organizational structure is not evident Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose The expression of ideas is unclear and/or incoherent. <p><u>Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.</u></p>

Conventions

Score Point	Descriptors
2	<p>Student writing demonstrates consistent command of grade-level appropriate conventions, including correct sentence construction, punctuation, capitalization, grammar, and spelling.</p> <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>
1	<p>Student writing demonstrates inconsistent command of grade-level appropriate conventions, including limited use of correct sentence construction, punctuation, capitalization, grammar, and spelling.</p> <p>The response has several errors, but the reader can understand the writer's thoughts.</p>
0	<p>Student writing demonstrates little to no command of grade-level appropriate conventions, including infrequent use of or no evidence of correct sentence construction, punctuation, capitalization, grammar, and spelling.</p> <p>The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing</p>



Constructed Response Scoring Guides

3rd-
5th

Grade 3-5 ECR Scoring Guide

6th-
8th

Grade 6-8 ECR Scoring Guide

E1-
E2

Eng 1 & Eng 2 ECR Scoring Guide



Sample ECR Prompts

5th Grade RLA

Read the poem "One Saturday." Based on the details in the poem, write a response to the following:

Explain how the speaker's feelings about the grandparents change as they spend time together.

Write a well-organized essay that uses specific evidence from the poem to support your response.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Record your response in the box provided.



Read the article "The Cowboy's Home on Wheels" and the poem "The U-S-U Range." Based on the information in both selections, write a response to the following:

Explain how the author of the article and the poet both emphasize how the quality of food had an effect on cowboys' morale.

Write a well-organized informational essay that uses specific evidence from the selections to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Record your answer in the box provided.

Eng 1 EOC

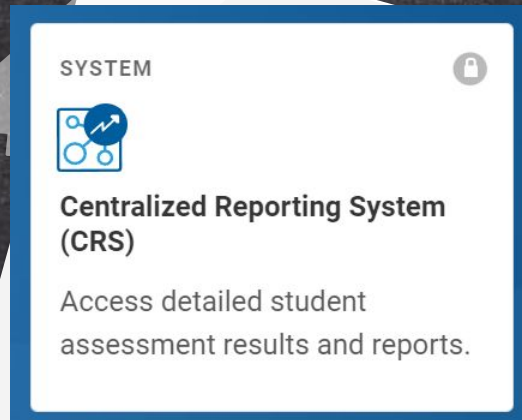
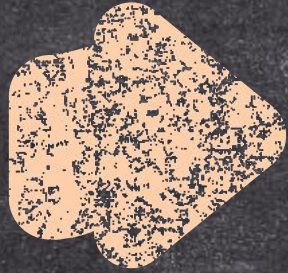
02

Analyzing Data

How do I access data for the extended constructed response? What other data do I need to collect?
What do I do with the data?



Accessing ECR Data



- You can access specific ECR data through Centralized Reporting System (CRS)
- DTCs were also sent files last August that contained EVERY student's extended constructed response with score

www.texasassessment.gov



Ways to Use CRS Data

"5 Items on which
Students Performed the
Worst"

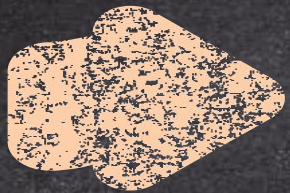


5 Items on which Students Performed the Worst

Item Numbers, Max Points and Points Earned

<u>11</u>	<u>17</u>	<u>25</u>	<u>34</u>	<u>39</u>
2 pt	1 pt	10 pt	1 pt	1 pt
0.93	0.52	3.93	0.54	0.45
0.93	0.52	3.94	0.53	0.46
0.93	0.43	3.11	0.47	0.36

3 out of
5 are
writing!



Ways to Use CRS Data

Compare
District,
Region, &
State



Campus		1. Reading	2. Writing							
				Average Percent Correct	Average Points Earned out of Points Possible	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>
						10 pt	1 pt	1 pt	1 pt	1 pt
State				43%	11/26	2.53	0.53	0.36	0.66	0.46
ESC				43%	11/26	2.46	0.53	0.37	0.66	0.47
District				34%	9/26	1.52	0.43	0.29	0.51	0.41

Look at
"Writing"
Overall

Ways to Use CRS Data Review & Analyze the Prompts

- Read & review the selections/texts
- Review the wording of the prompt



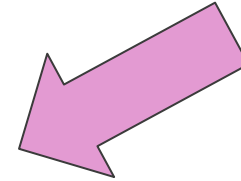
Read the article "From Seed to Pumpkin to Seed." Based on the information in the article, write a response to the following:

Explain how bees and pumpkins are beneficial to one another.

Write a well-organized informational essay that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar



Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Record your answer in the box provided.

Ways to Use CRS Data

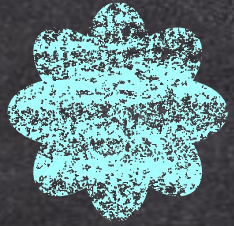
- Isolate ECR scores
- Compare to state & district
- Find trends in data (grade level, campus % of zeros, type of essay, type of text)
- Note correlations in performance level & ECR scores



Student Name	Scale Score	Performance	Essay Score
State	4055		4.62
ESC	4077		4.82
District	3908		3.52
	3800	Approaches Grade Level	<u>1</u>
	3749	Did Not Meet Grade Level	<u>2</u>
	3165	Did Not Meet Grade Level	<u>1</u>
	3695	Did Not Meet Grade Level	<u>4</u>
	3723	Did Not Meet Grade Level	<u>0</u>
	4717	Masters Grade Level	<u>9</u>
	3667	Did Not Meet Grade Level	<u>0</u>
	3510	Did Not Meet Grade Level	<u>5</u>
	3825	Approaches Grade Level	<u>3</u>
	3544	Did Not Meet Grade Level	<u>1</u>
	4321	Meets Grade Level	<u>5</u>
	3723	Did Not Meet Grade Level	<u>1</u>
	4224	Meets Grade Level	<u>9</u>
	3313	Did Not Meet Grade Level	<u>0</u>
	4392	Meets Grade Level	<u>7</u>
	4135	Meets Grade Level	<u>8</u>
	3544	Did Not Meet Grade Level	<u>0</u>
	4164	Meets Grade Level	<u>6</u>

Data Dig- Student Feedback

Student Feedback #1:



"I didn't know what it wanted me to write."

Write a well-organized informational composition

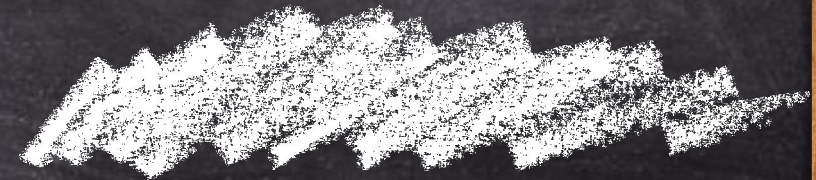
Write a well-organized essay

Write a well-organized argumentative essay



Tu respuesta debe ser un ensayo argumentativo

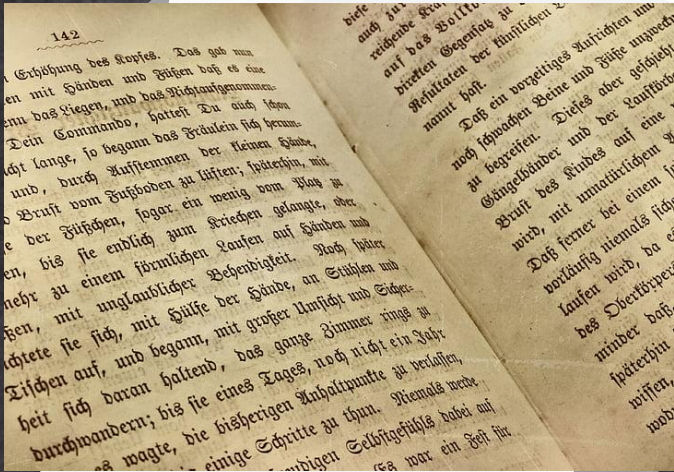
Tu respuesta debe ser un ensayo informativo



Data Dig- Student Feedback

Student Feedback #2:

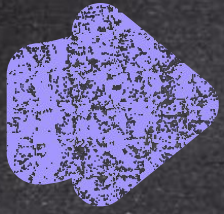
"I didn't understand the text."



With evidence-based writing, students have to read and comprehend the text, as well as know how to provide text evidence.

How can we expect a student to write about a text they don't comprehend?





Data Dig- Student Feedback

Student Feedback #3:

I didn't know it was worth that much.

"I didn't realize it was worth 10 questions."

"I thought it was just worth one question and it looked really long and hard, so I skipped it."

"I thought it was all or nothing."

"I knew I couldn't write a perfect essay so I just didn't write anything."

"I just wrote a few paragraphs and made sure to capitalize and put periods."

"I thought if I wrote some good paragraphs I would be ok"



Actual Student Feedback

03

Informing Instruction

How do I correct student misconceptions? What
strategies can help students be more successful?
How do I support teachers?



Strategy #1: Identify the problem(s)

“The first step in fixing any problem is recognizing there is one.”

- Access & analyze student data
- Get feedback from teachers
- Get feedback from students
- Analyze actual ECR essays & scores

Identify 2 or 3 "big rocks" to tackle





Venus ISD's Challenges

Our teachers and admin were very surprised that grammar was not on this list.

1

About 25% of our 3rd-10th grade students received 0s. In 3rd Grade, over $\frac{1}{3}$ of our students scored a 0.

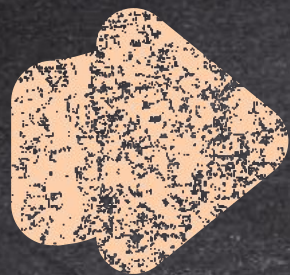
2

VISD students struggled consistently at all grade levels with responding to the prompt.

3

VISD students often didn't know how to identify the ECR, what was expected of them, or how it was scored.





Strategy #2: Student Data Conferences



- Single most powerful tool for student awareness
- Students review their own writing and analyze their score
- Students can edit their own essays and teachers can give individual feedback- What could they have done differently?



Strategy #3: Recognition

- Students must be able to recognize an extended constructed response.
- Students should see the way prompts are written and see the language used MULTIPLE TIMES THROUGHOUT THE YEAR
- This can be done through writing in all content areas, reviewing past STAAR writing, or practice tests or assignments



Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Record your answer in the box provided.





Strategy #4:

Breaking Down the Prompt



How can we ensure students know WHAT they are writing about?
A student can write a near perfect, well-organized essay and will still receive ZERO points if they are not answering the prompt.

Explain how Avery's father in the story "Avery's Gift" is similar to Ellison's father in the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids."



28 Read the story "Avery's Gift" and the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids." Based on the information in both selections, write a response to the following:

Explain how Avery's father in the story "Avery's Gift" is similar to Ellison's father in the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids."

Write a well-organized essay that uses specific evidence from the selections to support your answer.

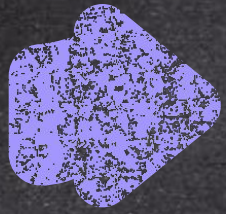
Remember to —

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- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

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- plan your response
- write your response
- revise and edit your response

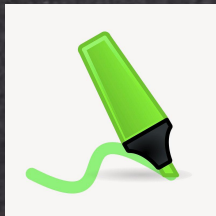
Record your answer in the box provided.



Strategy #4:

Breaking Down the Prompt

Highlight or Underline
Key Words in the
Prompt



Turn the prompt
into a QUESTION



Students read their
essay during the writing
process and verify it
answers the prompt



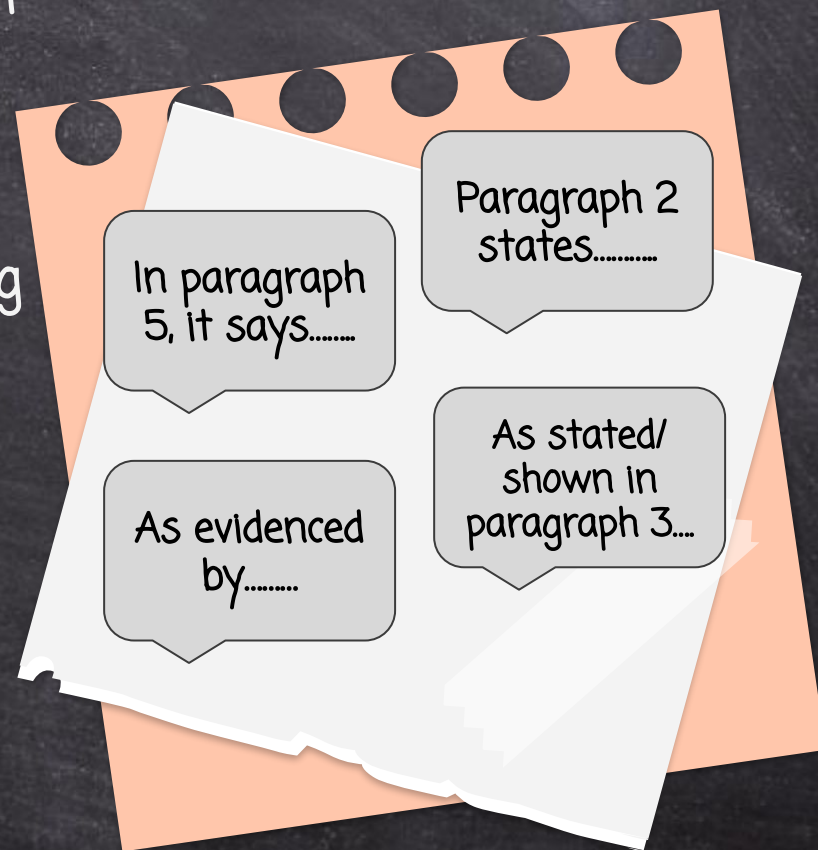
Other Ideas for Breaking Down
the Prompt.....

What are some
strategies your
district uses to
"break down" the
prompt?

Strategy #5:

Identifying Text Evidence

- Students consistently struggled with identifying and citing text evidence
- Identifying text evidence must be modeled and practiced with multiple texts in multiple ways
- Students should learn to use strategies and tools in the testing platform to identify text evidence
- Citing text evidence in writing must be practiced
- For secondary students and/or students with a better understanding of the writing process, direct quotes can be taught and used



Strategy #5:

Identifying Text Evidence

S.A.Q. STRATEGIES:

C.E.R.

R.A.C.E.

A.C.E.

R.A.D.D.

VISD chose "CER" because we wanted students to hear and use the word "evidence." Also, CER is used in the scientific method.

There are many different strategies and there is no "right" strategy- each district much choose what works best for them based on feedback from leaders and teachers.



C

State your **claim**

E

Provide **evidence**

R

Share your **reasoning**

Strategy #6: Practice

“Knowledge is of no value unless you put it into practice.”

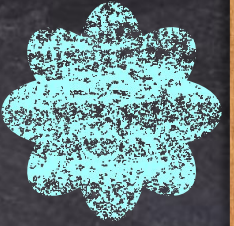
-Anton Chekhov



There is no strategy that can substitute for practice. Students must be exposed to the ECR, apply strategies, receive feedback, and then do it all again...and again and again and again.



Does it work?



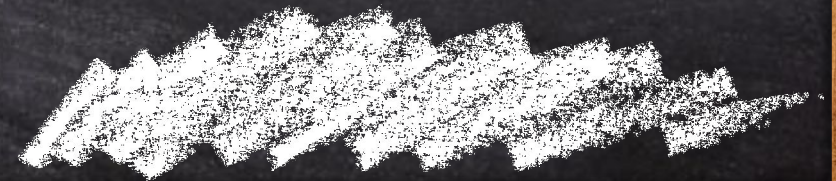
English 1 EOC

Student Name	Spring Essay Score	Summer Essay Score
	0	2
	0	5
	1	5
	0	1
	1	2
	5	7
	4	8
	3	3
	0	2
	0	3
	2	9
	1	9
	0	3
	2	3
	0	3
	0	4

English 2 EOC

Student Name	Spring Essay Score	Summer Essay Score
	0	1
	3	6
	0	1
	0	3
	0	3
	0	7
	0	3
	0	5
	0	1
	0	5
	0	8
	0	10
	0	3
	0	3
	1	6

Actual results for Venus High School after two weeks of summer school.



➔ Time to Share.....

- What strategy do you use?
Why is it effective?
- What is the biggest challenge you have noticed with the ECR?
- What feedback have you received from your teachers and students?





Thank you!

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