



# House Bill 1164 Writing Pilot

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# Writing Pilot Background

## House Bill 1164

HB1164 is a two year project passed by the 84<sup>th</sup> Legislature in 2015 for the 2016–2017 and 2017–2018 school years.

The bill calls for a proposed alternative assessment method designed to assess a student's

- mastery of the Texas Essential Knowledge and Skills (TEKS) in writing through
- timed writing samples;
- improvement in writing skills from the beginning of the school year to the end of the school year;
- ability to follow the writing process from rough draft to final product; and
- ability to produce more than one type of writing.

# Writing Pilot Background

## House Bill 1164

The pilot study includes the collection and scoring of a range of student writing samples throughout the school year.

The writing products to be completed, submitted, and scored are

- two timed writing samples, one at the beginning of the school year and one at the end of the school year, based on a specific writing prompt chosen by each student from a selection of three prompts;
- two instructional writing process samples from different genres (e.g., personal narrative, expository, persuasive, and/or analytical) that illustrate the writing process from start to finish; and
- an instructional portfolio containing the writing samples listed above.

# Year One: Overview

## Participation

Three regional Educational Service Centers (ESCs) were selected to participate with a total of seven partnering school districts for year one.

- **Region 6** (Huntsville) partnered with Calvert ISD and Huntsville ISD.
- **Region 10** (Richardson) partnered with Athens ISD, Garland ISD, and Sunnyvale ISD.
- **Region 16** (Amarillo) partnered with Amarillo ISD and Dumas ISD.

In total, 37 teachers and 1,707 students in grade 4, grade 7, English I, and English II from across the state of Texas participated in year one of the writing pilot.

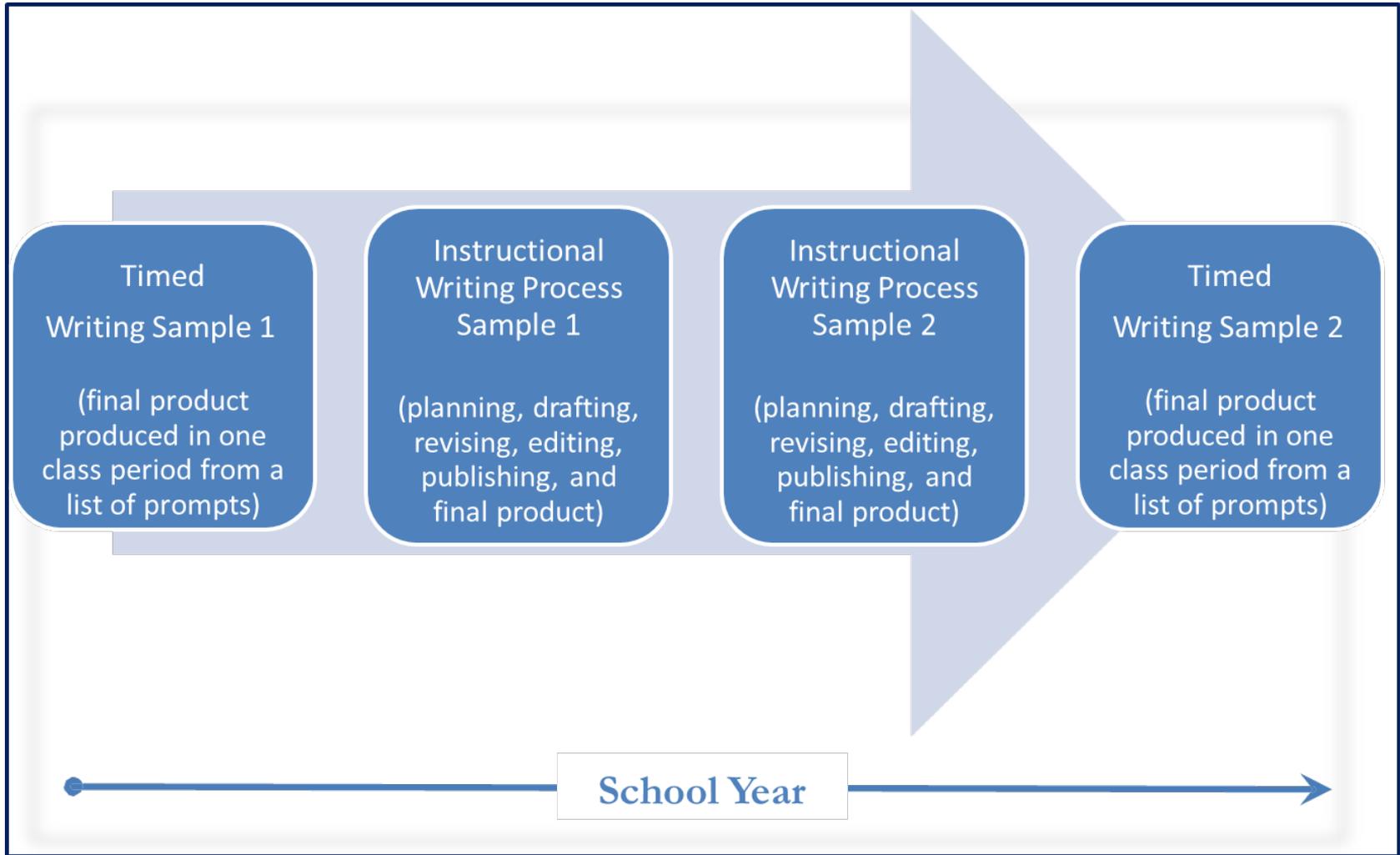
# Year One: Overview

## Planning

Before the start of school year 2016, English language arts and reading (ELAR) representatives from the partnering ESCs attended a kick-off planning session with TEA and ETS in Austin to

- set goals,
- establish timelines,
- decide on timed writing sample prompts, and
- develop the foundation of the writing pilot rubric.

# Year One: Overview



# Year One: Overview

## Samples

- Timed samples were collected at the end of September 2016 and again in the last two weeks of April 2017
- Students chose from three prompt options addressing a specific mode of writing listed in the TEKS

<b>Grade/Course</b>	<b>Time Limit</b>	<b>Genre</b>
Grade 4	35 minutes	Narrative
Grade 7	45 minutes	Expository
English I	60 minutes	Expository
English II	60 minutes	Persuasive

# Year One: Overview

## Samples

- Two process samples were collected throughout the year
- Locally decided genre based on scope and sequence
- Timelines and submission windows allow for flexibility
- All samples collected and housed according to local decision. All samples to be scored for year one were uploaded throughout the year to a secure database.

# Year One: Data Summary

## Scoring

Scoring of the student writing samples consists of several components.

- The student samples are initially scored by each student's teacher of record.
- Additionally, the samples receive a second blind score coordinated at the local level by each participating Education Service Center (ESC) and includes local teachers who are certified to teach English language arts.
- A final sampling of scores conducted by TEA and ETS.

# Year One: Data Summary

## Scoring

- Classroom teachers throughout the year used two rubrics: writing and portfolio
- Blind scoring was held in June 2017. Educator raters trained by ESCs using materials collaboratively developed by TEA, ETS, and ESCs scored a random sample of 1/3 of the total submitted portfolio materials and samples
- Third blind scoring session conducted by ETS raters last week of June 2017

## Texas Writing Pilot Program Rubric 2016–2017

**Score Point 4 (Accomplished):** The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> <li>• Structure is clearly appropriate to the purpose.</li> <li>• The writer establishes and maintains a strong focus.</li> <li>• Strong, meaningful transitions and idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections are clearly evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific, well chosen, and relevant details are clearly evident.</li> <li>• Ideas are clearly, thoughtfully, and effectively expressed and developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Language and word choice are purposeful, precise, and enhance the writing.</li> <li>• Sentences are purposeful, well-constructed, and controlled.</li> <li>• Use of an authentic, expressive voice is clearly reflected throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Although minor errors may be evident, they do not detract from the fluency or clarity of the writing.</li> <li>• Use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is consistently demonstrated.</li> </ul>

**Score Point 3 (Satisfactory):** The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> <li>• Structure is, for the most part, appropriate to the purpose.</li> <li>• The writer, for the most part, establishes and maintains focus.</li> <li>• Sufficient use of transitions and idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections is somewhat evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific, appropriate, and relevant details are somewhat evident.</li> <li>• Ideas are sufficiently expressed and developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Language and word choice are, for the most part, clear, concise, and somewhat enhance the writing.</li> <li>• Sentences are somewhat purposeful and adequately constructed and controlled.</li> <li>• Authentic voice is somewhat evident and appropriately reflected throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Minor errors create some disruption in the fluency or clarity of the writing.</li> <li>• Use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is adequately demonstrated.</li> </ul>

**Score Point 2 (Basic):** The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> <li>• Structure is evident but may not always be appropriate to the purpose.</li> <li>• The writer does not effectively establish or maintain focus and may include irrelevant information.</li> <li>• Use of transitions, idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections is minimal or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and relevant details are too brief, too vague, or are not clearly evident.</li> <li>• Ideas are minimally expressed and developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Language and word choice are general, imprecise, or inappropriate and do not sufficiently enhance the writing.</li> <li>• Sentences are awkward or only somewhat controlled.</li> <li>• Authentic voice is inconsistent throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Distracting errors create moderate disruptions in the fluency or clarity of the writing.</li> <li>• Use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is partially demonstrated.</li> </ul>

**Score Point 1 (Very Limited):** The response will contain most of the following characteristics.

Organizational Structure and Focus	Content/Development of Ideas	Use of Language	Conventions
<ul style="list-style-type: none"> <li>• Structure is inappropriate to the purpose.</li> <li>• Focus is not established or maintained.</li> <li>• Transitions, idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections are not evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Details are inappropriate or missing.</li> <li>• Ideas are missing or not expressed or developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Language and word choice is limited or missing and does not enhance the writing.</li> <li>• Sentences are simplistic or uncontrolled.</li> <li>• Authentic voice is missing or inappropriate to the writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Serious and persistent errors create disruptions in the fluency or clarity of the writing.</li> <li>• Little to no use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions is demonstrated.</li> </ul>

## Texas Writing Pilot End-of-Year Portfolio Rubric

**Directions:** This rubric is used to evaluate a student’s overall portfolio from the 2017—2018 Texas Writing Pilot. When reviewing the portfolio, consider all items as evidence of the student’s engagement in the writing process from the start of the school year through the end and as evidence of their overall development as a writer. As you are analyzing the artifacts, follow the score point descriptors below to assign a score for **each** row.

### Score Point Descriptions

<b>Score Point 4—Exceeds Standards:</b> From the artifacts, there is <b>clear and compelling evidence</b> that the student met most of the expectations.	<b>Score Point 3—Meets Standards:</b> From the artifacts, there is <b>satisfactory evidence</b> that the student met most of the expectations.	<b>Score Point 2—Developing Towards Standards:</b> From the artifacts, there is <b>limited or inconsistent evidence</b> that the student met most of the expectations.	<b>Score Point 1—Substantially Below Standards:</b> From the artifacts, there is <b>little to no evidence</b> that the student met most of the expectations.
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Portfolio Categories and Expectations	Evidence and Examples	Score
<p><b>Planning:</b> A range of strategies is used to generate ideas for writing that are appropriate to the task, topic, or genre.</p>	Evidence demonstrates that the student has planned for writing by generating ideas relevant to the task, topic, or genre. Evidence <b>could</b> include webs, graphic organizers, journals, drawings, brainstorm, outlines, reflection(s) from conversation(s) with teacher(s) or classroom discussion(s), etc.	
<p><b>Drafting:</b> Ideas from planning activities are categorized, organized, and/or developed into drafts that are appropriate to the task, topic, or genre.</p>	Evidence demonstrates that ideas from planning are developed to make the writing more coherent and that the student has taken his/her ideas and turned them into a written format to convey thoughts that are appropriate to the task, topic, or genre. Evidence <b>could</b> include expanded outlines, expanded webs, expanded graphic organizers, paragraphs, the first draft, etc.	
<p><b>Revising:</b> Drafts are revised for coherence, organization, use of language, sentence structure, transitions, connections, and/or to add/delete ideas that clarify for meaning as appropriate to the task, topic, or genre.</p>	Evidence demonstrates that ideas from first draft(s) are further developed for coherence, organization, sentence structure, transitions, and/or use of language as appropriate to the task, topic, or genre. Evidence <b>could</b> include drafts, reflection(s) from conversation(s) with teacher(s), peer editing, or classroom discussion(s), etc.	
<p><b>Editing, Publishing and Attention to Feedback:</b> Drafts are edited for appropriate grammar, mechanics, and/or spelling as appropriate to the task, topic, or genre and feedback from peers and/or teachers is incorporated to create texts ready for publication as appropriate to the task, topic, or genre.</p>	Evidence demonstrates that revisions have been made and/or suggestions from self, peer(s), and/or teacher(s) have been incorporated. Evidence <b>could</b> include copy/copies of a full piece of writing with mark-up for grammar, mechanics, and/or spelling that are appropriate to the task, topic, or genre and/or a final, clean, publication ready copy of the written piece appropriate to the task, topic, or genre.	
<p><b>Expressing Ideas:</b> The student effectively communicates and expresses himself/herself through writing in a variety of genres, including the following; Personal Narrative, Expository, Persuasive, and/or Analytical, as appropriate to grade level.</p>	Evidence demonstrates that the writing has specific, well chosen, and relevant details that are clearly, thoughtfully, and effectively expressed and developed as appropriate to the genre and grade level.	
<p><b>Organization and Structure:</b> The student effectively expresses his/her ideas through composed texts that are organized, structured, and focused as appropriate to grade level.</p>	Evidence demonstrates a strong focus, meaningful transitions, and idea-to-idea, sentence-to-sentence, and paragraph-to-paragraph connections.	
<p><b>Use of Language and Conventions:</b> The student expresses his/her ideas through composed texts that effectively exhibit use of language, word choice, sentence structure, voice, and conventions that are appropriate to the genre and grade level.</p>	Evidence demonstrates language and word choice that are purposeful, precise, and enhance the writing; purposeful, well-constructed, and controlled sentences; use of an authentic, expressive voice; and use of grade-appropriate spelling, capitalization, punctuation, grammar, and usage conventions.	

# Year One: Data Summary

## Reviewing the Data

Conclusions drawn from year one data:

- No one rating group was more consistent than another
- The entire score range was applied
- Additional training materials and training are warranted

The data collected for year one was used to determine where the strengths and weakness were for the program. The results were not reflective of educators' instructional quality or scoring ability. The data scrutinized the process and the rubric, including quality of training materials.

# Year Two: Transition

## Redesign

- Stakeholders' decision to redesign the previously developed rubric
- Moving to a more analytic model to help at instructional level
- More opportunity for educator input

# Year Two: Transition

## Goals for Year Two After Redesign

- Improve training materials
- Ongoing professional development
- Creation of a TEKS alignment document for the domains within the rubric
- Re-assess the portfolio scoring rubric to be used in the spring
- Increase inter-rater reliability across three rater groups
- Recruit more ESCs and districts for year three participation; goal of 100,000 students

# Year Two: Current Status

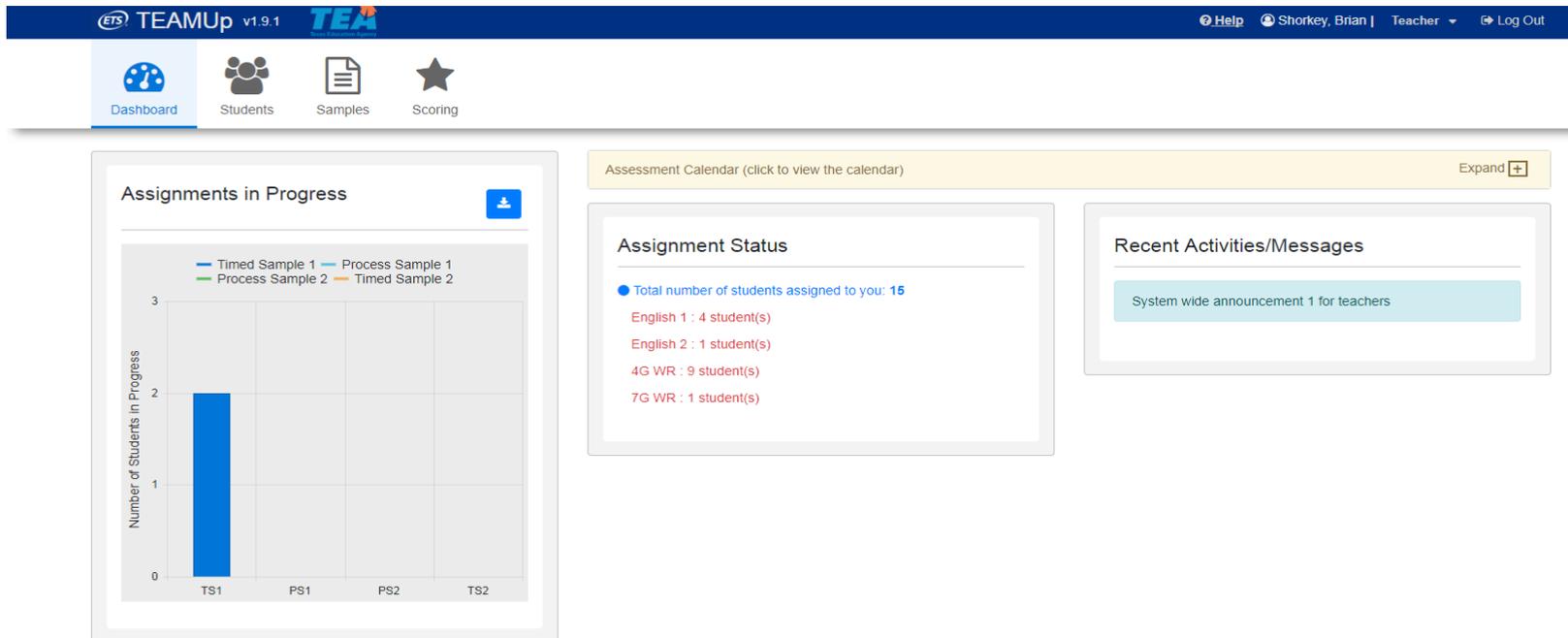
For the 2017–2018 school year, the existing partnering regions have expanded the number of schools and students participating in the writing pilot to more than double the sample size from 1,707 students to approximately 3,986 students.

To assist with the collection of samples and scoring, districts are using the new online collection tool developed specifically for the writing pilot and accessed through the existing STAAR Assessment Management site. ETS is working to determine areas for improvement and training based on user feedback.

# Year Two: Current Status

## Data Collection Design

Student and teacher rosters as well as student writing samples are collected using the TEA Measuring Upward Progress (TEAMUp) application.



# Year Two: Current Status

## Data Collection Design

TEAMUp has three primary user roles.

- District Testing Coordinator Role – Coordinators upload student/teacher rosters into the application.
- Teacher Role – Teachers have the ability to monitor student progress throughout the year, view and manage student rosters, print student assignment tickets, view student submissions as well as upload samples on behalf of the student, if necessary, and score the student writing samples.
- Student Role – Students are able to see their assignment status as well as upcoming and past assignments from their student dashboard. They have the ability to upload supporting documents for their writing samples and their final responses. Also, students have the option to type final responses directly into the application.

# Summary

## Summary

Ultimately, a well-designed assessment should inform and aid best practices in instruction. Therefore, the goal of the writing pilot is to support the growth of Texas students as effective writers.

Through the hard work and dedication of all participants to date, TEA is extremely positive about the progress achieved during year one and the upcoming accomplishments and possibilities in year two of the writing pilot.

# Applying to Participate

## Educator Opportunities

- Applications for blind summer scoring will be accepted by ESCs from late January 2018 through May 2018.

# Applying to Participate

## District Opportunities

Please have your ESC representative contact us if your district is interested in joining the pilot mid-year or in year three.

ESC responsibilities:

- The ESC will support all pilot activities, host pilot events, and support any required professional development.
- There will be an Institution of Higher Education partner that will work with the ESC to support writing pilot activities.

District Responsibilities:

- A portfolio method of assessment, embedded in classroom writing instruction, will be compatible with the school's current writing instructional practices.
- There will be participation and support from district and campus level administration, including district testing and curriculum coordinators, for all aspects of the writing pilot program.
- The district and participating campuses have the technological capacity to commit to the submission of student samples through an online platform.



Questions?

# Contact and Additional Information

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# Contact and Additional Information

Information on the Texas Writing Pilot can be found on the TEA website at the following:

[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness\\_\(STAAR\)/The\\_Texas\\_Writing\\_Pilot\\_Program/](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/The_Texas_Writing_Pilot_Program/)

- Overview
- Rubrics
- Timed Sample I Materials



Year Two Updates  
Coming Soon!

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