



## *Teacher Perspective:*

# **Students Use Data to Track Writing Performance and Set Goals**

For effective writing, students use progress monitoring data to track their writing performance over time, and this serves as talking points when conferencing with teachers to set goals. Graphing and goal setting go hand-in-hand.

When setting writing goals, strong goal components should be kept in mind. Goals should be realistically attainable and offer a good fit to each student's quantitative/qualitative needs.

The Educator Dashboard and progress monitoring sessions provide measurable quantitative data in the form of Correct Writing Sequence (CWS) scores.

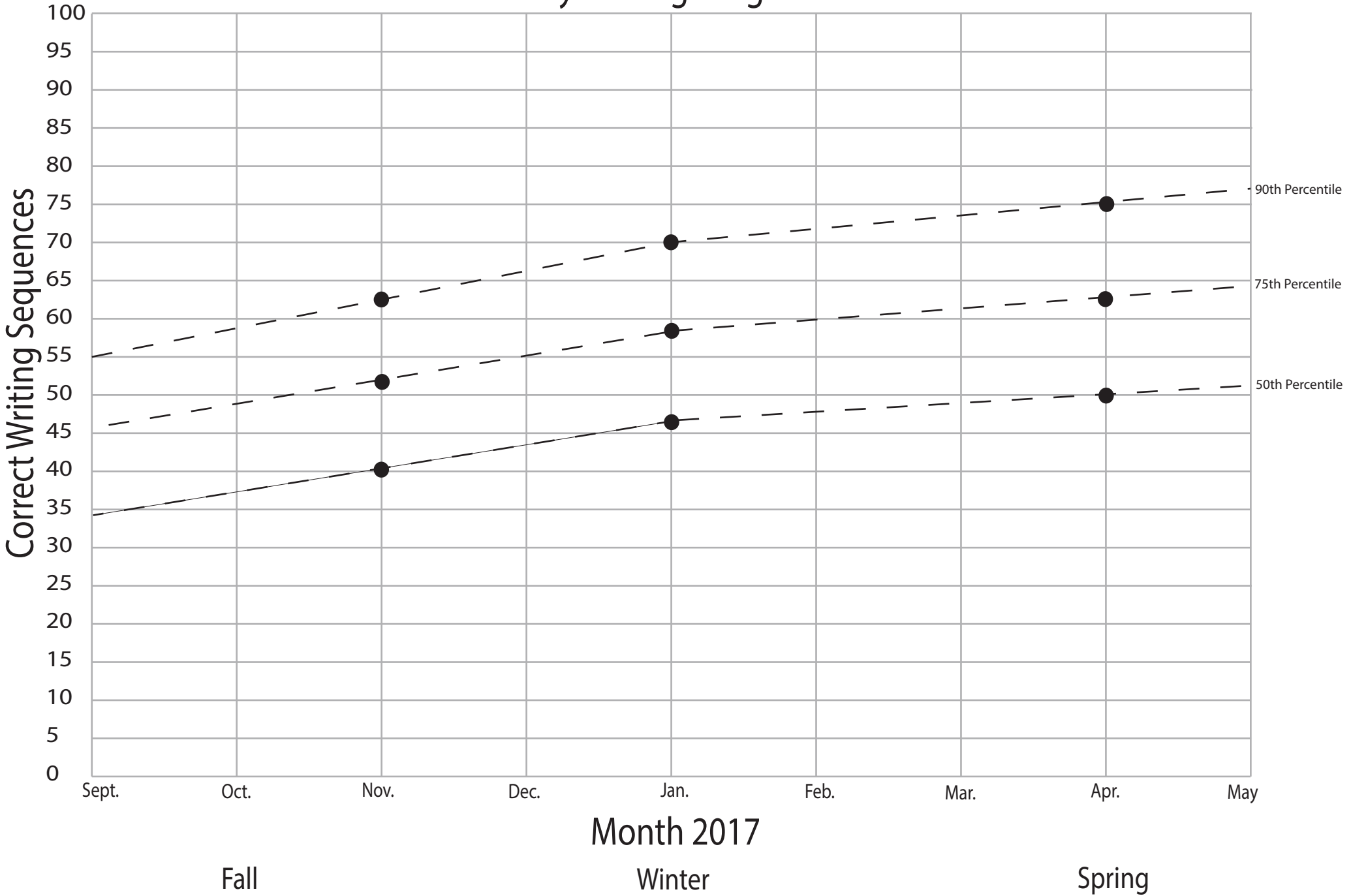
Quantitative data is measureable, and Correct Writing Sequence scores yield data for writing aspects such as spelling, grammar, punctuation, and productivity. In addition, each progress monitoring session yields individual student scores that report total words written, total letters written, and total words spelled correctly.

Students then graph Correct Writing Sequence scores noting their writing performance and setting goals. Any of the scores may be noted and graphed, but graphing with the Correct Writing Sequence data offers the best summary of current writing performance.

Name:

Hour:

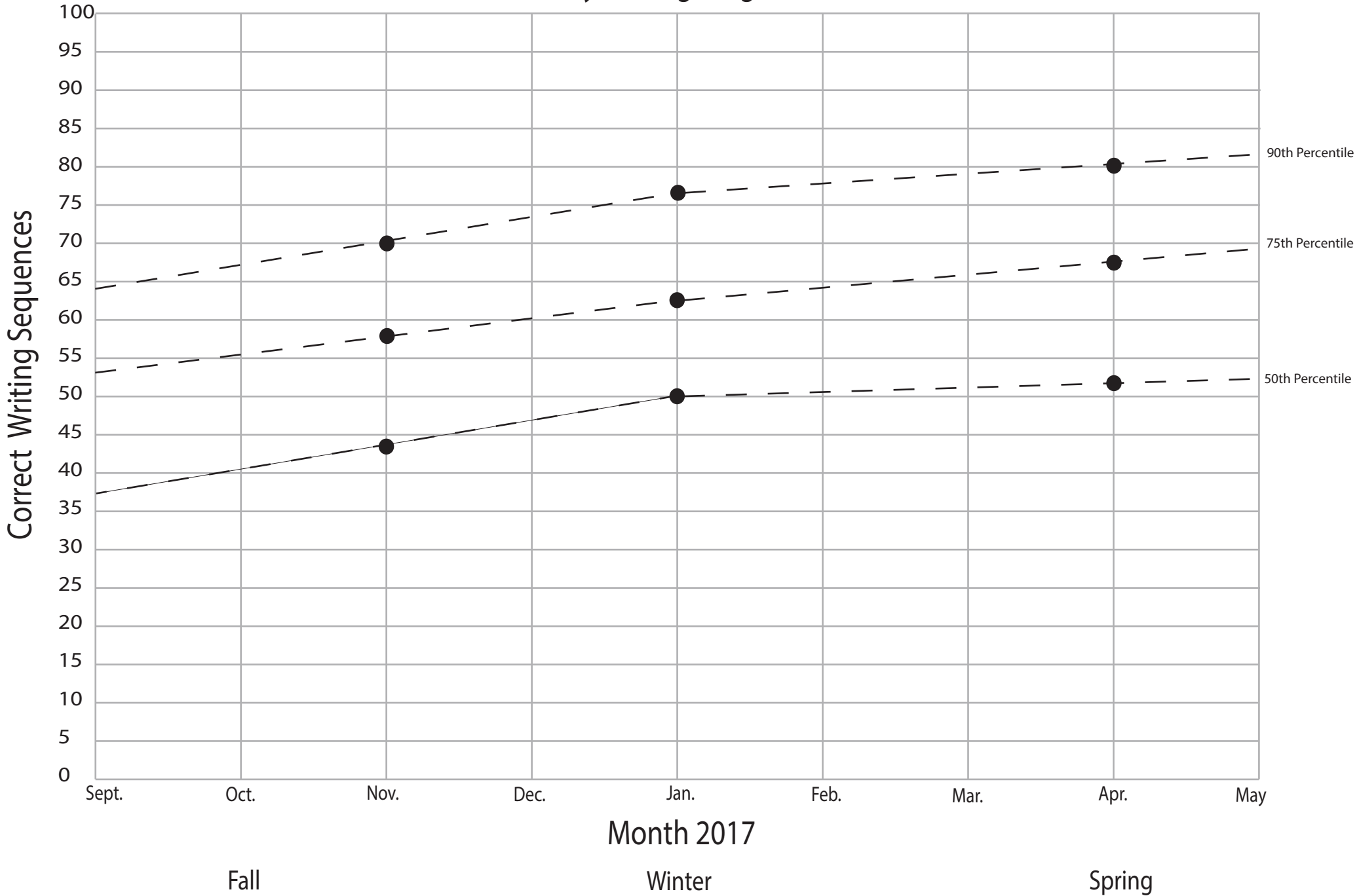
# 6th Grade My Writing Progress



Name:

Hour:

# 7th Grade My Writing Progress



Name:

Hour:

# 8th Grade My Writing Progress

