



# Modified Writing

## Teaching And Assessing Using the Six Trait Model

Created  
by and for  
Kansas Teachers  
2003



# Purpose of Presentation

- Provide information about teaching the six traits to struggling writers.
- Provide information about the modified writing rubric.
- Provide resource CD and materials.
- Provide information on revisions in Communication Arts, Math Standards, modified, and alternate assessment.



# Modified Writing Eligibility Criteria

- Any student with an IEP or 504.
- A preponderance of evidence that shows the student is functioning at or below the 4<sup>th</sup> percentile rank on any standardized assessment.
- If a writing assessment is not available, a reading assessment score can be used.

# The Six Traits

- Ideas and Content
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions



# Committee Representation

- Elementary Teachers
- Secondary Teachers
- Administrators
- Specialists
- KSDE Writing Consultants





# Comparison of General and Modified Assessment

- Same assessment window.
- Based on the same six traits.
- Modified Assessment uses a modified rubric for scoring.
- Separate test booklet with parallel prompt and writing process checklist that reflects the modified rubric.
- Rubric is based on the eligible students' papers.
- The modified rubric allows student to show progress over time.



# Critical Features

Each trait is:

- clearly defined including the characteristics for the trait.
- explicitly taught.
- stated in student-friendly language.
- tied to instructional activities.



# Overview of the Modified Six Trait Writing Guide

## Part I

### Teaching the Six Traits

- Instructional Examples
- Student Activity pages
- Student Guide

## Part II

### Assessing the Six Traits

- Scoring Rubric
- Rationale of Selections and Ratings
- Student papers



# Part I: Teaching the Six Traits

## Instructional Examples:

Characteristics under each trait are tied to an instructional activity.

- ✓ 5<sup>th</sup> grade example—narrative
  - Bull's Eye (pages 21 & 22)
- ✓ 8<sup>th</sup> grade example—expository
  - Feeling Words (pages 64 & 65)
- ✓ 11<sup>th</sup> grade example—persuasive
  - Voice Instructional Activity (page 98)



# Part I: Teaching the Six Traits

## Student Activity Pages

- Pages 21-34 for narrative (5<sup>th</sup> Grade)
- Pages 55-67 for expository (8<sup>th</sup> Grade)
- Pages 87-101 for persuasive (11<sup>th</sup> Grade)



# Part I:

# Teaching the Six Traits

## Student Guide

- ✓ Characteristics of each trait appear in checklist format for student use.
- ✓ Characteristics of each trait are restated in simple language.
- ✓ The **student-guide** prompts appear in the gray box on the Instructional Examples pages.



# Part II: Assessing the Six Traits

## Scoring Rubric

- ✓ Narrative, expository, and persuasive writing have own rubric.
- ✓ Rubric compares eligible students against other eligible students.
- ✓ Rubric is used independently of general assessment rubric.

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# 5<sup>th</sup> Grade

## Ideas and Content

### Strong

- This paper is clear, focused, and the writer explains the topic in a knowledgeable manner.

### Developing

- The topic is focused but may be too broad.

### Beginning

- The writer has no clear central topic.

# 5<sup>th</sup> Grade

## Ideas and Content cont'd

### Rubric

### Student guide

#### Content:

The paper exhibits clear ideas.

#### Experiences:

The writing demonstrates a connection to personal experiences.

#### Main Idea:

The main idea(s) stand out. The paper is written on a single topic.

#### Content:

I write about things that have happened to me.

#### Experiences:

I tell the reader something new.

#### Main Idea:

I have one important sentence that tells what I'm going to write about

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# 8<sup>th</sup> Grade

## Ideas and Content

### Strong

- This paper is clear, focused, and explains the topic in a knowledgeable manner.

### Developing

- The topic is focused but may be too broad.

### Beginning

- As yet, the writer has no clear sense of purpose of central topic.



# 8<sup>th</sup> Grade

## Ideas and Content cont'd

### Rubric

#### Content:

- The paper exhibits clear ideas.

#### Experiences:

- The writing demonstrates a connection to personal experiences.

### Student guide

#### Content:

- I write about things I know or do.

#### Experiences:

- I tell the reader something new.



# 8<sup>th</sup> Grade

## Ideas and Content cont'd

### Rubric

#### Main Idea:

The main idea(s) stand out. The paper is written on a single topic.

#### Details:

Supporting details, which are relevant, give the reader important information.

### Student guide

#### Main Idea:

I have a main idea that tells what I'm going to write about.

#### Details:

I give interesting details that fit my main idea.



# 11<sup>th</sup> Grade

## Ideas and Content

### Strong

- This paper is clear, focused, and convincing.

### Developing

- The topic development is limited, sketchy, or general.

### Beginning

- As yet, the writer has no clear sense of purpose of central topic.



# 11<sup>th</sup> Grade

## Ideas and Content cont'd

### Rubric

#### Argument:

The writer takes and sustains a clear and identifiable position.

#### Rationale-Evidence:

The writer uses reason or evidence to construct an argument.

### Student guide

#### Argument:

I write about something that is important to me.

#### Rationale-Evidence:

I have a position on the topic I write about.



# 11<sup>th</sup> Grade

## Ideas and Content cont'd

### Rubric

#### Main Idea:

The main idea(s) stand out. The paper is written on a single topic.

#### Details:

Supporting details, which are relevant, and support the argument.

### Student guide

#### Main Idea:

I try to get the reader to see things my way.

#### Details:

I give details that support my position.



# Part II

## Assessing the Six Traits

### Rationale of Selections and Ratings

- Table indicates the reasons why the student paper receives the given score.

# Part II

## Assessing the Six Traits

### Student Papers

- ✓ Range of papers for each trait.
- ✓ Can be used with the rationale and rubric section.
- ✓ Can be considered "anchor" papers.



# 5<sup>th</sup> Grade

## Word Choice

<b>Something I did</b>	<ul style="list-style-type: none"><li>• The writer has extensive use of descriptors (e.g., slippery, beautiful, super adventure, white wolves).</li><li>• The message is very clear and interesting.</li></ul>	<b>5</b> Words convey the intended message in an interesting and natural way.
<b>Going to Indiana</b>	<ul style="list-style-type: none"><li>• The writer uses phrases repetitiously (e.g., we got to see).</li><li>• The writer does convey meaning.</li><li>• The writer uses some adjectives.</li></ul>	<b>3</b> The words convey the message, but not in an interesting way.
<b>Fun</b>	<ul style="list-style-type: none"><li>• The writer uses a very limited vocabulary.</li><li>• The words used do not convey meaning.</li></ul>	<b>1</b> The writer struggles with a limited vocabulary, searching for words to convey the message.

# Something I did. . .

White sand is in New Mexico. It looks like snow but it is not slepery. It is so beautiful. We saw a video of lizards living in the white sand. There is also a museum near a library. At the white sand we can ride goat car. We can also touch and roll on the white sand to be careful with the scorpions in the beauty. But in there is also a white road. So we drive our vehicles while taking videos and pictures. So we can remember what we was in white sand and to remember white Sand. It was a super adventure. But when we leave white sand will miss white wolfs howling in the moon light. They howl so beautiful That my mom and I didn't want to miss it. Wolves only comes out at Night.

# 8<sup>th</sup> Grade

## Word Choice

<b>#2 Soccer</b>	<ul style="list-style-type: none"><li>• The writer uses the specialized vocabulary appropriate to the sport.</li><li>• The writer uses specific verbs related to the soccer positions.</li></ul>	<b>5</b> Words convey the intended message in an interesting and natural way.
<b>My favorite sport activity - Soccer</b>	<ul style="list-style-type: none"><li>• The writer uses some descriptive language (e.g., special shoes that have rubber spikes) however he uses the expression "a lot" and "you have to".</li></ul>	<b>3</b> The words convey the message, but not in an interesting way.
<b>Drawing</b>	<ul style="list-style-type: none"><li>• The writer uses words repeatedly (e.g., great, fun).</li><li>• There is evidence of limited vocabulary.</li></ul>	<b>1</b> The writer struggles with a limited vocabulary, searching for words to convey the message.

## Idea #2 Soccer

I enjoy playing soccer because it keeps me healthy and because it is an exciting sport. It takes a lot of energy to play soccer. I have played soccer since first grade and have found this sport to be interesting. To play this sport you should know how to dribble, pass, and kick a soccer ball. When you are practicing or training to play the game you should set up an obstacle course and practice dribbling the ball around the obstacle course; also practice passing the ball to someone and try to get the ball to them. You should also practice kicking the ball long distances. To play soccer you should be able to run, so you should be in good shape and good health. You need to be able to keep up with the ball.

Continued: see page 201

# 11<sup>th</sup> Grade

## Word Choice

<b>Something I did</b>	<ul style="list-style-type: none"><li>• The writer uses a variety of expressions (e.g., work ethic, building character) that are related to values.</li><li>• The writer uses descriptive words.</li><li>• The writer uses action verbs effectively.</li></ul>	<p><b>5</b></p> <p>Words convey the intended message in an interesting and natural way.</p>
<b>Advantages and disadvantages</b>	<ul style="list-style-type: none"><li>• The writer exhibits some good vocabulary but with repetitive usage (e.g., as a result, advantages, furthermore).</li></ul>	<p><b>3</b></p> <p>The words convey the message, but are repetitious and uninteresting.</p>
<b>I liked school</b>	<ul style="list-style-type: none"><li>• The paper is difficult to understand and lacks meaning.</li></ul>	<p><b>1</b></p> <p>The writer struggles with a limited vocabulary, searching for words to convey the message.</p>



# The News Chronicle

Dear,

I would like you to put this in your paper so kids without after school jobs can get one. I would like to tell the parents how good it would be for their kids.

To all the parents out there are you tired of your kids just sitting on the couch, watching T.V. and eating you out of house and home? Well take this into consideration let your kid get an after school job.

For one thing it will teach them to have responsibility and that is a good thing that all kids should learn. The after school jobs will keep them out of trouble. They will learn how the real world works and get a wake up call. They will have respect for the house when they have responsibility. They will start to get up on time, and being on time wherever they go.

Continued: see page 245

# Summary of Guide

- Part I and Part II
  - ✓ Teaching the six traits
  - ✓ Assessing the six traits
- Intended to promote appropriate inclusion of students in the writing process.
- Rubric allows students to show progress.

# 5<sup>th</sup> , 8<sup>th</sup> , & 11<sup>th</sup> Grade Writing Assessment



# Student Instructions

## General

1. You will choose a topic and be given time to think about what you want to write.
2. You will write a rough draft.
3. You will revise and edit your rough draft, making any changes you wish.
4. You will recopy your paper and proofread your final copy.

## Modified

1. Choose something to write about.
2. Plan what you want to write.
3. Write your story.
4. Read what you have written and change it to make it better.
5. Neatly copy what you have written to the **FINAL COPY BOOKLET.**

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# 5<sup>th</sup> Grade

## Modified Writing Guide

1. I have a good beginning that tells what I am going to write about.
2. I write in the order that things happened.
3. I choose my words carefully.
4. I tell about the topic with words that show feelings or actions.
5. I choose nouns and verbs that go together.

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# 5<sup>th</sup> Grade

# Modified Writing Guide

cont'd

6. I begin sentences with different words.
7. I write both long and short sentences.
8. I use capital letters and end marks correctly.
9. I use my best spelling.
10. I end my paper at a good place.



# 5<sup>th</sup> Grade

## Writing Scoring Guide

Your writing will be judged on how well you:

- Presented ideas in an interesting, original manner.
- Developed your ideas with appropriate examples and details.
- Organized your ideas with a good beginning, middle and end;
- Linked one idea to the next so that they worked well together.
- Brought the topic to life by having a clear purpose.



# 5<sup>th</sup> Grade

# Writing Scoring Guide

cont'd

Your writing will be judged on how well you:

- Wrote in such a way that people who read the paper will find it interesting.
- Selected words to present ideas in a precise and natural way.
- Used sentences that made ideas flow, and
- Followed rules for punctuation, capitalization, usage, spelling, and paragraphing.



# 8<sup>th</sup> Grade

## Modified Writing Guide

1. I write about things I know or do.
2. I have a good beginning that tells what I am going to write about.
3. I give interesting details that fit my main idea.
4. I write in the order that things happen.
5. I use words like, "also, in addition, first or next."
6. I use strong words that show feelings and actions.



# 8<sup>th</sup> Grade

## Modified Writing Guide

cont'd

7. I begin sentences with different words.
8. I write both long and short sentences.
9. I write complete sentences using subjects and verbs.
10. I indent or use spacing to show paragraphs.
11. I use capitalization, punctuation and my best spelling.
12. I end my paper at a good place.

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# 8<sup>th</sup> Grade Writing Scoring Guide

- Present main idea(s) or a thesis statement;
- Provide informative detail which may include personal experiences, observations, or prior knowledge, to support and clarify the main idea(s);
- Organize your thoughts so there is an interesting introduction and an ending that ties the information together;
- Link one idea to the next so that they all work well together;



# 8<sup>th</sup> Grade

## Writing Scoring Guide

cont'd

- Use language that is natural but brings the topic to life
- Write a paper that is interesting enough to make the reader want to read to the end;
- Use words that are appropriate for the writer, subject, and reader;
- Define meanings of any special vocabulary or make meaning clear through the context;



# 8<sup>th</sup> Grade

# Writing Scoring Guide

cont'd

- Vary the beginnings and the length of sentences so the ideas flow smoothly; and
- Use appropriate punctuation, spelling, grammar, and paragraphing



# 11<sup>th</sup> Grade

## Modified Writing Guide

1. I begin with a position on the topic that is important to me.
2. I try to get the reader to see things my way.
3. I give details that support my position.
4. I use words like "first, therefore, or also" to connect my ideas.
5. I write so that what I am saying is clear and believable.



# 11<sup>th</sup> Grade

## Modified Writing Guide

cont'd

6. I describe my position using colorful adjectives and adverbs.
7. I write sentences that work together to support my position.
8. I begin sentences with different words.
9. I write using simple and complex sentences.
10. I use capitalization, punctuation and my best spelling.

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# 11<sup>th</sup> Grade

# Modified Writing Guide

cont'd

11. I make complete sentences using subjects and verbs.
12. I indent or use spacing to show paragraphs.
13. I end my paper by retelling my position.



# 11<sup>th</sup> Grade Writing Scoring Guide

- Present a proposition or opinion;
- Provide sufficient detail (Which may include personal knowledge, experience, or insight) to support the stated opinion and build a convincing argument;
- Organize your ideas so there is an interesting introduction and an ending that ties the information together;



# 11<sup>th</sup> Grade

## Writing Scoring Guide

cont'd

- Link one idea to the next so that they all work well together;
- Write a paper that is expressive or passionate and holds the reader's attention;
- Show an awareness for the informational needs, possible questions or objections, and interests of your audience
- Use powerful verbs, strong imagery, and words that are specific and accurate;

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# 11<sup>th</sup> Grade

## Writing Scoring Guide

cont'd

- Use persuasive transition words such as “in the first place,” “furthermore,” or “finally;”
- Vary the beginnings and the length of sentences so the ideas flow smoothly; and
- Use appropriate punctuation, capitalization, spelling, grammar, and paragraphing.

# Use of a Scribe

- Must be listed in the student's IEP.
- Must be used in daily writing assignments.
- Must write exactly what the student says, verbatim.
- Cannot paraphrase.
- Cannot prompt the student.



# Use of a Computer



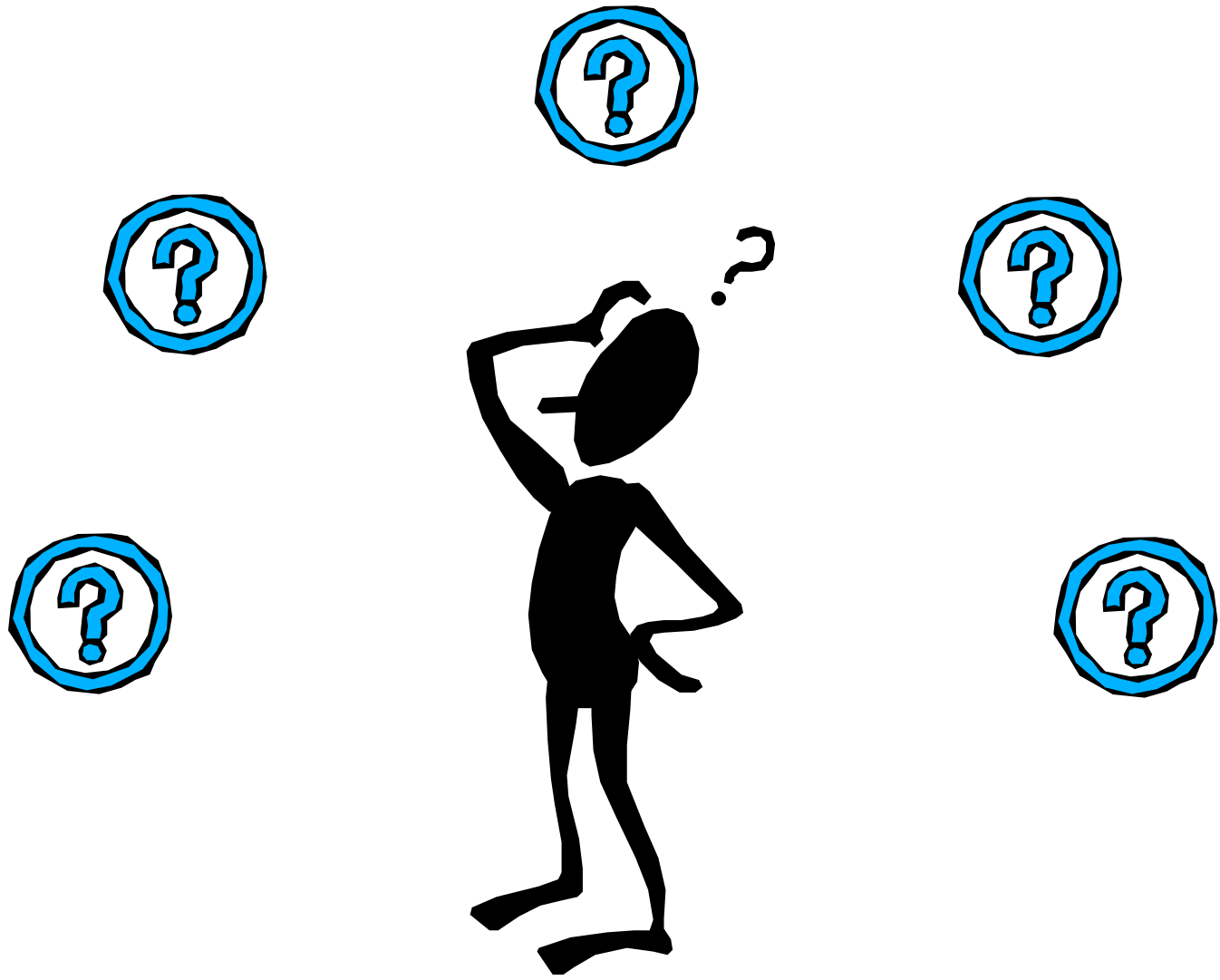
- Student uses the computer for written assignments.
- Spell check is allowed.
- Alpha Smart and other technology is allowed when the student uses it for daily school work.

# Length of Paper

How long a paper should be?



The students should write as much as is needed to explain the idea or topic.





# Facts for 2005-06

- Kansas State Assessment will be on the computer and a paper/pencil option will be available.
- No off grade or out of level testing will be allowed.
- Curricular Standards for Language Arts and Mathematics were approved by KSBE in July 2003.
- WestEd is the contractor for the new assessments.

# Facts for 2005-06


cont'd

- The principles of Universal Design will be followed.
- Student level reports be available.
- We are planning to have modified assessment at each grade in each content area.

# 2005/2006

## Grade Levels Tested

- Reading Diagnostic 2 Annual
- Alternate Assessment 3 - 8, HS Annual
- Reading 3 - 8, HS Annual
  - Modified 3 - 8, HS Annual
- Mathematics 3 - 8, HS Annual
  - Modified 3 - 8, HS Annual
- Science 4, 7, 10 Annual
  - Modified 4, 7, 10 Annual
- Social Studies 6, 8, 11 Biennial
  - Modified 6, 8, 11 Biennial
- Writing 5, 8, 11 Biennial
  - Modified 5, 8, 11 Biennial



# State Assessment Reference Contacts

State Assessment Director -- **Dr. Cheryl Randall** 785-296-3996

Students with Disabilities -- **Lynnett Wright** 785-296-0916

Mathematics - No Consultant at this time.

Reading -- **Veronica Williams** 785-296-2598

Writing -- **Scott Smith** 785-296-3892

Science -- **Greg Schell** 785-296-8108

Social Studies -- **Kim Ramussen** 785-296-4933

Center for Educational Testing and Evaluation -- 785-864-3537

Website: [www.kansped.org](http://www.kansped.org)

