Writing Architect Administration without the Web application

You can monitor your students' growth in the evidence-based components of writing measured by the Writing Architect without having to access the Writing Architect web platform. Follow these guidelines. Evidence of validity for these guidelines has been found for use in Grades 3 through 8 (Sarmiento et al., 2024; Truckenmiller et al., 2020; 2022).

Materials

Passage:

Find a 1-2 page long informational passage written from your social studies, science, or health text. For the purposes of monitoring writing growth (3 times per year) we recommend selecting passage topics that your students do not know yet.

Prompt:

When creating a prompt, be sure to include both the nature of the essay (informative) and some general guidelines for your students to follow. We use this format:

Write an informative paper that will help others learn about _____. Be sure to use information from the article you just read to give reasons why __<insert argument>__. Remember, a well written informative paper (1) has a clear main idea and stays on topic, (2) includes a good introduction and conclusion, (3) uses information from the article stated in your own words plus your own ideas, and (4) follows the rules of writing.

Typing Fluency task:

If opting to have a typing test as well, have a one- to two-paragraph essay prepared to display somewhere visible. It should be long enough that students will not complete it in 90 seconds. If there is an online typing game or app that monitors typing fluency, use that instead.

<u>Administration</u>

1. Give the students one sheet of blank paper for planning, in addition to a copy of the essay and a blank Word document or google document. First ensure that spell check and Grammarly are turned off. Having the students handwrite their essays on lined paper would be an option as well. Just be consistent across administrations.

2. Administration script:
   - **First, I will read a passage to you as you follow along.**
   - **Then, you will get a question about what you read. You will be given 3 minutes to plan out your essay using your pencil on this blank sheet of paper.**
   - **After you plan, you will get 15 minutes to type your whole essay on your computer. It's ok if you don't finish the essay. We want to see what you can write in 15 minutes.**
   - **The last thing on the computer is a typing test. You will copy a paragraph on the computer exactly as you see it.**

3. Read the passage out loud to the students.

4. Instruct the students to use their planning sheet to plan out their essay. Encourage them to use the process they have been taught to plan (this is helpful at the beginning of the school year to see if they have learned a strategy).
   a. Start a timer for 3 minutes for the students to plan. If many students want to take longer to plan, allow them time to continue planning. If they are simply drafting their response, tell them it is time to move on to writing the final essay.

5. Instruct the students to go to the blank document on their computers. Start a timer for 15 minutes and remind the students that this is where they will write their essay, and that they should write as much as they can.

6. If a student ends early, remind them to go back and revise. If they are finished, they may end early.

7. Once the 15 minutes is up, ask the students to open a blank page on their document. Tell them, **"Use your typing skills to copy a paragraph as quickly and accurately as you can. After 90 seconds, the exercise will end and you will raise your hands in the air**."

8. Display the prepared typing passage somewhere visible, and set a timer for 90 seconds. Instruct the students to start typing. Once the timer for 90 seconds ends, take down the passage and instruct student to raise their hands in the air.

9. Devise a way for the students to turn in the essays; either by printing or by sharing the document with the teacher. Sharing the document with the teacher digitally would be the ideal option for ease of scoring.

Scoring

Overall: Scoring can occur directly on the students' page. Having students self-score many of the metrics is a great exercise to help them understand the elements and to set a goal for their next essay. After scoring, access research-based instructional routines that align with each score at https://writingarchitect.org.

There are 5 scores:

1. TIDE (text structure elements)
2. Word Complexity (vocabulary)
3. Word Accuracy (spelling)
4. Sentence Accuracy (punctuation & grammar) includes important considerations for sustaining linguistic diversity
5. Typing Fluency

TIDE

This scoring metric examines the text structure elements of the essay. These scoring rules are adapted, with permission, from Collins, Ciullo, Graham, Sigafoos, Guerra, David, & Judd, 2021, *Reading and Writing*; Harris, Kim, Yim, Camping, & Graham, 2023, *Contemporary Educational Psychology; and* Laud & Patel, 2023. Adaptations included additional rules for clarity, solely to improve interrater reliability. Any use of the rubric below should also include a citation to Collins et al., 2021; Harris et al., 2023; Laud & Patel, 2023.

1. Review the passage and identify any sentences that are copied directly from the passage. Strikethrough the sentence. These sentences are not considered in scoring. Text is considered copied if an entire sentence is copied from the passage.
2. Identify the essay's Topic Sentence and highlight the corresponding sentence(s) in green.
3. Assign a score (0,1,2) to the sample's Topic using the detailed rubric below for guidance.
4. Repeat for each element, using blue for Ideas, yellow for details, and red for ending. There will be multiple "I" and "D" elements.
5. Add up the sentence scores for a final TIDE score.
6. The goal for the end of grade 5 is 8 points (1T, 3I, 3D, 1E).

TIDE Evaluation Rubric:

	Absent (0)	Present (1)	Sophisticated (2)
Topic	Topic introduction is **not present**. ⬚ No semblance of a topic/thesis is introduced.	Topic introduction is **present**. ⬚ Topic of essay is introduced. ⬚ Don't penalize by reading something as "Important Evidence" before the Topic if it is context. Good writers situate the topic as they introduce it.	**Relevant or engaging context** to the essay topic is introduced and flows with the topic sentence. ⬚ This may include setting up the topic in context, a hook sentence, or an element, such as a quote, critical question, vignette, a statement that directly addresses the reader, or another engaging element. ⬚ Introduction may end up being two (or more) sentences but doesn't need to be.
Important Evidence	Important Evidence is **not present**. ⬚ Idea is unrelated to the passage or topic.	Important Evidence is **present**. ⬚ Important evidence is viewed as facts, definitions, concrete details, or quotes. ⬚ Important evidence consists of summarizations. ⬚ If no Topic statement is present, each piece of important evidence can earn a maximum of one point for presence (despite not having a clearly stated topic to support/help develop).	Important Evidence is **clearly linked to the topic** statement. ⬚ It is well-chosen and relevant to the topic. Important evidence is **more than** just a **repetition** of a **textual** idea. ⬚ Consists of inferences and insights beyond what was stated in the text.
Detailed Examination	Detail that supports corresponding Important Evidence is **not present**.	(1) Detail that supports Important Evidence is **present**. ⬚ A Detailed Examination explains how information develops the topic. ⬚ A 1-point score uses a sentence stem/generic sentence such as ("This shows…"), repeats a quote word-for-	Supporting detail(s) includes **one or more** of the following: ⬚ **Multiple supporting details** clearly related to the Important Evidence are given. ⬚ Provides more facts with explanation, synthesis, connections, or insights that go beyond stating the obvious and develop the topic.

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		word, or includes unclear explanation or connection to Important Evidence. ⬚ 1-point details explain more about the Important Evidence, but do not elaborate like a 2-point detail.	⬚ 2-point details include those that explain more about 1-point details (elaboration).
Ending / Conclusion	Conclusion is **not present**, is **unrelated** to essay topic, or is **generic**. ⬚ There is no reference to the topic of the essay or no concluding statement present.	Conclusion is **present**. ⬚ Provides a concluding statement or section **related** to the topic of the essay.	Conclusion includes a **call to action / generalized message or summary** related to the information presented. ⬚ This includes "That's why" statements that include a summary, generalization, or outcome (see examples).

Word Complexity

Researchers have determined that essays with many words that have 7 or more letters display a greater student knowledge of vocabulary terms (Sarmiento et al., 2024). To measure this, count how many words in the essay have seven or more letters. The goal for the end of grade 5 is 13 long words in 15 minutes.

Word level accuracy and Sentence-level accuracy

Word level accuracy (spelling) and sentence-level accuracy (punctuation and grammar) are measured by counting the number of words and punctuation in correct sequence.

A sequence is the space before and after every word and before and after punctuation marks. Each sequence is hand scored by the teacher as "correct" or as one of three different types of flags.

To score these, teachers can print students' composition and mark each sequence with four types of scores:

    (a) Correct (marked with a ^)
    (b) Word level error (marked with a Ⓦ)
    (c) Sentence level error (marked with a red Ⓢ)
    (d) Correct usage of a nonmainstream American English feature (count these as correct)
    (e) Correct usage of a nonmainstream American English feature that also may be a sign of need for grammar instruction (count these separately). Scoring guidelines from Lee-James & Johnson, 2022.

A brief table of the rules are listed below. For a more detailed scoring rules, examples, and FAQs, see the Writing Architect Scoring Manual at WritingArchitect.org. When using these scoring rules we advocate that all students have a right to use the dialect of their community and that language variation use should never be considered as substandard or errors. Every person is a speaker of a language that does not match general English. It is difficult to then figure out which ones also have signs of a language impairment. We encourage educators to always respect students' language variations. When students use markers that are difficult to differentiate, educators should seek expert advice from a Speech Language Pathologist who is trained to understand disability within linguistic diversity (Oetting, 2018).

Table of Scores

Correct sequences are marked with a carat (^)	
^A^carat^goes^between^each^correct^word.	A correct sequence occurs when two words are spelled correctly and are in grammatically correct sequence with correct punctuation as necessary.

Word-level errors are marked with a Ⓦ

	Mark capitalization error before the word for:
Ⓦ[text] Missing Capitalization	a proper name the beginning of a sentence the word "I"
Ⓦ[text]Ⓦ Misspelled Word	Misspellings include: general misspellings incorrect homophone combining two words incorrect apostrophe usage/lack thereof

Sentence-level errors are marked with Ⓢ

	Make two marks at the end of a sentence for missing or incorrect punctuation.
[text]ⓈⓈ Missing Punctuation	Commas are only required: when introducing a direct quote in a series (Oxford not required) after an introductory phrase/clause (not transition words)

Correct usage of Nonmainstream American English are marked as ^ or counted separately with a teal Ⓢ

		Past tense – "The boy kick the ball."
Ⓢ NMAE	Ⓢ[text]Ⓢ Feature of NMAE	Zero copula – "The boy tired." Substitution – "They is tired." Habitual be – "They be tired."

	Third person singular – "He play basketball."
Correct usage of a nonmainstream American English feature that also may be a sign of need for grammar instruction are marked with a yellow S. These are only counted as errors if usage is NOT associated with the students' dialect.	
⊗ OVERLAP ⊗[text]⊗ Feature common to both NMAE	Past tense irregular; Third person irregular; Non inversion of WH-questions; Auxiliary am, is, are; Subject relative that, who, and which

- To calculate the word accuracy, count the number of spelling/capitalization errors and divide by the total number of words, then subtract from 100%.
    - The goal for word accuracy by the end of grade 5 is 93% words spelled correctly.
- To calculated the sentence accuracy, count the number of red S and yellow S (only count yellow S if it is determined that these features are not part of the students' dialect) and divide by the total number of sequences, then subtract from 100%.
    - The goal for sentence accuracy by the end of grade 5 is 95% correct sequences.
    - Counting the total number of sequences without the help of a computer can be tedious. An easier rule to guide instruction is to provide more sentence level instruction is if there are more than two sentences missing punctuation.

Typing Fluency

- Highlight the student's typing fluency text. Go to "word count" in Word or google docs to see the total number of characters typed.
- Characters are counted regardless of whether they are correct or not. However, if there are more than a few spelling or transposition errors (words are unrecognizable), then consider typing fluency to be low and implement typing instruction.
- The goal for typing fluency for the end of grade 5 is 85 characters typed in 90 seconds.

General Outcome Measure

Curriculum-based measurement in written expression (CBM-WE) is most frequently used to monitor overall growth in writing. Educators can use the scoring of correct and incorrect word sequences to monitor overall writing growth (Truckenmiller et al., 2020). The metric "correct minus incorrect word sequences" is the metric with the highest evidence for validity to measures students' growth in writing (Romig et al., 2017).

Correct Minus Incorrect Word Sequences (CIWS): To calculate CIWS, count the total number of correct sequences (^), then count the total number of incorrect sequences.

Example of scored passage:

The goal for CIWS in response to an informational passage prompt, with 15 minutes of writing time is 88 CIWS by the end of grade 5.