

Ch. 7 Writing Assessment

Date: _____

Start time: _____

End time: _____

Materials needed:

Meeting 7		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	(Re)evaluate the Literacy Squared approach to writing					
2	Demystify the Literacy Squared writing rubric					
3	Apply the Literacy Squared writing rubric to student samples					
4	Address challenges/potential solutions to applying the Literacy Squared writing rubric					

START HERE

Facilitator: Welcome members to the meeting.

Time Keeper: Note start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

Recorder: Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

Facilitator: Review the Meeting 7 activities and the Learning Community (LC) goals that the group selected during Meeting 1. Ask participants to identify any of the activities that specifically and directly contribute to the LC goals established in Meeting 1. Add the LC goal number next to the activity(s).

Attendance

Facilitator(s)

Time Keeper

Recorder

Other Participants

Activity 1: (Re)evaluate the Literacy Squared Approach to Writing

Facilitator: Ask participants to consider the following statement from page 96:

If we do not look holistically at a student's biliterate writing, we will not see all that the child can do, which can have detrimental effects for the child and lead to ineffective instruction. In other words, we need to assess what emerging bilingual children know in their entirety across language so that we can teach to their potential.

Have participants discuss this statement with a partner, focusing on what they believe the authors mean and how to ensure that they are “teach[ing] to [students’] potential.” Ask pairs to review Box 7.3 (pp. 99–100) and consider how this tool might support their efforts (to teach bilingual students’ potential).

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Encourage volunteers to share observations from their pair discussion.

Activity 2: Demystify the Literacy Squared Writing Rubric

Facilitator: Remind participants that Box 7.3 offers opportunities to record both quantitative and qualitative data. Divide participants into three groups, designated A, B or C, and assign them the corresponding row from this table:

Group	Quantitative (from p. 99)		Qualitative (from p. 100)
A	Content	<i>and</i>	Discourse
B	Structure	<i>and</i>	Sentence/Phrase
C	Spelling	<i>and</i>	Word level and phonics

Explain that each group has one area of quantitative data collection and one area of qualitative data collection. Ask each group to prepare to share with the whole group an overview of its two sections and examples of how each might be used to assess or evaluate student work. These examples may be from the book (see pp. 101–112) or from their own students. (If the latter, please remove any identifier, such as name.)

Time Keeper: Set a time limit for this activity and a signal for when the group should reconvene.

Facilitator: Have each group share its overview and examples. Encourage other groups to ask clarifying questions and provide additional information or examples.

Activity 3: Apply the Literacy Squared Writing Rubric to Student Samples

Facilitator: Have participants group with others from the same grade level or clusters of grade levels (e.g., K–1, 2–3, 4–5). Ask each group to find its grade level in Chapter 7 (see pp. 113–138).

Have groups use the Literacy Squared writing rubric to evaluate a sample provided from their grade level—without reviewing the authors’ provided analysis.

Once the group has completed its own analysis, then invite them to compare their analysis with the authors' analysis.

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Once the group comes back together, ask if their analyses aligned with the authors'. How? How were the analyses different?

Activity 4: Address Challenges/Potential Solutions to Applying the Literacy Squared Writing Rubric

Facilitator: Ask participants if they think the rubric they examined in Activity 3 could be used in their own teaching. If yes, when and how? If not, why not?

Recorder: Create the following table (e.g., using projector, white board or poster board) in a place that is visible to all participants. Take notes on the challenges the group lists for using the Literacy Squared rubric—and other practices if applicable.

Challenge(s)/Hurdle(s)	Potential Solutions

Facilitator: Ask participants to work in pairs to come up with at least *one* solution or way to address each listed hurdle or challenge.

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Ask volunteers to share their possible solutions.

Recorder: Take notes as the group lists potential solutions. Add multiple solutions next to each challenge if they are offered and place a check mark next to solutions that are offered more than once.

Prepare to share the completed table with the whole group after the meeting.

WRAP UP

Facilitator: Ask members how much of each activity was achieved and note the results on the chart.

Remind members of the next meeting day/time.

Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.

Discuss which chapter(s) need to be read before the next meeting

Time Keeper: Note end time.

Facilitator: Thank members for attending the meeting.