



Preliminary Stakeholder Meeting  
August 13, 2008  
Review of Meeting and Notes

## → Overview of Organization/Project Mgt.

After a brief introduction, an overview of the project was given....

- Project is divided into 5 larger committees aligned to addressing the boards “A Framework for Change”. These committees are:
  - Essential Standards
  - CANG (Assessment Committee)
  - RADNAM (Accountability Committee)
  - Technology Committee (at this point the members of this committee are serving an advisory/consultant role as technology needs/estimates arise)
  - Writing Committee
- See attached ppt. for project overview

## → Writing Plan

A brief overview of 08-09 writing was given which generated the lion’s share of the questions which are captured in the table at the end of this document. Below is a general comparison of the old and new writing assessment...

	<b>Traditional Assessment of Writing</b>	<b>I. Proposed New Assessment of Writing for 4 and 7</b>
<b>When we assess</b>	One prompt administered statewide on one day-historically during March	Four content-specific writing tasks/assignments (two in first year pilot) completed during the school year (formative), two on-demand tasks/assignments, one in late fall, one in late spring (benchmark, summative)
<b>How we assess</b>	Only paper/pencil administrations	Entire system at grade 7 electronic based
<b>Why we assess</b>	One score for accountability purposes	To collect formative and summative assessment data and use this data to provide feedback to improve student writing.
<b>How we assess</b>	Writing instruction delivered in preparation for a single day test	Year-long writing instruction (implementing the writing process) delivered across all content areas for different types of writing tasks/assignments
<b>How we train</b>	Professional development consisted of the publication of scorer training materials and online score applications	Professional development consists of online instructional modules, such as writing across the curriculum, formative assessment and online assessment modules such as understanding the various applications of the scoring rubrics, the differences between scoring content-specific writing

		tasks/assignments and on-demand tasks/assignments
<b>Who scores assessment</b>	Student responses scored by contractor	Student responses scored by educators/ teachers (2 independent scorers for on-demand and 2 scorers for content-specific)

## → Types of Assessments

A description of the draft definitions for formative, summative and benchmark assessments were given that will guide the redesign of assessment system.

## → PD Component

A brief description of the manner in which professional development will be rolled out was discussed. Major highlights of this new model will include a focus on increasing the use of 21<sup>st</sup> Century tools to ensure that every professional has exposure to the highest quality PD. The new writing PD model was referenced as an exemplar of what the new model for PD will look like. The writing Moodle will be demonstrated at upcoming stakeholder meetings. An overview of the new writing PD is captured below....

<b>Writing Assessment System Online Course</b>	<b>Writing Instructional Delivery Online Course</b>
<p><b>Module 1— Writing Assessment System Operation</b> Designed to Answer:</p> <ul style="list-style-type: none"> <li>• What are the computer requirements for the writing assessment system?</li> <li>• How do I operate the computer system functions for the writing assessment system?</li> <li>• What are the steps for operation? <ul style="list-style-type: none"> <li>○ Operations to be performed BEFORE each assessment window</li> <li>○ Operations to be performed DURING each assessment window</li> <li>○ Operations to be performed AFTER each assessment window</li> </ul> </li> <li>• When will each assessment window open and close for the submission of student responses and scoring the student responses?</li> </ul>	<p><b>Module 1 - Writing Across the Curriculum (WAC):</b> Designed to Answer:</p> <ul style="list-style-type: none"> <li>• Why is the Teacher as a Writer powerful and how does it effect classroom instruction?</li> <li>• How do teachers use writing to help students learn?</li> <li>• How can teachers implement writing across and among the content areas?</li> </ul>
<p><b>Module 2— Writing Assessment System Introduction:</b> Designed to answer:</p> <ul style="list-style-type: none"> <li>• What is the writing assessment system?</li> </ul>	<p><b>Module 2 - Understanding Types of Writing Assessments:</b> Designed to Answer:</p> <ul style="list-style-type: none"> <li>• What is effective feedback and how do I</li> </ul>

<ul style="list-style-type: none"> <li>• Who has to participate in the writing assessment system?</li> <li>• When do I start participating in the writing assessment system?</li> <li>• How is the writing assessment system used in Accountability?</li> <li>• Why is this system being piloted at Grades 4 and 7?</li> </ul>	<p>to provide it to students?</p> <ul style="list-style-type: none"> <li>• What are the purposes of formative assessment, and how does it support writing across content areas?</li> <li>• What are strategies for implementing formative assessment within classroom instruction?</li> </ul>
<p><b>Module 3— Writing Assessment System Scoring</b> Designed to answer:</p> <ul style="list-style-type: none"> <li>• What type of responses will students be asked to submit for the writing assessment system? <ul style="list-style-type: none"> <li>○ Authentic writing tasks/assignments—4 total from different content areas (2 each semester)</li> <li>○ On-Demand submissions—2 total from state-provided prompts (1 each semester)</li> </ul> </li> <li>• What are the criteria for scoring the writing assessment submissions? <ul style="list-style-type: none"> <li>○ Content Area rubric and composing features</li> <li>○ On-Demand rubric and composing features</li> </ul> </li> </ul>	<p><b>Module 3 - Deconstructing Writing Tasks &amp; Using Rubrics:</b> Designed to Answer:</p> <ul style="list-style-type: none"> <li>• What are the types of writing tasks and how are they constructed?</li> <li>• How to evaluate a writing sample using a rubric as an assessment tool?</li> </ul>

## General Discussion Questions/Responses

Throughout the meeting, a number of important questions arose and an important initial set of feedback was provided. In the table below are captured the questions posed and feedback provided by the attendees.

Key Questions Raised	Response/Thoughts
Why was writing addressed first?	→ SBE wanted to ensure that writing was assessed in 08-09 school year while acting on the high-priority for change from the former writing approach.
What is the role of the stakeholder group?	<p>→ To provide a reality check for all initiatives, to gather large-scale feedback on the overarching direction of the response to the framework for change.</p> <p><b>Suggestions From Stakeholders:</b></p> <p>→ Important when communicating to the field that there is a clear response directly to each of the 11 short -term “Nike” items so that everyone knows exactly what will be done in reference to the framework. It was determined that communication will be key and sending information to principals and others directly will be expedient.</p> <p>→ The issue of test security in the release of test forms was raised in looking through the 11 short term changes.</p>

	<p>→ General piece of feedback to proactively meet with the media when releasing plans.</p> <p>→ Massachusetts suggested as a place to look for information on a searchable online data-base of questions.</p>
Who will participate in the writing project?	<p>Everyone at grade 4 and 7 will participate in the new content-specific items and 2 on-demand samples. Additionally, 10 LEAs will be selected to participate in the electronic pilot at grade 7 model (posting of writing, scoring and auditing online). The committee is currently deciding on which LEAs will participate in the 10 LEA pilot.</p> <p><b>Suggestions From Stakeholders:</b></p> <p>→ General feedback was to make the opportunity to join the pilot available as soon as possible to ensure that schools that will be excited to join the pilot have an opportunity to before the year gets into full swing.</p> <p>→ Concern about cheating with an assessment that is available to post work from home.</p>
Who will determine the content of the content-based writing prompts?	<p>Teachers and school level professionals. Question was raised in follow-up concerning alignment to NAEP and DPI is considering this moving forward. Sample prompts will be provided through the PD component of the Moodle.</p>
Who uses the electronic methods for writing?	<p>See attached writing proposal. 4<sup>th</sup> graders are in no way excluded from using word processing and would in fact would be encourage to do so...however the electronic system would not be used with K-5.</p> <p><b>Suggestions From Stakeholders:</b></p> <p>→ Expressed appreciation for moving towards a writing model that is at all grade levels and building skills at all grade levels. Some discussion about the use of computers in writing – use of spell-check and the general improvement of writing when using a word processor.</p>
How will the PD for Writing work?	<p>Referred to writing online PD modules. PD about teaching the writing process <i>and</i> about using the online model will both be provided.</p> <p><b>Suggestions From Stakeholders:</b></p> <p>→ Concern about capacity in this respect – making sure that we have the technology. Admiration of the ambition, a sense that the pace at which the writing model is being implemented is frightening. The logistics are the thing that will cause the most trouble.</p>
In whose shop is the overall work in response to the framework for changes? Curriculum? Accountability?	<p>A blended model will be used that will combine both the curriculum and accountability division to ensure better transparency and a product that improves student learning.</p> <p><b>Suggestions From Stakeholders:</b></p> <p>→ Make sure that the EC piece is included. In response: All committee's are incorporating EC consultants and these processes will involve significant EC teacher and stakeholder involvement.</p>
How will we help school districts be trained on using the online PD element?	<p>The primary training will be done on the Moodle however if more training is needed, it will be provided. In large part, the tool is very user-friendly and has built-in guidance.</p> <p><b>Suggestions From Stakeholders:</b></p>

	<p>→ Generally the writing pilot seems like a good opportunity to involve older students in teaching younger students.</p> <p>→ Moodle is very user-friendly.</p>
Who will teach writing?	All subject areas will teach writing “across the curriculum.” It will be part of the standard course of study for ELA courses but will be included throughout.
Will we meet with RESA's?	<p>Yes.</p> <p><b>Suggestions From Stakeholders:</b></p> <p>→ Generally, the writing has not been talked about in the field. Many knew that writing would take place but did not know what form it would take. Need to ensure that communications are ramped up.</p> <p>→ For major communications, conference calls with all superintendents and communicate with all principals.</p>
Will there be enough technology available?	DPI has audit information and has the data that ensures that the appropriate technology is in all school buildings to implement this.

## Next Meeting.....

We will meet at an alternative location. Communication about the next meeting will be coming shortly. Thank You for your time and feedback now and in the future.