

## Qualifying and Quantifying Potential Problem Areas

Error Domain	Qualifying questions	Example of ways to quantify	CBMS/CBA's to use
Fluency	<ul style="list-style-type: none"> <li>Does the student appear to write fewer words than a standard?</li> </ul>	<ul style="list-style-type: none"> <li>Count the total words written</li> </ul>	<ul style="list-style-type: none"> <li>Total Words Written (TWW: AIMSWEB WE-CBM) (Appendix B)</li> </ul>
Syntactic maturity	<ul style="list-style-type: none"> <li>Does there appear to be a difference from a standard in the length of sentences?</li> <li>Does the student appear to have many short simple sentences?</li> <li>Is there a lack of complete sentences?</li> <li>Are there problems with subject and verb agreement?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the number of complete sentences assess using T-Units</li> </ul>	<ul style="list-style-type: none"> <li>Correct Writing Sequences (CWS; AIMSWEB WE-CBM) (Appendix B)</li> <li>Six Plus One Writing Rubric (Appendix A)</li> </ul>
Semantic Maturity & Vocabulary	<ul style="list-style-type: none"> <li>Does there appear to be a difference from a standard in vocabulary?</li> <li>Does a student use simple words, repeat words often, or use vocabulary that is below grade level?</li> </ul>	<ul style="list-style-type: none"> <li>Assess using a type-token ratio (a measure of variety of words in a written sample; Polloway, Smith, &amp; Miller, 2004); the measure tells about a student's written vocabulary, including the different types of words used; to compute the ratio of a student's sample obtain a writing sample, count the types (different words) and tokens (total words), compute the ratio by dividing the types by the tokens, convert to a percentage for reference purposes)</li> </ul>	<ul style="list-style-type: none"> <li>Correct Writing Sequence (CWS; AIMSWEB WE-CBM) (Appendix B)</li> <li>Six Plus One Writing Rubric (Appendix B)</li> </ul>
Content	<ul style="list-style-type: none"> <li>Does there appear to be a difference in how the product is organized?</li> <li>Do the sentences or phrases appear to be disconnected?</li> <li>Does the product lack sequence and/or structure?</li> <li>Are there complete paragraphs?</li> <li>Does the student engage in "knowledge telling" where</li> </ul>	<ul style="list-style-type: none"> <li>Assess with holistic scales (a writing sample that is longer than a 1 minute think and a 3 minute write is generally necessary for a holistic rating)</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative Features of Writing Checklist (AIMSWEB WE-CBM) (Appendix B)</li> <li>Error Tracking Checklist (AIMSWEB WE-CBM) (Appendix B)</li> </ul>

	one sentence appears to prompt the writing of the next sentence, with no apparent attention to a topic?		B) <ul style="list-style-type: none"> <li>Six Plus One Writing Rubric (Appendix A)</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>Is there a problem with punctuation, spelling, or capitalization?</li> <li>Does the student write incomplete sentences or run-on sentences?</li> <li>Is there a problem with punctuation? (A lack of punctuation is generally associated with other written expression challenges, and syntactic maturity and content problems may need to be considered).</li> </ul>	<ul style="list-style-type: none"> <li>Assess by calculating the percentage of errors and assess with checklists</li> </ul>	<ul style="list-style-type: none"> <li>Words spelled correctly (WSC; AIMSWEB WE-CBM) (Appendix B)</li> <li>Correct Writing Sequence (CWS)</li> <li>Six Plus One Writing Rubric (Appendix A)</li> </ul>
Legibility	<ul style="list-style-type: none"> <li>Is the writing hard to read?</li> <li>Are there few words? (Consider the amount of text generated. There is sometimes a relationship between legibility and the amount of text generated).</li> </ul>	<ul style="list-style-type: none"> <li>Asses letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative Features of Writing Checklist (AIMSWEB WE-CBM) (Appendix B)</li> </ul>
Writing process	<ul style="list-style-type: none"> <li>Are there problems with content? If so did the student appear to plan ahead?</li> <li>Does there appear to be a purpose to the writing?</li> <li>Does the student appear to engage in revision and editing of other writing products?</li> <li>Does the student engage in "knowledge telling" where one sentence appears to prompt the writing of the next sentence with no apparent purpose or attention to a topic?</li> </ul>	<ul style="list-style-type: none"> <li>Assess with a checklist</li> <li>Assess with observation and interview</li> </ul>	<ul style="list-style-type: none"> <li>Six Plus One Writing Rubric (Appendix A)</li> </ul>

## Appendix A

### Six Plus One-Writing Rubric

#### Writing Rubric

Author's Name \_\_\_\_\_

Title of Piece \_\_\_\_\_

	<b>1 Does Not Meet</b>	<b>2 Partially Meets</b>	<b>3 Does Not Fully Meet</b>	<b>4 Meets</b>	<b>5 More Than Meets</b>	<b>6 Exceeds</b>
<b>CONTENT/IDEAS</b>	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
<b>ORGANIZATION</b>	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
<b>VOCABULARY/ WORD CHOICE</b>	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
<b>VOICE</b>	Writer's voice/ point of view shows no sense of audience.	Writer's voice/ point of view shows little sense of audience.	Writer's voice/ point of view shows that sense of audience is vague.	Writer uses voice/point of view. Writes with the understanding of a specific audience.	Writer has strong voice/ point of view. Writing engages the audience.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
<b>SENTENCE FLUENCY</b>	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
<b>CONVENTIONS</b>	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.

## **Appendix B**

AIMSWEB Written Expression Curriculum Based Assessment (WE-CBM)

Link: <http://www.aimsweb.com/wp-content/uploads/written-expression-cbm-manual.pdf>