

JSWP® for Special Populations: Every Student Can Think; Every Student Can Write

Presented by: Teresa Barragan, M.Ed. and Stephanie Dingle, M.A.
November 5, 2024



THE DISTRICT
YSLETA INDEPENDENT SCHOOL DISTRICT



Jane  Schaffer

ACADEMIC WRITING PROGRAM®

CELEBRATING 40 YEARS
1984-2024

Jane  Schaffer
ACADEMIC WRITING PROGRAM®



ALL STUDENTS CAN THINK. ALL STUDENTS CAN WRITE.

Ms. Teresa Barragan

EDUCATION

- B.A.- English Literature
- M.Ed., Educational Leadership and Administration

EXPERIENCE

- English Language Arts and Reading Teacher - 15 years
- Grades 9-12 (On-Level, Pre-AP®, AP® Lang, AP® Lit, ESOL)
- Grades 7-8 (On-Level, Pre-AP, ESOL, GT)
- English Vertical Team Leader (6-12)
- English Department Chair
- English Lead Teacher
- English Language Arts Instructional Specialist (9-12)
- Advanced Academics Instructional Specialist (7-12)
- College Board Reader 2008
- National Trainer- Jane Schaffer Academic Writing Program®



Ms. Stephanie Dingle

EDUCATION

- B.S.- Psychology
- M.A.- Studies in Literature

EXPERIENCE

- English Language Arts and Reading Teacher - 19 years
- Grades 5-12 (Remedial, On-Level, Honors, AP® Lang, AP® Lit)
- RLA Instructional Coach (Grades 6-8, 9-12)
- Instructional Leadership Specialist (9-12, multiple campuses)
- National Trainer for Jane Schaffer Academic Writing Program
- ssdingle@gmail.com





Facts about Ysleta ISD:

- One of the largest districts in El Paso
- 34,103 Students
- Predominately Hispanic population
- 78.3% Free or Reduced Lunch
- Large Emerging Bilingual (EB) population
- Highest Special Education population in the area
- As of Nov. 1, 7% (2,355) of the student population is classified Gifted and Talented (GT)

College Readiness – TSI Data

College Readiness - All Students						
Graduating Class	Reading TSI Readiness	Number of Students	Math TSI Readiness	Number of Students	College TSI Readiness	Number of Students
Class of 2022	38%	1171	23%	695	19%	571
Class of 2023	45%	1330	28%	837	24%	723
Class of 2024	47%	1323	37%	975	29%	806

College Readiness Economically Disadvantaged		
Graduating Class	Reading TSI Readiness	Number of Students
Class of 2022	32%	749
Class of 2023	39%	796
Class of 2024	39%	767



“All students can think; all students can write.”

- Jane C. Schaffer



Why Jane  Schaffer ?
ACADEMIC WRITING PROGRAM®



Writing is a **Thinking**



Writing Demands for EOC/STAAR and TELPAS

Texas STAAR Informational Writing Rubric – Grades 6-El

Organization and Development of Ideas			
Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Controlling idea/Thesis is clear and fully developed The controlling idea/thesis is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p>Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p>Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. For pairs in grades 6 through ElI, evidence is drawn from both texts. The response reflects a thorough understanding of the writing purpose.</p> <p>Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message</p>	<p>Controlling idea/Thesis is present and partially developed A controlling idea/thesis is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.</p> <p>Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the controlling idea/thesis. Sentence-to-sentence connections and clarity may be lacking.</p> <p>Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose.</p> <p>Expression of ideas is basic The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.</p>	<p>Controlling idea/Thesis is evident but not developed A controlling idea/thesis is present but not developed appropriately in response to the writing task.</p> <p>Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. Evidence is insufficient and/or mostly irrelevant. Little text-based evidence is presented to support the controlling idea/thesis, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. For pairs in grades 6 through ElI, evidence is drawn from only one text. The response reflects a limited understanding of the writing purpose.</p> <p>Expression of ideas is ineffective The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.</p>	<p>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.</p> <p>The expression of ideas is unclear and/or incoherent.</p> <p>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.</p>

Texas STAAR Informational and Argumentative Writing Rubric – Grades 3-5

Organization and Development of Ideas			
Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Central idea or argument/opinion is clear and fully developed The central idea or argument/opinion is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p>Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea or argument/opinion. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p>Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea or argument/opinion. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose.</p> <p>Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.</p>	<p>Central idea or argument/opinion is present and partially developed A central idea or argument/opinion is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.</p> <p>Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea or argument/opinion. Sentence-to-sentence connections and clarity may be lacking.</p> <p>Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the central idea or argument/opinion, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea or argument/opinion. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose.</p> <p>Expression of ideas is basic The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.</p>	<p>Central idea or argument/opinion is evident but not developed A central idea or argument/opinion is present, but not developed appropriately in response to the writing task.</p> <p>Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task.</p> <p>Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the central idea or argument/opinion, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. The response reflects a limited understanding of the writing purpose.</p> <p>Expression of ideas is ineffective The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.</p>	<p>A central idea or argument/opinion may be evident</p> <p>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.</p> <p>The expression of ideas is unclear and/or incoherent.</p> <p>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.</p>

*For informational writing use "central idea." For argumentative/opinion writing use "argument/opinion."



	(1) Writing that receives a score point 1 per characteristic	(2) Writing that receives a score point 2 per characteristic	(3) Writing that receives a score point 3 per characteristic	(4) Writing that receives a score point 4 per characteristic
Vocabulary	<ul style="list-style-type: none"> May contain some high-frequency or routine words and phrases; may even contain a small number of very simple formulaic sentences May include vocabulary from the student's native language Contains widespread spelling errors that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors reflect frequent borrowing from the student's native language 	<ul style="list-style-type: none"> Uses vocabulary that is repetitive or limited in range and variety, particularly when writing is academic May circumlocute when the precise word is unknown or struggle to use words correctly Contains some spelling errors that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language 	<ul style="list-style-type: none"> Generally uses a variety and range of grade-appropriate social language; may struggle to use vocabulary that is academic or newly introduced Sometimes uses vocabulary that is precise; may not always have the right word(s) for the task Contains occasional spelling errors that do not significantly interfere with comprehensibility; errors do not represent a significant level of interference from the native language 	<ul style="list-style-type: none"> Consistently uses a variety and range of grade-appropriate academic and social language Consistently uses precise vocabulary; employs the right word(s) for the task Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language
Usage	<ul style="list-style-type: none"> May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies Includes significant grammar usage errors that interfere with comprehensibility 	<ul style="list-style-type: none"> Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately Includes frequent grammar usage errors that sometimes interfere with comprehensibility 	<ul style="list-style-type: none"> May still contain many simple sentences but shows ability to use simple tenses successfully and a developing ability to use complex tenses Demonstrates an emerging ability to write compound and/or complex sentences Includes some grammar usage errors that do not significantly interfere with comprehensibility 	<ul style="list-style-type: none"> Consistently demonstrates ability to correctly use both simple and complex tenses Contains some expanded compound and/or complex sentences Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures
Completeness	<ul style="list-style-type: none"> May copy the prompt or contain no English Contains simple sentences lacking details or language needed to align to the task Is minimally effective in communicating intended message 	<ul style="list-style-type: none"> May include limited or repetitive use of words and phrases needed to sequence events and show relationships between sentences (cohesive devices) Narrates, describes, or explains in a limited way with few details; lacks language needed to align to the task Shows limited effectiveness in communicating intended message 	<ul style="list-style-type: none"> Includes some of the appropriate words and phrases needed to sequence events and show the relationship between sentences but does so inconsistently and with some repetition or unnaturalness Narrates, describes, or explains in some detail but shows a decline when topics are more academic or abstract Is mostly effective in communicating intended message but lacks some specificity needed to complete the task 	<ul style="list-style-type: none"> Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences Reflects a clear alignment to the specific genre (narration, description, explanation, etc.) Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely



What are some commonalities in these rubrics?

- Development
 - Clear Thesis
- Organization
 - Selecting the Evidence
 - Explaining the Evidence
- Conventions
- Completeness

Score Point 3
<p><u>Controlling idea/Thesis is clear and fully developed</u> The controlling idea/thesis is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p><u>Organization is effective</u> A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p><u>Evidence is specific, well chosen, and relevant</u> The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. For pairs in grades 6 through ELL, evidence is drawn from both texts. The response reflects a thorough understanding of the writing purpose.</p> <p><u>Expression of ideas is clear and effective</u> The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.</p>

Score Point 3
<p><u>Central idea or argument/opinion is clear and fully developed</u> The central idea or argument/opinion is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p><u>Organization is effective</u> A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea or argument/opinion. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p><u>Evidence is specific, well chosen, and relevant</u> The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea or argument/opinion. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose.</p> <p><u>Expression of ideas is clear and effective</u> The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.</p>

(4) Writing that receives a score point 4 per characteristic
<ul style="list-style-type: none">• Consistently uses a variety and range of grade-appropriate academic and social language• Consistently uses precise vocabulary; employs the right word(s) for the task• Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language
<ul style="list-style-type: none">• Consistently demonstrates ability to correctly use both simple and complex tenses• Contains some expanded compound and/or complex sentences• Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers• Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures
<ul style="list-style-type: none">• Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences• Reflects a clear alignment to the specific genre (narration, description, explanation, etc.)• Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely



Writing is a Way to
Formulate and Communicate
New Learning
Across-The-Curriculum



“Formula/Structure is a
Place to Start for Students
Who Need It.” - JS

Essential Components

- Common Terminology
- Graphic Organizers
- Color-Coding
- Knowing the Difference Between Concrete Detail and Commentary
- Writing in Class
- Conferring with Individual Students and Small Groups





Gradual Release of Responsibility

“I Do It.”

“We Do It Together.”

“You Do It.”



RESPONSE TO LITERATURE

Chunks and Ratios

Concrete Detail (2+)

Most Often Comes from Your
Reading, Observations, Experience

- ❑ What Happened?
- ❑ Facts
- ❑ Examples
- ❑ Support
- ❑ Quotations
- ❑ Citations
- ❑ Paraphrase
- ❑ Illustration
- ❑ Evidence
- ❑ Procedures
- ❑ Data
- ❑ Dates
- ❑ Names/Titles
- ❑ Events
- ❑ "Play-by-play Announcer"



Commentary (1)

Comes From Your Head

- The "So What"
- The "Why"
- Analysis
- Significance
- Importance
- Implications
- Interpretation
- Evaluation
- Inferences
- Insights
- Reasoning
- Constructive Criticism
- Effect
- Impact
- Meaning
- "Color Commentator"



Writing is a **Thinking**

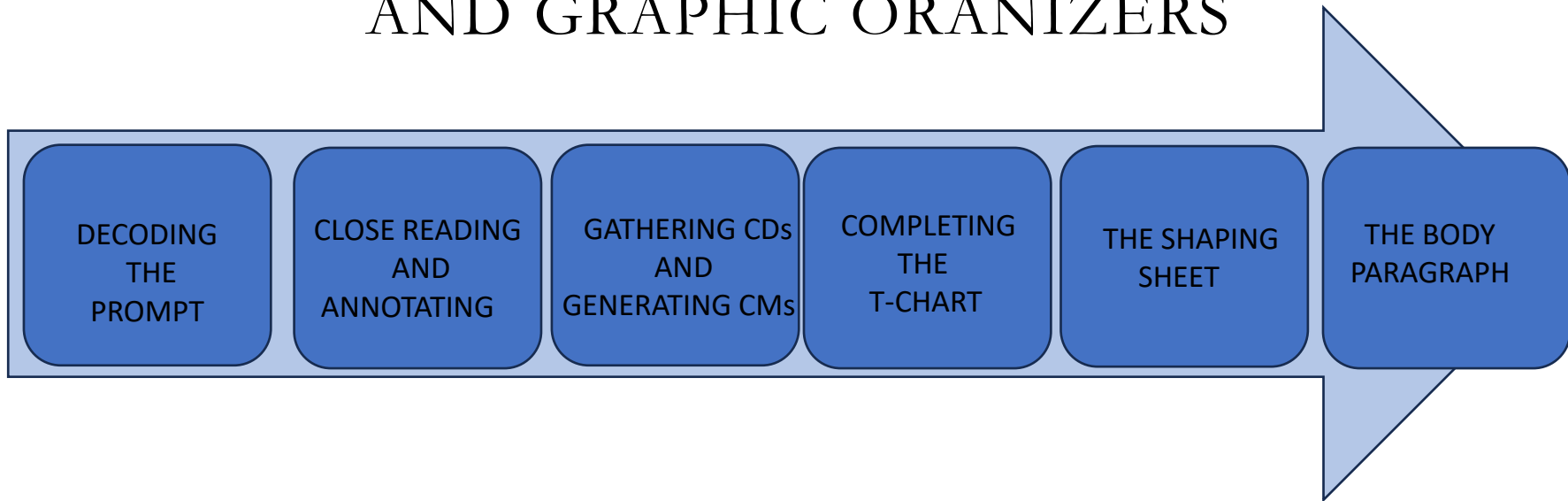


Scaffolded Instruction

Teach skills in even smaller
segments at a time.



STEPS IN THE JSWP WRITING PROCESS AND GRAPHIC ORGANIZERS



MODEL

JSWP Expository Prompt



In a one-chunk body paragraph
(2+:1), explain how Harriet Tubman
impacted the lives of others.



● Harriet Tubman showed courage in the face of extreme trials. ^{CD1}Over the course of many years, Tubman “put herself in danger” in order to save her family and other slaves. ^{CD2} She “made [seventeen] trips to Maryland” and “saved 300 people,” eventually becoming known as the “Moses of her people.” She was determined to help and even willing to die for her cause. Tubman’s willingness to take risks impacted generations and changed many lives for the better.

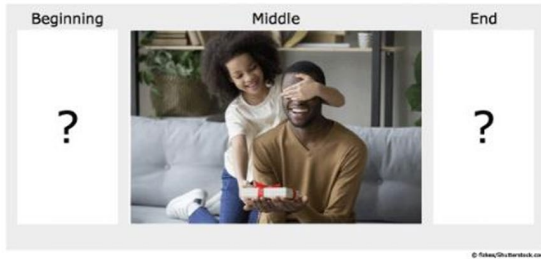


TELPAS Writing Practice (Grade 4-5)

Grades 4–5 Writing Questions and Scored Responses

Question 27

Look at the picture. It shows what happened in the middle of a story. You will use this picture to write a story with a beginning, a middle, and an end.

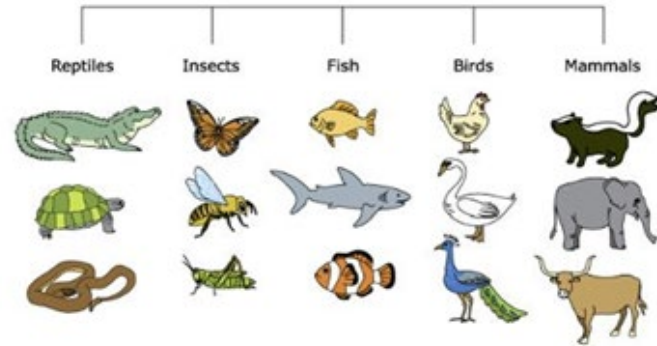


Prompt

- First, write the beginning of the story, before what you see in the picture. Tell what the girl did.
- Next, write the middle of the story. Use the picture to tell what the characters said and did and how they felt.
- Then, write the end of the story, after what you see in the picture. Tell what the characters did.

Question 19

Animals



Prompt

- Describe this picture. What can you learn from the picture?
- Choose two animals from different groups. Tell several facts about each animal.
- Explain how the two animals are similar and how they are different.
- Choose an animal from the picture that you like. Explain why you like this animal.

TELPAS Writing Practice (Grades 4-12)



PROMPT #3: Describe what is happening in the line graph.

- Why do you think the number of views for Video 1 increased?
- What do you notice about the views for Video 2?
- What conclusions have you come to after looking at the graph?
- Write about a time when you looked at or made a line graph like this one. What was it for?

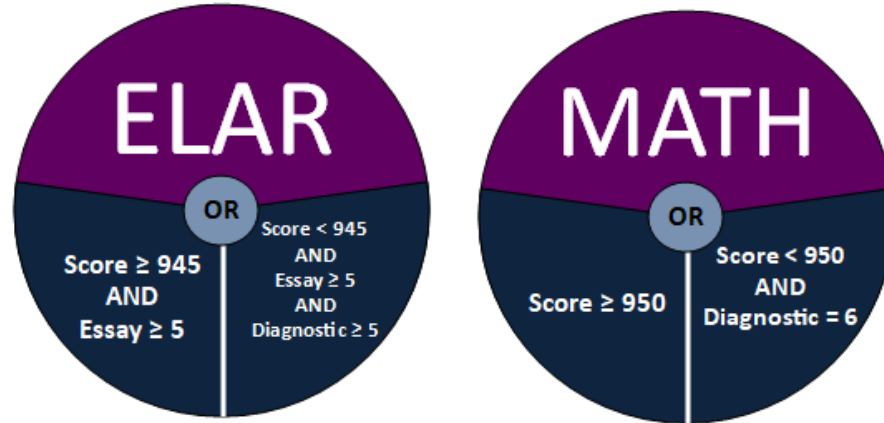


Begin by planning what you want to write → First you think, and then you write.

Concrete Details (Facts, Observations, Information) Who, When, Where, How, What Happened	Commentary (Elaboration, Reasoning, Explanation) Thoughts, Feelings, Reactions
What is happening?	Description Words
Video 1	Conclusions
Video 2	Conclusions
Your experience	What you learned
Put it together!	

Concrete Details (Facts, Observations, Information) Who, When, Where, How, What Happened	Commentary (Elaboration, Reasoning, Explanation) Thoughts, Feelings, Reactions
<p>What is happening?</p> <ul style="list-style-type: none"> • Two videos, one week • Number of views on the y-axis (up and down) • Number of days on the x-axis (bottom) 	<p>Description Words</p> <ul style="list-style-type: none"> • Trends • Informative • What impacts the movement?
<p>Video 1</p> <ul style="list-style-type: none"> • Blue line moved up each day • Started at 600, ended at 1,500 (900 increase) • Biggest increase on Day 2 	<p>Conclusions</p> <ul style="list-style-type: none"> • Consistent • Growing popularity
<p>Video 2</p> <ul style="list-style-type: none"> • Yellow line moved up and down • Largest decrease on Day 1 • Largest increase on Day 5 	<p>Conclusions</p> <ul style="list-style-type: none"> • Inconsistent • wishy-washy
<p>Your experience</p> <ul style="list-style-type: none"> • In math class we made a line graph • How many notifications on Social Media each day • I had the most notifications between 8-10 P.M. 	<p>What you learned</p> <ul style="list-style-type: none"> • Line graphs track information so you can see patterns • Lots of notifications - can be distracting • Wasted time, fun, mindless, helps me relax
<p>Put it together!</p> <p>The graphs show the number of views two videos got during one week. The blue line shows Video 1 and the yellow line shows Video 2. Video 1 moved up a little bit each day, and the biggest increase was on Day 2. Overall, it had a 900 view increase. Video 1 had a consistent trend and grew in popularity over the week. On the other hand, Video 2 moved up and down. It had a large decrease on Day 1 and a large increase on Day 5. The views on Video 2 were inconsistent and wishy-washy.</p> <p>A time when I had to make a graph like this was in math class. My teacher made the class track how many notifications we got on SnapChat every day for one week. I noticed that I had the most notifications in the evening between 8:00 and 10:00 P.M. From keeping track of my information, I learned that I spend a lot of time on my phone and that social media can be fun but distracting.</p>	

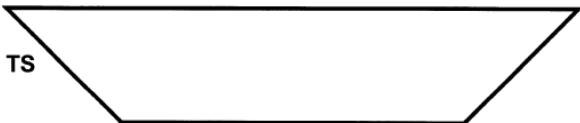
MINIMUM PASSING
COLLEGE READINESS STANDARDS
ON THE TSIA2



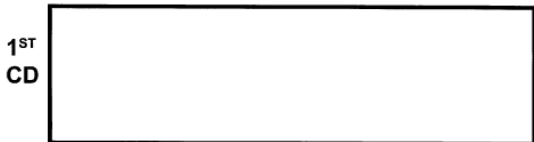
Students taking the ELAR exam for the first time are no longer required to take both the MC and Essay.



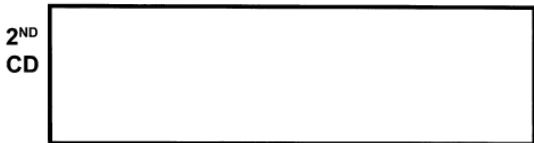
THE SHAPING SHEET



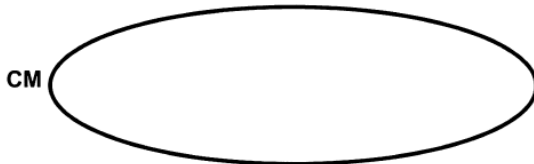
TS



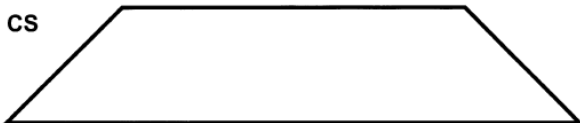
1ST
CD



2ND
CD



CM



CS

Score of 5

An essay in this category demonstrates **adequate mastery** of on-demand essay writing, although it will have lapses in quality. A typical essay:

- ❖ develops a viable **point of view** on the issue
- ❖ may stray from the audience and purpose but is able to refocus
- ❖ demonstrates competent **critical thinking**, using adequate **examples**, **reasons**, and other evidence to support its position
- ❖ is generally organized and focused but could lack coherence and logical progression of ideas
- ❖ exhibits adequate but inconsistent control of language
- ❖ demonstrates some variety in sentence structure
- ❖ contains some minor errors in **sentence structure**, grammar, spelling, and punctuation

Score of 5

This category demonstrates **adequate mastery** of on-demand essay writing, although it will have lapses in quality. A typical essay:

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TSIA2 Essay Sample Prompt and Paragraph

Passage

Some people claim that each individual is solely responsible for what happens to him or her. But the claim that we ought to take absolute responsibility for the kinds of people we are and the kinds of lives we lead suggests that we have complete control over our lives. We do not. The circumstances of our lives can make it more or less impossible to make certain kinds of choices.

Adapted from Gordon D. Marino, "I Think You Should Be Responsible; I'm Not So Sure."

Assignment

Are we free to make our own decisions or are we limited in the choices we can make?

Plan and write a multiparagraph essay (300–600 words) in which you develop your point of view on the above question. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

Part of being human is that people have limitations and cannot do everything, and it does not matter where the limitations originate. Minority groups in America are limited to what jobs they can secure, sometimes due to discrimination. Teenagers may be limited because they have no reliable means of transportation or steady income. Some people live below the poverty line, despite having steady jobs and strong work ethic. However, every person has the potential to break free and create choice and opportunities in their lives. Barriers are everywhere, and people may struggle, but with perseverance, it is possible to thrive.



Any Questions?





About Us

For more information,
please go to our "About Us"
page on JaneSchaffer.com
or scan this QR Code, which
will take you there!

