

Identifying Effective Assessment and Remediation Tools for Struggling Writers:

An Urban Elementary Public School, Middle Grade (4<sup>th</sup> - 8<sup>th</sup>) Focus

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### **Abstract**

This present study serves as an examination of the use of self-regulated strategy development (SRSD) as a scaffolding instructional approach and tool to help urban-dwelling students, many of whom are English language learners, to learn, use, and adopt the tools employed by skilled writers. It is an approach that adds the element of student self-regulation to instruction. The ten (10) teachers in my study initially received a brief professional learning community (PLC) demonstration of SRSD instruction. The research focus was in a 4<sup>th</sup> through 8<sup>th</sup> grade urban public school setting. For this study, these grades were known as a middle grade classification. This was a small study of 33 randomly-selected students ranging in those five grade levels, from a school of approximately 600. The empirical and scientific evidence has been analyzed both quantitatively and qualitatively. It includes statistically significant changes between two time differentials from the benchmark Test of Integrated Language and Literacy Skills (TILLS) set of four subtests focusing on three components of written expression. The fourth test of reading fluency was an administration requirement of the written expression subtests. The benchmark was administered near the end January 2017. The posttest was administered five-plus months later, just shy of the recommended six- month time span, due to circumstances beyond my control. The standard scale score has a mean equal to 10 (mean=10) with a standard deviation of 3 (SD=3). The TILLS Percentile rank was used for graphing purposes so that a more universal comparison of the students' progress could be more easily visualized. The students' results were measured, recorded and compared to the benchmark. Analysis followed. Teacher survey responses were factored in. There was additional data from the writing portion of The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, which provided year-end results of student performance across all five grade levels. These results

serve as a foundation for future research using SRSD as a tool to improve written expression and conventions. Multiple measures of data were used to draw specific conclusions.

**Table of Contents**

Chapter 1: Problem Statement .....	5
Personal Experience.....	5
Nature of the Issue Under Study.....	7
Evidence of An Issue .....	10
Focused of Proposed Research.....	13
Definition of Terms.....	14
Formal Statement of Research Questions.....	18
Chapter 2: Literature Review.....	19
An International Angle to the Writing Process Problem.....	22
Bilingual Mastery of Writing Skills.....	24
Scaffolding, Executive Function & Self-Regulation.....	25
Chapter 3: Methodology & Procedures.....	34
Chapter 4: Data Collection and Findings.....	39
Teacher Survey & Student Testing Data.....	39
Chapter 5: Conclusions .....	53
Discussion of Findings and Implications.....	53
Limitations.....	54
References.....	56
Appendix A	
Appendix B	
Appendix C	
Appendix D	

It is common for today's adolescents to dislike or avoid the task of writing (Richards, 1999).

For some, writing is a very laborious task because there are so many sub-components which need to be pulled together. For others, the reason lies in some processing difficulties, such as dyslexia or dysgraphia. Some educators wonder if students no longer enjoy the slower, more refined process of written communication because they spend so much time watching the faster-paced visual modality of television. (Richards, 1999)

Writing, as a form of communication, is a metacognitive requirement for success; however, not enough 21<sup>st</sup> century urban-dwelling students, many of whom have natal bilingual exposure, have mastered the skills and conventions of effective written expression, in either language. In this case study, the second language is Spanish. This study focuses on finding solutions to a deficit in written expression and convention knowledge, district-wide, which has been monitored, but not actively corrected for years. The purpose of this study is to offer one potential solution.

### **Personal Experience**

As a young middle school student in Maryland, I do not recall the details that defined my own writing roadmap, but I do know that my teachers provided generous amounts of support, which helped me to become a rather prolific and effusive writer, over time. My school maintained a rich learning environment in which I found joy and a desire to build upon those fledgling skills. As I got older, I developed and continue to sustain my life-long lexicon, constantly learning new words and building my working vocabulary network through reading. Reading fluency input is directly related to written expression output as reflected in the assessment design used for this research assignment (Nelson, 2016). As a prospective

educational leader, I would like to pass on the ability to write well to both educators and students alike.

The class sizes were significantly smaller in my small private all-girls' college preparatory school, (which I attended from 6<sup>th</sup> through 12<sup>th</sup> grades), compared to the urban-centered public school in which I currently teach. The purpose for mentioning class size is to underscore the direct correlation to the amount of attention and one-to-one instructional time a teacher has available to spend with his or her students. Teacher availability for direct, one-to-one attention is a key factor relating to student success in writing.

My experience developing a love of words, syntax construction, paragraph flow, message making and general writing conventions was amplified by working with an assortment of public relations professionals in a high-profile corporate communications management job. This career experience along with over 13 years as a high school substitute teacher and elementary/middle school para-educator in New Jersey is the lynchpin of my work as a highly-qualified middle school ELA teacher. As a dually certified teacher (general and special education) as well as an Orton-Gillingham therapist (OGT), I use a bevy of skills along with my OGT multisensory training when teaching literacy, particularly writing using the senses -visual, auditory, kinesthetic and tactile techniques. This tactic appeals to all children.

One example of an OGT technique to help students remember to self-correct their sentences is the C.O.P.S. strategy. We call it, 'Calling the C.O.P.S.' on your sentences. The activity is often accompanied by teacher-voiced emergency sirens and an illustration of a police officer, thus the sensory motor responses of sight and sound. In the C.O.P.S. strategy, the C stands for capitalization; the O stands for organization or overall sentence structure; the P stands for punctuation; and the S stands for spelling. Spelling must initially be monitored by the

teacher most of the time, especially for dyslexic students. The strategy is used repeatedly with and scaffolded by the teacher, until it becomes ingrained in the student's mental file cabinet. There is an assortment of similar mnemonic (phrase for remembering) devices that students can use, learn and retain. The assessment and writing skill activity tools discussed in this study are authentic and designed primarily for clinicians of students with language struggles; however, I would like to see if they can be tailored to general classroom use.

Although a study from right before the turn of the century espouses that “the results of the meta-analyses suggest that on average students who use computers when learning to write are not only more engaged and motivated in their writing, but they produce written work that is of greater length and higher quality,” (Goldberg, Russell & Cook, 2003) it has been my experience that the urban students have to jump two hurdles before creating great written expression on the computer. The first is recording the conventions properly while getting their thoughts out; and the second is knowing how to type efficiently and quickly.

My research will shed light on a problem-solution model addressing the substandard written expression plaguing the school district in which I work. I will examine some of the reasons why urban youth struggle to write and how educators might be able to rectify the situation. The first job is to assess student ability for obtaining a baseline benchmark and then follow through to provide a range of specific remedies before administering a post-test. My goal is to present data, which will enhance curriculum design for writing.

### **Nature of the Issue Under Study**

When I came to this district, I saw a weakness in student writing ability, teacher writing-teaching time as well as low teacher confidence/knowledge about the subject of writing and the teaching of writing. I surmised that teachers needed to raise the administration's awareness so

that change could be affected. Writing well is necessary for successful communication. It is a crucial life skill, which can determine choice job opportunities and, when not mastered, can undermine them. Students need to be assessed to determine comparative ability level for written expression and then teachers need to create and implement multiple measures of remediation that accompany a variety of evidence-based tools in order to mitigate the deficiencies. It is important for teachers to be equipped to prepare their students to be successful in college and career, which includes the skill of writing.

As an ELA teacher in a vast Northern New Jersey district, I try to infuse writing opportunities into my lesson planning; however, I am frequently confronted with a lack of (1) student attainment of grade-level proficiencies; (2) student self-regulation and; (3) low writing stamina, which is epitomized in their low standardized test results.

Writing is a key skill that unfortunately can be a challenge for teachers to teach and students to learn. In the urban school where I teach, the student performance data for writing assessments have been abysmally low for many years throughout grade levels and this might be attributable to not enough time on task, empirical, district-wide data confirms. Recently during a vertical articulation meeting (VAM) in my building, our data-driven vice principal remarked on the overall scores and stated, “Well the writing is low and in the red, which has been the case for a long time” (VP1, personal communication, September 25, 2016).

For the last two years, the writing segment of English language arts unit assessment for the New Jersey Department of Education (NJDOE) has been eliminated in our district. This shift away from the written assessments must have been a statewide mandate indicating: (1) that it may have been because of the adoption of the reading and math focuses of the Common Core

State Standards (CCSS), causing this curriculum shift away from writing instruction and (2) that we were not alone as a district in this mandate.

Prior to the temporary suspension of the unit's writing evaluation, the data our district received came from this very unit assessment given four times a year, which tested a variety of writing genres in a scope and sequence after a nine-week course of instruction. In the district, writing instruction time allotment is scheduled at the discretion of each building principal. With many transient families in the district moving from one school to the next, most of the curriculum is aligned, but writing depends on teacher time, talent and resources. Inconsistency of instruction from year-to-year and from school-location to school-location is another hurdle that many urban students must jump. Many of those transient students fall through the cracks as my research data will attest.

Urban-dwelling students enter school with a variety of disadvantages that arise from their socioeconomic status and prior background knowledge base. Many enter the starting gate of school with below par academic foundational experiences and exposures. Dr. Ruby Payne (2005, p. 135) poses the crucial question with the support of Lewis' research,

How do we break the cycle? Start literacy enrichment in the delivery room; cognition research and infant development studies show “that early language stimulation---from the moment of birth—influences brain development and later learning success.” There should be “support networks” to help young parents from poor means in developing their child's language abilities (Lewis, 1996, p. 187)

There are parents who struggled in school and that parental influence reflects on to the child, manifesting itself often as high absenteeism, low motivation/low interest and poor follow-through on work tasks (Jensen, 2009).

Unlike some countries, we live in one that endeavors to provide a formal education to the entire population. The U.S. mandates that all children be required to get an education, but since we are a country of immigrants, some families come to the U.S. and bring their children from places where education was not a priority and therein lies another preparation disconnect. Even at the beginning, the playing field is not an even one. Some students are born in this country to parents whose first and only language is NOT English, which makes it difficult for these students to (a) receive help with writing assignments at home and (b) practice speaking and writing the English language with their parents. I am describing scenarios from first-hand experience and as a primary source.

### **Evidence of an Issue**

In this urban district, for four years, I have held a position as English language arts lead teacher in as many grades, and each year, in each school the students have had below grade level writing skills. This current year during a vertical articulation meeting (VAM) earlier in the year, there was some discussion of how poorly students write and spell across grade levels in our school and the district, with teachers citing questions about what can be done about it. Our vice principal, who is data-driven and initiated the original discussion, brought it up again in another VAM meeting three months later. It is an acknowledged reality that many of our students have immigrated to the United States with little focus on education and some currently live in low-income, poverty-riddled neighborhoods. The brain of a child coming from that background is functioning in a stunted capacity for many reasons. Eric Jensen reveals in his description of the

human brain's operating system that "to succeed in school, students need to have an academic operating system in place" (Jensen, 2009). He describes this academic apparatus as a crucial component to succeeding in school. Jensen says the must haves are:

- The ability and motivation to deter gratification and make a sustained effort to meet long-term goals;
- Auditory, visual, and tactile processing skills;
- Attentional skills that enable the student to engage, focus, and disengage as needed;
- Short-term and working memory capacity;
- Sequencing skills (knowing the order of a process); and
- A champion's mind-set and confidence.

These skills form the foundation for school success and can give students the capacity to override the adverse risk factors of poverty. These are not simple study skills; they enable students to focus on, capture, process, evaluate, prioritize, manipulate, and apply or present information in a meaningful way. Without improving the capacities of students' brains to process incoming data, student will not achieve at the same rates as their peers who possess these skills. To improve students' processing capacity, you must give them support as you challenge them. (Jensen, 2009, pp. 55-56)

Though most of the students in my study do not have diagnosed learning differences or disabilities, the poverty element presents challenges to the brain that manifest as a disconnect requiring a creative problem-solving approach to teaching how to learn, specifically learning how to write expressively.

In a recent School Improvement Plan (ScIP) meeting, a teacher in her first year in our district responded to her post-observation feedback which stated that she is lacking rigor. The teacher's response was, "How can I teach my students to write paragraphs rigorously when, in the fourth grade, they do not know what an adjective is or how to form sentences properly?" (4<sup>th</sup> grade ELA teacher, personal communication, November 8, 2016)

For students to attain the skills of writing, they must have supportive scaffolding in place and those supports must be available to students even when there is no teacher around with whom to consult. Writing is often considered by many scholars to be the last literacy skill to be mastered for most students due to its complexity. The reason for the lag relates to multi-leveled structure along with the detachment from self and the required ability to anticipate and meet the needs of a reader (of the written work) other than the self. (Nelson, Bahr & Van Meter. 2004)

Students can learn to read through learning to write and vice versa (Nelson, Bahr & Van Meter. 2004). The dawn of the digital age has shed light on the possibility that computers will replace the art of handwriting, which some say is already dead. Writing is a metacognitive, fine-motor skill with a neurological connection and many students have not mastered that skill on grade level. (Nelson, Bahr & Van Meter. 2004)

The teachers in my study voiced their opinions about their experience in teaching writing (Appendix B). Some found it difficult particularly because of the time constraints of the district's pacing guide.

Successful approaches to this action research hinge on the following: (1) assessing student writing is a one-to-one process, which might be daunting for a teacher with class sizes exceeding 10 students; (2) many teachers will need on-going professional development to execute the task of remediating writing given the time constraints in the district along with the

full pacing guide, especially in terms of writing conventions; and (3) the negative attitude about writing, particularly among adolescent students.

### **Focus of Proposed Research**

The focused purpose of this research is to find out if urban middle grade students' written expression skills will measurably improve, across all grade levels tested, after being introduced to a variety of SRSD strategies.

The screening apparatus being used is the groundbreaking assessment tool that tests oral and written language skills in students ages 6-18 years. TILLS a newly marketed screening tool that is backed by 30 years of research coupled with the use of self-regulating strategies by the student writer. This tool which can identify and track a student's strengths and weaknesses. The assessment will occur only after I have provided the teachers in my school training with SRSD instruction (Nelson, Bahr & Van Meter, 2004) designed by education researchers Drs. Karen Harris and Steve Graham. The SRSD tool was designed out of the research findings that "three out of every four 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade students exhibited only partial mastery of the necessary writing skills and knowledge at their respective grade levels" (Persky, Danne, & Jin, 2003).

Students, in this action research project will receive their own copy of *Writing Adventures Workbook & Journal Book 1* (Cargill-Austin. & Padgett, 2011) as a resource to hone their writing skills at each teacher's discretion. The third writing enhancement tool is one that has been embedded into the curriculum, which is PARCC Writing component, which is a scripted series of PowerPoint Presentations designed to be followed to the letter by teachers as a part of the district's curriculum initiative to improve students' written expression for the PARCC tests. It does not address writing conventions, however. Assessment of writing is a key

component of a standards-based curriculum model (Graham, Hebert & Harris, 2015) similar to the one in our district.

As a result of increasing emphasis on educational standards, nationwide writing is playing a greater role in literacy for middle school literacy curriculums. The purpose of this study is to determine if, after obtaining a baseline written expression score for 33 students over five grade levels (consisting mostly of CLD/SES middle grade students), these students can use SRSD methods and regular workbook/journal writing tasks to develop their writing skills and teachers will in turn build their confidence teaching writing through the use of a variety of SRSD strategies.

### **Definition of Terms**

For this study, the key terms will be defined as follows:

- Self-regulating strategy development (SRSD) model– an implementation model for cognitive strategy instruction and is based on the research work by Graham, Harris, Read, Ryan, Short et.al. According to Read (2005) “The goal of SRSD is to make the use of strategies habitual, flexible, and automatic...” and an instructional approach designed to help students learn, use and adopt the strategies used by skilled writers. It is an approach that adds the element of self-regulation to strategy instruction for writing.
- Scaffolding – “in its literal sense, is an adjustable support used by a construction worker to reach a level higher than otherwise would be possible. Scaffolding as an instructional strategy also provides constructive adjustable support for individual learners.” (Nelson, Bahr & Van Meter, 2004, p,159)
- Dynamic assessment – uses a pretest – intervention – posttest format to assess a student’s learning potential. It is very different from scaffolding. “Instructors use scaffolding

strategies during dynamic assessment to vary intervention and test hypotheses about student learning capabilities.” (Nelson, Bahr & Van Meter, 2004, p,163)

- Test reliability – refers to the stability with which ability is measured and is critical attribute of research for guiding the selection of an appropriate diagnostic tool when looking at a variety of assessments.
- The Partnership for Assessment of Readiness for College and Careers (PARCC) is an end-of-year assessment, which is a product of a unique partnership between local educators and states working together to develop the next generation of testing. “The PARCC assessment system is an annual year-end test in English language arts/literacy and mathematics in grades 3-8 and high school. Many of the old state tests measured only lower-level skills. The new assessments serve as an ‘educational GPS system,’ measuring students’ current performance, and pointing the way to what students need to learn by graduation so they are ready for college and/or a career” (parcc-assessment.org)
- TILLS – the Test of Integrated Language and Literacy Skills has been designed to identify language and literacy disorders, to document patterns of relative strengths and weaknesses and to track changes in language and literacy skills over time (6 month intervals). TILLS scale scores are measured with a mean =10 and a standard deviation (SD)=3. (Nelson, 2016)
- TILLS Written expression subtest – an assessment requiring students to read a story and then rewrite that story using more interesting terms and less chopiness. “...is a complex, integrated language task that allows for observation of a student’s written expression skills at both sound/word and sentence/discourse levels. This subtest provides three

scores that examine three different aspects of writing – a discourse score, a sentence score, and a word score. (Nelson, 2016)

- TILLS Written expression discourse subtest – tests the ability to maintain original content, i.e., writing fluency. (Nelson, 2016)
- TILLS Written expression sentence subtest – tests the ability to use syntax to combine multiple ideas. (Nelson, 2016)
- The TILLS Written expression word subtest – tests the ability to spell real words and inflict them correctly in sentences. (Nelson, 2016)
- TILLS Summary and Interpretation Profile Chart – The purpose is to document patterns of regular strengths and weaknesses. The Profile Chart re-orders the subtests of the TILLS model so that the scores portray a performance profile for the student and scores must be entered carefully and correctly. (Nelson, 2016)
- T-units – syntactic units, consisting of a main clause with every one of its dependent clauses. (Nelson, 2016)
- Measurement error – variability both in child’s performance and in the test administrator’s ability to score the test reliability in my case due to a shortened time interval than prescribed which was out of the test administrator’s control (Anastasi & Urbina, 1997; Haynes & Pindzola, 2004).
- Metacognitive – of or relating to conscious mental change (such as thinking, understanding, learning, remembering).
- Vertical articulation meeting (VAM) – a meeting of peers teaching similar grade levels or similar content to discuss commonalities among students, construct support systems for colleagues and share successful outcomes.

- Middle grades – the leveled sections of assessment monitoring in this study are four through eight (Tompkins, 2010)
- Meta-analysis- “a statistical tool used to summarize the direction and magnitude of the effects obtained in a set of empirical studies examining the same basic phenomena” (Lipsey & Wilson, 2001)
- CLD – culturally and linguistically diverse (Graves & Rueda, 2005, p. 214)
- SES – socioeconomic status (Graves & Rueda, 2005, p. 215)
- OGT – indicates an Orton-Gillingham Therapist certification designated by the International Dyslexia Association and IMSLEC
- IMSLEC – the International Multisensory Structured Language Education Council, a 501(c) (3) organization, which accredits quality Multisensory Structured Language Education (MLSE) training courses.
- ELLs – English Language Learners
- ESL – English as a second language

**Research questions:**

1. How can the written expression and written convention skills of urban middle grade students measurably improve across grade levels when districts provide teachers with specified time to scaffold and make the necessary improvements in this area?
2. How can SRSD tools focusing on a variety of formal writing genres positively impact teacher instructional effectiveness for raising students' state assessment scores in the writing process for struggling middle grade students in a multi-lingual urban setting?
3. What instructional tools and/or mnemonic devices are on the market, available and currently in use in the ELA classroom for teachers to use to remediate substandard writing in this student population?
4. What would some key elements be in establishing a school-wide pilot program to teach students self-regulating writing process strategies – strategies they can use for a lifetime?
5. How would teachers establish a baseline, monitor progress and then implement multiple tools to scaffold writing strategies?

### Literature Review

“There are many reasons students avoid writing. Primary reasons may be one or more of the following:

- They have a hard time getting started and feel overwhelmed by the task.
- They need to concentrate to form letters: it is not an automatic process.
- **They struggle to organize and use mechanics of writing.**
- They are slow and inefficient in retrieving the right word(s) to express an idea.
- They struggle to develop their ideas fluently (poor ideation).
- They struggle to keep track of their thoughts while also getting them down on paper.
- They feel that the process of writing on paper is slow and tedious.
- They feel that the paper never turns out the way they want.
- They realize that the paper is still sloppy even though substantial time and effort was spent.
- They are dysgraphic, which causes multiple struggles at the basic processing levels.
- They are dyslexic, which causes very poor spelling and interferes with automatic use of writing mechanics.” (Richards, 1999)

For the past several years, our district has relied upon Columbia Teachers College resident expert, Dr. Lucy Calkins and her Writer’s Workshop design to teach fledgling student writers in their most formative stations of cognitive development. I was indoctrinated into the curriculum when I taught 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades all in one year, several years ago. It is a fine program which encourages non-writers to write because it produces a free writing environment and is designed to establish a comfort zone for students who often struggle with writing.

Dr. Nicola Wolf Nelson, one of the pioneers at the center of the SRSD movement, also subscribes to the concept of a free writing environment. Her writing lab research bears an uncanny resemblance to the Writer's Workshop model. Nelson writes,

Adding a free writing component to writing lab sessions contributes to a positive classroom culture and conveys to students the encouraging aspects of constructive learning and ownership. To qualify as free writing, no external demands are placed on topics, spelling, or punctuation. Story starters are not compatible with free writing...During free writing, the only directions are to put pencil to paper and write (Nelson, Bahr & Van Meter, 2004, p. 97).

It is interesting to note that Calkins published, *A Guide to the Writer's Workshop, grades 3-5* in 2006, two years after Nelson co-authored *The Writing Lab Approach to Language Instruction and Intervention* (Nelson, Bahr & Van Meter, 2004, p.97). Nelson's study determines that the "free writing" method is only one of many components to producing good student writers, whereas it is the backbone and core of Calkins' work.

Nelson along with her team of researchers were ahead of their time, when in 2004 she began her work on the writing lab approach; the very concept on which SRSD is based. She commented that explicit instruction was required for all students who presented with language difficulties. Though most of the students in this urban community were not diagnosed with a learning difficulties, the language barrier did pose a challenge to successful writing. "Students with language needs at the level of syntax include students learning English as a second language, as well as students with disabilities." (Nelson, Bahr & Van Meter, p. 33) The second language learners as well as students with disabilities have profound struggles with written sentence construction over the spoken sentence structure. "Both groups may handle syntax

adequately for use in spoken social interactions but run into difficulty with the more decontextualized structures of academic language, whether spoken or written.” (Cummins, 1984, Tattershall, 2002)

Russian psychologist, Lev Vygotsky (1978) along with his philosophies is a foundational source of the self-regulated development theory on the which Nelson’s writing lab approach is based. Nelson (2004) writes of Vygotsky as in the text it states, ”[he] explained the social origins of self-control and the development of the mind as a phenomena in which mediation by a more mature learner contributes to cognitive-linguistic development by a less mature learner.” Using the concept of scaffolding – an instructional strategy...provides constructive adjustable support for individual learners.” (Nelson, Bahr & Van Meter 2004)

What is the writing lab approach? “The writing lab approach, with its collaborative, inclusive, individualized instruction is appropriate for all students.” (Nelson, Bahr, Van Meter, 2004, p.69)

Nelson noted that “sustained writing” is not conducive to a general education because there are always time constraints. This belief was confirmed by the teachers whom I surveyed. Nelson, Bahr & Van Meter espoused years ago (2004) that the writing lab approach (not capitalized intentionally by the authors) was necessary to “provide opportunities for a team of educators, with parental support, to come together in a collaborative enterprise to address mutual goals.” She defines the writing lab approach as a way to bring all educational stakeholders together within the existing curriculum to address their mutual goals and “help all of their students become literate and acquire communicative competence”. (Nelson, Bahr & Van Meter, p.5). There is an ownership principal on the part of the students, as well. She deliberately doesn’t capitalize the term writing lab approach. (Nelson, Bahr & Van Meter, p. 7)

In 2016 and 12 years after her first foray into the writing lab approach, Nelson revisits the issue through the creation of the diagnostic, evaluative tool and book entitled, *The Test of Language and Literacy Skills* (TILLS) to help therapists and clinicians assess struggling writers. I used TILLS to complete this research study.

She writes, “we believe that building better and happier language users and writers requires an accepting attitude on the part of instructors, who delight in students’ unique expressions of ideas and who encourage students to follow their own constructive pathways to make independent decisions.” (Nelson, Bahr & Van Meter, 2004, p.16) The independent decisions to which this team of researchers refer, pertain directly to self-regulated development strategies.

### **An International Angle to the Writing Process Problem**

Since our community is multilingual and multiethnic, it makes sense to briefly spotlight an international angle onto a portion of this research question. Writing and writing proficiency is by its very nature one of the hallmarks of critical thinking and critical thinking is a key component of the 21<sup>st</sup> Century learning model, worldwide.

Writing is [also] an essential part of schooling in all subject matter areas, as it gives students the opportunity to synthesize information from multiple sources and perspectives, to decide what information is relevant and important to share, and to judge how best to organize and present this information, all of which help students clarify, deepen, and expand their thoughts and feelings about a topic (Bruer, 1999; Lindemann, 1995).

This need to write well spans academic arenas, worldwide. International studies have drawn the same conclusions as those performed in the U.S., with some citing teacher preparedness as well as student discomfort with performing writing tasks.

Writing quality can be perceived by some as a subjective measure (McNamara, Crossley & McCarthy, 2009) and yet, evaluators who are appropriately trained can assess writing with a strongly positive inter-rater reliability. It “is based on readers’ judgment of the overall merit of a paper, taking into consideration factors such as ideation, organization, vocabulary, sentence structure, tone, and so forth” (Graham & Perrin, 2007a). “These evaluations are quantified on a numerical scale, representing a single overall judgment (holistic score) or a score for each attribute assessed analytic score” (Graham, Hebert & Harris, 2015).

A team of researchers from Portugal and Brazil found by sampling teacher perceptions and practices that teachers weren’t particularly confident in their ability to produce good writers. (Viega Simao, Malpique, Frison, Bragagnolo & Marques, 2016) These teachers reported on everything from the time they devoted to teaching writing the different strategies they use to scaffold student writing and self-editing. “Teachers reported little time devoted for writing and the teaching of writing in their classes.” (Veiga, Simao, Malpique, Frison, Bragagnolo & Marques, 2016).

Both Brazilian and Portuguese teachers noted the importance of producing strong student writers. The fact that writing education around the globe is facing similar obstacles and overcoming those obstacles in a similar fashion should be noted, especially since our district instructs students of a diverse grouping of nationalities. Though these teachers were aware of the importance of teaching writing most of them very infrequently used explicit methods like self-regulated writing. Though once they were more formally and directly taught to use the SRSD

practices, a “positive correlation was found between teachers’ preparation to teach writing and their practices to promote students’ self-regulated writing (Veiga, Simao, Malpique, Frison, Bragagnolo & Marques, 2016).

### **Bilingual Mastery of Writing Skills**

As a teacher of culturally and linguistically diverse (CLD) urban youth, I understand the value of being able to identify my students’ weaknesses so to better design a fix. It is also important for students to learn to recognize and self-correct errors as an internal process. Even this self-correction process must be modeled and taught explicitly. “Explicit instruction in learning strategies can increase the comfort and learning potential of students needing support” (Graves & Rueda, 2005, p. 220).

Socioeconomic realities affect students’ aptitudes for writing, specifically, and affect emotional connections to school, in general. Sociocultural approaches to learning must be used to affect change for these students, and educators must realize that: “(1) learning is social; (2) learning is facilitated by assisted performance that is responsive to individual needs; (3) learning is mediated by cultural tools and artifacts; and (4) learning occurs in communities of practice and is indexed by changes in participation within these communities” (Graves & Rueda, p. 217).

Students from culturally and linguistically diverse (CLD) circumstances compounded by lower SES backgrounds may also impact writing ability. Data results for a significant number of CLD students who also have a low (SES) or experience poverty have shown that the combination can hamper student achievement in school. “When families are in poverty, students may be affected by factors related to nutrition, child care, access to print, family job security, accumulation of school-relevant prior knowledge, and a host of other indices of social and

cultural capital” (Graves & Rueda, p. 220). Supporting students who are exposed to diverse learning strategies is one potential key to success.

Diversity in achievement is a reality in the U.S. where “in 2002, the National Assessment of Educational Progress (NAEP) assessments of writing proficiency indicated that “28% of fourth graders, 31% of eighth graders, and 24% of 12 graders performed at or above proficient levels, but fewer African American and Hispanics were in the ‘proficient’ group than whites or Asian Pacific Islanders” (Graves & Rueda, 2009 p. 214). Bilingual and second language learners make code-switching adjustments between two languages.

School-age bilingual children and second language learners must learn a new language at the same time they are learning to cope with the demands of schooling (Guitierrez-Ciellen, 1999). Cummins (1984) recommended distinguishing basic interactional conversational skills (BICS), which might serve English language learners well in informal social settings, from the cognitive academic language proficiency skills (CALPS) of schooling that present greater challenges to English language learners. In other words, academic concepts often are expressed in unfamiliar language, have fewer contextual supports, and require world knowledge that may not be in students’ realms of experience.” (Nelson, Bahr, Van Meter, 2004, p. 83.)

### **Scaffolding, Executive Function & Self- Regulation**

Dr. Nicola Nelson and her team researched the relationship between scaffolding, executive function and self-regulation. All of these have a metacognitive base and are linked to learning when present. “Scaffolding permits instructors to target and achieve individualized objectives in partnerships with students.” (Nelson, Bahr & Van Meter, p. 160) Scaffolding is

used primarily by the instructors to aid the student. Self-regulation, on the other hand, is “the ability to use pre-established routines to scaffold oneself through new and more difficult problems.’ Some say self-regulation and executive function have an inverse relationship, while other says it is more of a direct one. (Nelson, Bahr & Van Meter, p. 161) Asking questions are at the core of scaffolding and these questions are “designed to guide students to attend to cues that previously were undetected in order to make cognitive, linguistic, and social connections to support further learning [with the ultimately goal being] to help students stretch their understanding and use of language by creating a link between the observed response (what students are doing now) and the expected response (what they must do to reach the next level of maturity) (Nelson & Van Meter, 2002)<sup>1</sup>

Additionally, Eric Jensen, one of the pioneers of brain-based learning and author of several books on the effects poverty on learning, uses an activity that helps students capture the meaning of a writing task. Jensen (2013) discusses using visual and tactile teacher tools to help low socioeconomic (SES) students’ retention and peer-work to aid their retention. The team approach requires students to share their work repeatedly over five-minute segments. The students stop writing and pass their four-to-eight sentence summaries for peer review. At the end of the activity, the students can read their peers’ comments and “make use of the peer feedback” before turning it in to the teacher. (Jensen, 2013, p. 103)

When students are taught in a direct way with the regular support of teacher feedback, the results are astounding. Teachers who understand some of the cultural barriers recognize how burdensome it can be to retain and understand new information. These students are often operating in “survival mode- attempting to manage demanding-academic tasks and at the same time maintaining an egocentric concern for their own well-being. (Graves & Rueda, 2009)

Researchers have discovered that learning self-regulating strategies can prove incredibly helpful because of their multisensory nature. Students can also practice role-modeling with peers. (Hallenbeck, 2002)

In general, cognitive strategy instruction aims to shape behavior by teaching strategy steps, cognitive modeling, guided instruction, and self-regulation (Hallenbeck, 2002). One well-documented model for strategy instruction is the Self-Regulated Strategy Development (SRSD model developed by Graham and Harris at the University of Maryland (Graham & Harris, 2005). The SRSD model is an approach in which students learn specific strategies and self-regulation procedures (e.g., goal setting, self-assessment, and coping self-talk) for using the strategies during writing activities. Teachers model the use of the strategies and provide diminishing amounts of scaffolding (e.g., guided collaborative practice with ample feedback) while the students master the skills to reach a criterion for learning. The findings of research conducted using SRSD and other strategy instruction studies show that, across content areas and differing student needs, strategy instruction is effective. When strategy instruction is used in an inclusive classroom, it can lead to positive outcomes for students with and without disabilities. (Graves & Rueda, 2009, p.221)

A few of the key elements of strategies can be effective for CLD students and are considered useful for SRSD approaches to writing are to: (1) align the curriculum's scope and sequence with specific strategies; (2) use language that is easy to understand for the CLD student; (3) have extensive teacher modeling in order to cement the use of the simple and clearly understandable strategy; (4) use "think-aloud for each step"; (5) connect the strategies to students

and make them personally relevant to the lives of students while linking them to “content-learning objectives” ; and (6) make practice, practice, practice the road to Carnegie Hall, in other words use the strategies repeatedly and apply them to an assortment of practical situations. (Graves & Rueda, 2009).

The written expression skills of urban middle school students have the potential to measurably improve, across all grade levels tested, after initially being screened using TILLS with students ages 6-18 years. The assessment identifies and tracks a student’s strengths and weaknesses after providing the teachers in my school with the SRSD instruction supports designed by education researchers Harris and Graham. Visuals are important when teaching all students, especially urban middle school students with multicultural backgrounds. The five senses come into play, but the visual sense is most prevalent when writing.

“SRSD is one of the most effective writing interventions (Graham, McKeown, Kiuahara, & Harris, 2012) and has improved the writing skills of students with emotional and behavior disorders (McKeown, FitzPatrick & Sandmel , 2010). Jenson says that poverty can produce levels of stress for some students such that emotional and behavior challenges come into play. Research supports its effectiveness across measures, including increased word count, sentence count, number of paragraphs, number of transitions, number of essay parts, and overall quality (Ennis & Jolivette, 2014; Losinski, Cuenca-Carlino, Zablocki, & Teagarden, 2014).

Self-regulating strategy development (SRSD) explicitly addresses the writing planning process, and it has “six recursive steps which are(a) develop background knowledge, (b) discuss it, (c) model it, (d) memorize it, (e) support it, and (f) independently perform it. Using collaborative modeling and later peer support, students practice writing and self-regulatory skills with support” (McKeown, FitzPatrick & Sandmel, 2010).

SRSD tools can focus on expository writing skills instruction and increase teacher instructional effectiveness and higher state student assessment score growth in the writing process for struggling middle grade students in an urban, multi-lingual setting, by giving students tools to use when the teacher is not around. Professional development for teachers must be intentional, thorough and engaging. It also must provide ample opportunity for modeling practice time. Multiple resources state that writing is a challenge to teach and teaching preparation for this task is under represented and under researched in the pre-service arena and professional development for veteran teachers, worldwide.

“Learning strategies are not a curriculum but cut across all curricular areas. Strategies that enhance access to content are used in literature, science, social studies, and math classes and facilitate knowledge acquisition” (Graves & Rueda, 2009, p. 220). It is important for teachers to provide ample opportunities for students to practice strategies during each lesson. Studies show that the use of strategy instruction is effective at both the elementary and secondary levels (Graves & Rueda, 2009, p. 220).

McKeown et al. (2010) indicate that teachers require intensive professional development to actuate the use of SRSD in their classrooms. The pedagogy is not easily transmitted and adopted as an instructional strategy. Teachers in McKeown’s study felt they would benefit from seeing the use of SRSD, an instructionally complex concept, modeled before they could gain confidence of their own success using it. The practice-based professional development (PBPD) approach was more fruitful than a hands-off webinar approach (McKeown, Fitzpatrick & Sandmel, 2010). Practice-based professional development provides teachers support while learning to execute this unfamiliar procedure because it focuses on the “educational practice and

development of skills rather than simply on information and materials” alone (McKeown, FitzPatrick & Sandmel, 2010).

In a study using both PBPD and SRSD, a group of fourth grade teachers experienced success with their 17 assigned students, with no differentiation in the instruction for general education and special education students. After a two-day intensive PBPD, the teachers began to work with the students using the strategies they had practiced. The results yielded “high levels of fidelity” at 96%, and students improved the quality of their writing (Kuihara, Harris, Graham, Brindle, & McKeown, 2013). In her own study, McKeown (2010) drew on a variety of schools and teacher volunteer participants and most of them were very positive at the outset, which may have impacted the outcome. “These teachers entered PBPD with positive attitudes, excited to learn a new strategy, and remained consistently involved throughout the two days” (McKeown, 2010).

Assessment of students utilizing a baseline tool and then a posttest is one of the most reliable quantitative instruments to gauge growth in writing (Sperger, 2010). Any pilot program would require a tool for measuring growth. A researcher in Connecticut explored the writing ability of several 7<sup>th</sup> and 8<sup>th</sup> grade boys in a suburban middle school in Connecticut for six weeks. The key to the success of this experiment was that the researcher, Dr. Sperger, designed it to “examine the effect of instruction in the Self-Regulated Strategy Development (SRSD; Harris & Graham, 1996) writing approach” on this population’s writing achievement (Sperger, 2010). Teacher training provided through six hours of professional development was a key aspect of the experiment. Time spent with the teachers by the researcher was also substantial and represented another important variable (Sperber, 2010).

Graphic organizers and clever acronyms also help students to grasp a visual the complex and demanding process of writing (Harris, Graham, Mason, & Friedlander, 2014). “Although children typically begin school with a positive attitude toward writing, this attitude becomes more and more negative during the elementary school years” (Applebee, Langer, Mullis, Latham, & Gentile, 1994). These are the years for fruitful development of foundational skills. We as teachers need to find strategies that appeal to students and will help them to hold onto these skills. SRSD has a wide assortment of techniques that can be incorporated into the curriculum. SRSD is a tool that supports, not supplants, the more expansive elements of the writing curriculum. (Applebee, Langer, Mullis, Latham, & Gentile, 1994).

There is no pre-scripted sequence to utilizing SRSD; it is simply a tool that can be shared effectively with teachers and placed in the right hands can produce better writers. Teachers must make the decision how the strategies best fit their classroom. For the younger grades the program concentrates on having the students are able to write sentences. In older populations, sentence writing should precede the use of the SRSD strategies, unless, adaption of strategies for each grade level is encouraged. Teachers and administrators can decide. (Harris, Graham, Mason, & Friedlander 2014).

“Results indicate that for both boys and girls, at all grade levels, the mean posttest score [a routinely administered statewide standardized test] was significantly higher than the mean pretest score” (Sperger, 2010). The key to this project’s success was that the teachers received constant communication and PD support as well as the six-week cycle of student instruction where SRSD writing approaches were infused into the student’s lessons (Sperger, 2010). Sperger (2010) writes, “Researchers have identified elements of instructional programs and interventions that are effective for helping adolescent students learn to write well.”

Teachers would require additional time in their schedule to bring the students to full writing mastery. The alternate assessment, TILLS is coupled with the use of certain sections of the *Writing Adventure Workbook & Journal*, a tool filled with “pages of fun activities to build writing skills from basic sentences to paragraph” (Cargill-Austin & Padgett 2001, 2011).

Feedback, as part of the process of writing is the critical component “in effective formative assessment, as it provides information that is used by students to improve their writing or learning and by teachers to make changes in their instruction,” (Graham, Hebert & Harris, 2015, p. 45) which is the best way to help them to self-regulate when writing. Accordingly, students use feedback about their writing to close the gap between what they write and the desired goal for a better paper. Such feedback can come from adults (including teachers and peers), a computer, or through self-assessment (Graham, Hebert & Harris, 2015).

For years, it has been reported across the country that writing instruction is the weakest link of the literacy chain. It is not easy to teach because of the individual, differentiated nature to the process (Dinkins, 2010). Assessment can measure the effectiveness of the product that the process yields. Writing well opens doors for students to escape lives of poverty and closes doors to cultural, economic and social consequences (Graham & Perrin, 2007a; National Commission on Writing in America’s Schools and Colleges, 2003). It has been a challenge to reach urban students and afford them the same opportunity to practice writing while establishing a comfort zone of optimal ability.

For 30 years, educational researcher, Dr. Karen Harris and her colleague, D. Steve Graham have been researching a new concept called Self-Regulated Strategy Development (SRSD), which has had good results among the populations that have been exposed to it. Even though as of late, other writing models, like Writer’s Workshop model have received more

notoriety and recognition of success becoming the most dominant choice for instruction, particularly in the middle school years (Graham, 2006b; Harris, Graham, & Mason, 2006). The work of doctoral candidate Elizabeth Dinkins produced positive data from her “nine-week study which included 30 observation hours, 11 teacher interview hours five student interview hours, instructional documents and student writing” (Dinkins, 2010).

Dinkins produced five major findings from her work with a group of eighth grade students. Writing is a subjective process that can yield teacher bias when conferencing with students and making determinations during the editing process. “Autonomous classroom instruction was the product of teachers acting with and reacting to external forces to sustain a commitment to their convictions about education and student learning” (Dinkins, 2010, p. 25). By the eighth grade many students had already established who they were as writers and their staunch stances regarding their writing experiences impacted the study. Finally, many students did gain a positive benefit from new and alternative ways to gauge the procedural component of good writing and the self-regulating component was enlightening to many of the students in the study. Students basically now understood the why of certain writing style elements (Dinkins, 2010).

Understanding and self-awareness will enhance students’ ability to self-regulate “the how” of their writing (Harris, Graham, Mason, & Friedlander, 2014). Teacher feedback and support will gradually glean student self-regulation, self-efficacy and success.

### Methodology & Procedures

Since writing is such a key skill to success, how can our school develop cross-curricular activities supporting the use of SRSD strategies, particularly in ELA and Social Studies? When administering the writing assessment how often should it be administered so that progress is effectively monitored?

In this urban setting, there is one ELA teacher per grade level, but each grade shares the Social Studies and Science teachers with another grade level. I selected one English language arts in grades 4<sup>th</sup> through 8<sup>th</sup> and their counterpart Social Studies teachers.

After obtaining the teachers' permission to participate in this action research project, I sent them two consecutive surveys. The first one was to determine how they would make the selection of students and almost all chose students randomly, without forethought, from the three achievement-leveled-tiers (low-growth, medium growth and high growth). Most chose the informal process of picking names from a hat, while one or two others earmarked specific students from each tier. Once the students were determined, I began to test them one-on-one, while simultaneously meeting with their teachers to impart on them, knowledge of the SRDS process.

As stated in Dr. Nicola Nelson's book, *The Writing Lab Approach to Language Instruction and Intervention*:

Self-regulation is the ability to use pre-established routines to scaffold [or adjust the support used in constructing a new concept into use] oneself through new and more difficult problems (Nelson, Bahr & Van Meter, p. 161). Some researchers equate executive functions and self-regulation; others differentiate them (Singer & Bashir, 1999b). (Nelson, Bahr & Van Meter, p. 161) Our sense is that the term *self-regulation*

may be viewed as a special aspect of executive functioning. It involves learning to use one's inner voice to mediate problem solving and to regulate choices and behavior (Nelson, 1995). (Nelson, Bahr & Van Meter, p. 161) This more specific meaning is consistent with intervention literature in which the self-regulated strategy development (SRSD instructional model is given a particular meaning. The SRSD model is one that is supported by a number of research studies conducted in a variety of writing process contexts by Graham and Harris, and their colleagues. (Graham, Harris, & Troia, 2000, for a review). Most of these studies were conducted with fourth- through eighth-grade students with learning disabilities. The SRSD model also has been found to be effective in inclusive environments (Danoff, Harris, & Graham, 1993).

This research was based on a community of learners who dwell alongside one another in a general education classroom in where students with and without disabilities learn together very similar to the controlled population from which I drew my data. I worked with a sample of students ranging in grade level from 4<sup>th</sup> to 8<sup>th</sup>. It might be noted that one of the 4<sup>th</sup> grade students is actually of 6<sup>th</sup> grade age, but he never received an IEP. This year he is in my 6<sup>th</sup> grade classroom.

“Most of these studies were conducted with fourth- through eighth-grade students with learning disabilities. The SRSD model also has been found to be effective in inclusive environments [as well] (Danoff, Harris, & Graham, 1993). When studying the writing abilities and techniques of middle school students, I plan to explore the pedagogical approach of their teachers before and after application of the treatment. My experimental design plan is to select September writing samples from the beginning of the school year written by 33 students (three students selected by the ELA general education teacher and three students selected by the grade

level Social Studies teacher) from each class of 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. The pool of students for this study will be gathered from each of three academic tiers (high-growth, medium-growth and low-growth,) and the lead ELA teachers in collaboration with the social studies collaborators will have the final say in who will be the participants.

The reason for examining such an expansive number of grade levels is to draw on the expanse of grade levels used in past research studies and to interface with a wider variety of teachers. The limit of six students per grade level also allows for a realistic management of cases since hands-on, one-to-one evaluation of writing can be tediously time-consuming. In fact, due to the investment of time in this research process, my student testing required the hiring of substitute teachers in my classroom as I performed test administration in the media center's conference room.

Additionally, surveys and interviews collected on line via Google classroom, gauged both student and teacher opinion as the research unfolded. I wanted to know how both students and teachers felt about the writing process, so I created a survey of pertinent questions for each group. The students were asked via the Google forms survey tool questions that have multiple choice, short answer and yes/no responses. Before the comparative analysis began, a baseline needed to be established and these four tools--- surveys, interviews, TILLS individual student assessment of written expression and previous year's PARCC written expression scores - provided that baseline.

The teachers will also be surveyed to determine (1) the feelings about teaching writing; (2) teacher aptitude/knowledge and (3) teacher effectiveness. I plan to observe each participating teacher before as a baseline and after I share some self-regulating strategies with each of these instructors to try. The teacher surveys will have an introduction explaining the

purpose of the survey and directing them to answer openly and honestly to give me the best feedback.

To triangulate the data, I will also ask to see the teacher's lesson plans as they pertain to teaching writing and compare PARCC writing expression and convention scores with the TILLS written expression scores.

Artifacts, including student writing samples from prior years, would be helpful for progress monitoring, but since we are in a brand -new school, I am unsure as to whether student files have migrated with them. This is also true of the availability of last year's PARCC scores.

Writing tool and instruments placed at the fingertips of students are a necessary requirement, and there are many to choose from on the market. One that I find easy to use is the *Sentence Sense* workbooks 1 and 2. Williams Van Cleave, a leading education researcher and developer of content, authored these books for students who struggle with literacy. Van Cleave's workbooks begin at a third-grade level and span through secondary school integrating everything from basic parts of speech needed for scaffolding to compound/complex sentences to independent and dependent clauses. use his/her best handwriting; otherwise the teacher and the dragon will be unable to read it. I really do not think that penmanship should be a trait observed. I have used Sentence Sense with a variety of grade- leveled students with a great deal of success. Students are also encouraged at periodic intervals to construct sentences that have a minimum word count equivalent to their age. This direction is designed to teach students to have flow when writing paragraphs, making their writing more interesting. Van Cleave worked directly with Kildonan co-founder and visionary, Diana Hanbury King. Kildonan School happens to focus on students with language impairments – generally in the areas of specific learning disability and dyslexia. The remedies that fix what ails these children and adults has been

fruitful for the general education populations as well. Although Van Cleave's workbooks are excellent tools, Sentence Sense Books 1 and 2 are not reproducible resources. My preference will be to use the *Writing Adventures Workbook and Journal* for the teacher-selected 33 students.

Another very popular approach to supporting student writing is the use of graphic organizers and there are a variety of them on the market. SRSD has an assortment of acronyms accompanied by a myriad of graphic organizers with catchy names. There are even electronic graphic organizers available for schools, like ours, which have one-to-one technology and they are called Holt Interactive Graphic Organizers (<http://my.hrw.com/nsmedia/intgos/html/igo.htm>). These multisensory approaches are memorable for most students and specifically in our urban school environment. Time dedicated to teacher training and development of comfort with using these tools is a function of student success.

Once the teachers receive training in the self-regulating strategies for writing process and share the knowledge with their students, I will provide a set of and "exit interviews" to obtain feedback on the success or failure of using a variety of tools to make students better writers. Not as clear these the highlighted phrases could be. Additionally, I will be looking for feedback from teachers in their own words. The writing samples will speak to increased skill over time due to teacher practice and student engagement in the process, keeping in mind that every classroom is an island.

In my research, to minimize the effects of researcher bias especially in the qualitative research design portion, I utilized Geoffrey Mills "three Es" of data collection – experiencing, enquiring and examining - and produced a fair and balanced perspective on student writing expression and teacher's ability to raise student skill levels.

## **Data Collection and Findings**

### **Teacher Survey Data Findings**

In our school there is a single teacher for each grade level subject for third grade and up. For this study, I surveyed both the ELA and Social Studies teachers in grades 4 through 8. Both of the social studies teachers surveyed teach two grade levels each and they provided me with a one student randomly gathered equally from three tiers, for a total of three each. I also included two special education teachers in my research. There were a total of ten teachers who contributed to this study.

### **Student Data Findings**

The 33 selected students participated in the written expression subtests of the TILLS. The TILLS measure of reliability has been published in peer-review articles, and although was a tool that was published last year, which is “designed to assess language in the oral and written modalities for school-age children” it is, nonetheless backed by over 30 years of research (Mailend, Plante, Anderson, Applegate & Nelson, 2016). It recommends that a research assistant/clinician/ academic therapist should administer the subtests and obtain required written responses from the child’s response form. Since the TILLS assessment is so new, the research sample was designed to include including two subsets of students- typically performing as well as those with diagnosed language impairments.

The full battery of TILLS subtests are used by therapist and clinicians to screen for any language learning disabilities. “Furthermore, well-designed norm-referenced tests are ideal for some clinical or research purposes but not others (Pena, Spaulding and Plante, 2006). “For example, standardized tests are typically not suitable for selecting therapy techniques and targets” (McCauley & Swisher, 1984, Merrell and Plante, 1997) and many are not appropriate

for children from culturally and linguistically diverse backgrounds (Gutierrez-Clellen & Pena 2001). The full 15-subtest TILLS is for standardized use with native speakers of American English,” (Mailend, Plante, Anderson, Applegate & Nelson, 2016) it concluded the presence of a learning disability (Brookes Publishing associate., personal communication September 28, 2017). For tracking progress in a specific skill, test administrators may wish to give only those subtests relating to that skill. TILLS subtests are curriculum-relevant because they correlate directly to “language demands of the curriculum.” (TILLS, 2016) A clinician is key to successful progress monitoring, since teachers do not always have ample time to do it.

PARCC writing is incorporated into the curriculum and I gained access to my students’ PARCC scores from school year ending June 2017. My 8<sup>th</sup> grade students had the added variable that I was their ELA teacher and this was my research project. I could work with my students during class and during intervention, although I rarely found time to overindulge them with grammar, sentence and discourse writing practice. One thing that really supported my research was that my students could work on their writing in all aspects of my teaching. I was infusing the skills I wanted them to learn, as whole class instruction, as my study subjects into the lives and minds of my entire class. When I received the 2017 PARCC report for my class of 46 that over half (or 28 students) met or exceeded expectations in the written expression and conventions category while of that 46, and additional six students were approaching expectations. The work that I had done with the class in writing produced stellar results with 67% (rounded) of my class improving in written expression after a year of learning to use SRSD strategies and using them consistently. Prior PARCC scores for meeting or exceeding expectations were at 14% of the same incoming 8<sup>th</sup> grade class in 2016. That is significant growth and turn around in one school year. My administrators were thrilled at the numbers

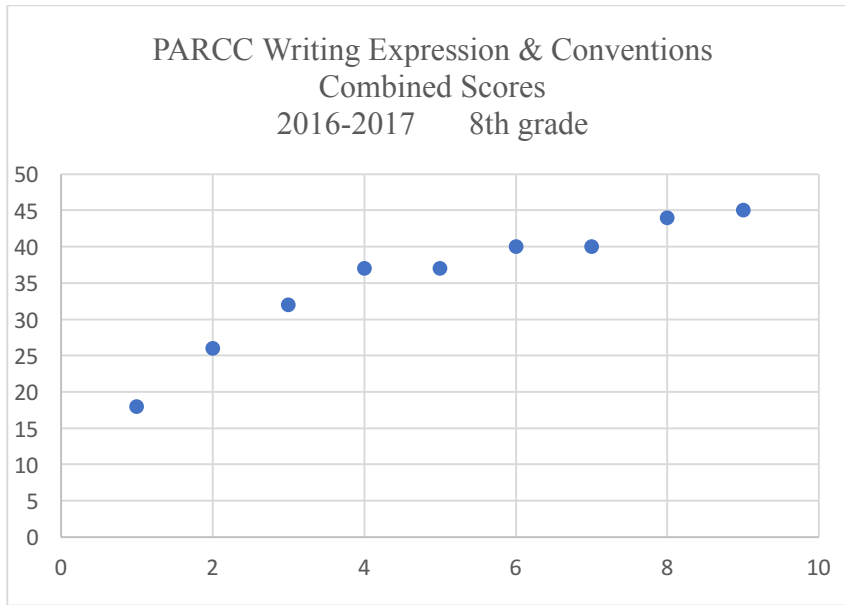
because, as previously referenced in this action research report, the school had very low numbers for writing proficiency.

The TILLS assessment tool was designed primarily as a measure to determine if a student was learning disabled in language and literacy, while the PARCC was designed as an end-of-year assessment of students' skills on a higher level. My findings suggest that though only a small number of students were previously diagnosed with a language learning disability, the students in this survey performed on a very under average level. The group represents mostly low socio-economically disadvantaged students whose parents are not native English speakers. The results did show that with the use of SRSD strategies infused into the fabric of whole class writing instruction did provide a foundation for growth. Since this was my research project, it should be noted that not only did my most of students increase on their TILLS scores from January to June, but 6 out of 9 (or 67%) of these 8<sup>th</sup> grade research-targeted students met or exceeded expectations on the written expression and convention portion of the PARCC. There was a 61% of the total class increase result where they met or exceeded expectations on the PARCC written expression portion from my total class of 46 tested. This is a 47% (close to half the class) increase from last year. Last year the percentage of students meeting or exceeding expectations on the PARCC overall was 14%. When adding those who approached expectations, the percentage increased to of the 3 students in my research pool who did not meet or exceed expectations, one of them approached expectations. Of the remaining two students in my study who did not meet or partially meet expectations, FA8 was recently released from the bilingual program and JE8 was a classified student with an IEP, which she has had for years. As an OGT, I am suspecting traces of dyslexia in JE8 based on preliminary testing results.

Sixth grade is the grade that I am teaching this year (I taught 8<sup>th</sup> grade last year when this study was conducted) because a highly qualified ELA middle school teacher, must go where he or she is needed. All other grades had different ELA teachers administering remediation writing tools. I utilized the most flexibility with my own students because this was my action research project. It was also possible for me to incorporate my strategies to the whole class through infusion and thereby use a more larger, more diverse student population in my control group.

The charts indicate that there is a direct statistical relationship between the how the students scored on the TILLS' writing expression, writing discourse and writing syntax versus the PARCC. Another interesting notable is that none of the students in the entire group of 33 tested in the 100 percentile. Even students who do the best in the class are still not much above the 60th percentile on the TILLS and their PARCC scores have a tangential relationship. The percentile reflects the base skill measurement out of over thousands of students, nationwide and only one (an 8<sup>th</sup> grader from my class) reached into the 90<sup>th</sup> percentile on one measure of writing proficiency. I believe these numbers accurately reflect the student skill level in the my school district. Improvement is possible and great strides can be made, however. I believe SRSD strategies used regularly on grade levels 1 through 8, will show significant school-wide improvement over time. Indoctrinating young students with these self-regulating strategies will develop better writers as they get older.

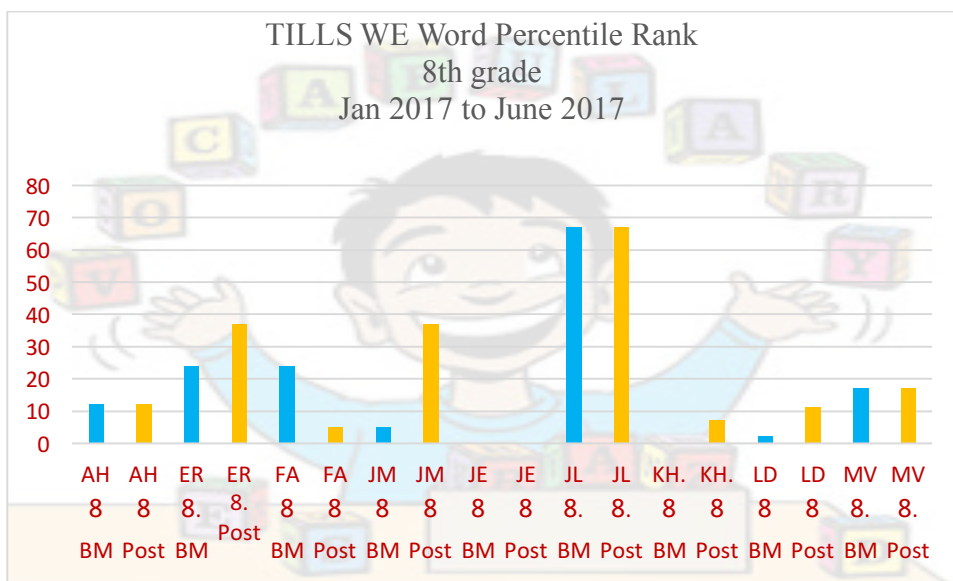
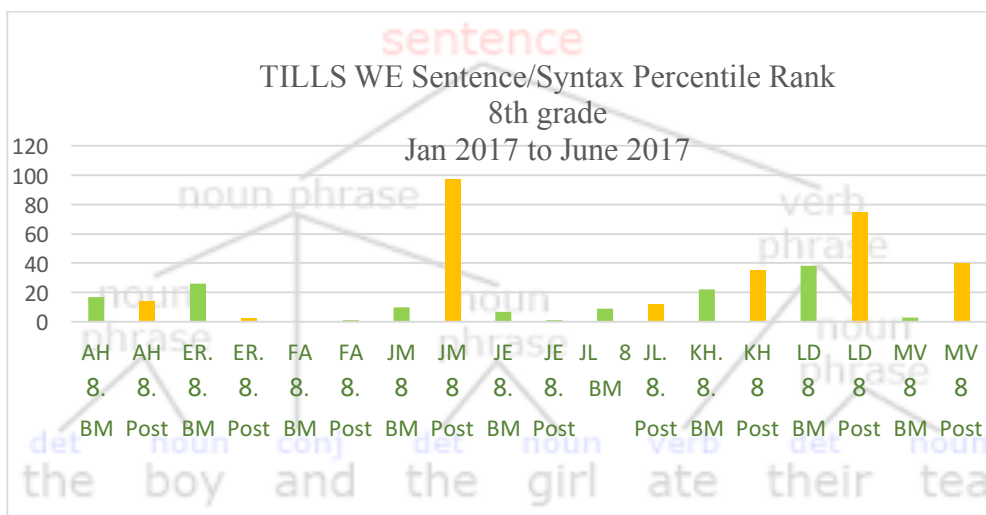
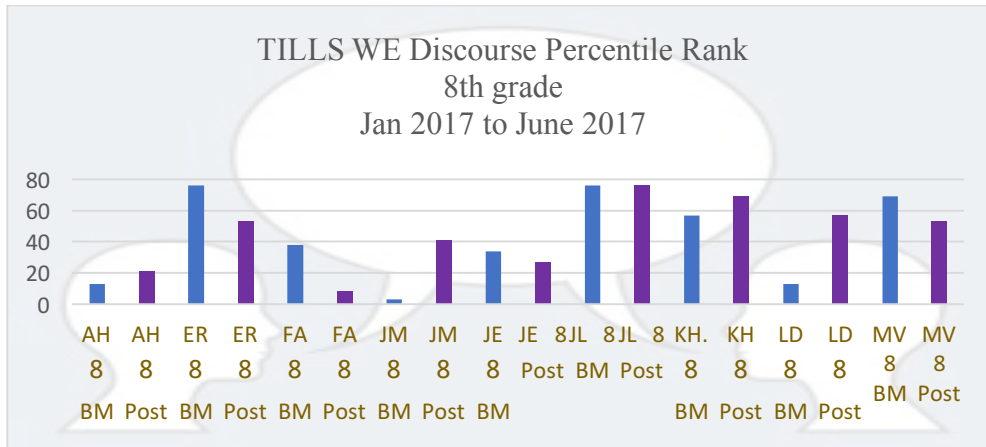
How do you get to Carnegie Hall? PRACTICE...PRACTICE...PRACTICE!

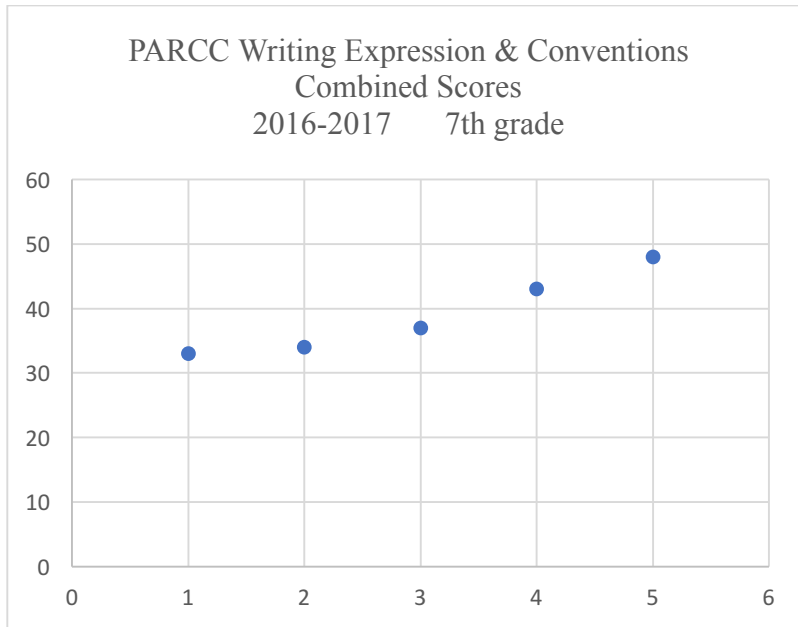


8<sup>th</sup> grade

- 1.JE 8
- 2.FA 8
- 3.LD 8
- 4.ER 8
- 5.AH 8
- 6.MV 8
- 7.KH 8
- 8.JM 8
- 9.JL 8

\*The percentile rank measures students nationwide of the same age. It is a very good nationwide measure of skill level of students of the same age.  
No bar graph score indicates an extremely below level/negative score.



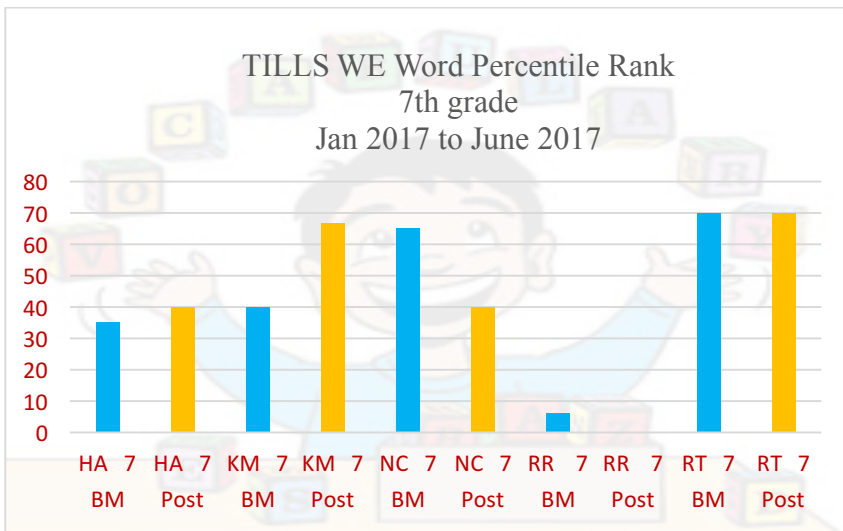
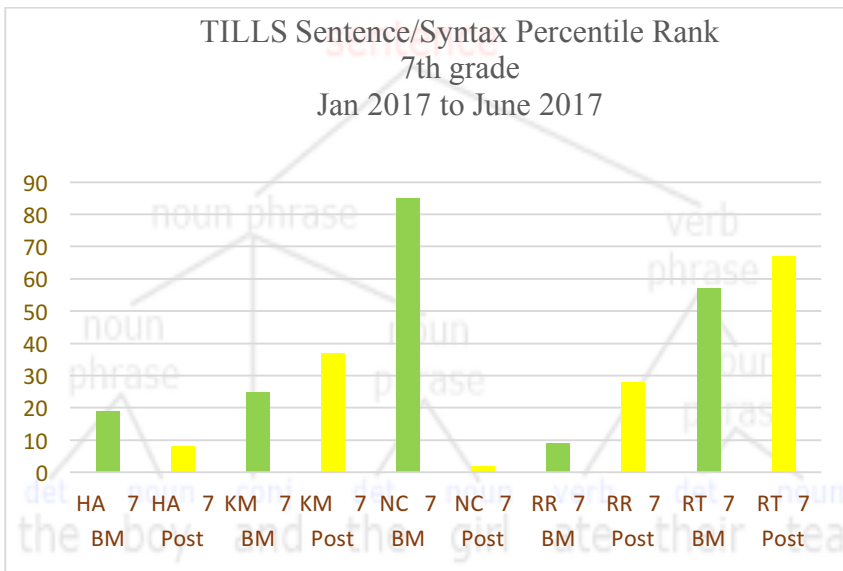
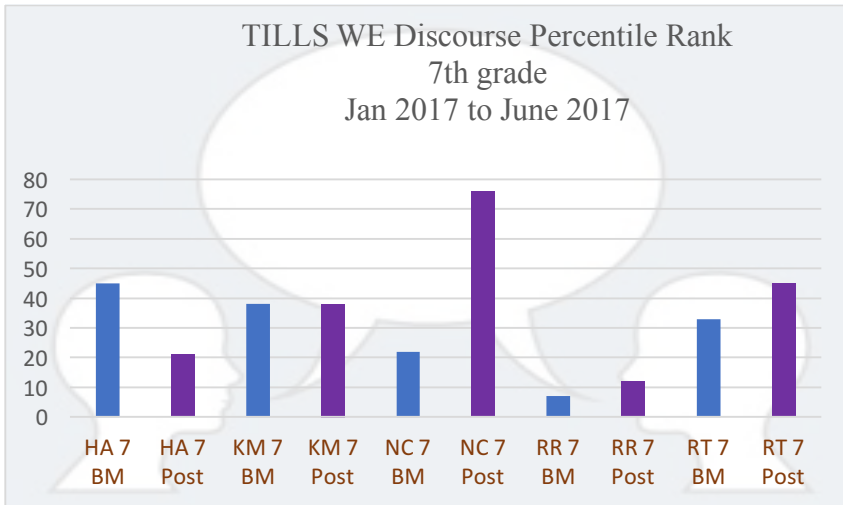


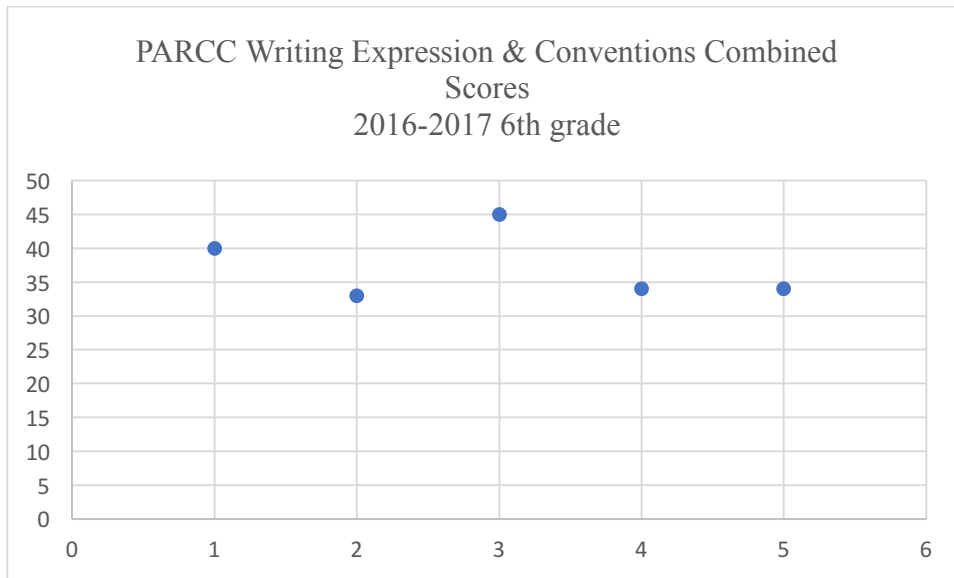
7<sup>th</sup> grade

1. RR 7
2. HA 7
3. NC 7
4. RT 7
5. KM 7

\*The percentile rank measures students nationwide of the same age. It is a very good nationwide measure of skill level of students of the same age.

No bar graph score indicates an extremely below level/negative score.



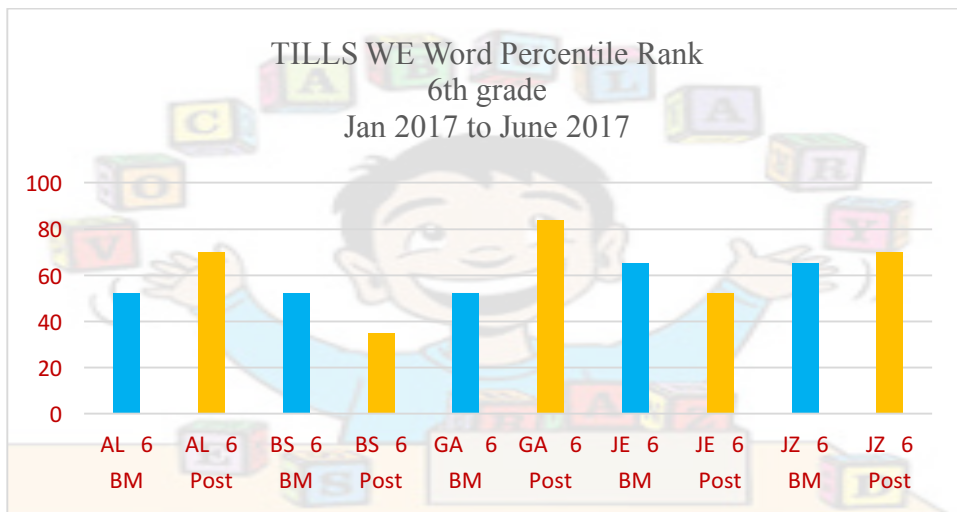
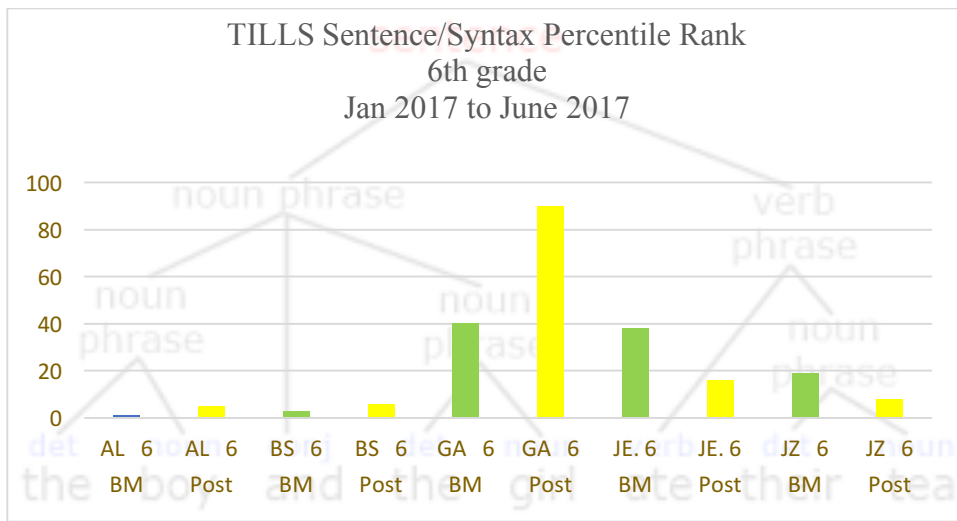
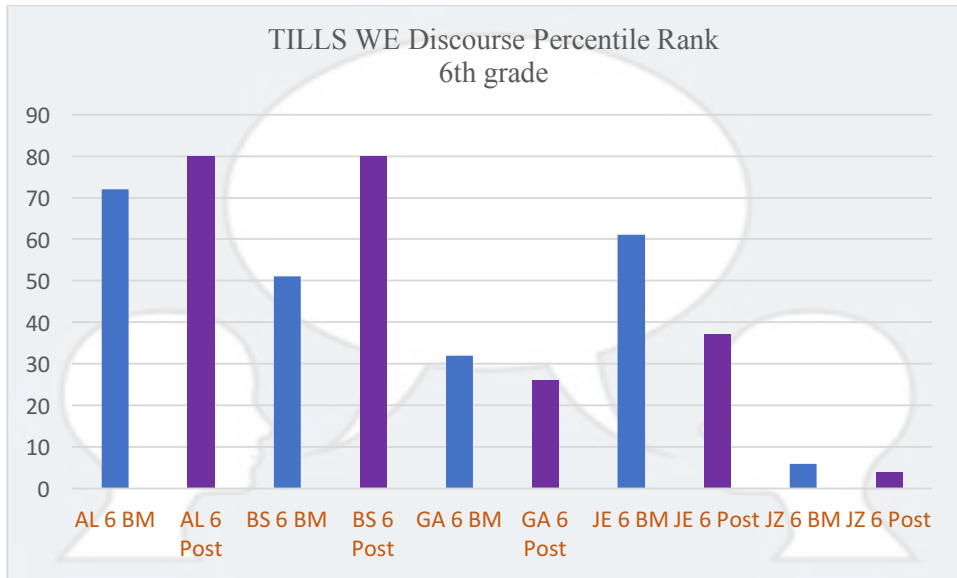


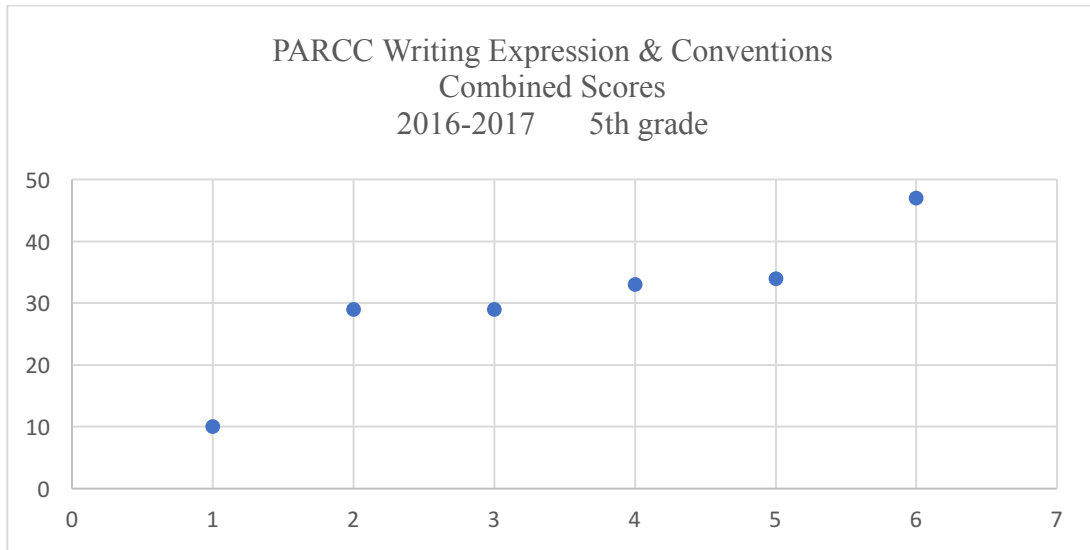
6<sup>th</sup> grade

1. AL 6
2. JE 6
3. GA 6
4. BS 6
5. JZ 6

\*The percentile rank measures students nationwide of the same age. It is a very good nationwide measure of skill level of students of the same age.

No bar graph score indicates an extremely below level/negative score.

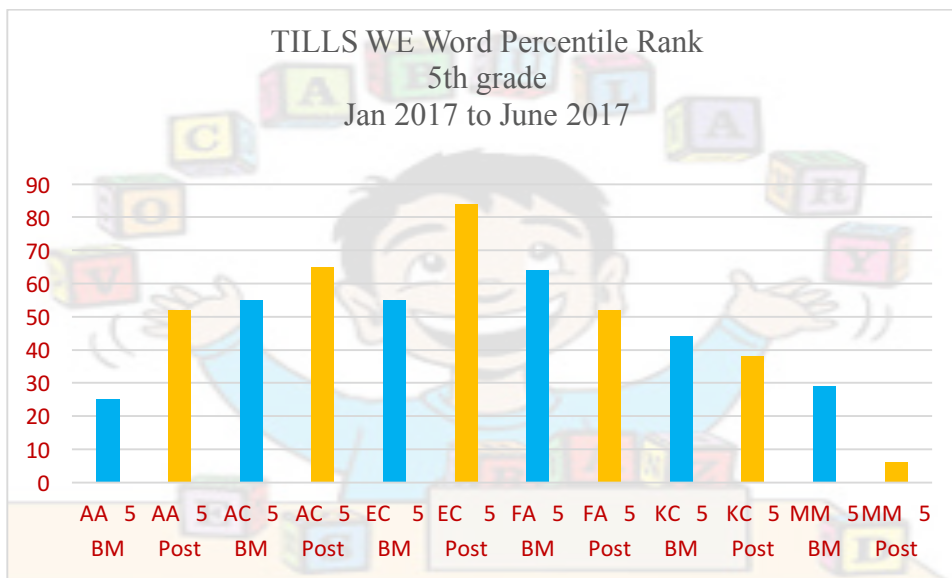
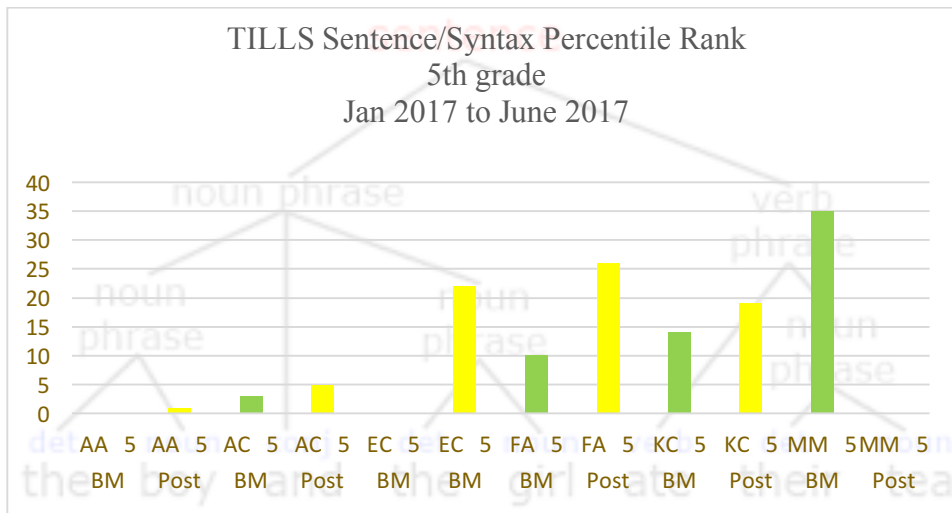
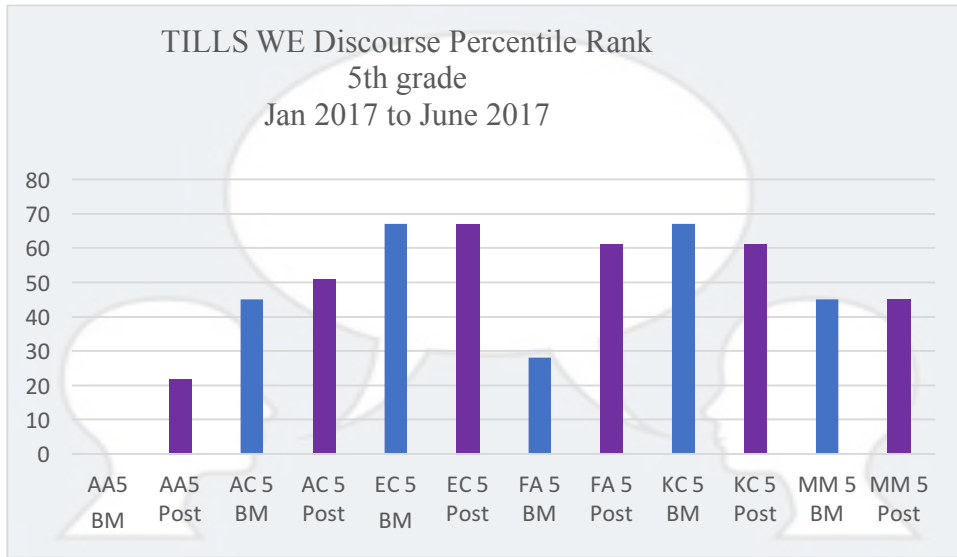


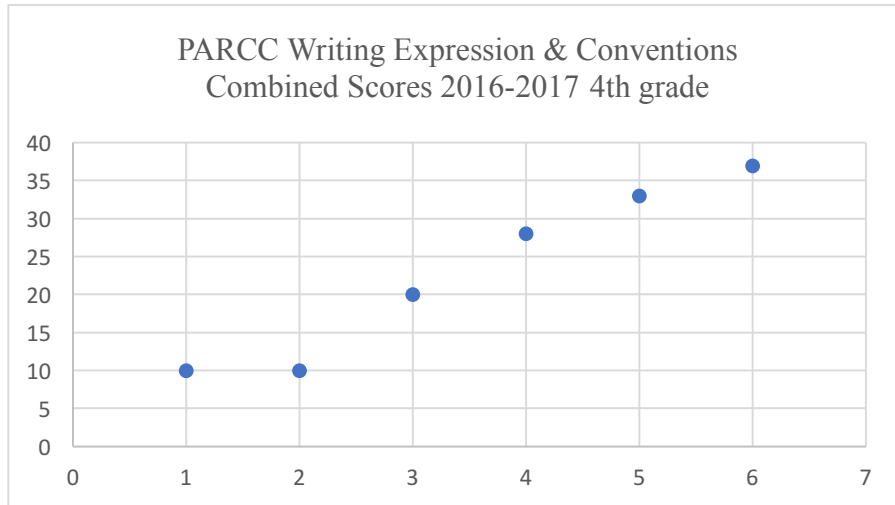


5<sup>th</sup> grade

1. MM 5
2. AA 5
3. KC 5
4. EC 5
5. AC 5
6. FA 5

\*The percentile rank measures students nationwide of the same age. It is a very good nationwide measure of skill level of students of the same age.  
No bar graph score indicates an extremely below level/negative score.

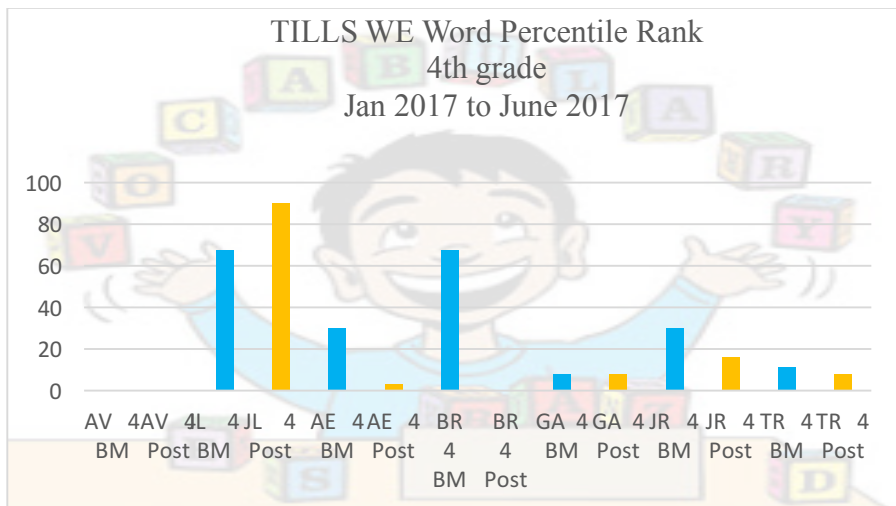
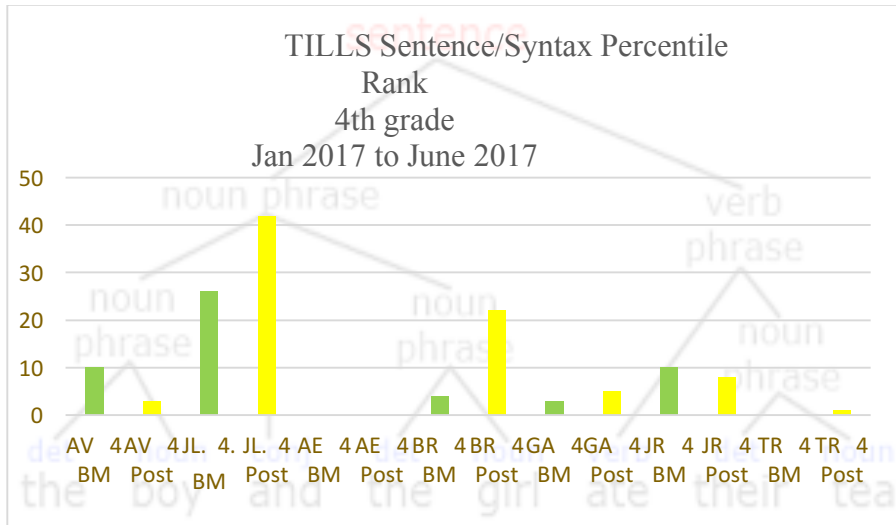
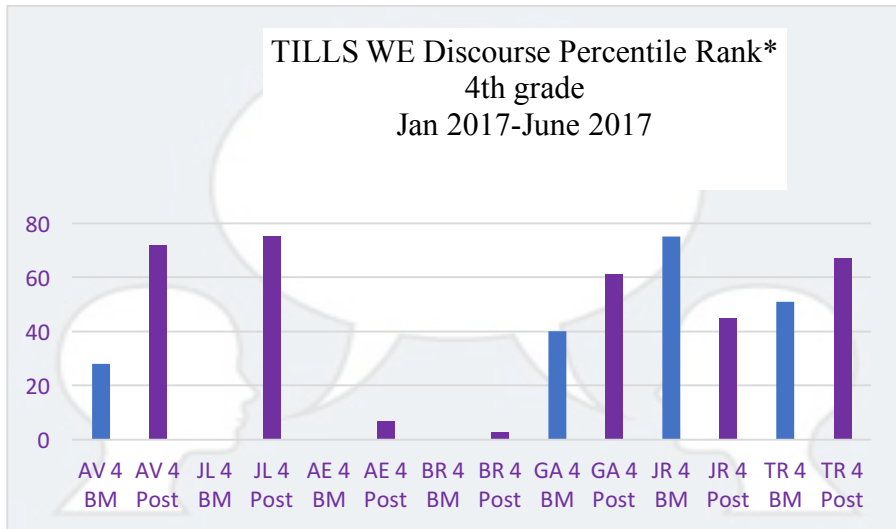




4<sup>th</sup> grade

1. AE 4
2. BR 4
3. TR 4
4. GA 4
5. JR 4
6. JL 4

\*The percentile rank measures students nationwide of the same age. It is a very good nationwide measure of skill level of students of the same age.  
No bar graph score indicates an extremely below level/negative score.



## Conclusions

### **Discussion of Findings**

The TILLS was designed primarily as a measure to determine if a student was learning disabled in the area of language and literacy as related to other students of the same age, nationwide, while the PARCC was designed as an end-of-year assessment of students' English language skills on grade level. My findings suggest that though only a small number of students were previously diagnosed with a language learning disability, the students in this survey performed on a very under average level. The group represents mostly low socio-economically disadvantaged students whose parents are not native English speakers.

The results did show that with the use of SRSD strategies infused into the fabric of whole class writing instruction did provide a foundation for growth. Since this was my research project, it should be noted that not only did my most of students increase on their TILLS scores from January to June, but 6 out of 9 (or 67%) of these research-targeted students met or exceeded expectations on the writing expression and convention portion of the PARCC. The statistic of 61% of the total class result met or exceeded expectations on the PARCC written expression portion from my total class of 46 tested. This is a 47% (close to half the class) increase from last year. Last year the percentage of students meeting or exceeding expectations on the PARCC overall was 14%. When adding those who approached expectations, the percentage increased to of the 3 students in my research pool who did not meet or exceed expectations, one of them approached expectations.

The remaining two students who did not meet or partially met expectations, FA8 was recently tested out the bilingual program through a test called ACCESS and JE8 was classified

with an IEP. As an OGT, I am suspecting that JE8 may have dyslexia or some other specific learning disability based on her language skills and testing results.

For the students in my building, as well as those in the remainder of the district, direct, explicit writing instruction should be a mandatory instructional strategy. The next component to helping our students make marked improvements is to teach them how metacognitive approaches to the beginning and completing the task of writing factor into their success. Students, especially those who are ELLs, often need scaffolding before they can stand on their own as writers.

My findings also indicate that students who have language learning differences are linked to students who has limited language proficiency due to a second language acquisition, so it stands to reason that some of the same tools can be used to remediate failing writing in both populations.

### **Limitations**

Time constraints still remain a limitation and culprit because the teachers of our district have an enormous required academic skills' smorgasbord from which to teach and a very restrictive pacing guide. The teachers in my research even remarked in their surveys that if there was more time and resources to cultivate the skill and art of writing they believe the students would experience greater success. Since this initial phase of this collaborative action research project, our principal did change our ELA scheduling design to 40 minutes reading ad 40 minutes writing in a 90-minute block for 3- 8 and she is allowing the younger grades to incorporate more writing into their days.

My findings also suggest that the speed with which our district requires us to teach a multitude and sometimes disjointed ELA elements is mind-numbing at times. This 2017-2018 school year, I teach 6<sup>th</sup> grade and I recently administered the Unit 1 State Assessment, which

consisted of both a convoluted narrative piece of fiction, written in the third person and an intensive science-based informational text piece on soil. The culminating writing assessment was a response to the fictional story. One of my students, clearly struggling and misinformed about how to tackle the assignment of writing a five-paragraph essay, wrote the first paragraph in a rambling style about the first reading and the second paragraph about the second reading. This confusion sums up the dilemma in a nutshell. Self-regulating organizational skills are lacking in the writing process. The previously described incident is a metaphor for the mumbled-up mess that conflated this student's mind and morphed two disjointed readings into one causing him to write something nonsensical. Additionally, he lacked the resources to figure things out under time constraints, i.e., use SRSDs.

For future research, I propose that another similar study be performed on kindergarten through second grade students as well as ninth and tenth graders. Both groups could benefit from the early use of SRSD strategies. "The outcome [of using SRSD strategies] is that [all] learners reach higher levels than would be possible without support. Ultimately, the goal is to create successful and independent learners." (Nelson, Bahr & Van Meter, 2004, p. 159)

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<sup>1</sup>The terminology of *observed response* and *expected response* was introduced by Goodman (1969) to differentiate a miscue a student makes while reading a word aloud (the observed response) in contrast to the word printed on the page (the expected response). Nelson and Van Meter (2002) expanded the meaning to represent other mismatches between what a curricular task requires (the expected response) and what a student does in attempting the task (the observed response).

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**Appendix A**

**TIILS/PARCC Student Data Breakdown & Analysis**

**Appendix B**

**Teacher Surveys**

**Appendix C**

**TILLS Summary and Interpretation Profile Chart**

**Appendix D**

**Sample of Parental Permission for Participation of a Child in A Research Study Form**

**English/Spanish versions**

# 4th graders



# 5th graders



# 7th graders



# 6th graders



Educational  
Leadership  
William Paterson University

# 8th graders

D eirdre W ilson- R edmond's CARP

December 1, 2017





**Appendix A**

TIILS/PARCC Student Data Breakdown & Analysis

# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 4<sup>th</sup>**

**Student Name: AV4**

Test Date: <small>Benchmark 1/22/17</small> 10y10m5d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	<b>Reading Fluency (RF)</b>	81	6	6
	<b>WE Word</b>	83	0	0
	<b>WE Disc</b>	85	10	28
	<b>WE Sent</b>	1.21	7	10
Test Date: <small>Post Test 6/22/17</small> 11y2m29d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	<b>Reading Fluency (RF)</b>	115	0	0
	<b>WE Word</b>	86	1	0
	<b>WE Disc</b>	100	13	72
	<b>WE Sent</b>	1.03	5	3
<b>PARCC Writing</b>		Expression	Conventions	Did not yet meet or partially met expectations
		Did not yet meet or partially met expectations	Did not yet meet or partially met expectations	Did not yet meet or partially met expectations

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 4<sup>th</sup>**

**Student Name: JL4**

Test Date: Benchmark 1/27/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
9y5m8d	Reading Fluency (RF)	62	0	0
	WE Word	98	12	67
	WE Disc	88	--	--
	WE Sent	1.28	8	26
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
9y10m0d	Reading Fluency (RF)	82	9	27
	WE Word	100	13	90
	WE Disc	100	13	75
	WE Sent	1.54	9	42
<b>PARCC Writing</b>		<b>Expression</b>		<b>Conventions</b>
		<b>Met or Exceeded Expectations</b>		<b>Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 4<sup>th</sup>**

**Student Name: TR4**

Test Date: Benchmark 1/22/17 10y9m12d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	63	0	0
	WE Word	93	7	11
	WE Disc	100	12	67
	WE Sent	1.06	6	0
Test Date: Post Test 6/22/17 11y2m4d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	114	0	0
	WE Word	92	6	8
	WE Disc	94	11	51
	WE Sent	1.00	4	0
<b>PARCC Writing</b>		Expression	Conventions	
		<b>Did not yet meet or partially met expectations</b>	<b>Did not yet meet or partially met expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 4<sup>th</sup>**

**Student Name: GA4**

Test Date: Benchmark 1/22/17 11y7m5d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank -- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	129	12	55
	WE Word	92	6	8
	WE Disc	90	10	40
	WE Sent	1.07	5	3
Test Date: Post Test 6/22/17 11y11m27d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	126	8	18
	WE Word	92	6	8
	WE Disc	97	12	61
	WE Sent	1.20	6	5
<b>PARCC Writing</b>		Expression <b>Did not yet meet or partially met expectations</b>	Conventions <b>Did not yet meet or partially met expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 4<sup>th</sup>**

**Student Name: JR4**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
9y8m2d	Reading Fluency (RF)	67	0	0
	WE Word	94	10	30
	WE Disc	100	13	75
	WE Sent	1.06	6	10
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
10y0m24d	Reading Fluency (RF)	85	13	68
	WE Word	94	8	16
	WE Disc	95	11	45
	WE Sent	1.19	6	8
<b>PARCC Writing</b>		<b>Expression</b>	<b>Conventions</b>	<b>Approached Expectations</b>
		<b>Approached Expectations</b>		<b>Approached Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 4<sup>th</sup>**

**Student Name: AE4**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
9y8m2d	Reading Fluency (RF)	67	0	0
	WE Word	94	10	30
	WE Disc	56	--	--
	WE Sent	0.69	4	0
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
10y0m24d	Reading Fluency (RF)	85	13	68
	WE Word	55	4	3
	WE Disc	1.10	4	7
	WE Sent	89	6	0
<b>PARCC Writing</b>		Expression	Conventions	Did not yet meet or partially met expectations
		Did not yet meet or partially met expectations	Did not yet meet or partially met expectations	Did not yet meet or partially met expectations

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 4<sup>th</sup>**

**Student Name: BR4**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
9y8m13d	Reading Fluency (RF)	67	0	0
	WE Word	98	12	67
	WE Disc	63	--	--
	WE Sent	1.00	6	4
Test Date: Post-Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
10y1m5d	Reading Fluency (RF)	79	3	3
	WE Word	81	0	0
	WE Disc	45	2	3
	WE Sent	1.33	7	22

**PARCC Writing**

Expression

**Did not yet meet or  
partially met expectations**

Conventions

**Did not yet meet or  
partially met expectations**

Data analysis  
results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 5<sup>th</sup>**

**Student Name: AA5**

Test Date: Benchmark 1/26/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
11y0m26d	Reading Fluency (RF)	127	9	25•
	WE Word	96	10	25
	WE Disc	42	0	0
	WE Sent	0.86	4	0
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
11y5m19d	Reading Fluency (RF)	128	11	40
	WE Word	98	11	52
	WE Disc	81	8	22
	WE Sent	1.00	4	1
<b>PARCC Writing</b>		Expression	Conventions	Did not yet meet or partially met expectations
		Did not yet meet or partially met expectations	Did not yet meet or partially met expectations	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 5<sup>th</sup>**

**Student Name: AC5**

Test Date: Benchmark 1/22/17 10y11m12d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	84	11	37
	WE Word	98	11	55
	WE Disc	95	11	45
	WE Sent	1.12	6	3
Test Date: Post Test 6/22/17 11y4m8d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	130	13	71
	WE Word	99	12	65
	WE Disc	94	11	51
	WE Sent	1.20	6	5

**PARCC Writing**

**Expression**

**Approached Expectations**

**Conventions**

**Approached Expectations**

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 5<sup>th</sup>**

**Student Name: EC5**

Test Date: <small>Benchmark 1/22/17</small> 10y4m19d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	85	13	
	WE Word	98	11	
	WE Disc	100	12	
	WE Sent	1.05	6	
Test Date: <small>Post Test 6/22/17</small> 10y9m12d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	85	13	
	WE Word	100	13	
	WE Disc	100	12	
	WE Sent	1.33	7	
<b>PARCC Writing</b>		<b>Expression</b>	<b>Conventions</b>	<b>Approached Expectations</b>
		<b>Approached Expectations</b>	<b>Approached Expectations</b>	<b>Approached Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 5<sup>th</sup>**

**Student Name: FA5**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
10y9m20d	Reading Fluency (RF)	85	13	68
	WE Word	99	12	64
	WE Disc	85	10	28
	WE Sent	1.21	7	10
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
11y2m13d	Reading Fluency (RF)	130	13	71
	WE Word	98	11	52
	WE Disc	97	12	61
	WE Sent	1.57	8	26
<b>PARCC Writing</b>		<b>Expression</b> <b>Met or Exceeded</b> <b>Expectations</b>	<b>Conventions</b> <b>Met or Exceeded</b> <b>Expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 5<sup>th</sup>**

**Student Name: MM5**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
10y4m26d	Reading Fluency (RF)	84	11	37
	WE Word	96	10	29
	WE Disc	95	11	45
	WE Sent	1.56	9	35
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
10y9m19d	Reading Fluency (RF)	85	13	68
	WE Word	91	5	0
	WE Disc	95	11	45
	WE Sent	1.00	5	0
<b>PARCC Writing</b>		Expression	Conventions	
		<b>Did not yet meet or partially met expectations</b>	<b>Did not yet meet or partially met expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 5<sup>th</sup>**

**Student Name: KC5**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
10y8m1d	Reading Fluency (RF)	85	13	68
	WE Word	97	11	44
	WE Disc	100	12	67
	WE Sent	1.25	7	14
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
11y0m24d	Reading Fluency (RF)	129	12	55
	WE Word	97	11	38
	WE Disc	97	12	61
	WE Sent	1.42	7	19

**PARCC Writing**

Expression

**Did not yet meet or  
partially met expectations**

Conventions

**Did not yet meet or  
partially met expectations**

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 6<sup>th</sup>**

**Student Name: AL6**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
11y9m26d	Reading Fluency (RF)	130	13	71
	WE Word	98	11	52
	WE Disc	100	13	72
	WE Sent	1.00	4	1
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
12y2m19d	Reading Fluency (RF)	130	12	59
	WE Word	100	13	70
	WE Disc	100	13	80
	WE Sent	1.15	5	5
<b>PARCC Writing</b>		<b>Expression</b>	<b>Conventions</b>	<b>Met or Exceeded Expectations</b>
		<b>Met or Exceeded Expectations</b>		<b>Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 6<sup>th</sup>**

**Student Name: BS6**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
11y4m0d	Reading Fluency (RF)	•120	2	1
	WE Word	98	11	52
	WE Disc	94	11	51
	WE Sent	1.07	5	3
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
12y8m22d	Reading Fluency (RF)	129	11	37
	WE Word	98	10	35
	WE Disc	100	13	80
	WE Sent	1.20	6	6
<b>PARCC Writing</b>		<b>Expression</b>	<b>Conventions</b>	<b>Approached Expectations</b>
		<b>Approached Expectations</b>	<b>Approached Expectations</b>	<b>Approached Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 6<sup>th</sup>**

**Student Name: GA6**

Test Date: <small>Benchmark</small> 1/22/17 11y6m12d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	130	13	71
	WE Word	98	11	52
	WE Disc	87	10	32
	WE Sent	1.80	10	40
Test Date: <small>Post Test</small> 6/22/17 11y11m6d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	129	12	55
	WE Word	100	13	84
	WE Disc	84	9	26
	WE Sent	2.36	13	90
<b>PARCC Writing</b>		<b>Expression</b>		<b>Conventions</b>
		<b>Met or Exceeded Expectations</b>		<b>Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 6<sup>th</sup>**

**Student Name: JE6**

Test Date: Benchmark 1/22/17 11y8m3d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank -- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	129	12	55
	WE Word	99	12	65
	WE Disc	97	12	61
	WE Sent	1.76	9	38
Test Date: Post Test 6/22/17 12y0m26d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	130	12	59
	WE Word	99	11	52
	WE Disc	90	10	37
	WE Sent	1.47	7	16
<b>PARCC Writing</b>		<b>Expression</b>	<b>Conventions</b>	<b>Approached Expectations</b>
		<b>Approached Expectations</b>	<b>Approached Expectations</b>	<b>Approached Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 7<sup>th</sup>**

**Student Name: HA7**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
12y10m4d	Reading Fluency (RF)	129	11	37
	WE Word	98	10	35
	WE Disc	94	11	45
	WE Sent	1.52	7	19
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
13y2m28d	Reading Fluency (RF)	130	12	55
	WE Word	99	11	40
	WE Disc	84	9	21
	WE Sent	1.5	7	8
<b>PARCC Writing</b>		Expression	<b>Approached Expectations</b>	Conventions <b>Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 6<sup>th</sup>**

**Student Name: JZ6**

Test Date:	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
Benchmark 1/22/17 11y7m26d	Reading Fluency (RF)	125	7	12
	WE Word	99	12	65
	WE Disc	65	5	6
	WE Sent	1.42	7	19
Test Date: Post Test 6/22/17 12y0m18d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	125	5	5
	WE Word	100	13	70
	WE Disc	58	3	4
	WE Sent	1.29	6	8
<b>PARCC Writing</b>		<b>Expression</b>	<b>Approached Expectations</b>	<b>Conventions</b> <b>Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 7<sup>th</sup>**

**Student Name: KM7 • RED FLAG FOR PROPER BIRTHDAY**

Test Date:	Subtests for	Raw Score	Standard Score and	Percentile Rank – rank
Benchmark 1/22/17 13y10m27d	Written Language		TILLS total Mean=10 Standard Deviation of 3	compared to students of the same age (out of 100)
	Reading Fluency (RF)			
	WE Word			
	WE Disc			
	WE Sent			
Test Date:	Subtests for	Raw Score	Standard Score and	Percentile Rank- rank
Post Test 6/22/17	Written Language		TILLS total Mean=10 Standard Deviation of 3	compared to students of the same age (out of 100)
	Reading Fluency (RF)			
	WE Word			
	WE Disc			
	WE Sent			
<b>PARCC Writing</b>		<b>Expression Met or Exceeded Expectations</b>		<b>Conventions Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade:** 7<sup>th</sup>

**Student Name:** NC7 **RED FLAG FOR PROPER BIRTHDAY**

<b>Test Date:</b> Benchmark 1/22/17 11y9m16d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)			
	WE Word			
	WE Disc			
	WE Sent			
<b>Test Date:</b> Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)			
	WE Word			
	WE Disc			
	WE Sent			
<b>PARCC Writing</b>		<b>Expression Met or Exceeded Expectations</b>		<b>Conventions Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade:** 7<sup>th</sup>

**Student Name:** RR7

Test Date: Benchmark 1/22/17 12y5m28d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	109	0	0
	WE Word	93	4	6
	WE Disc	68	5	7
	WE Sent	1.31	7	9
Test Date: Post-Test 6/22/17 12y10m21d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	124	3	3
	WE Word	89	0	0
	WE Disc	74	6	12
	WE Sent	1.64	8	28
<b>PARCC Writing</b>		<b>Expression</b>	<b>Conventions</b>	<b>Approached Expectations</b>
		<b>Approached Expectations</b>		<b>Approached Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 7<sup>th</sup>**

**Student Name: RT7**

Test Date: <small>Benchmark 1/22/17</small>	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
12y4m11d	Reading Fluency (RF)	112	0	0
	WE Word	100	13	70
	WE Disc	87	10	33
	WE Sent	2.07	10	57
Test Date: <small>Post-Test 6/22/17</small>	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
12y9m4d	Reading Fluency (RF)	130	12	59
	WE Word	100	13	70
	WE Disc	94	11	45
	WE Sent	2.23	11	67
<b>PARCC Writing</b>		<b>Expression Met or Exceeded Expectations</b>	<b>Conventions Met or Exceeded Expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: AH8**

Test Date: Benchmark 1/22/17 14y7m1d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	134	12	51
	WE Word	97	7	12
	WE Disc	79	8	13
	WE Sent	1.63	7	17
Test Date: Post-Test 6/22/17 14y11m26d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	133	10	31
	WE Word	97	7	12
	WE Disc	82	9	21
	WE Sent	1.59	7	14
<b>PARCC Writing</b>		<b>Expression</b>	<b>Conventions</b>	
		<b>Met or Exceeded Expectations</b>	<b>Met or Exceeded Expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: FA8**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
13y7m7d	Reading Fluency (RF)	130	12	55
	WE Word	98	10	24
	WE Disc	94	11	38
	WE Sent	1.00	4	0
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
14y0m1d	Reading Fluency (RF)	133	10	31
	WE Word	95	4	5
	WE Disc	67	5	8
	WE Sent	.95	3	1
<b>PARCC Writing</b>		Expression	Conventions	
		<b>Did not yet meet or partially met expectations</b>	<b>Did not yet meet or partially met expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: JM8**

Test Date: Benchmark 1/22/17 14y1m4d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	134	12	51
	WE Word	95	4	5
	WE Disc	48	1	3
	WE Sent	1.45	6	10
Test Date: Post Test 6/22/17 14y5m28d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	134	12	51
	WE Word	99	11	37
	WE Disc	91	11	41
	WE Sent	3.33	17	97
<b>PARCC Writing</b>		<b>Expression</b>		<b>Conventions</b>
		<b>Met or Exceeded Expectations</b>		<b>Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: JL8**

Test Date: <small>Benchmark 1/22/17</small> 13y2m28d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank -- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	130	12	55
	WE Word	100	13	67
	WE Disc	100	12	76
	WE Sent	1.55	7	9
Test Date: <small>Post Test 6/22/17</small> 13y7m22d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	130	12	55
	WE Word	100	13	67
	WE Disc	100	12	76
	WE Sent	1.63	7	12
<b>PARCC Writing</b>		<b>Expression</b>		<b>Conventions</b>
		<b>Met or Exceeded Expectations</b>		<b>Met or Exceeded Expectations</b>

Data analysis  
Results

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade :: 8th**

**Student Name: KH8**

Test Date: <small>Benchmark</small> 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
13y7m27d	Reading Fluency (RF)	126	8	11
	WE Word	86	0	0
	WE Disc	97	12	57
	WE Sent	1.76	8	22
Test Date: <small>Post Test</small> 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
14y0m19d	Reading Fluency (RF)	134	12	51
	WE Word	96	6	7
	WE Disc	97	12	69
	WE Sent	1.88	9	35
<b>PARCC Writing</b>		<b>Expression</b>		<b>Conventions</b>
		<b>Met or Exceeded Expectations</b>		<b>Met or Exceeded Expectations</b>

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: LD8**

Test Date: <small>Benchmark</small> 1/22/17 13y4m12d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	129	11	32
	WE Word	93	2	2
	WE Disc	71	7	13
	WE Sent	2.00	9	38
Test Date: <small>Post-Test</small> 6/22/17 13y9m6d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	128	10	22
	WE Word	96	12	57
	WE Disc	97	12	57
	WE Sent	2.5	11	75

**PARCC Writing**

Expression

Conventions

**Approached Expectations**

**Approached Expectations**

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: ER8 RED FLAG ON BIRTHDAY**

Test Date: Benchmark 1/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)			
	WE Word			
	WE Disc			
	WE Sent			
Test Date: Post Test 6/22/17	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)			
	WE Word			
	WE Disc			
	WE Sent			
<b>PARCC Writing</b>		<b>Expression</b> <b>Met or Exceeded Expectations</b>	<b>Conventions</b> <b>Met or Exceeded Expectations</b>	

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: JE8**

Test Date: <small>Benchmark</small> 1/22/17 14y4m12d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	122	0	0
	WE Word	83	0	0
	WE Disc	88	10	34
	WE Sent	1.38	6	7
Test Date: <small>Post-Test</small> 6/22/17 14y9m6d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	127	2	1
	WE Word	85	9	27
	WE Disc	1.00	4	1
	WE Sent	84	0	0
<b>PARCC Writing</b>		Expression	Conventions	Did not yet meet or partially met expectations
		Did not yet meet or partially met expectations	Did not yet meet or partially met expectations	Did not yet meet or partially met expectations

Data analysis results:

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# CARP DATA Breakdown & Analysis TILLS & PARCC Scores Written Expression

**Grade: 8<sup>th</sup>**

**Student Name: MV8**

Test Date: <small>Benchmark</small> 1/28/17 14y0m12d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank – rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	134	12	51
	WE Word	98	9	17
	WE Disc	97	12	69
	WE Sent	1.2	5	3
Test Date: <small>Post Test</small> 6/22/17 14y5m4d	Subtests for Written Language	Raw Score	Standard Score and TILLS total Mean=10 Standard Deviation of 3	Percentile Rank- rank compared to students of the same age (out of 100)
	Reading Fluency (RF)	131	7	9
	WE Word	98	9	17
	WE Disc	94	11	53
	WE Sent	1.95	9	40
<b>PARCC Writing</b>		<b>Expression</b> <b>Met or Exceeded</b> <b>Expectations</b>	<b>Conventions</b> <b>Met or Exceeded</b> <b>Expectations</b>	

Data analysis results:

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**Appendix B**

Teacher Surveys

## Writing Survey #1 (WR)

You have been selected to participate in the Collaborative Action Research Plan for Deirdre Wilson-Redmond's Educational Leadership Master's Degree. Please answer all questions as honestly as possible.

### 1. What grade do you teach?

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 3rd & 4th grades
- 5th & 6th grades
- 7th and 8th grades

### 2. How long have you been teaching in the classroom?

Mark only one oval.

- Under 1 year
- 2-5 years
- 6 - 10 years
- 11 or more years

### 3. Is writing a challenging subject for you to teach this year?

Mark only one oval.

- Yes
- No
- Maybe

### 4. If asked, would you be able to make a random selection of 3 students from your entire grade level who would represent the high, medium and low tier groupings of students?

Mark only one oval.

- Yes
- No

### 5. How would you go about making this random selection fairly?

## DWR CARP Teacher Writing Survey #2

Hello School 16 colleagues...It is Deirdre Wilson-Redmond, 8th grade ELA teacher. As a member of the Leaders as Learners Cohort 17 at William Paterson University, I have enlisted questions related to the process of teaching writing to students grades 4 though 8. Please be honest with your feedback knowing that the information you provide will hopefully bring about positive change overtime. Since many of our students struggle with writing, I will be doing a benchmark assessment one-on-one with your students this week (January 24th through January 31st) which focuses primarily on written expression . I will assess each of the students you gave me access to once their Parent Consent Forms are returned signed, sealed and delivered to me in a timely fashion.

I have one more survey and a brief interview to do with you, before sharing with you some strategies that will hopefully help students express themselves in the written format with clarity, flow and stamina.

Please share your experiences with me so that I can incorporate them in my research. Thank you for being participants.

\* Required

### 1. Email address \*

\_\_\_\_\_

### 2. The Grade You Teach \*

*Mark only one oval.*

4th

5th

6th

7th

8th

3rd and 4th

5th and 6th

7th and 8th

Other: \_\_\_\_\_

### 3. Name: \*

\_\_\_\_\_

### 4. Date: \*

\_\_\_\_\_

*Example: December 15, 2012*

**5. 1. What do you find most enjoyable about teaching writing?**

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**6. 2. What is the most challenging part of teaching writing?**

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**7. 3. Do you prefer to teach narrative or expository writing?**

*Mark only one oval.*

- Narrative
- Expository
- Other: \_\_\_\_\_

**8. 4. If you could have more of ONE thing which would make your students more successful at writing what would it be?**

*Mark only one oval.*

- Time - a specific writing period multiple times per wee
- Supplies/Resources to support writing
- Other: \_\_\_\_\_

**9. 5. Do you use any special strategies when teaching writing? If so, can you describe the most effective ones, please. (btw, R.A.C.E. is a form of SRSD)**

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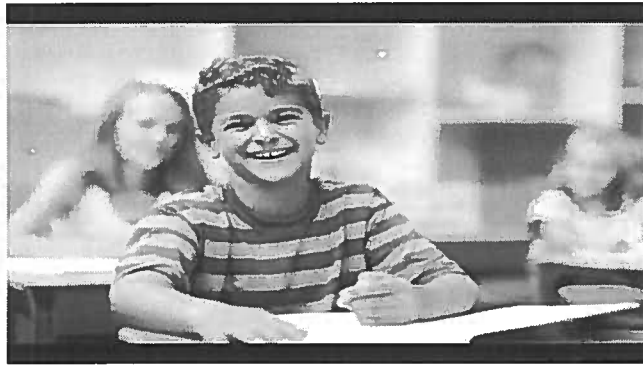
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**10. 6. Have you ever heard of Self-Regulating Strategy Development?**

*Mark only one oval.*

- Yes
- No
- Maybe

# Please WATCH the following brief video on SRSD



<http://youtube.com/watch?v=AgHknhdCCUc>

11. 7. What, if anything, do you know about SRSD? Have you ever had any professional development on this topic?

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12. 8. Please provide me with the email or addresses of the students who are scheduled to take part in this research project accompanied by their names and grade levels.

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13. 9. This research will require you to learn new strategies which are designed to help YOU teach and empower students in their writing process, creating a more positive outlook and more stamina when writing. If you are not using them already, are you willing to learn about these strategies in a PLC and endeavor to incorporate them into your lesson planning as a scaffolding approach?

*Mark only one oval.*

- Yes
- No
- Other: \_\_\_\_\_

14. 10. Explain your answer to #8, if necessary.

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# Deirdre Wilson-Redmond

CARP Project

William Paterson University

LAL: Educational Leadership Master's program

Focus school: School 16

January 13, 2017 (distributed)

Please return to me by Tuesday, January 17, 2017

**THANK YOU!**

**Selection of Student Participants (randomly selected from Tiers 1, 2 3):**

**Teacher: Grade 4 Social Studies - 3 students**

Cariili

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**Teacher: Grade 4 ELA - 3 students**

Scrivanich

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**Teacher: Grade 5 and 6 Social Studies - 6 students total**

Louridas


**Teacher: Grade 5 ELA - 3 students**

Romaniello

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# Deirdre Wilson-Redmond

CARP Project

William Paterson University

LAL: Educational Leadership Master's program

Focus school: School 16

**Teacher: Grade 6 ELA - 3 students**

Graber

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**Teacher: Grade 7 ELA - 3 students**

Cobos

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**Teacher: Grade 7 and 8 Social Studies - 6 students total**

Niwash


**Teacher: Grade 7 ELA - 3 students**

WR

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# Deirdre Wilson-Redmond

CARP Project

William Paterson University

LAL: Educational Leadership Master's program

Focus school: School 16

**Teacher: Grade 4-5 ELA - 1 student**

Shulman



**Teacher: Grade 6-8 ELA - 1 student**

Tuhari



32 students total in research project

**CARP Teacher Survey Results**  
**Writing Survey 1 administered via Google survey**

Teacher (This is an anonymous portion of the survey and the teacher numbers do not correspond to survey 2)	Question 1 What grade do you teach?	Question 2 How long have you been in the classroom?	Question 3 Is writing a challenging subject for you to teach this year?	Question 4 If asked would you be able to make a random selection of three (3) students from your entire grade level who would represent the high, medium and low tier grouping of students? If so, How would you go about making this random selection fairly?
<b>1</b>	8th	2-5 years	yes	Yes. Using names from each of three tiers in a hat.
<b>2</b>	8th	2-5 years	no	Yes. I would put names in a hat.
<b>3</b>	4th	Under 1 year	yes	Yes. By looking at their writing samples, the Unit assessments, and their reading levels
<b>4</b>	4th	11 or more years	No	Yes. I would look at the data of all subjects and decide that way.
<b>5</b>	6th	11 or more years	No	Yes. Out of a hat by tier.

# CARP Teacher Survey Results

## Writing Survey 1

administered via Google survey

Teacher (This is an anonymous portion of the survey and the teacher numbers do not correspond to survey 2)	Question 1 What grade do you teach?	Question 2 How long have you been in the classroom? •	Question 3 Is writing a challenging subject for you to teach this year?	Question 4 If asked would you be able to make a random selection of three (3) students from your entire grade level who would represent the high, medium and low tier grouping of students? If so, How would you go about making this random selection fairly?
6	7 <sup>th</sup> and 8 <sup>th</sup>	Under 1 year	Yes	No, very fair
7	7 <sup>th</sup> and 8 <sup>th</sup>	Under 1 year	Yes	No. I do not work with entire grade levels. I would be able to make this selection in the classes I work in based off writing samples.
8	5th	11 or more years	Yes	Yes.
9	5th	6-10 years	Yes	Yes. Select from a hat.
10	8th	2-5 years	Yes	Yes. Using a hat



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 4

~~XXXXXXXXXX~~  
PATENT OFFICE  
NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 4 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*		SCORE	WRITING*	
				INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
<del>XXXXXXXXXX</del> AE4	692	30	↓	↓	↓	10	↓	↓
<del>XXXXXXXXXX</del>	695	32	↓	↓	↔	10	↓	↓
<del>XXXXXXXXXX</del>	684	16	↓	↓	↓	27	↓	↓
<del>XXXXXXXXXX</del>	769	57	↑	↔	↑	39	↑	↑
<del>XXXXXXXXXX</del>	668	20	↓	↓	↓	10	↓	↓
<del>XXXXXXXXXX</del>	750	44	↔	↔	↔	40	↑	↑
<del>XXXXXXXXXX</del>	714	41	↓	↔	↔	10	↓	↓
<del>XXXXXXXXXX</del>	705	29	↓	↓	↓	29	↓	↓
<del>XXXXXXXXXX</del>	748	46	↔	↔	↔	37	↑	↑
<del>XXXXXXXXXX</del>	675	22	↓	↓	↓	10	↓	↓
<del>XXXXXXXXXX</del>	702	29	↓	↓	↔	27	↓	↓
<del>XXXXXXXXXX</del>	652	13	↓	↓	↓	10	↓	↓
<del>XXXXXXXXXX</del>	694	29	↓	↓	↓	20	↓	↓
<del>XXXXXXXXXX</del>	769	56	↑	↑	↑	40	↑	↑

1	Did Not Yet Meet Expectations (650-689)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

# STUDENT ROSTER

Grade 4

~~XXXXXXXXXX~~  
XXXXXXXXXX  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2016-2017

STUDENT	ELAL OVERALL SCORE	READING*				WRITING*			
		LITERARY	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS	SCORE	
CROSS-STATE AVERAGE	742	34   25   40	36   22   42	34   27   39	32	37   17   46	35   27   39	32	
STATE AVERAGE	753	26   24   50	27   21   51	28   27   45	36	22   15   63	24   22   54	36	
DISTRICT AVERAGE	730	47   26   26	49   24   26	46   30   24	30	41   20   39	45   25   29	30	
SCHOOL AVERAGE	710	70   22   8	62   30   8	62   27   12	23	68   13   18	70   15   15	23	
<del>XXXXXXXXXX</del>	694	↔	↓	↓	10	↓	↓	10	
<del>XXXXXXXXXX</del>	702	↓	↔	↓	27	↓	↓	27	
<del>XXXXXXXXXX</del>	732	↓	↓	↔	35	↑	↔	35	
<del>XXXXXXXXXX</del> <b>GAY</b>	705	↓	↓	↓	28	↓	↓	28	
<del>XXXXXXXXXX</del>	702	↓	↓	↓	26	↓	↓	26	
<del>XXXXXXXXXX</del>	652	↓	↓	↓	10	↓	↓	10	
<del>XXXXXXXXXX</del>	674	↓	↓	↓	10	↓	↓	10	
<del>XXXXXXXXXX</del>	700	↓	↔	↓	20	↓	↓	20	
<del>XXXXXXXXXX</del>	692	↓	↓	↓	10	↓	↓	10	
<del>XXXXXXXXXX</del>	702	↓	↓	↓	29	↓	↓	29	

<b>1</b> Did Not Yet Meet Expectations (650-699)	<b>2</b> Partially Met Expectations (700-724)	<b>3</b> Approached Expectations (725-749)	<b>4</b> Met Expectations (750-789)	<b>5</b> Exceeded Expectations (790-850)
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↓	↔	↔	↑
Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations	

\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

# STUDENT ROSTER

Grade 4

~~XXXXXXXXXX~~  
~~XXXXXXXXXX~~  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*			SCORE	WRITING*	
				INFORMATION	VOCABULARY	CONVENTIONS		EXPRESSION	CONVENTIONS
<del>XXXXXXXXXX</del>	702	30	↓	↓	↓	↓	↓	↓	↓
L <del>XXXXXXXXXX</del> JLY	766	58	↑	↑	↑	↑	↑	↑	↑
<del>XXXXXXXXXX</del>	705	27	↓	↓	↓	↓	↓	↓	↓
<del>XXXXXXXXXX</del>	683	26	↓	↓	↓	↓	↓	↓	↓
<del>XXXXXXXXXX</del>	738	46	↑	↑	↑	↑	↑	↑	↑
M <del>XXXXXXXXXX</del>	683	26	↓	↓	↓	↓	↓	↓	↓
<del>XXXXXXXXXX</del>	722	36	↓	↑	↑	↓	↑	↑	↑
<del>XXXXXXXXXX</del>	738	40	↓	↑	↑	↓	↑	↑	↑
<del>XXXXXXXXXX</del>	729	39	↓	↑	↑	↓	↑	↑	↑
<del>XXXXXXXXXX</del>	712	39	↓	↑	↑	↓	↑	↑	↑
<del>XXXXXXXXXX</del>	724	42	↑	↑	↑	↓	↓	↓	↓
<del>XXXXXXXXXX</del>	717	38	↑	↑	↑	↓	↓	↓	↓
<del>XXXXXXXXXX</del>	652	13	↓	↓	↓	↓	↓	↓	↓
<del>XXXXXXXXXX</del>	754	49	↑	↑	↑	↑	↑	↑	↑

1	Did Not Yet Meet Expectations (650-689)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages

# STUDENT ROSTER



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*		SCORE	WRITING*	
				INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
<del>RAMIREZ, ANITA</del>	659	17	↓	↓	↓	10	↓	↓
<del>REINOSO, DEIRY</del>	702	33	↓	↓	↔	20	↓	↓
<del>R</del> TR4	688	27	↓	↓	↓	20	↓	↓
<del>REINOSO, JUANITA</del>	754	51	↔	↔	↑	36	↑	↑
<del>R</del>	698	29	↓	↔	↓	25	↓	↓
<del>R</del>	694	31	↓	↔	↓	10	↓	↓
<del>R</del> BR4	674	22	↓	↓	↓	10	↓	↓
<del>R</del> JR4	739	45	↔	↓	↑	33	↔	↔
<del>RODRIGUEZ, LUCIANA</del>	690	29	↓	↓	↔	10	↓	↓
<del>RODRIGUEZ, RAFAELA</del>	762	50	↑	↔	↔	41	↑	↑
<del>RODRIGUEZ, JACQUELINE</del>	723	41	↔	↔	↓	28	↓	↓
<del>S</del>	725	37	↓	↓	↔	32	↔	↔
<del>S</del>	727	39	↓	↔	↓	32	↔	↓
<del>S</del>	717	41	↓	↔	↓	20	↓	↓

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages

# STUDENT ROSTER



## ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		READING*		WRITING*	
		LITERARY	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS
[REDACTED]	731	40	↔	↔	↔	↔	↔
[REDACTED]	679	24	↘	↘	↘	↘	↘
[REDACTED]	687	28	↘	↘	↘	↘	↘
[REDACTED]	710	33	↘	↘	↘	↘	↘
V [REDACTED] AV4	688	29	↘	↘	↘	↘	↘
[REDACTED]	717	40	↔	↘	↔	↘	↘
[REDACTED]	769	53	↗	↗	↗	↗	↗
[REDACTED]	741	47	↔	↘	↗	↔	↔

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-799)	5	Exceeded Expectations (790-850)
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↘	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↗	Met or Exceeded Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 5



ENGLISH LANGUAGE ARTS / LITERACY  
Grade 5 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		LITERARY		READING* INFORMATION		VOCABULARY		SCORE		EXPRESSION		WRITING* CONVENTIONS	
		SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE
CROSS-STATE AVERAGE	743	47		35   24   41		33   25   42		34   24   42		31		41   16   43		34   23   43	
STATE AVERAGE	755	50		27   23   50		25   23   52		27   24   49		36		23   14   63		19   20   61	
DISTRICT AVERAGE	731	41		50   25   24		46   28   26		49   26   25		29		47   17   37		43   23   34	
SCHOOL AVERAGE	724	39		62   18   20		49   36   16		58   22   20		27		53   22   24		56   18   27	
<del>ABU- AMINUR, F</del>	735	42								34					
<del>AMINUR, F</del>	795	63								47					
AMINUR, ANSAR	702	27								29					
AMINUR, ANSAR	731	40								34					
GASAMICHANA, JAYDEN	728	44								27					
CARIANO, KARENA	747	55								29					
GENTENG-BRITTANY	776	61								40					
CIRIAC, ESTHER	736	43								33					
<del>CRUZ, ANGE</del>	705	34								22					
DELEON, EDWIN	705	35								10					

1 Did Not Yet Meet Expectations (650-699) **2** Partially Met Expectations (700-724) **3** Approached Expectations (725-749) **4** Met Expectations (750-799) **5** Exceeded Expectations (799-850)

Did Not Yet Meet or Partially Met Expectations **↕** Approached Expectations **↕** Met or Exceeded Expectations **↕**



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

# STUDENT ROSTER

Grade 5

NUMBER 16  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*		SCORE	WRITING*	
				INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
[REDACTED]	756	48	↑	↔	↑	39	↑	↑
[REDACTED]	728	36	↓	↓	↓	35	↔	↑
[REDACTED]	696	31	↓	↓	↓	10	↓	↓
[REDACTED]	692	29	↓	↓	↓	10	↓	↓
[REDACTED]	769	60	↑	↑	↑	38	↑	↑
[REDACTED]	660	15	↓	↓	↓	10	↓	↓
[REDACTED]	698	30	↓	↔	↓	22	↓	↓
[REDACTED]	762	46	↔	↔	↔	43	↑	↑
[REDACTED]	734	39	↓	↔	↔	35	↑	↓
[REDACTED]	700	33	↓	↔	↓	10	↓	↓
[REDACTED]	684	25	↓	↓	↓	10	↓	↓
[REDACTED]	735	44	↑	↓	↓	32	↓	↑
[REDACTED]	666	18	↓	↓	↓	10	↓	↓
[REDACTED]	727	46	↑	↔	↓	10	↓	↓

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-796)	5	Exceeded Expectations (799-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages

# STUDENT ROSTER



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION



NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*		SCORE	WRITING*	
				INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
<del>MARIN, MARIANA</del>	692	27	↓	↓	↓	↓	↓	↓
MARIN, MARIANA	727	37	↓	↔	↔	↔	↔	↔
<del>MARIN, MARIANA</del>	714	25	↓	↓	↓	↔	↔	↑
MARIN, MARIANA	692	29	↓	↓	↓	↓	↓	↓
<del>MARIN, MARIANA</del>	739	44	↑	↔	↔	↔	↔	↑
<del>MARIN, MARIANA</del>	773	52	↔	↑	↑	↑	↑	↑
<del>MARIN, MARIANA</del>	724	36	↓	↓	↓	↔	↔	↔
<del>MARIN, MARIANA</del>	711	27	↓	↓	↓	↔	↔	↓
<del>MARIN, MARIANA</del>	777	52	↔	↑	↑	↑	↑	↑
<del>MARIN, MARIANA</del>	705	35	↓	↓	↓	↓	↓	↓
<del>MARIN, MARIANA</del>	696	29	↓	↓	↓	↓	↓	↓
<del>MARIN, MARIANA</del>	732	46	↔	↔	↔	↔	↔	↔
<del>MARIN, MARIANA</del>	738	41	↔	↓	↓	↑	↑	↔
<del>MARIN, MARIANA</del>	702	32	↓	↓	↓	↓	↓	↓

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-798)	5	Exceeded Expectations (799-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

# STUDENT ROSTER

Grade 5



## ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2016-2017

STUDENT	ELAL OVERALL SCORE	SCORE		READING*		VOCABULARY		SCORE		WRITING*	
		LITERARY	INFORMATION	SCORE	EXPRESSION	CONVENTIONS					
<del>SMITH, A. J.</del>	691	29	↓	↓	↓	↓	↓	10	↓	↓	
<del>SMITH, M. M.</del>	724	35	↓	↔	↔	↓	↔	33	↔	↔	
TORRES, BERNARD	744	53	↔	↑	↑	↑	↑	29	↓	↓	
<del>VAN DYKE, J. J.</del>	706	35	↓	↔	↔	↔	↔	10	↓	↓	
VALERIO, ALEXANDER	750	48	↔	↔	↔	↑	↑	37	↑	↑	
<del>WALSH, J. J.</del>	753	51	↑	↔	↔	↔	↔	35	↑	↔	
<del>WATSON, J. J.</del>	710	32	↓	↓	↓	↓	↓	29	↓	↓	

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-798)	5	Exceeded Expectations (799-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 6

NUMBER 10

DATE

NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 6 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		LITERARY		READING* INFORMATION		VOCABULARY		SCORE		EXPRESSION		WRITING* CONVENTIONS				
CROSS-STATE AVERAGE	741	46	34	27	39	34	27	38	36	24	39	31	34	23	42	32	25	44
STATE AVERAGE	752	49	26	26	48	26	26	48	30	25	46	35	21	21	59	19	21	61
DISTRICT AVERAGE	731	41	49	27	24	49	30	21	51	25	23	29	40	25	34	38	27	35
SCHOOL AVERAGE	735	43	38	34	28	48	28	25	40	31	29	32	29	35	35	26	42	32
AHUMADA, EMILY	724	38	↔	↔	↔	↓	↔	↔	↓	↔	↔	31	↔	↔	↔	↔	↔	↔
ALBA, GABRIEL	785	60	↑	↑	↑	↑	↑	↑	↑	↑	↑	45	↑	↑	↑	↑	↑	↑
<del>BOGGS, JACOB</del>	775	54	↑	↑	↑	↔	↔	↔	↑	↑	↑	44	↑	↑	↑	↑	↑	↑
<del>BOGGS, JACOB</del>	721	40	↔	↔	↔	↔	↔	↔	↓	↓	↓	27	↓	↓	↓	↓	↓	↓
<del>BOGGS, JACOB</del>	719	39	↔	↔	↔	↓	↓	↓	↓	↓	↓	26	↓	↓	↓	↓	↓	↓
<del>CAMERON, JACOB</del>	766	54	↑	↑	↑	↑	↑	↑	↔	↔	↔	40	↑	↑	↑	↑	↑	↑
<del>CAMERON, JACOB</del>	743	48	↔	↔	↔	↑	↑	↑	↓	↓	↓	33	↔	↔	↔	↔	↔	↔
<del>CAMERON, JACOB</del>	777	60	↑	↑	↑	↑	↑	↑	↑	↑	↑	41	↑	↑	↑	↑	↑	↑
<del>CAMERON, JACOB</del>	759	56	↑	↑	↑	↑	↑	↑	↔	↔	↔	35	↑	↑	↑	↑	↑	↑
<del>CAMERON, JACOB</del>	751	49	↔	↔	↔	↑	↑	↑	↔	↔	↔	36	↑	↑	↑	↑	↑	↑

1	Did Not Yet Meet Expectations (650-659)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

# STUDENT ROSTER

Grade 6

~~XXXXXXXXXX~~  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, 2016-2017

STUDENT	ELAVL OVERALL SCORE	READING*			WRITING*			
		SCORE	LITERARY	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS
<del>XXXXXXXXXX</del>	745	43	↑	↓	↓	39	↑	↑
<del>XXXXXXXXXX</del>	693	29	↓	↓	↓	10	↓	↓
<del>XXXXXXXXXX</del>	704	34	↓	↓	↔	10	↓	↓
<del>XXXXXXXXXX</del> JEG	758	58	↑	↑	↑	33	↔	↔
<del>XXXXXXXXXX</del>	731	41	↓	↔	↓	32	↔	↔
<del>XXXXXXXXXX</del>	746	53	↑	↔	↑	30	↓	↔
<del>XXXXXXXXXX</del>	759	48	↔	↔	↔	41	↑	↑
<del>XXXXXXXXXX</del>	708	32	↓	↓	↓	28	↓	↓
<del>XXXXXXXXXX</del>	747	45	↔	↔	↔	38	↑	↑
<del>XXXXXXXXXX</del>	763	52	↑	↔	↑	40	↑	↑
<del>XXXXXXXXXX</del>	711	34	↓	↓	↓	27	↓	↓
<del>XXXXXXXXXX</del>	718	35	↓	↓	↓	30	↔	↓
<del>XXXXXXXXXX</del>	699	25	↓	↓	↓	29	↓	↔
<del>XXXXXXXXXX</del>	725	44	↓	↔	↑	22	↓	↓

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↑	Met or Exceeded Expectations	↔	Approached Expectations	↓	Did Not Yet Meet or Partially Met Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 6

NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 6 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*		SCORE	WRITING*	
				INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
<del>XXXXXXXXXXXXXXXXXXXX</del>	690	27	↓	↓	↓	21	↓	↓
<del>XXXXXXXXXXXXXXXXXXXX</del>	736	41	↔	↔	↔	36	↑	↔
<del>XXXXXXXXXXXXXXXXXXXX</del>	699	25	↓	↓	↓	29	↓	↔
<del>XXXXXXXXXXXXXXXXXXXX</del>	733	43	↔	↓	↑	32	↔	↔
<del>XXXXXXXXXXXXXXXXXXXX</del>	733	42	↓	↔	↔	32	↔	↔
<del>XXXXXXXXXXXXXXXXXXXX</del>	735	46	↔	↔	↑	30	↔	↓
<del>XXXXXXXXXXXXXXXXXXXX</del>	736	45	↔	↔	↓	32	↔	↑
<del>XXXXXXXXXXXXXXXXXXXX</del>	713	34	↓	↓	↔	30	↓	↔
<del>XXXXXXXXXXXXXXXXXXXX</del>	706	35	↓	↓	↔	10	↓	↓
<del>XXXXXXXXXXXXXXXXXXXX</del>	714	26	↓	↓	↓	34	↔	↔
<del>XXXXXXXXXXXXXXXXXXXX</del>	715	37	↓	↓	↓	27	↓	↓
<del>XXXXXXXXXXXXXXXXXXXX</del>	763	52	↑	↑	↑	40	↑	↑
<del>XXXXXXXXXXXXXXXXXXXX</del>	747	42	↑	↓	↔	40	↑	↑
<del>XXXXXXXXXXXXXXXXXXXX</del>	701	33	↓	↓	↓	10	↓	↓

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 6



ENGLISH LANGUAGE ARTS / LITERACY  
Grade 6 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		READING*		WRITING*	
		LITERARY	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS
[REDACTED]	775	56	43	↑	↑	↑	↑
[REDACTED]	780	53	48	↑	↑	↑	↑
[REDACTED]	745	46	36	↔	↔	↔	↔
[REDACTED]	696	31	10	↓	↓	↓	↓
[REDACTED]	733	42	33	↑	↔	↔	↔
[REDACTED]	736	40	36	↓	↔	↑	↑
[REDACTED]	714	28	33	↓	↓	↔	↔
[REDACTED]	728	41	31	↔	↔	↔	↔
[REDACTED]	746	50	33	↑	↔	↔	↔
[REDACTED]	748	51	34	↔	↑	↔	↔
[REDACTED]	738	47	31	↔	↔	↔	↔
[REDACTED]	719	33	33	↓	↓	↔	↔
[REDACTED]	701	28	28	↓	↓	↓	↔
[REDACTED]	722	32	34	↓	↔	↔	↔

<b>1</b> Did Not Yet Meet Expectations (650-689)	<b>2</b> Partially Met Expectations (700-724)	<b>3</b> Approached Expectations (725-749)	<b>4</b> Met Expectations (750-789)	<b>5</b> Exceeded Expectations (790-850)
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↓ Did Not Yet Meet or Partially Met Expectations	↔ Approached Expectations	↑ Met or Exceeded Expectations
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\* Numbers are percentages

# STUDENT ROSTER



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION



## ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	READING*			WRITING*			
		SCORE	LITERARY	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS
STATON, QUYMIAH A.	755	46	↔	↔	↘	41	↕	↕
<del>STONES, BEBOP</del> BSG	743	46	↔	↔	↕	34	↔	↔
<del>LOPES, ANTONIO</del>	687	27	↘	↘	↘	10	↘	↘
<del>UGRIG-ALVAREZ, VALENTINA</del>	781	61	↕	↕	↕	42	↕	↕
<del>VALENTIN, ANGELHOA</del>	710	29	↘	↘	↘	31	↔	↔
<del>MARCAS, ROBERN</del>	723	41	↔	↘	↔	27	↘	↘
<del>VILLASQUEZ, GARY</del>	779	59	↕	↕	↕	42	↕	↕
<del>VELEZ, MICHAEL E</del>	747	50	↔	↕	↕	33	↔	↔
<del>VELIZ-HERREDA, ANTHONY J.</del>	741	43	↔	↔	↔	36	↕	↕
<del>VENTURA-PEREZ, JEANDEL</del>	725	39	↘	↔	↘	31	↔	↔
<del>JURATE, DIANA</del>	771	58	↔	↕	↕	40	↕	↕
<del>ZEMMER, JAMES</del> JZG	735	41	↔	↘	↔	34	↔	↕
<del>ZUNIGA, NANCY</del>	758	57	↕	↕	↕	34	↕	↘

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↘	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↕	Met or Exceeded Expectations
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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 7

NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		LITERARY		READING* INFORMATION		VOCABULARY		SCORE	EXPRESSION		WRITING* CONVENTIONS		
CROSS-STATE AVERAGE	743	47		33	23	44	34	24	42	39	21	41	32	19	49
STATE AVERAGE	756	51		25	21	54	26	23	51	32	21	47	22	11	67
DISTRICT AVERAGE	731	41		48	22	30	48	24	28	56	21	23	41	14	45
SCHOOL AVERAGE	741	42		51	20	29	37	37	27	61	29	10	16	22	61
<del>ALBERTA, HELEN</del> <b>HA7</b>	724	34	↓				↔			↓			↔		
<del>AHMADA, SUELENA</del>	772	54	↑				↑			↓			↑		
<del>ALISON, BRYANNA</del>	708	27	↓				↓			↓			↔		
<del>ANGEL HEREAANDEZ, HELEN D.</del>	690	29	↓				↓			↓			↓		
<del>CAMACHO, YANET</del>	726	30	↓				↓			↓			↑		
<del>CANTON, NABEEN</del> <b>NC7</b>	737	37	↓				↔			↓			↑		
<del>CERALLOS, MAYAN</del>	719	31	↓				↓			↓			↑		
<del>CERENO, OISELE</del>	741	46	↔				↔			↔			↔		
<del>CHALAG, ERIKA</del>	769	49	↑				↔			↔			↑		
<del>CLARK, KAMARAH</del>	769	55	↑				↑			↔			↑		

<b>1</b> Did Not Yet Meet Expectations (650-689)	<b>2</b> Partially Met Expectations (700-724)	<b>3</b> Approached Expectations (725-749)	<b>4</b> Met Expectations (750-784)	<b>5</b> Exceeded Expectations (785-850)
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↓	↔	↑	↔	↑
Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations		

\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 7

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~~NEW JERSEY~~  
NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*		SCORE	WRITING*	
				INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
MAZKATLI, AYHAM	736	39	↔	↓	↓	35	↑	↑
MIRANDA, KIMBERLY	800	64	↑	↑	↑	48	↑	↑
MORRIS, SEAN	744	45	↓	↔	↔	35	↑	↑
MORRIS, EMILY	734	39	↓	↔	↔	35	↑	↔
MORRIS, ALEXANDER	763	50	↑	↔	↓	41	↑	↑
MORRIS, JACOB	732	32	↓	↓	↓	38	↑	↑
MORRIS, BRANDON	745	50	↑	↑	↑	33	↔	↑
MORRIS, JACOB	654	13	↓	↓	↓	10	↓	↓
MORRIS, JACOB	732	34	↓	↓	↓	36	↑	↑
MORRIS, JACOB	731	39	↓	↔	↓	33	↔	↔
MORRIS, JACOB	728	38	↓	↔	↓	33	↔	↔
MORRIS, JACOB	678	24	↓	↓	↓	10	↓	↓
MORRIS, JACOB	722	41	↔	↔	↔	27	↓	↓
MORRIS, JACOB	759	49	↑	↓	↔	40	↑	↑

1 Did Not Yet Meet Expectations (650-699)    2 Partially Met Expectations (700-724)    3 Approached Expectations (725-749)    4 Met Expectations (750-784)    5 Exceeded Expectations (785-850)

↓ Did Not Yet Meet or Partially Met Expectations    ↔ Approached Expectations    ↑ Met or Exceeded Expectations

\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 7

NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		READING* INFORMATION		VOCABULARY		WRITING* EXPRESSION		CONVENTIONS	
		LITERARY	SCORE	READING*	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS		
<del>DIAZ, DIEGO</del>	734	42	42	↕	↕	↕	↕	↕	↕	↕	↕
<del>DURAN, RONALD</del>	758	44	44	↕	↕	↕	↕	↕	↕	↕	↕
<del>ECHUVERDIBERREZ, ISABELA</del>	780	52	52	↕	↕	↕	↕	↕	↕	↕	↕
<del>FERRAN, NOELFEAT</del>	713	32	32	↕	↕	↕	↕	↕	↕	↕	↕
<del>FERNANDEZ, JUAN</del>	711	30	30	↕	↕	↕	↕	↕	↕	↕	↕
<del>GARCIA, JESOR</del>	844	90	90	↕	↕	↕	↕	↕	↕	↕	↕
<del>GONZALEZ ARIZA, MERRITT</del>	713	27	27	↕	↕	↕	↕	↕	↕	↕	↕
<del>HUERTAG, JONATHAN Z.</del>	752	48	48	↕	↕	↕	↕	↕	↕	↕	↕
<del>JORGE, JOEL A.</del>	718	39	39	↕	↕	↕	↕	↕	↕	↕	↕
<del>LEONTRINE</del>	715	36	36	↕	↕	↕	↕	↕	↕	↕	↕
<del>LOPEZ, NATALIE</del>	728	35	35	↕	↕	↕	↕	↕	↕	↕	↕
<del>LOPEZ TABORDA, VALENTINA</del>	763	45	45	↕	↕	↕	↕	↕	↕	↕	↕
<del>MARTE, KIMBERLY</del>	756	47	47	↕	↕	↕	↕	↕	↕	↕	↕
<del>MATEO, SCARLETTA</del>	754	39	39	↕	↕	↕	↕	↕	↕	↕	↕

1 Did Not Yet Meet Expectations (650-699) **2** Partially Met Expectations (700-724) **3** Approached Expectations (725-749) **4** Met Expectations (750-784) **5** Exceeded Expectations (785-850)

↕ Did Not Yet Meet or Partially Met Expectations **↕** Approached Expectations **↕** Met or Exceeded Expectations

\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 7

NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING*		SCORE		WRITING*	
				INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS	
<del>XXXXXXXXXX</del>	777	59	↑	↑	↔	41	↑	↑	
<del>XXXXXXXXXX</del>	709	39	↓	↔	↔	10	↓	↓	
<del>XXXXXXXXXX</del> RT7	795	70	↑	↑	↑	43	↑	↑	
<del>XXXXXXXXXX</del>	742	41	↔	↔	↓	38	↑	↑	
<del>XXXXXXXXXX</del>	753	53	↑	↔	↔	35	↑	↔	
<del>XXXXXXXXXX</del>	755	54	↑	↑	↔	35	↑	↔	
<del>XXXXXXXXXX</del>	740	42	↔	↓	↑	36	↑	↑	
<del>XXXXXXXXXX</del>	758	45	↔	↔	↓	43	↑	↑	
<del>XXXXXXXXXX</del>	761	46	↔	↑	↓	43	↑	↑	
<del>XXXXXXXXXX</del>	718	34	↓	↓	↓	31	↓	↑	
<del>XXXXXXXXXX</del>	747	44	↔	↔	↔	37	↑	↑	

1 Did Not Yet Meet Expectations (650-699) **2** Partially Met Expectations (700-724) **3** Approached Expectations (725-749) **4** Met Expectations (750-784) **5** Exceeded Expectations (785-850)

↑ Did Not Yet Meet or Partially Met Expectations ↔ Approached Expectations ↑ Met or Exceeded Expectations

\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 8



NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 8 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		LITERARY		READING* INFORMATION		VOCABULARY		SCORE		EXPRESSION		WRITING* CONVENTIONS	
CROSS-STATE AVERAGE	742	47	34   23   43	36   21   43	36   22   42	32	37   19   45	35   22   43							
STATE AVERAGE	757	51	25   22   53	26   20   54	29   21   50	37	21   14   65	20   17   63							
DISTRICT AVERAGE	731	41	47   24   29	50   22   28	48   23   30	31	40   18   42	41   21   38							
SCHOOL AVERAGE	734	40	52   20   28	41   28   30	52   26   22	33	26   15   59	26   17   57							
<b>A</b>	<b>700</b>	30	↓	↓	↓	↓	↓	↓							
<b>A</b>	<b>754</b>	42	↓	↑	↓	42	↑	↑							
<b>A</b>	<b>743</b>	42	↔	↓	↑	37	↑	↑							
<b>A</b>	<b>691</b>	30	↓	↔	↓	10	↓	↓							
<b>A</b>	<b>746</b>	46	↔	↑	↔	36	↑	↑							
<b>C</b>	<b>730</b>	34	↓	↓	↓	36	↑	↑							
<b>C</b>	<b>650</b>	11	↓	↓	↓	10	↓	↓							
<b>C</b>	<b>675</b>	20	↓	↓	↓	20	↓	↓							
<b>C</b>	<b>753</b>	48	↔	↔	↑	38	↑	↑							
<b>C</b>	<b>734</b>	43	↓	↑	↔	32	↔	↔							

<b>1</b>	Did Not Yet Meet Expectations (650-699)	<b>2</b>	Partially Met Expectations (700-724)	<b>3</b>	Approached Expectations (725-749)	<b>4</b>	Met Expectations (750-793)	<b>5</b>	Exceeded Expectations (794-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 8

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NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 8 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	SCORE		READING*		VOCABULARY		SCORE		WRITING*	
		LITERARY	INFORMATION	INFORMATION	VOCABULARY	SCORE	EXPRESSION	SCORE	EXPRESSION	CONVENTIONS	
<del>DEBER, L</del> LD8	739	46	↔	↔	↔	↔	↔	32	↔	↔	↔
<del>ENGELBART, J</del> JE8	664	16	↓	↓	↓	↓	↓	18	↓	↓	↓
<del>FASER, J</del>	736	37	↔	↓	↓	↓	↓	37	↔	↔	↔
<del>FRASER, A</del>	751	40	↓	↔	↔	↓	↓	42	↔	↔	↔
<del>GRUBB, K</del>	759	48	↔	↓	↓	↔	↔	41	↔	↔	↔
<del>HENRI, D</del>	738	45	↓	↔	↔	↔	↔	33	↔	↔	↔
<del>H</del> KH8	740	39	↔	↔	↔	↓	↓	37	↔	↔	↔
<del>H</del> KH8	765	57	↔	↔	↔	↔	↔	37	↔	↔	↔
<del>H</del> J	776	61	↔	↔	↔	↔	↔	40	↔	↔	↔
<del>H</del> AH8	752	48	↔	↓	↓	↔	↔	37	↔	↔	↔
<del>J</del> A	744	45	↓	↔	↔	↔	↔	35	↔	↔	↔
<del>K</del> M	688	28	↓	↓	↓	↓	↓	17	↓	↓	↓
<del>L</del> J	744	42	↓	↔	↔	↔	↔	38	↔	↔	↔
<del>L</del> J	781	56	↔	↔	↔	↔	↔	45	↔	↔	↔

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-793)	5	Exceeded Expectations (794-850)
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↔	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↔	Met or Exceeded Expectations
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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 8

NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 8 Assessment, 2016–2017

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	EXPRESSION	WRITING* CONVENTIONS
LEONARD, JIMMIE	743	42	↔	↔	↔	37	↕	↕
MADALE, BRUNNOR	778	54	↕	↕	↔	46	↕	↕
MARSHALL, ESTHER	710	26	↕	↕	↕	32	↔	↔
MEDINA, JESSICA	685	22	↕	↕	↕	24	↕	↕
MORAN, JACOB	764	48	↕	↕	↕	44	↕	↕
MORRISON, T	730	34	↕	↕	↕	36	↕	↕
PEREZ, JESSICA	745	54	↕	↕	↔	30	↕	↕
PEREZ, VICTORIA	738	42	↕	↔	↔	35	↕	↔
PEREZ, VICTORIA	716	38	↕	↔	↕	27	↕	↕
QUINLAN, PAULINA	683	27	↕	↕	↕	10	↕	↕
RIVERA, NIKITA	742	38	↕	↔	↕	39	↕	↕
RIVERA, P	710	35	↕	↕	↕	26	↕	↕
RIVERA, CASIMIRO, J	698	28	↕	↕	↕	26	↕	↕
RIVERA, K	713	28	↕	↕	↕	32	↔	↔

1 Did Not Yet Meet Expectations (650-699)    2 Partially Met Expectations (700-724)    3 Approached Expectations (725-749)    4 Met Expectations (750-793)    5 Exceeded Expectations (794-850)

↕ Did Not Yet Meet or Partially Met Expectations    ↔ Approached Expectations    ↕ Met or Exceeded Expectations

\* Numbers are percentages



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

# STUDENT ROSTER

Grade 8

~~REDACTED~~  
~~REDACTED~~  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, 2016-2017

STUDENT	ELA/L OVERALL SCORE	READING*			WRITING*			
		SCORE	LITERARY	INFORMATION	VOCABULARY	SCORE	EXPRESSION	CONVENTIONS
<del>REDACTED</del> , <del>ER</del> <b>ER8</b>	753	49	↑	↓	↓	37	↑	↑
<del>REDACTED</del> , <del>KE</del>	785	55	↑	↑	↑	48	↑	↑
<del>REDACTED</del> , <del>J</del>	773	58	↑	↑	↑	41	↑	↑
<del>SAN</del> , <del>L</del>	769	54	↑	↔	↑	41	↑	↑
<del>T</del> , <del>J</del>	754	46	↔	↔	↑	39	↑	↑
<del>T</del> , <del>R</del>	740	42	↔	↔	↓	35	↑	↑
<del>V</del> , <del>M</del> <b>MV8</b>	758	48	↑	↑	↓	40	↑	↑
<del>Z</del> , <del>A</del>	727	38	↓	↓	↔	32	↔	↔

<b>1</b> Did Not Yet Meet Expectations (650-699)	<b>2</b> Partially Met Expectations (700-724)	<b>3</b> Approached Expectations (725-749)	<b>4</b> Met Expectations (750-793)	<b>5</b> Exceeded Expectations (794-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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\* Numbers are percentages

40  
43

**Appendix D**

Sample of Parental Permission for Participation of a Child in A Research Study Form

**Parental Permission for Participation of a Child in a Research Study**  
**William Paterson University**  
**"Identifying Effective Remediation for Struggling Urban Writers"**

**Description of the research and your child's participation**

You are invited to participate in a research study conducted Mrs. Deirdre Wilson-Redmond (Mrs. W-R). The purpose of this research is to find out if urban middle grade students written expression will measurably improve, across five grade levels tested and three tiers of proficiency after being screened. Students will be introduced to several strategies promoting self-regulation (SRSD) during the writing process in the interim. *Your child's participation will involve written expression assessments and exercises.* The amount of time required for your child's participation will be for a pre-screening benchmark to be held at the end of January 2017 or the first week of February 2017 as well as a post screening in early June 2017. The time allotted for his/her participation will be during their regular English language arts class.

**Risks and discomforts**

There are no known risks associated with this research.

**Potential benefits**

This research may help us to understand how to improve the writing curriculum in the Paterson Public School district, namely in School 16, to help increase scores for written expression tasks.

**Protection of confidentiality**

We will do everything we can to protect your child's privacy. Your child's identity will not be revealed in any publication resulting from this study.

**Voluntary participation**

Participation in this research study is voluntary. You may refuse to allow your child to participate or withdraw your child from the study at any time. Your child will not be penalized in any way should you decide not to allow your child to participate or to withdraw your child from this study.

**Contact information**

If you have any questions or concerns about this study or if any problems arise, please contact Deirdre Wilson-Redmond, School 16's 8<sup>th</sup> grade English Language Arts teacher and member of Cohort 17's Educational Leadership: Leaders as Learners program at William Paterson University at 917-742-2875 or 973-413-2700, x-74301. My email address is [wilsonredmond@student.wpunj.edu](mailto:wilsonredmond@student.wpunj.edu) My field advisor is Dr. Ronald Verdicchio and he can be reached at [verdicchioR@wpunj.edu](mailto:verdicchioR@wpunj.edu)

**Consent**

**I have read this parental permission form and have been given the opportunity to ask questions. I give my permission for my child to participate in this study.**

Participant's signature \_\_\_\_\_ Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_

A copy of this parental permission form should be given to you.

# Hoja de Consentimiento Parental Para la Participación en Estudio de Investigación de Niño - William Paterson University

## "Identificando la Remediación Eficaces de la Lucha de Escritores Urbanos"

### Descripción de la investigación y participación de su hijo/a

Usted está invitado/a a participar en un estudio de investigación realizado por la Sra. Deirdre Wilson-Redmond (Sra. W-R). El propósito de esta investigación es averiguar si la expresión escrita de los estudiantes de grado medio urbano, mejorará considerablemente, a través de los cinco niveles de grado evaluados y de los tres niveles de competencia después de ser examinados. Los estudiantes serán presentados a varias estrategias que promueven la autorregulación (SRSD) durante el proceso de escritura en el ínterin.

### La participación de su hijo involucrará evaluaciones de expresión escrita y ejercicios.

La cantidad de tiempo requerido para la participación de su hijo será para un punto de referencia de pre-selección que se llevará a cabo a finales de enero de 2017 o la primera semana de febrero de 2017, así como un examen después de el estudio, a principios de junio de 2017. El tiempo asignado para su participación será durante su clase regular de inglés.

### Riesgos e incomodidades

No hay riesgos conocidos asociados con esta investigación.

### Beneficios potenciales

Esta investigación puede ayudarnos a entender cómo mejorar el currículo de escritura en el distrito de la escuela pública de Paterson, específicamente en la escuela 16, para ayudar a aumentar las puntuaciones para las tareas de expresión escrita.

### Protección de la confidencialidad

Haremos todo lo posible para proteger la privacidad de su hijo/a. La identidad de su hijo/a no se revelará en ninguna publicación resultante de este estudio.

### Participación voluntaria

La participación en este estudio de investigación es voluntaria. Usted puede negarse a permitir que su hijo/a participe o retire a su hijo/a del estudio en cualquier momento. Su hijo/a no será castigado de ninguna manera si decide no permitir que su hijo/a participe o retirar a su hijo de este estudio.

### Información del contacto

Si tiene preguntas o inquietudes sobre este estudio o si surgen problemas, por favor comuníquese con la Sra. Deirdre Wilson-Redmond, maestra de Artes del Lenguaje Inglés de 8vo grado de la Escuela 16 y miembro del programa de Liderazgo Educativo:

Líderes como Aprendices de Cohorte 17 en la Universidad William Paterson

Teléfono: 917-742-2875 o 973-413-2700, x-74301. Mi dirección de correo electrónico es [wilsonredmond@student.wpunj.edu](mailto:wilsonredmond@student.wpunj.edu). Mi asesor de campo es el Dr. Ronald Verdicchio y puede ser contactado en [verdicchioR@wpunj.edu](mailto:verdicchioR@wpunj.edu)

### Consentimiento

He leído esta Hoja de Consentimiento Parental y me han dado la oportunidad de hacer preguntas. Doy mi consentimiento para que mi hijo/a participe en este estudio.

Firma del participante \_\_\_\_\_ Fecha: \_\_\_\_\_

El nombre del niño: \_\_\_\_\_

*Debe dársele una copia de este formulario de permiso paternal.*

**CARP Teacher Survey Results**  
**Writing Survey 2 (Google survey)**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>	<b>Q8</b>	<b>Q9</b>
<b>Teacher/GR</b>	What do you find most enjoyable about teaching writing?	What is the most challenging part of teaching writing?	Do you prefer to teach narrative or expository writing?	If you could have more of one thing which would make your students more successful at writing what would it be?	Do you use any special strategies when teaching writing? If so, can you describe the most effective ones, please?	Have you heard of Self-Regulating Strategy Development? (A short video was then played inside of the survey)	What, if anything do you know about SRSD? Have you ever have you ever had any professional development on this topic?	Please provide me with the email addresses of the students who are scheduled to take part in this research project accompanied by their names and grade levels.	This research will require you to learn new strategies which are designed to help YOU teach and empower students in their writing process, creating a more positive outlook and more stamina when writing. If you are not using them already, are you willing to learn about these strategies in PLC and endeavor to incorporate them into your lesson planning as a scaffolding procedure?
<b>1-2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Resource Pull-out 01/26/17</b>	Teaching writing is great especially when you use mentor text to model for the students how their writing should look and sound.	The most challenging part of teaching writing can be the lack of time we have to actually work on writing. Students, especially students with disabilities need modeling and of time, repetition, course, constant feedback. This needs to be done systematically in order to build stamina and independence.	Expository	Time - a specific writing period multiple times per week	I use RACE. I model it for them every time. I go around the room checking that it is being used. The students have visual resources as well as printed personal resources that I ask them to use when working on writing.	No	No, but it makes a lot of sense. I see it in the classroom, those students that are able to write using all the strategies given enjoy writing. There are the few that still struggle to get their ideas across because they have other ELA issues such as decoding, dyslexia and so on.	(RECEIVED)	YES
<b>2-6<sup>th</sup> 1/31/17</b>	Conference time with students	Having them fearful of putting something down on paper for fear of being "wrong"	Expository	Both Time - a specific writing period multiple times per week and Supplies/resources to support writing	Yes, RACE, SWBST, various 5 paragraph essay strategies	Yes	No PD. Knew meaning of the acronym	(RECEIVED)	YES
<b>3-5<sup>th</sup> &amp; 6<sup>th</sup> 2/3/17</b>	Breaking down the different elements of an essay and having students coming up with a thesis	Having students initiate the writing process	Expository	Supplies/Resources to support writing	DBQ writing	No	No	(RECEIVED)	YES
<b>4-3<sup>rd</sup> and 4<sup>th</sup> 2/3/17</b>	I enjoy teaching the writing process.	Showing the students the process of writing	Expository	Time- a specific writing period multiple times per week	4 square with lower levels (3 <sup>rd</sup> and 4 <sup>th</sup> )	No	No	(RECEIVED)	Yes

## CARP Teacher Survey Results Writing Survey 2 (Google survey)

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Teacher/GR	What do you find most enjoyable about teaching writing?	What is the most challenging part of teaching writing?	Do you prefer to teach narrative or expository writing?	If you could have more of one thing which would make your students more successful at writing what would it be?	Do you use any special strategies when teaching writing? If so, can you describe the most effective ones, please?	Have you heard of Self-Regulating Strategy Development? (A short video was then played inside of the survey)	What, if anything do you know about SRSD? Have you ever have you ever had any professional development on this topic?	Please provide me with the email addresses of the students who are scheduled to take part in this research project accompanied by their names and grade levels.	This research will require you to learn new strategies which are designed to help YOU teach and empower students in their writing process, creating a more positive outlook and more stamina when writing. If you are not using them already, are you willing to learn about these strategies in PLC and endeavor to incorporate them into your lesson planning as a scaffolding procedure?
5 <sup>th</sup> - 4 <sup>th</sup> 2/6/17	The sources that pair with the LAT or RST, and having the students make their essays, "pretty."	Teaching grade level material to students who are nowhere near grade level.	Narrative	Time - a specific writing period multiple times per week	RACE	No	Nothing, and no I have not received PD on this	(RECEIVED)	YES
6 <sup>th</sup> - 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Resource Pull Out 2/27/17	I find the planning process the most enjoyable part of teaching writing.	The most challenging part of teaching writing is helping students to expand their ideas	Expository	Time - a specific writing period multiple times per week	For teaching writing I use many graphic organizers and also peer editing.	Yes	I use the RACE strategy. I have not had PD on this topic.	(RECEIVED)	YES
7 <sup>th</sup> - 3 <sup>rd</sup> and 4 <sup>th</sup> Resource- Push in 3/7/17	I love how it gives the students power to be the "storyteller"	Helping children organize thoughts and remember to use proper structure such as remembering quotations for dialogue.	Narrative	Supplies/Resources to support writing	RACE, COPS, ISHAMPOO	Yes	I have a brief understanding of the concept. I have never had professional development on the topic.	(RECEIVED)	YES
8 <sup>th</sup> - 7 <sup>th</sup> 3/7/17	I enjoy seeing how creative my students can be when answering a prompt.	The most challenging part is getting children to see how important writing is in their lives and that like any skill it takes plenty of practice to become better.	Narrative	Time - a specific writing period multiple times per week	PEELS	No	(no comment)	(RECEIVED)	YES

**CARP Teacher Survey Results**  
**Writing Survey 2 (Google survey)**

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
<b>Teacher/GR</b>	What do you find most enjoyable about teaching writing?	What is the most challenging part of teaching writing?	Do you prefer to teach narrative or expository writing?	If you could have more of one thing which would make your students more successful at writing, what would it be?	Do you use any special strategies when teaching writing? If so, can you describe the most effective ones, please?	Have you heard of Self-Regulating Strategy Development? (A short video was then played inside of the survey)	What, if anything do you know about SRSD? Have you ever have you ever had any professional development on this topic?	Please provide me with the email addresses of the students who are scheduled to take part in this research project accompanied by their names and grade levels.	This research will require you to learn new strategies which are designed to help YOU teach and empower students in their writing process, creating a more positive outlook and more stamina when writing. If you are not using them already, are you willing to learn about these strategies in PLC and endeavor to incorporate them into your lesson planning as a scaffolding procedure?
<b>9<sup>th</sup></b> 3/7/17 (she was not a part of the CARP)	What I find most enjoyable about teaching writing is allowing students to write about their personal experiences and read through their responses as well as modeling for them a specific skill.	The most challenging part for me is teaching the grammar and organization of writing as well as getting the students to revise and edit their work	Narrative	Time – a specific writing period multiple times per week	RAP (Restate, Answer, Prove)	No	(no response)	N/A	YES
<b>10<sup>th</sup></b> 3/7/17	Structure of the writers' workshop, modeling the writing process, and conferencing with students focusing on what they did well as a writer and giving them ONE teaching point to focus on.	When students want to be "done" and not wanting to improve as a writer.	Narrative	Supplies/Resources to support writing	Yes, RACE, STEAM, ISHAMPOO	No	Nada	(RECEIVED)	YES
<b>11<sup>th</sup></b> - 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , Push-In 3/7/17	Teach students to rite about their thoughts and feelings. Write-write then revise and revise.	To teach them how to be a creative writer like use lots of adjectives, adverbs etc.	Both Narrative and Expository	Supplies/Resources to support writing	RACE	maybe	no	na	YES

**Appendix C**

42

TILLS Summary and Interpretation Profile Chart