

Beyond Exit Tickets: Using Writing to Assess

Digging Deep with Science Literacy
Summer 2017

2 Minute Quick Write

How do you currently assess student learning?

How does assessment guide your teaching?

How do you use writing in your classroom?

How do you use writing to assess student learning?

Assessment Vs. Evaluation

Assessment

- Formative or summative
- Often low stakes
- Guides future instruction
- Before, during, or after a lesson or unit
- Well-child check-up

Evaluation

- Summative
- Often high stakes
- Results in a final grade/score
- At the end of a unit or year
- Autopsy

Why incorporate writing into assessment?

Writing clarifies thinking. Writing is thinking.

Writing requires higher order thinking.

Great way for teachers to determine what their students know, don't know or misunderstood.

Writing creates permanent assessment products.

“...the upper reaches of Bloom’s
taxonomy could not be reached without
some form of writing.”

(Kuhrt & Farris, 1990)

Writing to Demonstrate Learning Vs. Writing to Learn (Elbow, 1994)

Writing to Demonstrate Learning

High stakes

Essays and constructed responses

Goals for clear and good writing

The end product

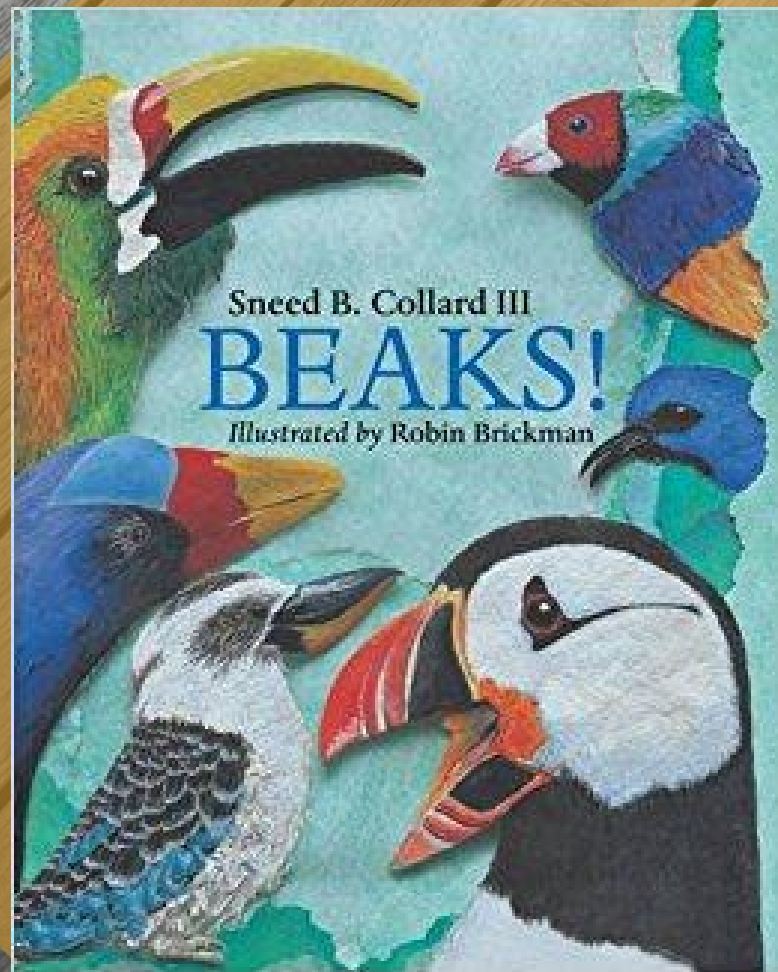
Writing to Learn

Low stakes

Exit tickets and formative assessment

Goal is not good writing

Not the end product



Write About

Brainstorm a list of key vocabulary terms as a whole class.

- Younger students each pick one word to draw a picture and write a sentence about.
- Older students must synthesize a given number of terms into a paragraph.

Genre-Hopping

The writer takes one text and uses its information to compose a new text in another genre.

Requires the writer to exercise creativity and rhetorical adaptability.

Writers may draft, revise, edit, and share their writing.

GENRE LIST

Here is a list of some possible writing genres.

Acceptance speech	Elegy	Love letter	Radio spot
Ad copy	E-mail	Lullaby	Rap
Address to jury	Encyclopedia article	Magazine article	Recipe
Advice column	Epilogue	Manifesto	Recipe poem
Allegory	Epitaph	Manual	Recommendation
Apology	Essay	Map	Restaurant review
Autobiography	Eulogy	Memorandum	Resume
Billboard	Experiment	Memorial plaque	Riddle
Biography	Expose	Menu	Rock opera
Birth announcement	Fable	Minutes	Sales letter
Blueprint	Family history	Monologue	Schedule
Book review	Fashion show monologue	Movie review	Screenplay
Brochure	Flyer	Myth	Sermon
Bumper sticker	Foreword	Nature guide	Sign
Business letter	Fortune cookie insert	News story	Slogan
Bylaws	Found poem	Newsletter	Song lyric
Campaign ad	Graduation speech	Nomination speech	Spell
Campaign speech	Graffiti	Nonsense rhyme	Sports story
Cartoon	Greeting card	Nursery rhyme	Storyboard
Chant poem	Haiku	Obituary	Survey
Chat room log	Headline	Oracle	Tall tale
Cheer	Horoscope	Packaging copy	Test
Children's story	Infomercial	Parable	Thank-you note
Classified ad	Instructions	Petition	Theater review
Comic strip	Insult poem	Play	Toast
Consumer report	Interview	Poem	To-do list
Daydream	Invitation	Police report	Tour guide speech
Death certificate	Jingle	Post card	Translation
Debate	Joke	PowerPoint presentation	Treaty
Dialogue	Journal entry	Prayer	T-shirt design
Diary	Keynote address	Precis	TV spot
Diatribe	Law	Prediction	Want ad
Dictionary entry	Letter of complaint	Preface	Warrant
Directions	Letter to the editor	Profile	Wedding vows
Dream analysis	Letter of request	Prologue	
Editorial	Limerick	Public service announcement	

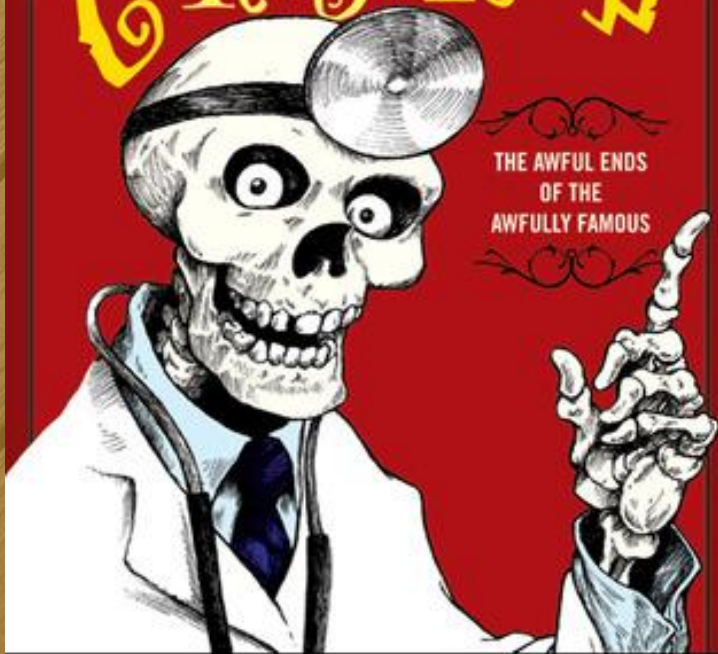
Think Like a Teacher

What are the benefits of the “Write About” and “Genre-Hopping” strategies?

How could you use “Write About” or “Genre-Hopping” in your classroom?

How does the “Write About” or “Genre-Hopping” strategy reveal to you what students know or don’t know?

HOW THEY CROAKED



THE AWFUL ENDS
OF THE
AWFULLY FAMOUS

GEORGIA BRAGG ILLUSTRATED BY KEVIN O'MALLEY

Written Conversations

Students write in response to a text back and forth to each other.

Sharing and writing on a common experience deepens students' learning.

Procedures for Written Conversations

1. Students are seated with a partner. The teacher prompts the students with an open-ended question. Examples might be, “What struck you about this text?” or “What are the most important ideas here?”
2. Both students in each pair begin writing their thoughts on paper. After 2–3 minutes, the students exchange papers. The students read what their partner wrote and respond in writing. For example, students might agree, disagree, ask a question, affirm their partner’s thinking, or relate a personal anecdote. After another 2–3 minutes, students swap papers again.
3. After 2 or 3 exchanges are complete, students then talk out loud to their partner or participate in a whole-class discussion. Everyone should have fresh ideas about the topic after merging their thinking with a partner.

Factstorming

Can be completed individually, in pairs, or in groups.

Students generate and record a list of facts, events, concepts, characteristics, etc. about the topic being studied.

The teacher then offers a choice of high level writing activities that provide students different ways to organize the information and think about it critically.

Factstorming Continued

Examples of Choices:

Choose at least three terms (details) that are related. Describe the relationship clearly.

Choose at least three terms (details) and describe their cause or their effect.

Choose at several terms (details) and use them to write a brief summary highlighting the main idea.

Think Like a Teacher

What are the benefits of the “Written Conversations” and “Factstorming” strategies?

How could you use “Written Conversations” or “Factstorming” in your classroom?

How does the “Written Conversations” or “Factstorming” strategy reveal to you what students know or don’t know?

Misuses of Writing in the Content Classroom

- Writing is only viewed as an end product with no thought given to the instruction that should follow.
- The teacher feedback is not aligned to the task. For example, students are asked to back up claims with evidence but teacher feedback focuses on grammar and conventions.
- Writing is used as a consequence for problematic behavior.