

Using Curriculum-Based
Measurement of writing in the
classroom to monitor
progress in writing
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Assessing progression in the classroom

**One of the major concerns raised from Workshops
and an issue more generally**

Lord Bew

Reliable and valid assessment required to monitor progression

NC & APP Writing assessment can be time consuming

Can be difficult to get consistent agreement over time

How do you measure progression?



Conceptual framework for assessment

All tools have strengths and weakness

Depends on the purposes for which you want to use them

Requires an understanding of their strengths and limitations

Thinking about assessment

Summative
(evaluate
competency)

- Level
 - Psychometric tests
 - Standardised tests
 - National tests
- Criterion

Formative
(support
learning)

- X standardised tests
- √ criterion referenced assessments
- Assessing pupils progress in writing (APP)

Standardised assessments of writing – typically need specialist training

1. Not aligned with key writing components
2. Not directly linked to instructional practice
3. Cannot be scored and administered in classrooms
4. Tests fail to communicate to teachers and learners what is important to learn

So what are the alternatives ?

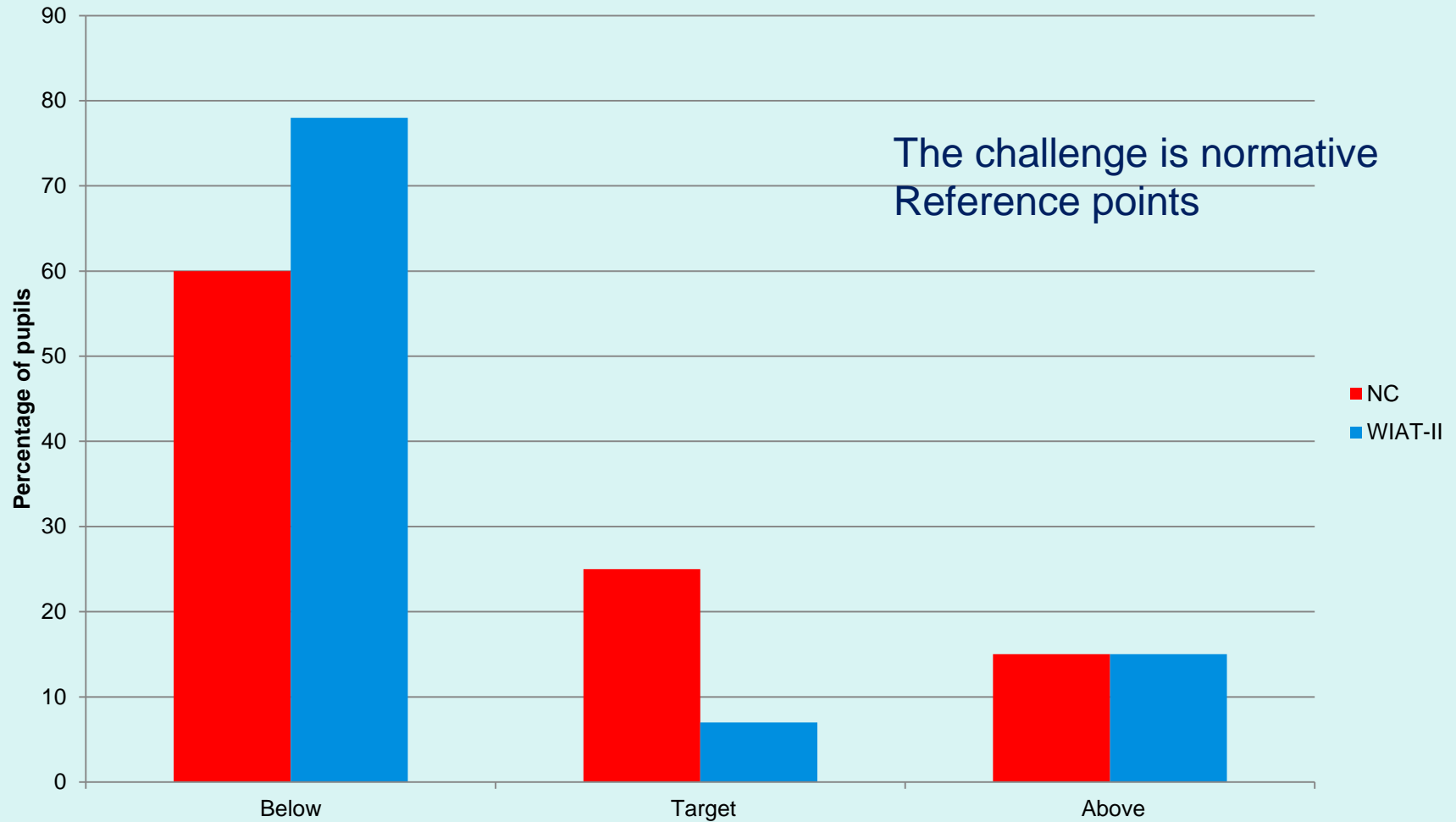
- Rating Scales & Checklists
- Rubric (set of explicit criteria for assessing work)
- *Writing sample analysis can use error analysis for mechanics or response analysis for composition skills*
- Observation
- Portfolios: writing samples of “best pieces”
- **Criterion-referenced** tests: e.g. assess ability to write complete sentences, an organized paragraph containing both a topic sentence and several supporting sentences, or a brief story describing interactions between
7 characters.

National curriculum levels ?

Normative – reflect distribution in population ?

Criterion referenced – objective assessment of competency ?

Match between NC levels and standardised test inner city



‘Writing assessment improves when teachers use procedures for ensuring the particular aspects of writing, such as quality and its basic attributes, are measured reliably’

This enhances writing

(Graham, Harris & Herbert, 2011).

Formative assessment

Writing sample analysis can use error analysis for mechanics or response analysis for composition skills

*This is not the current structure of national curriculum levels.
Lack specificity in relation to models of writing*

Curriculum based measures (CBM)

- Standard set of measures used to track progress by teachers to evaluate academic performance
- Initially developed to evaluate the effects of instruction
- Provide teachers with a tool to help improve performance
- Screen for pupils who are 'at risk'
- CBM tool for screening and evaluating progress
- Majority of work on reading and mathematics

Curriculum based measures (CBM) of writing

Some work on writing – mainly primary school

Measures-

- Number of words written - fluency
- Number of words correctly spelled
- Total punctuation and words in complete sentences most promise in association with standard tests
- Correct word sequences strong relations with essay quality

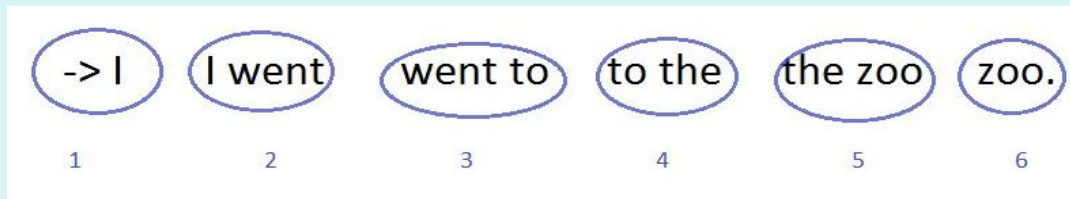
Time

‘At middle school level, a 5 min sample of written in response to a narrative story starter or a descriptive essay prompt and scored for CWS ... was found to be a valid indicator of writing performance’ Espin et al., 2004

CORRECT WORD SEQUENCES

I went to the zoo.'

6 correct word sequences



I went to the red.'

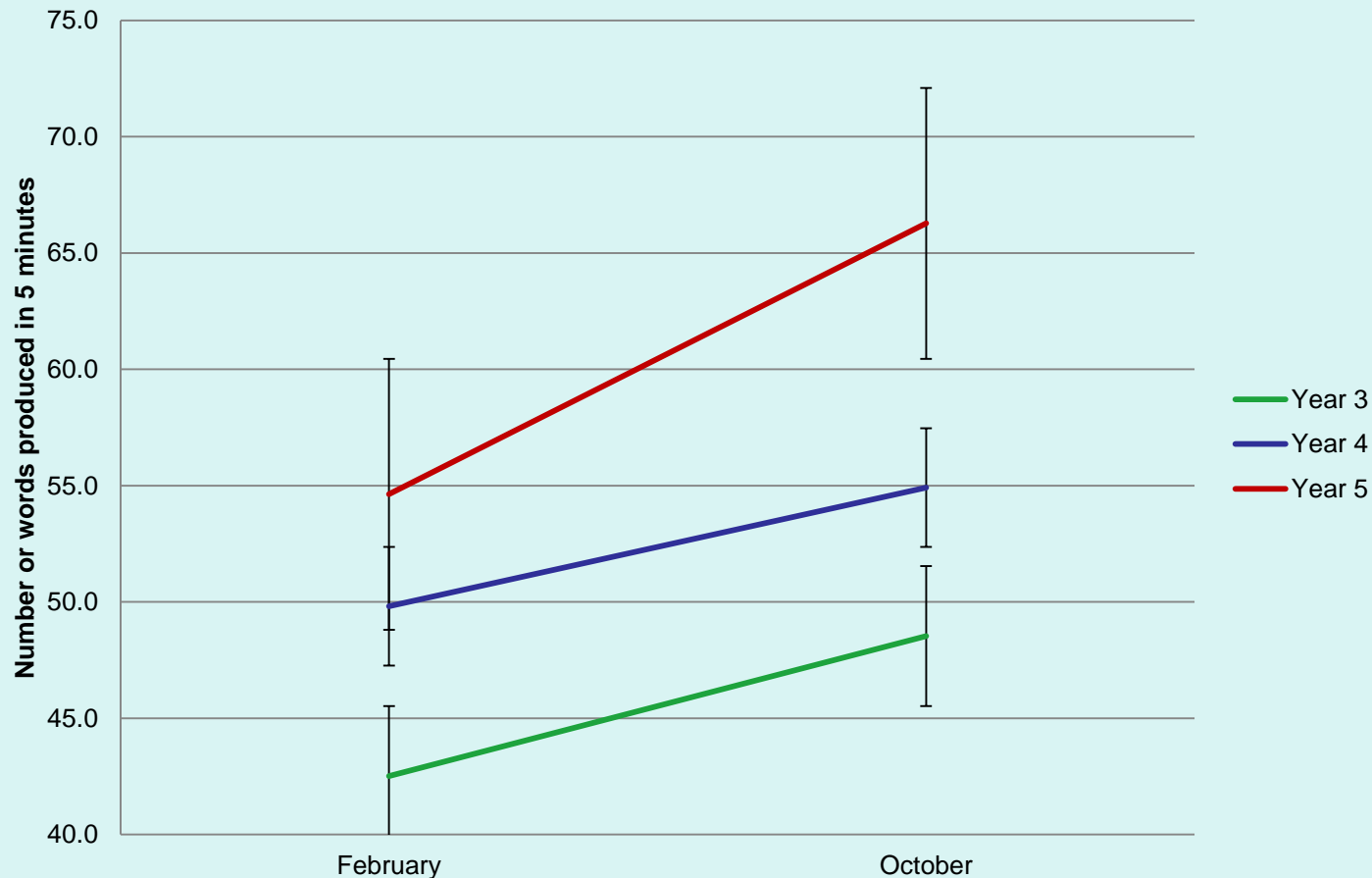
5 correct word sequences



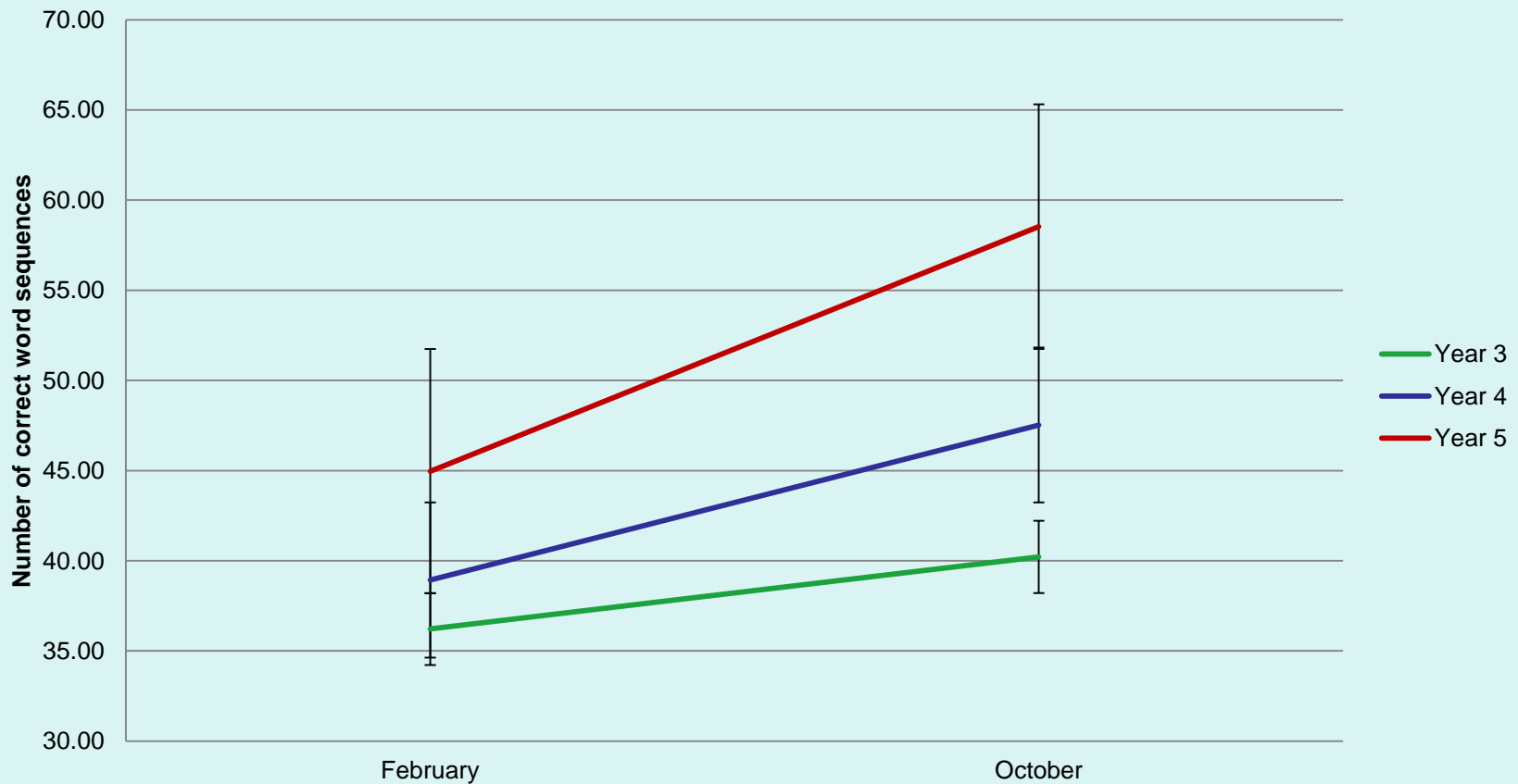
Used longitudinal data collected in schools in 4 local authorities to examine potential value in tracking development in English primary schools

Productivity

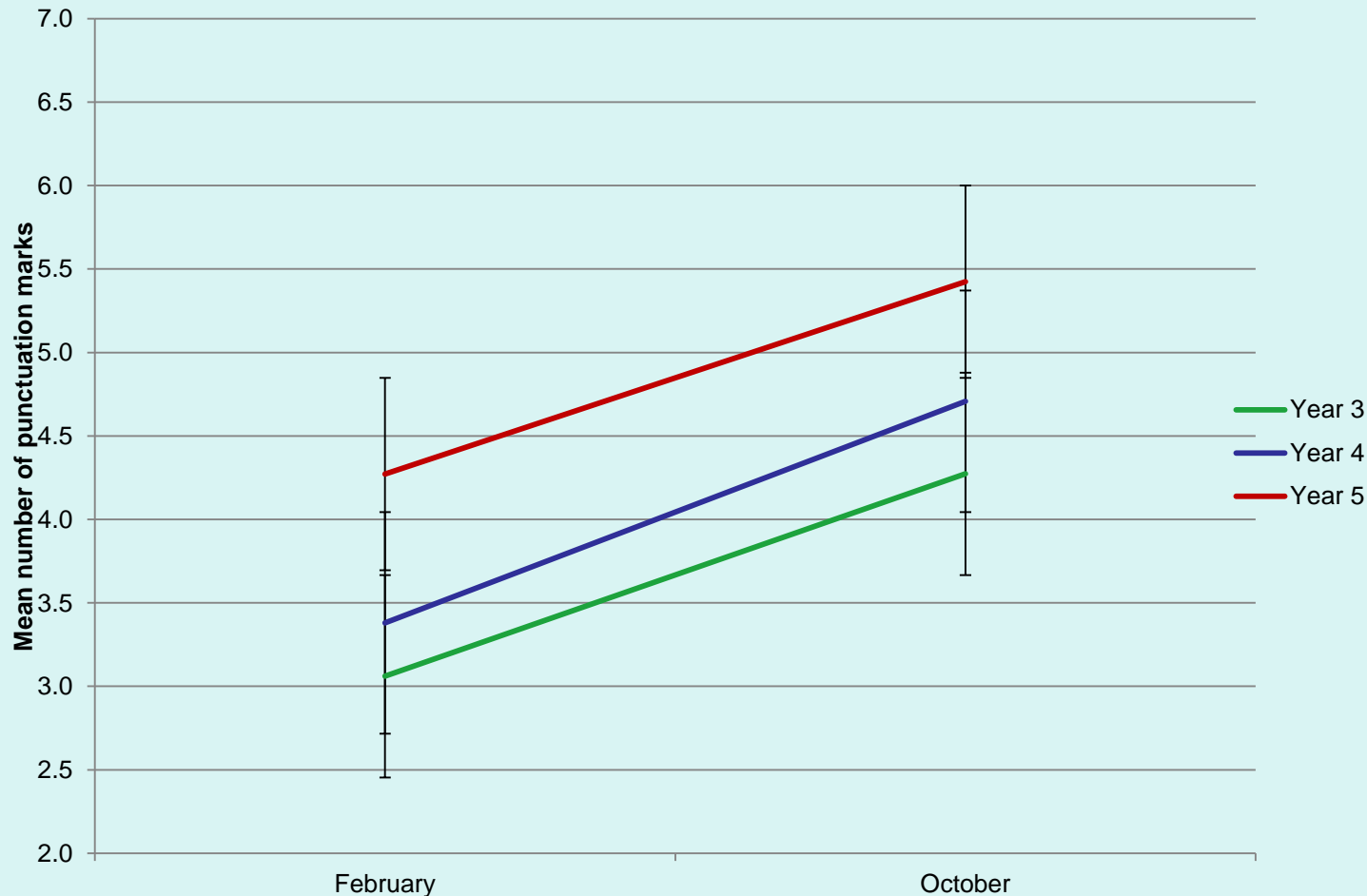
Does CBM capture progress in number of words produced ? Yes



Does CBM capture progress in correct word sequences? Yes

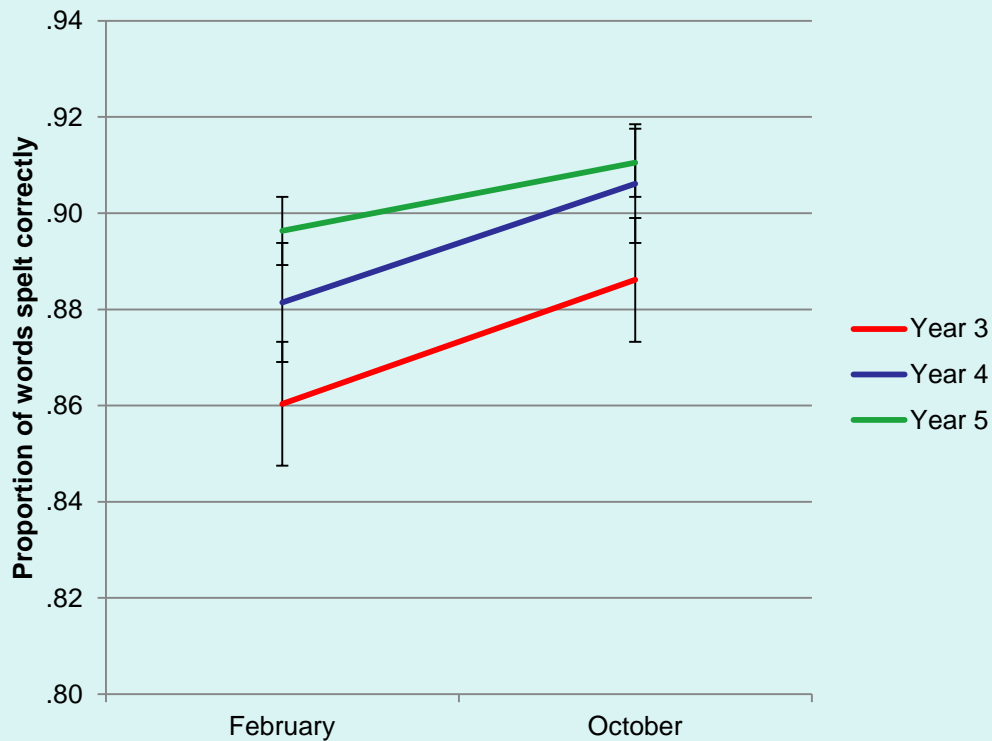


Does CBM capture progress in number of punctuation marks? - Yes



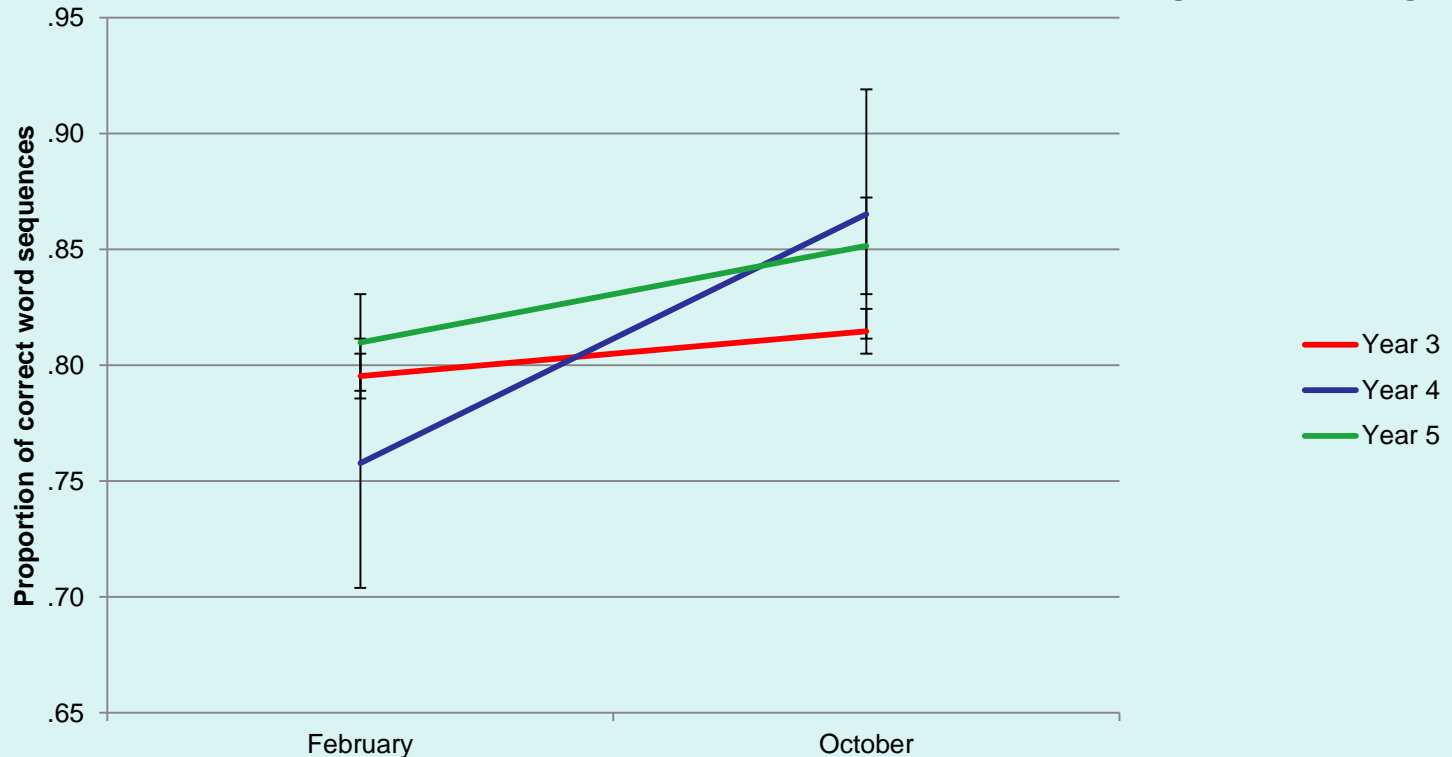
Accuracy – proportion/percentage

Does CBM capture progress proportion of words spelled correctly?

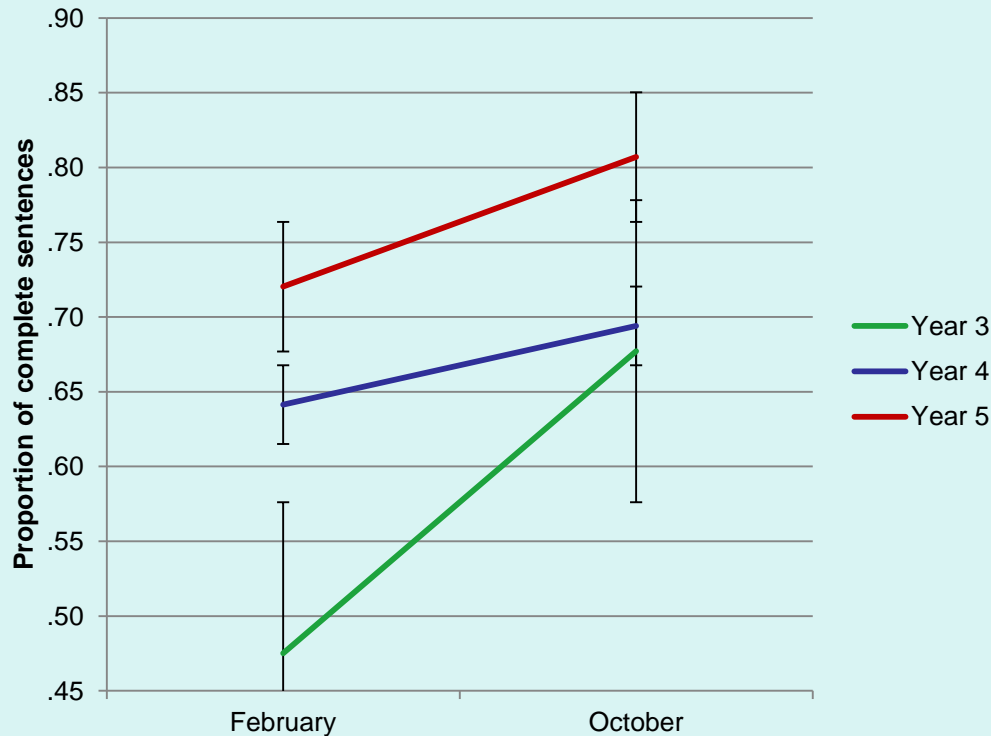


Does CBM capture progress proportion of CWS?

Highlights the importance of
Considering the writing context



Does CBM capture progress proportion of complete sentences - ?



Progression

- **MESSAGES**
 - **CHOOSE YOUR MEASURE**
 - **CHOOSE YOUR TIME**
 - **SCORE IT RELIABLY**
 - **THINK OF PUPILS AGE AND WRITING PERFORMANCE**
 - **Developmental sensitivity**

What you told us

- *CBM - really helpful effective assessment*
 - *Ideal for tracking and monitoring change*
 - *Really useful to see graphs of progress*
- *Reminded me to use SMART targets*
- *Get staff to set weekly targets and check*
- *Might keep a record of numbers of words children write and graph them*

Thank- you
Any questions?

