



Teacher Perspective:

Using Progress Monitoring Data in a Student Writing Conference

Regular 1-to-1 student conferences allow students to reflect on their writing and teachers to gather insight on how best to support student writers. Data from progress monitoring is routinely viewed to discuss strengths, focus on areas of need, and craft individual goals. Students are motivated, have a purpose, and see immediate results. The conferences can be done with any grade level student, require little time to complete (5 minutes), track progress over time, promote positive student attitudes, and increase student focus.

Students scoring in the lower 25th percentile may benefit from frequent conferences, such as biweekly or monthly. Students who consistently score in the higher quartiles may not need to review their data as often. Teachers find opportune times throughout the day to pull students for writing conferences such as bell ringer, seatwork, or extension time.

The primary focus during the conference is on the writer, not the writing. The objective is to determine how the student views him or herself as a writer and support their growth.

DURING the writing conference:

- Listen to the student and offer simple feedback.
- Keep the focus small.
- Set attainable goals.
- Agree on one strategy and technology tool to support goal attainment.

ENDING the writing conference:

- Be sure to end on a positive note to encourage the student writer.
- Clarify that the student is comfortable with their action for improvement to meet their goal.
- Model the strategy or technology application, i.e., CoWriter for word prediction and spelling. Show the student on their device and have them test it.



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 measurable, 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.

Protocol for viewing “short write” Student Data



1. Go to educatordashboard.com
2. Log in with your account/password.
3. Click on “Monitor”.
4. Click on “Reports”.
5. Click on your name/class hour.
6. View pictorial display of whole class data based on national norms for writing. Norms are provided for three times throughout the year: fall, winter, spring. For further information on CBM, see:
<https://my.vanderbilt.edu/specialeducationinduction/files/2013/07/IA.Writing-CBM.pdf>
7. Click on individual student name to view specific data.
8. Click on any of the student’s data points; view the trend line. Notice you can see the date of the short write, the specific prompt given (in orange), how the student completed the prompt, total number of words written, number of letters written, number of correctly spelled words, and number of correct word sequences (indicated by a ^).
9. Provide student feedback based on short write data. Set goals based on student needs.
10. Monitor data regularly and provide input to parents/students.

Teacher Data Walk

Teacher:

Class Hr:

School: IT, PT, SFT

Coach:

Date:

Now you are in educatordashboard.com and looking at your class reports. From the graphics displayed, it is easy to see the lower 25th percentile of the class and click on each student's name to view their data. These are the students we need to be most concerned with and will be discussing today. Use this sheet for any notes.

1. In the pictorial display of your class, what does the class summary tell you?
2. For each student who falls in the lower quartile, look at their data points. Observe the trend line for each student; is it ascending, descending, or relatively flat? (Use the form on the reverse side to record information.)
3. Click on the highest data point for each student. Look at the prompt (in orange) and the student response to the prompt. You can observe the total number of words written, total letters, correctly spelled words as well as correct writing sequences indicated by a ^.
4. Record any observations you can make about the student's writing. Compare 3 samples of writing. What area of need do you see?
5. From evaluating each student's data, what *instructional areas* need to be targeted to give the trend lines a boost? What kind of goals need to be set? You can set a unique goal for each student within the dashboard.
6. From evaluating each student's data, what *interventions/accommodations* need to be put into place? How will this information be conveyed to the student? To the parent? You may enter an intervention into the system to show on the student's graph when introduced.
7. From looking at each student's data and knowing your student, what is your perception of *motivation/effort* during the writing prompts? You may conclude that a student conference is needed.
8. Set a date for the next data walk. Ex: Let's meet after 3 short writes.

Data Walk Record

Teacher:

HR:

Date:

Student Name	Trend Line Ascending Descending Flat	Data point observations: Total # of words Correct Spelling # of Correct Writing Sequences (CWS)	Instructional Needs/ Goal Setting Ex: grammar, sentence fluency	Interventions/ Accommodations Ex: Co:Writer Universal	Student Conference Needed? Y/N

Checklist of possible Interventions/Accommodations for writing:

- Frequent breaks; additional time
- Separate location; one-to-one administer of short writes
- Reduce the assignment amount
- Instructional Strategies + Technologies
- Provide a prewriting graphic organizer tool, i.e., Inspiration Maps
- Offer brainstorming opportunities with partners
- Utilize display enhancements on iPads and other devices: font size changed; full screen magnification; text background; contrast adjusted
- Text-to-speech option Co:Writer Universal
- Editing checklists given to student

- Word prediction Co:Writer Universal

Data Walk Record

Teacher: **Ms. Brown** Lower 25th%ile (<WS 31, 7th Grade Fall norms)

HR: **5, 6, 7 (Narrative)**

Date: **12/01/16**

Student Name	Trend Line Ascending Descending Flat	Data point observations: # of Correct Writing Sequences (WS)	Instructional Needs/ Goal Setting Ex: grammar, sentence fluency	Interventions/ Tech Tool Ex: CO:Writer Universal	Student Conference Needed? Y/N Notes
HR 5					
Fabian	Up	0,34,20,21	Good voice, i.e., “walk to mexico back and forward three times all day” to make his point! ☺ Sentence run-ons without punctuation. Needs spelling support	CO:Writer to hear sentences read back to him, plus word prediction	Yes
Jose	Down !	30,21,28,18	First write was close to the 25 th percentile and the fourth is below the 10 th percentile. Definitely needs spelling support and an audio option to hear his writing. Solid ending sentence punctuation.	CO:Writer	Yes, reinforce the punctuation strength. Share successes
Samuel	Flat	5,2,7	Minimal words written but writes on topic! Needs tools for spelling and vocabulary	Post-it note strategy for the think time	
Tom	Down !	33,29,34,28	Grammar and spelling concerns. Solid ideas. Hovering close to 25 th percentile.		Yes, set goal and self graph WS
HR 6					
Leslie	Down !	18,24,14	Good simple sentences complete with ending punctuation. Needs fluency and sentence combination support.		Yes

Jane	Down !	38,46,29,24	Good punctuation attempts. Needs spelling support and homophone lesson; ideation is basic	POW TREE for ideas; Inspiration Maps	Yes
Jim	Up	18,34,24,23	One write is above the 25 th percentile; the other 3 are at the 10 th percentile. Sentence run-ons are a concern. Spelling is ok for common words. Are keyboarding skills a concern? Spacing between words is closed up, at times	Keyboarding app for practice	Yes

Intervention Table

Spelling

Co:Writer (Word Prediction)

Speech Recognition

Sentence Fluency

Co:Writer

Sentence Frames

Sentence Combination

Conventions (capitalization, commas, etc)

Editing Checklists

Organization

- **Inspiration**
- **Inspiration with elements filled in to scaffold student**
- **SRSD Strategies**
- **STOP + DARE**
- **POW + TREE**

Ideation
Brainstorming Topic Word Lists
Production
Keyboarding-speech to text on iPad for students who struggle with keyboard dexterity (small hands or CP)

Teacher Data Walk Record

Teacher: **Teacher Jane** Lower 25thile

HR: **Jane 1, 3, 5-7**

Date: **1/3/16**

Student Name	Trend Line Ascending Descending Flat	Data point observations: Total # of words Correct Spelling # of Correct Writing Sequences (WS)	Instructional Needs/ Goal Setting Ex: grammar, sentence fluency	Interventions/ Tech Tool Ex: CO:Writer Universal	Student Conference Needed? Y/N Notes
Hour:					
Hour:					

Student
Teacher
Hour
Date

Your TREND

What did your graph do? Increase Decrease Even



Your BRIGHT SPOT(s)

- punctuation
- spelling
- capital letters
- ideas
- vivid words

Your IMPROVEMENT Plan

- reread the prompt
- increase effort during think time
- plan on paper
- ignore friends
- go back to reread and edit
- use Co:Writer Universal
- **My goal for WS =**

Student
Teacher
Hour
Date

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