





ASSESSING WRITING ACROSS GRADE LEVELS & CONTENT AREAS

Facilitator Agenda

Presentation Preparation:

-  Handouts for Assessing Writing
-  Facilitator Agenda: Writing Across Grade Levels & Content Areas
-  Script and Notes for Facilitators - Writing Across Grade Levels and Content ...
-  Participant Agenda - Assessing Writing

Learning Intentions:

- *Participants will be able to define the presented modes of writing and how they interact and merge into a range of genres suitable for different grade levels and content areas.*
- *Participants will interrogate their beliefs about writing and how they see themselves as writers.*
- *Participants will brainstorm ideas for implementing high-impact instructional strategies into their current unit plans.*
- *Participants will understand the importance of writing across the content areas.*
- *Participants will use the formative assessment process within writing assessment.*
- *Participants will use assessment examples to integrate/revise current assessments.*
- *Participants will understand how to identify the right fit rubric for writing assessments.*
- *Participants will learn different methods for providing students feedback on their writing.*
- *Participants will learn how to model and engage students in peer feedback.*
- *Participants will learn how to involve students in self-reflection.*

Success Criteria:

- *Participants can determine modes and genres of writing to be utilized for assessment in grade levels across content areas.*
- *Participants can assess student understanding through writing.*
- *Participants can integrate writing for assessment across the content areas and within their current unit plans.*
- *Participants can formatively and summatively assess writing utilizing the right fit tool.*
- *Participants can provide feedback on student writing that is focused on the learning intention, student friendly, timely, and actionable.*
- *Participants can promote student reflection and collaboration in the classroom using peer feedback and student self-reflection.*

Materials:

- Chart paper
- Highlighters & markers for participants

Participants Should Bring:

- 1:1 Device

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- Writing utensils

Writing Across Grade Levels & Content Areas || Day 1

Learning Intentions:

- Participants will be able to define the presented modes of writing and how they interact and merge into a range of genres suitable for different grade levels and content areas.
- Participants will interrogate their beliefs about writing and how they see themselves as writers.
- Participants will brainstorm ideas for implementing high-impact instructional strategies into their current unit plans.

Time	FACILITATOR AGENDA	Materials
8:45 am - 9am (15 min)	Participant Arrivals, slide 1 posted as warm up	<ul style="list-style-type: none"> • Participant materials on tables
9am - 9:15am (15 min)	Local Welcome by CESA Facilitators <ul style="list-style-type: none"> • Setting Purpose for the Day • Learning Targets for the Day 	<ul style="list-style-type: none"> • Presenter Script • All Slides
9:15am - 10:30 am (75 min)	<ul style="list-style-type: none"> • Definition of Writing • Types of Writing 	<ul style="list-style-type: none"> • Slides 8-21 • Handout
10:30 am - 10:45am (15 min)	Break Time	
10:45 am - 12:00 am (75 min)	Overcoming Barriers in Assessing Writing <ul style="list-style-type: none"> • Group work on presentation 	<ul style="list-style-type: none"> • Slides 23-26
12:00 pm - 12:45 pm (45 min)	Lunch Break	
12:45 pm - 1:15 pm (30 min)	Group Presentation <ul style="list-style-type: none"> • Time • Bias/Language 	<ul style="list-style-type: none"> • Slide 27-35 • Article • Embedded video
1:15 pm - 1:30 pm	Break Time	

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1:30 pm - 2:30 pm (60 min)	Group Presentation <ul style="list-style-type: none"> Academic Integrity AI 	<ul style="list-style-type: none"> Slide 37-40 Article
2:30 pm - 3:00 pm (30 min)	<ul style="list-style-type: none"> Reflection Work Time & Next Steps 	<ul style="list-style-type: none"> Slide 41

Writing Across Grade Levels & Content Areas Day 2 Learning Intentions: <ul style="list-style-type: none"> Participants will understand the importance of writing across the content areas. Participants will use the formative assessment process within writing assessment. Participants will use assessment examples to integrate/revise current assessments. Participants will understand how to identify the right fit rubric for writing assessments. 		
Time	FACILITATOR AGENDA	Materials
8:45 am-9am (15 min)	Participant Arrivals	<ul style="list-style-type: none"> Participant materials on tables
9am-9:10am (10 min)	Local Welcome by CESA Facilitators <ul style="list-style-type: none"> Setting Purpose for the Day Learning Targets for the Day 	<ul style="list-style-type: none"> Presenter Script All Slides
9:10 am - 10:30 am (80 min)	Writing Across Content Areas Formative Assessment in Writing <ul style="list-style-type: none"> Low Stakes Writing 	<ul style="list-style-type: none"> Slides 47-61 Article Handout Sample Unit Plan Handout
10:30 am - 10:45am (15 min)	Break Time	
10:45 am-12:00 pm (75 min)	Constructed Response <ul style="list-style-type: none"> High Stakes Writing 	<ul style="list-style-type: none"> Slides 62-71 Sample Unit Plan Handout
12:00 pm - 12:45 pm (45 min)	Lunch Break	

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12:45 pm - 1:15 pm (30 min)	Formal Writing <ul style="list-style-type: none"> • Supports & Scaffolds • Rubrics, Progressions, Checklists 	<ul style="list-style-type: none"> • Slide 73-90 • Handout from day 1 • Sample Rubrics Handout • Student Writing Sample & Rubric
2:30 pm - 3:00 pm (30 min)	<ul style="list-style-type: none"> • Reflection • Work Time & Next Steps 	<ul style="list-style-type: none"> • Slide 91

NAME OF SESSION: Writing Across Grade Levels & Content Areas Day 3		
Learning Intentions: <ul style="list-style-type: none"> • <i>Participants will learn different methods for providing students feedback on their writing.</i> • <i>Participants will learn how to model and engage students in peer feedback.</i> • <i>Participants will learn how to involve students in self-reflection.</i> 		
Time	FACILITATOR AGENDA	Materials
8:45 am-9am (15 min)	Participant Arrivals	<ul style="list-style-type: none"> • Participant materials on tables
9am-9:10am (10 min)	Local Welcome by CESA Facilitators <ul style="list-style-type: none"> • Setting Purpose for the Day • Learning Intentions for the Day • Introductions • Agenda Overview 	<ul style="list-style-type: none"> • Presenter Script • Slides 94-98
9:10-9:25 (10 min)	Quick Write and Reflection <ul style="list-style-type: none"> • Participants write poem • Anticipate receiving feedback • Discuss 	<ul style="list-style-type: none"> • Slides 99-101 • Reflection guide note-catcher
9:25-10:00 (35 minutes)	Feedback Environment, Trust, Equity <ul style="list-style-type: none"> • Feedback pathways • Modeling • Feedback, Trust and Equity Reflection • Discussion 	<ul style="list-style-type: none"> • Slides 102-105 • Feedback, Trust and Equity handout

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10:00-10:15 (15 minutes)	Break	
10:15-10:45 (30 minutes)	Feedback Current Reality <ul style="list-style-type: none"> • Reflect on current practices • Components and Characteristics Overview • Deep vs. Superficial feedback 	<ul style="list-style-type: none"> • Slides 108-111 • Current Reality handout
10:45-11:20 (35 minutes)	Providing Feedback <ul style="list-style-type: none"> • Providing feedback example and discussion • Participant practice using work samples 	<ul style="list-style-type: none"> • Slides 112-114 • Examples • Reflection guide note-catcher
11:20-11:30 (10 minutes)	Defining Feedback <ul style="list-style-type: none"> • Applying components and characteristics to define feedback 	<ul style="list-style-type: none"> • Slide 115 • Components and Characteristics of Feedback Handout
11:30 - 12:15	Lunch	
12:15 - 12:20 (5 minutes)	Agenda Review Teacher Feedback - When? <ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slide 118
12:20 - 1:00 (40 minutes)	Teacher Feedback - How? <ul style="list-style-type: none"> • Written feedback overview • AI brainstorm • Three-tiered conferences article reading and reflection • Conferences practice 	<ul style="list-style-type: none"> • Slides 119-122 • Giving Feedback on Student Writing article • Reflection guide note-catcher
1:00-1:15	Break	
1:15 - 1:35 (20 minutes)	Peer Feedback <ul style="list-style-type: none"> • Peer feedback video • Discussion • Strategies 	<ul style="list-style-type: none"> • Slides 125-128 • Video
1:35 - 1:45 (10 minutes)	Self Reflection <ul style="list-style-type: none"> • Modeling and sharing models • Student self-reflection 	<ul style="list-style-type: none"> • Slides 129-132

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1:45 - 2:00 (15 minutes)	Closure and Exit Survey Completion <ul style="list-style-type: none">• Discuss and reflect on the three days of learning• Participants complete survey	<ul style="list-style-type: none">• Slides 133-134
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