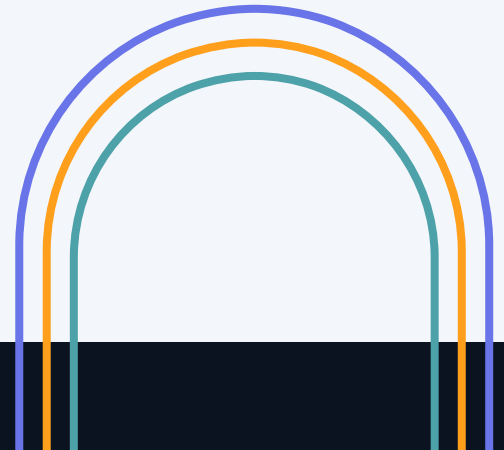# Academic Spotlight

Language Department

Goals for our PLC

Writing Growth

- To come to this goal, we studied writing data from the ACT as well as state testing.
- We noticed significantly lower scores in writing than in other areas
- We discussed too, that a focus on writing may improve scores in other areas as well.

Common Rubric

- To build our rubric, we looked at the ACT website for guidance on what standards they have set for writing
- We aligned that information with Writing Standard 3, which discusses writing using organization, transitions, and word choice - something that is applicable across all writing styles

Vertical Alignment

- Once we built our rubric, we shared ideas with our vertical language team (4-12) and began discussing what skills should look like at each grade level
- This is where our vertical PLC is working right now - in the next few weeks we are meeting to examine our individual rubrics to ensure alignment

Ideas and analysis	Development and support	Organization	Language Use and Conventions	Composite Writing Score
3	2	3	4	5
3	2	2	4	4
3	2	3	5	5
6	6	6	7	4
4	4	4	4	6
6	6	6	6	3
3	3	3	4	8
6	5	6	6	6
6	6	6	6	6
5	4	5	6	5
4	4	5	6	5
9	9	9	9	9
6	6	6	6	6
6	6	6	6	6
9	8	9	9	9
6	4	6	6	6
2	2	2	4	3
6	6	6	7	6
10	9	10	10	10
4	4	4	5	4

6: Effective	11-12 Advanced	
5: Well-Developed	8-10 Proficient	
4: Adequate	6-7 Basic	
3: Some developing	1-5 Below Basic	
2: Weak/Inconsistent		
1: Little/No Skill		

- Descriptions from ACT
- We created our own cut scores
- Assigned students levels based on those

Writing Standard: I can create writing that utilizes organization, transitions, and word choice.

Below Basic	Basic	Proficient	Advanced
Word Choice			
☐ Demonstrates inadequate skill in the use and control of language. ☐ Lacks variety in sentence structure and/or sentence structure is repetitive. ☐ Demonstrates poor word choice and/or word choice is inaccurate. ☐ Shows a weak control of the conventions of English and contains numerous errors that undermine the quality of writing.	☐ Demonstrates limited skill in the use and control of language. ☐ Has limited variety in sentence structures and/or sentence structure is repetitive. ☐ Demonstrates general or vague word choice and/or word choice is repetitive. ☐ Shows a limited control of the conventions of English and contains some major errors.	☐ Demonstrates effective use and control of language. ☐ Has variety in sentence structures. ☐ The response demonstrates some precise word choice. ☐ Shows a good control of the conventions of English and is free of major errors	☐ Demonstrates a highly effective use and command of language. ☐ Has a wide variety in sentence structures. ☐ Demonstrates a consistent use of precise word choice. ☐ Shows a strong command of the conventions of English and is free or virtually free of errors.
Transitions			
☐ Does not have a discernible progression of ideas. ☐ Demonstrates no cohesion	☐ Demonstrates some progression of ideas within paragraphs but not throughout the piece. ☐ Demonstrates little cohesion	☐ Demonstrates a clear progression of ideas both within paragraphs and throughout the piece. ☐ Is mostly cohesive	☐ Demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the piece. ☐ Is cohesive
Organization			
☐ Lacks a clear thesis/central claim. ☐ Lacks a recognizable introduction and conclusion.	☐ Lacks a clear thesis/central claim or deviates from the claim or idea over the course of the response. ☐ Includes an ineffective introduction and/or conclusion.	☐ Includes a thesis/central claim ☐ Includes an effective introduction and conclusion.	☐ Includes a precise thesis/central claim. ☐ Includes a skillful introduction and conclusion.

	Lit Tech Essay (Summative)	Leader Essay (formative)	Persuasive Speech Evaluation (formative)
Organization	B	B	P
Transitions	P	B	P
Word Choice	B	B	P
Organization	P	B	P
Transitions	P	B	P
Word Choice	P	P	P
Organization	B	B	B
Transitions	B	B	B
Word Choice	B	B	P
Organization	P	B	P
Transitions	P	B	P
Word Choice	P	P	P
Organization	P	B	A
Transitions	P	B	P
Word Choice	P	B	P
Organization	P	B	A
Transitions	P	B	A
Word Choice	P	P	P

This sample, taken from 10th grade data, shows how we are analyzing students' writing on a variety of assessments and measuring their growth.

- Drop in proficiency
- reteach/review

Student data

	Strand	Class of 2023	Class of 2024
Writing	Ideas and analysis	5.59	6.57
	Development and support	5.13	6.14
	Organization	5.59	6.43
	Language Use and Conventions	6.15	6.73

ACT Data

Class of 2023	
68/156	43.60%
56/156	35.90%
32/156	20.50%

Class of 2024	
37/148	25%
65/148	43.90%
46/148	31.10%

ACT Data cont.

Thank You