



# USING THE DEVELOPMENTAL WRITING SCALE

JANE FARRALL AND MOLLY SHARP

# THE GROVE EDUCATION CENTRE



- provides personalised and inclusive learning experiences for each child and young person.
- a collaborative school community committed to working in partnership with families, staff and stakeholders to support each student to achieve to their highest potential.

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## JANE FARRALL

- Speech Pathologist and Special Educator
- Has been lucky enough to work with The Grove for 5 years as Communication and Literacy Consultant





# WRITING AT THE GROVE

2019 – 2021 SITE IMPROVEMENT PLAN FOCUS





# GOAL 1: TO INCREASE STUDENT ACHIEVEMENT IN WRITING

2019 – 2021 SITE IMPROVEMENT PLAN

“We will implement a common evidence based approach to daily writing instruction in every classroom. Specifically we will use explicit teaching strategies, designing, reviewing and implementing targeted mini lessons.”



# DAILY WRITING EXAMPLES

ONE EMERGENT STUDENT, ONE CONVENTIONAL STUDENT





# VIDEO OF EXAMPLE DAILY WRITING SESSION WITH AN EMERGENT STUDENT

- Can be found online at <https://youtu.be/cYaaw1cAzkE>





# VIDEO OF EXAMPLE DAILY WRITING SESSION WITH AN EARLY CONVENTIONAL STUDENT

- Can be found online at <https://youtu.be/llwzjFxNdk>



## IMPROVEMENT PLAN TARGETS

By the end of 2019, 50% of 2018 cohort will improve one level on the Developmental Writing Scale

By the end of 2020, 55% of 2018 cohort will improve one level on the Developmental Writing Scale

By the end of 2021, 60% of 2018 cohort will improve one level on the Developmental Writing Scale

THE  
DEVELOPMENTAL  
WRITING SCALE:  
A NEW  
PROGRESS  
MONITORING  
TOOL FOR  
BEGINNING  
WRITERS

- Sturm, J.M., Cali, K., Nelson, N.W. & Staskowski, M. (2012)
- 14 point ordinal scale
- Qualitative writing levels from emergent to conventional writing, up to Australian Curriculum Grade 4
- Includes accommodations for students using alternative pencils

# LET'S TALK ABOUT THE SCALE

zero 0	one 1	two 2	three 3	four 4
five 5	six 6	seven 7	eight 8	nine 9
ten 10	eleven 11	twelve 12	thirteen 13	fourteen 14



**1**



# 1. DRAWING

## Description

- Lines and curves that appear to represent objects

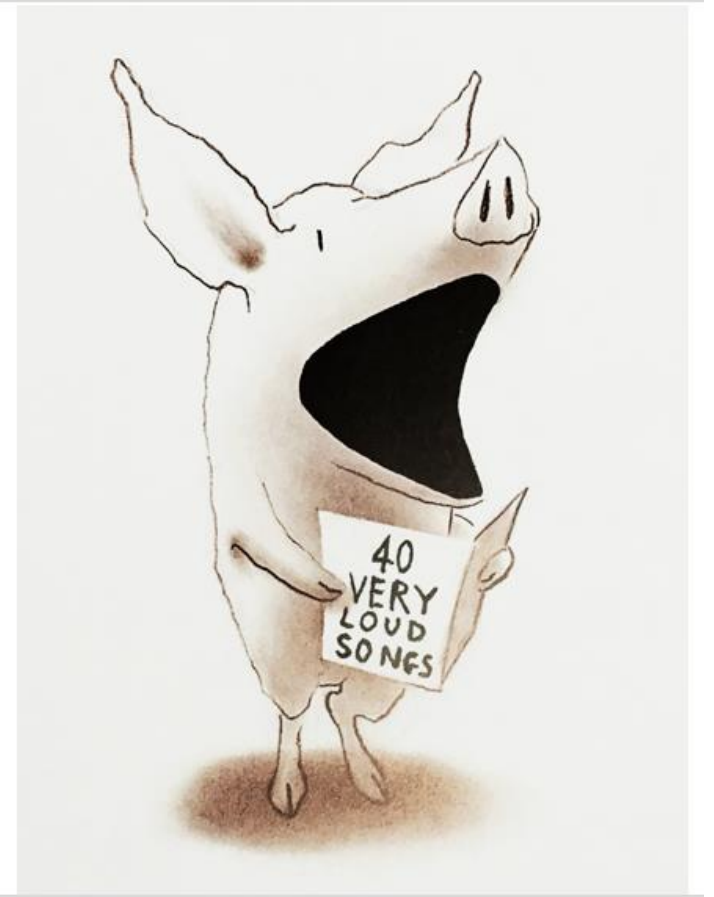
## Accommodations

- Selection of a picture by a child who cannot hold a traditional pencil or marker.

# FOR STUDENTS WHO DON'T HOLD A PENCIL

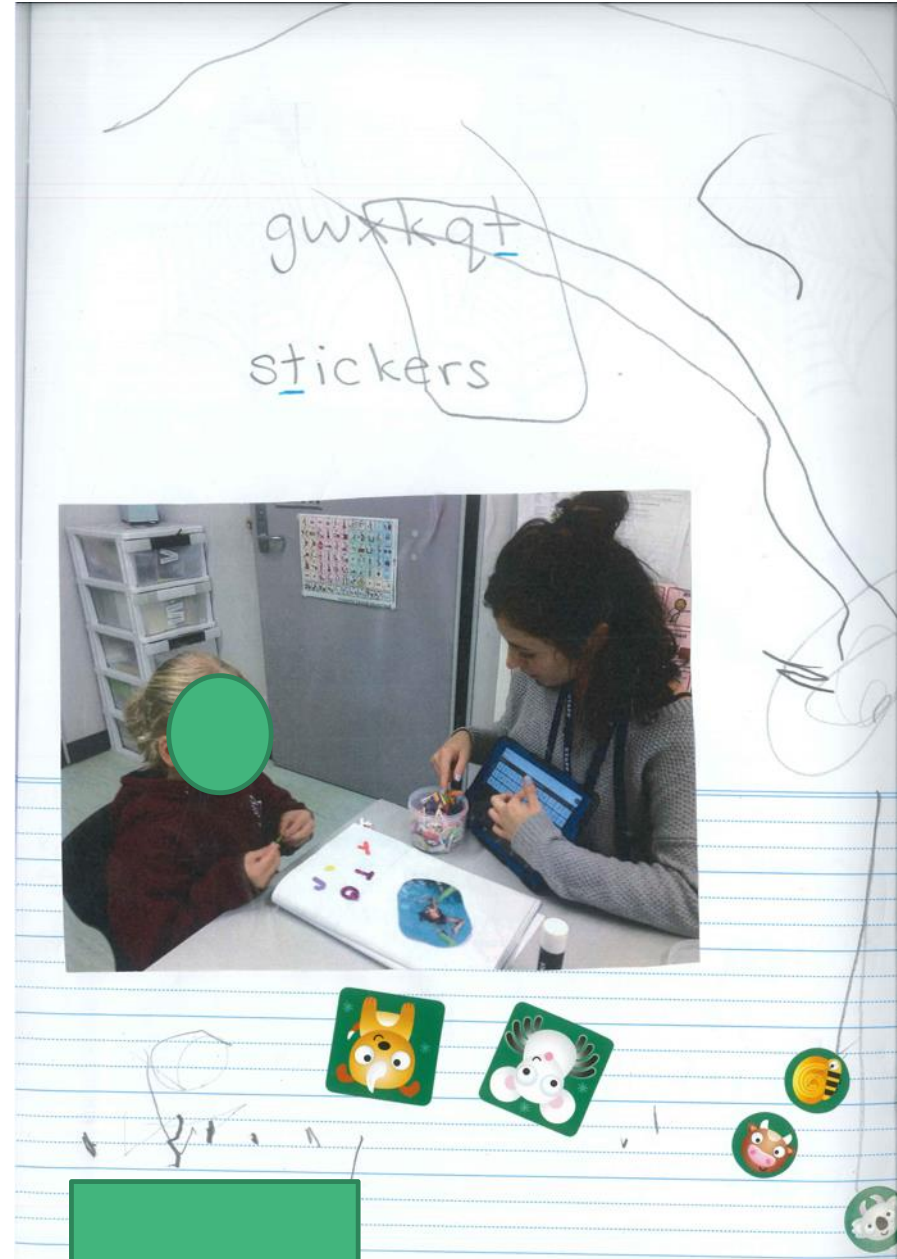
- Ask them “which side do I read”?
- If they point at the picture they are still at level 1

This is Olivia.  
She is good at  
lots of things.



# 1. DRAWING

Sample from 2018 moderation









## 2. SCRIBBLING

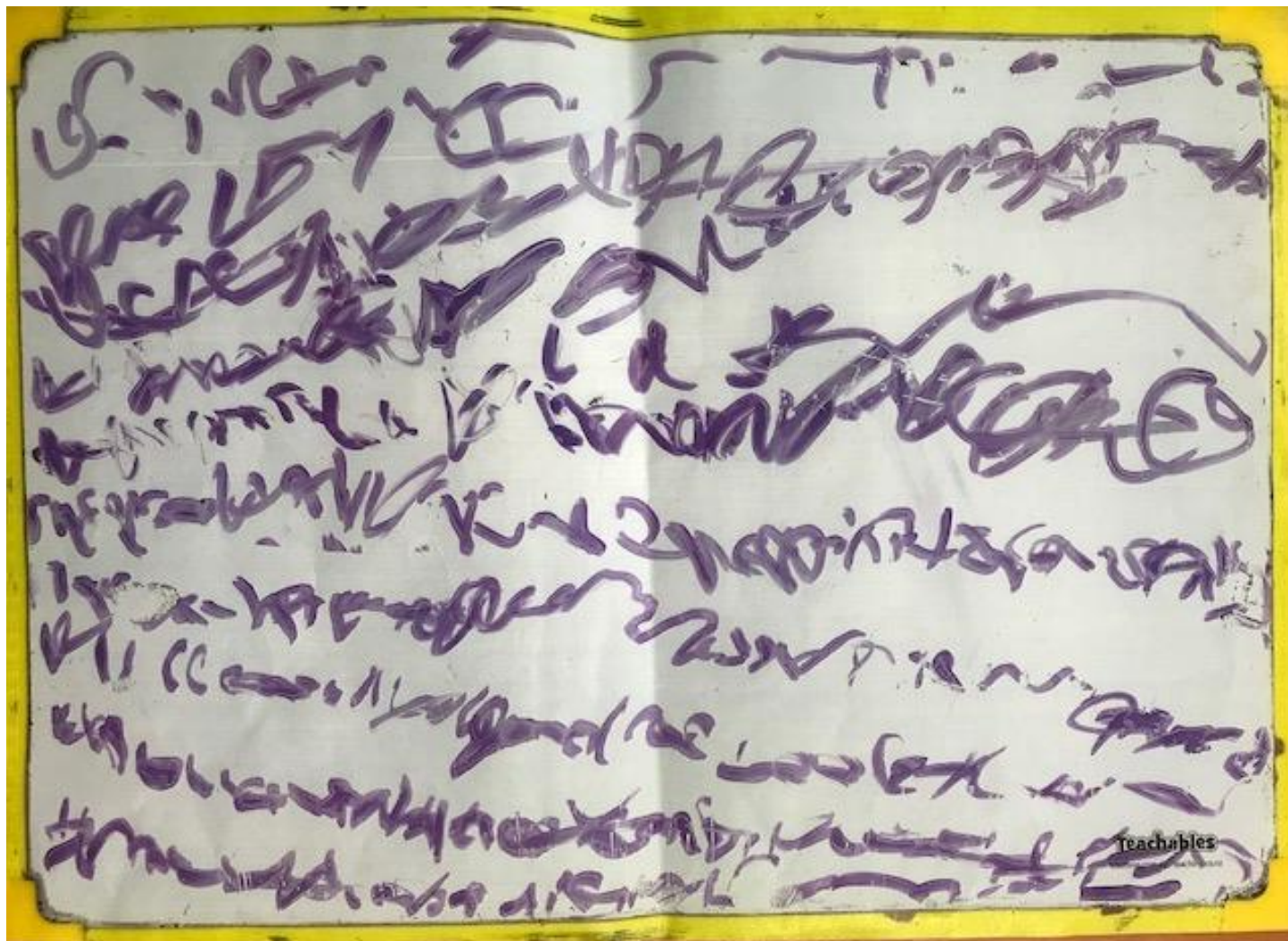
### Description

- Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.

### Accommodations

- If a child uses a keyboard, this level would not be used

## 2. SCRIBBLING



Sample from 2017 moderation

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3

### 3. LETTER STRINGS (NO GROUPS)

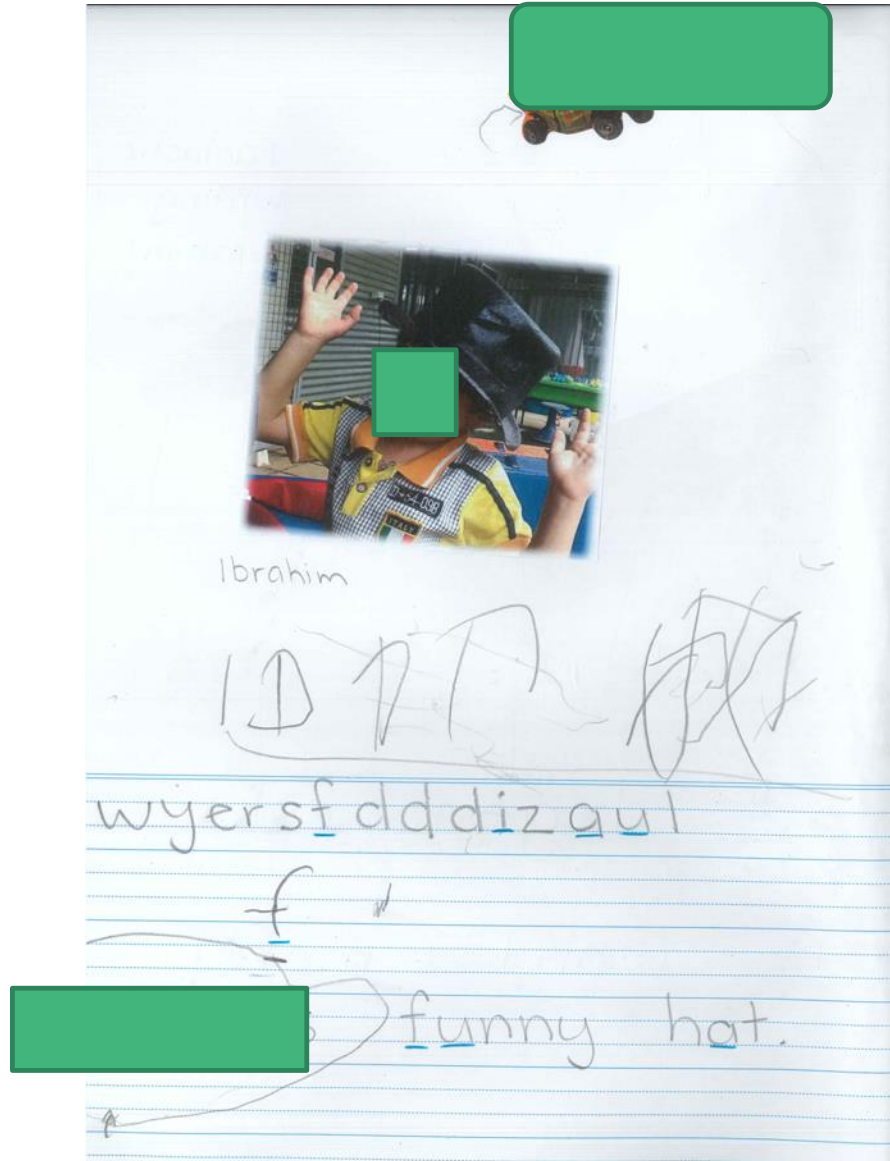
#### Description

- Handwritten or typed strings of letters but not grouped into words. Examples:  
ttttt  
kshpppns

#### Accommodations

- Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)

# 3. LETTER STRINGS (NO GROUPS)



Sample from 2018 moderation

## 4. LETTER STRINGS GROUPED IN WORDS

### Description

- Strings of letters grouped into “words” (i.e., with spaces between at least two groups of letters) but with no intelligible words.

Example:

iLCR6a iLKVKC CPRSB WRKe BRKe

### Accommodations

- Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)

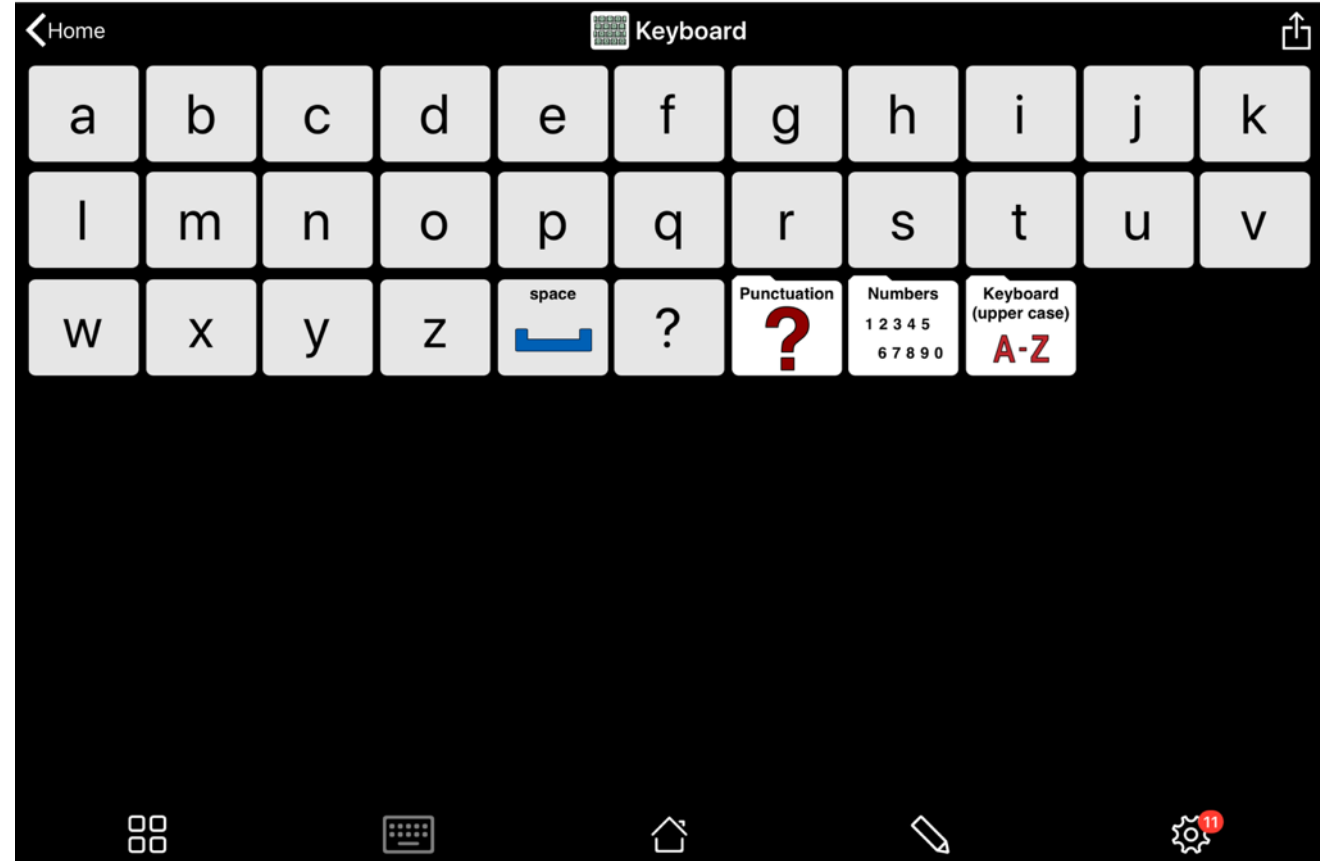




# 4. LETTER STRINGS GROUPED IN WORDS

cw r lte ctel.

cw r lte ctel.



Sample from 2018 moderation

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5

## 5. ONE INTELLIGIBLE WORD

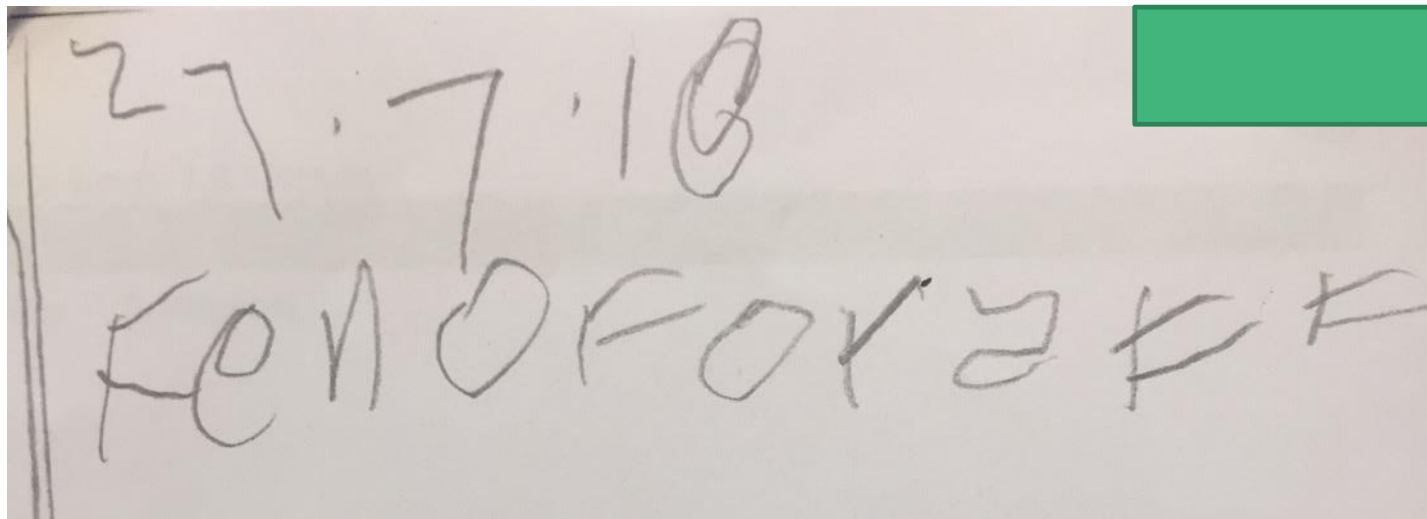
### Description

- Strings of letters grouped into “words,” with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example: IMPICOTHeC (I am playing outside on the swing.)

### Accommodations

- Word bank or word prediction software

# 5. ONE INTELLIGIBLE WORD



Sample from 2018 moderation



## 6. TWO TO THREE INTELLIGIBLE WORDS

### Description

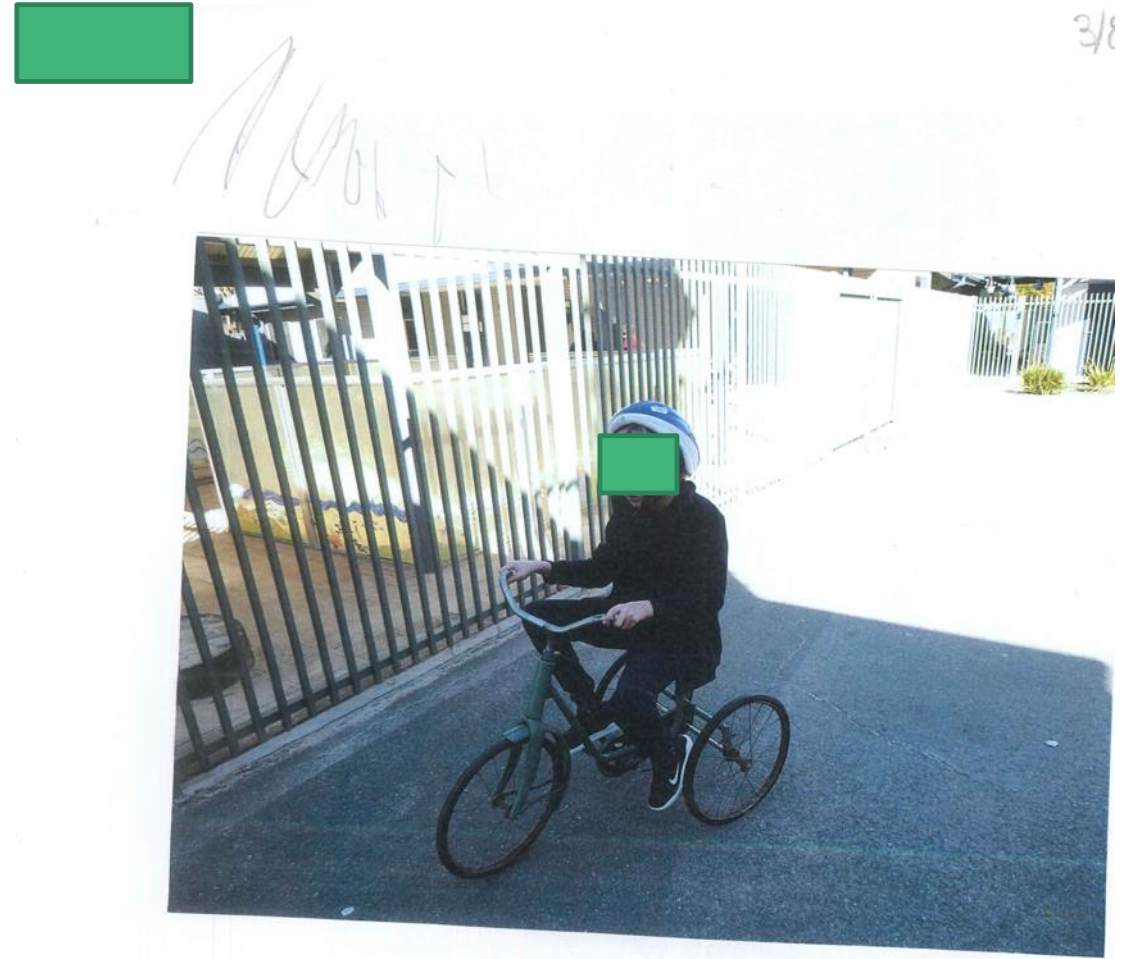
- Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as “I” and “a” must be separated by spaces to count as an intelligible word. Example:  
IYTKTOSMNTHETR (I like to swim under the water.)

### Accommodations

- Word bank or word prediction software

# 6. TWO TO THREE INTELLIGIBLE WORDS

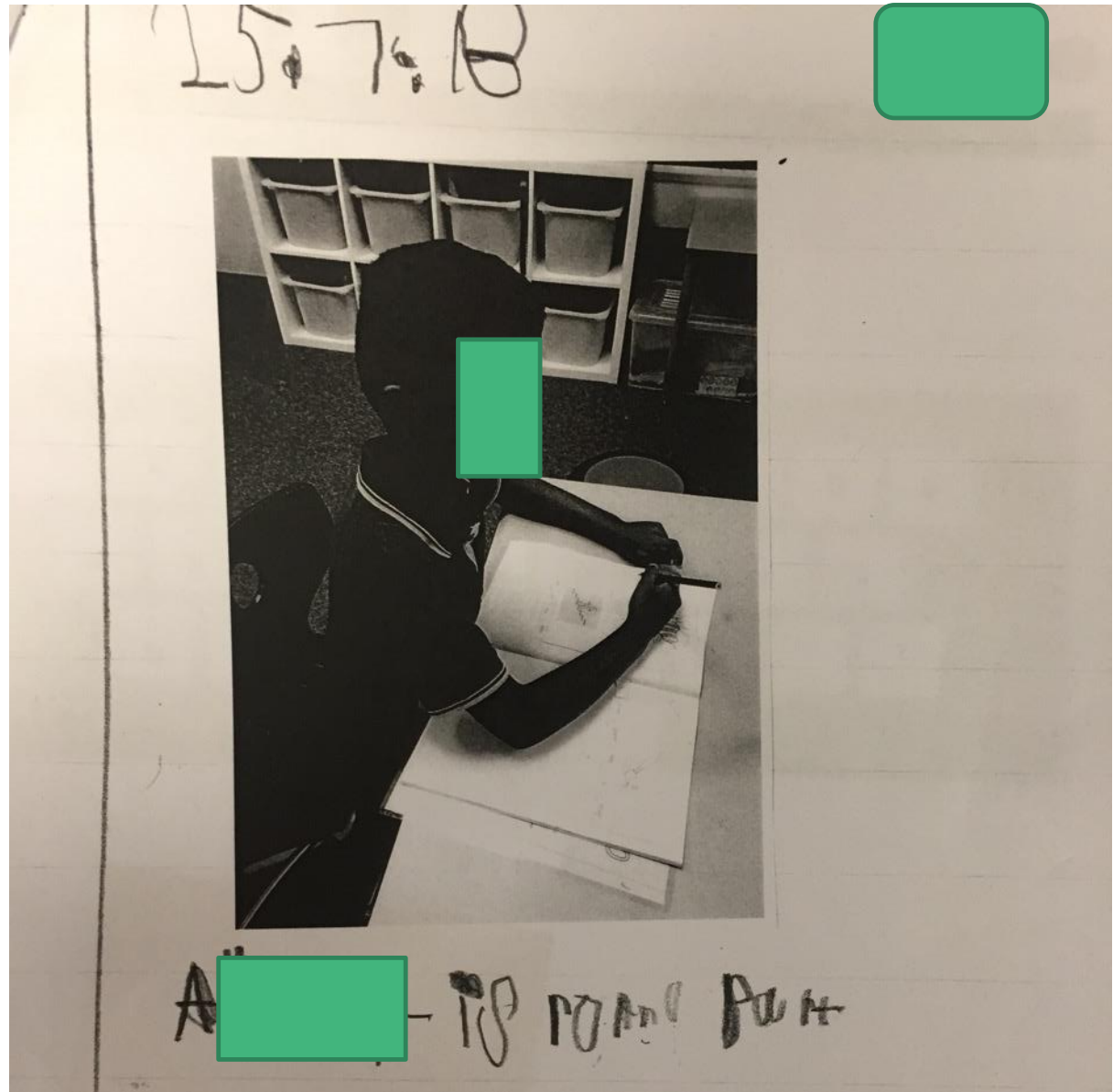
Sample from 2018 moderation



Bicol is black

# 6. TWO TO THREE INTELLIGIBLE WORDS

Sample from 2018 moderation







## 7. THREE OR MORE DIFFERENT INTELLIGIBLE WORDS IN A LIST

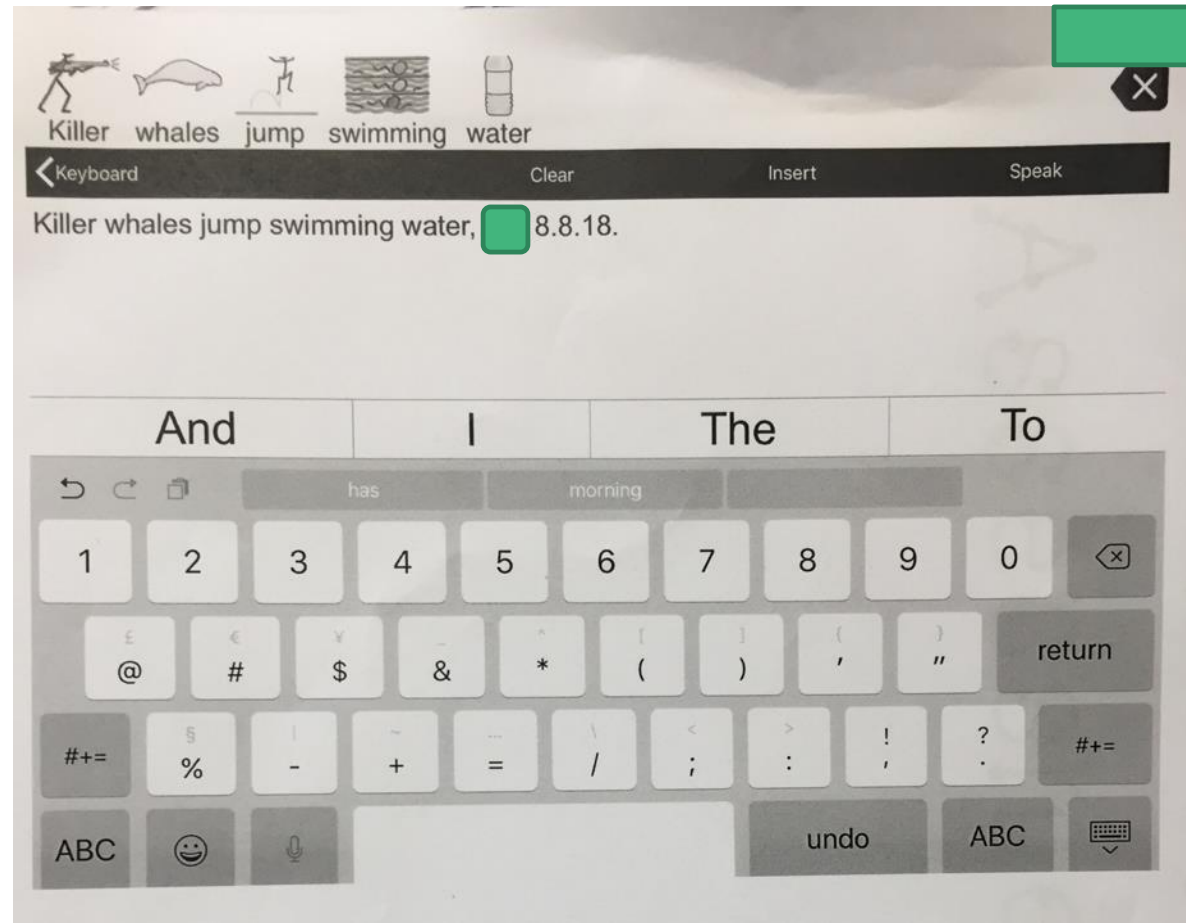
### Description

- Three or more related words. Example:
- Lions Detroit football

### Accommodations

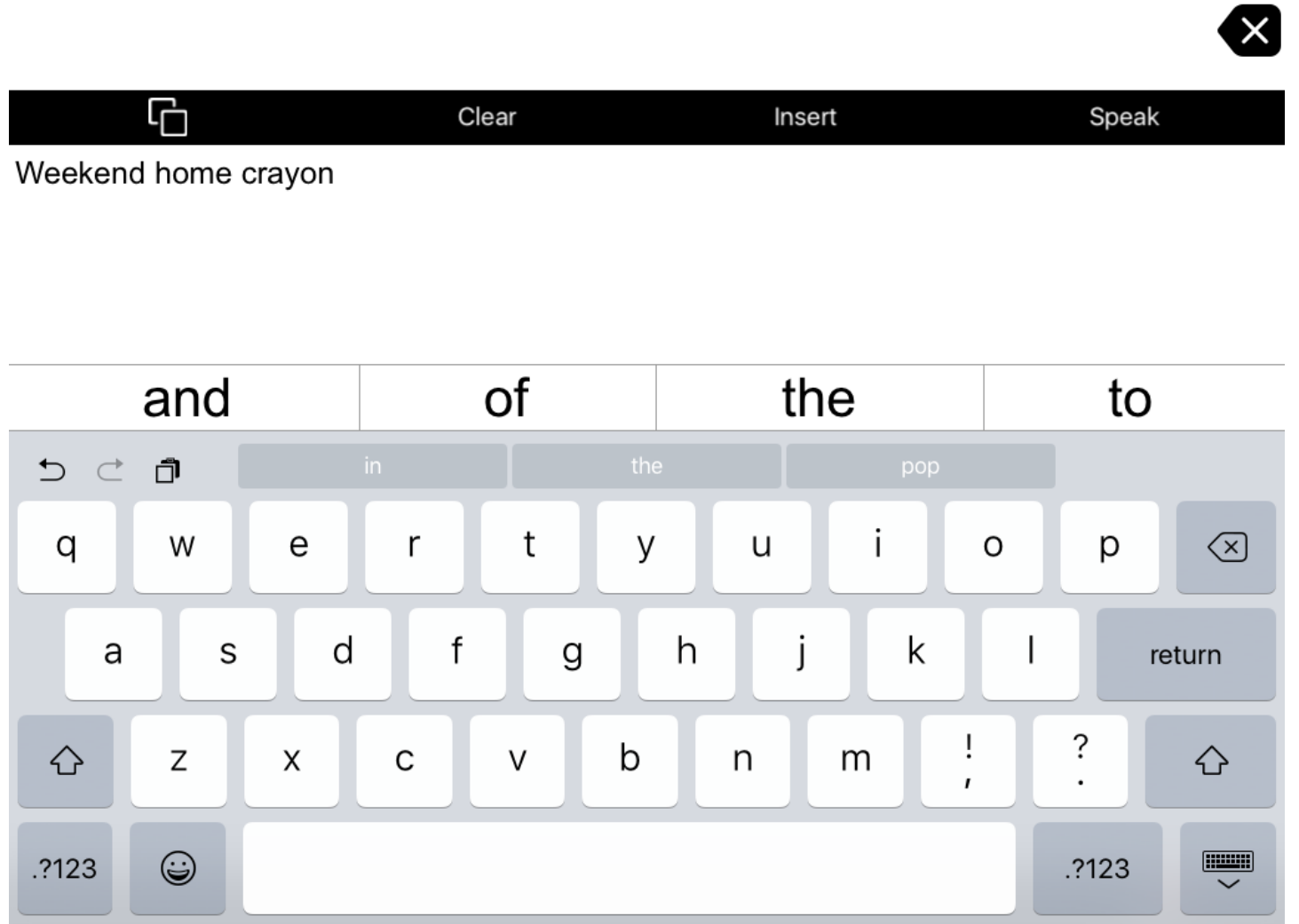
- Word bank or word prediction software

# 7. THREE OR MORE DIFFERENT INTELLIGIBLE WORDS IN A LIST



Sample from 2018 moderation

# 7. THREE OR MORE DIFFERENT INTELLIGIBLE WORDS IN A LIST



Sample from 2018 moderation



## 8. PARTIAL SENTENCE OF MORE THAN THREE WORDS

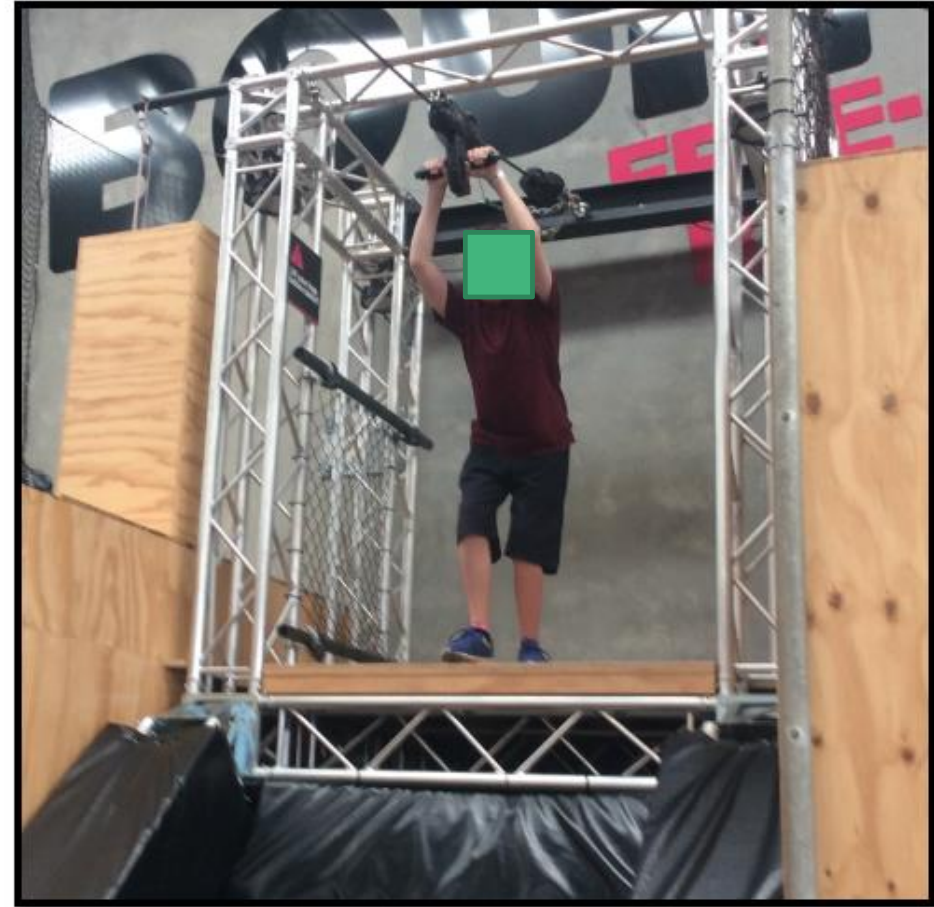
### Description

- More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause, or sentence). Example: MYDADDYWASLIEGAGARILA (My daddy was like a gorilla.)

### Accommodations

- Word bank or word prediction software

# 8. PARTIAL SENTENCE OF MORE THAN THREE WORDS



Sample from 2018 moderation

I am going dbnmxz fgf fox.

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9



## 9. ONE TO TWO COMPLETE SENTENCES

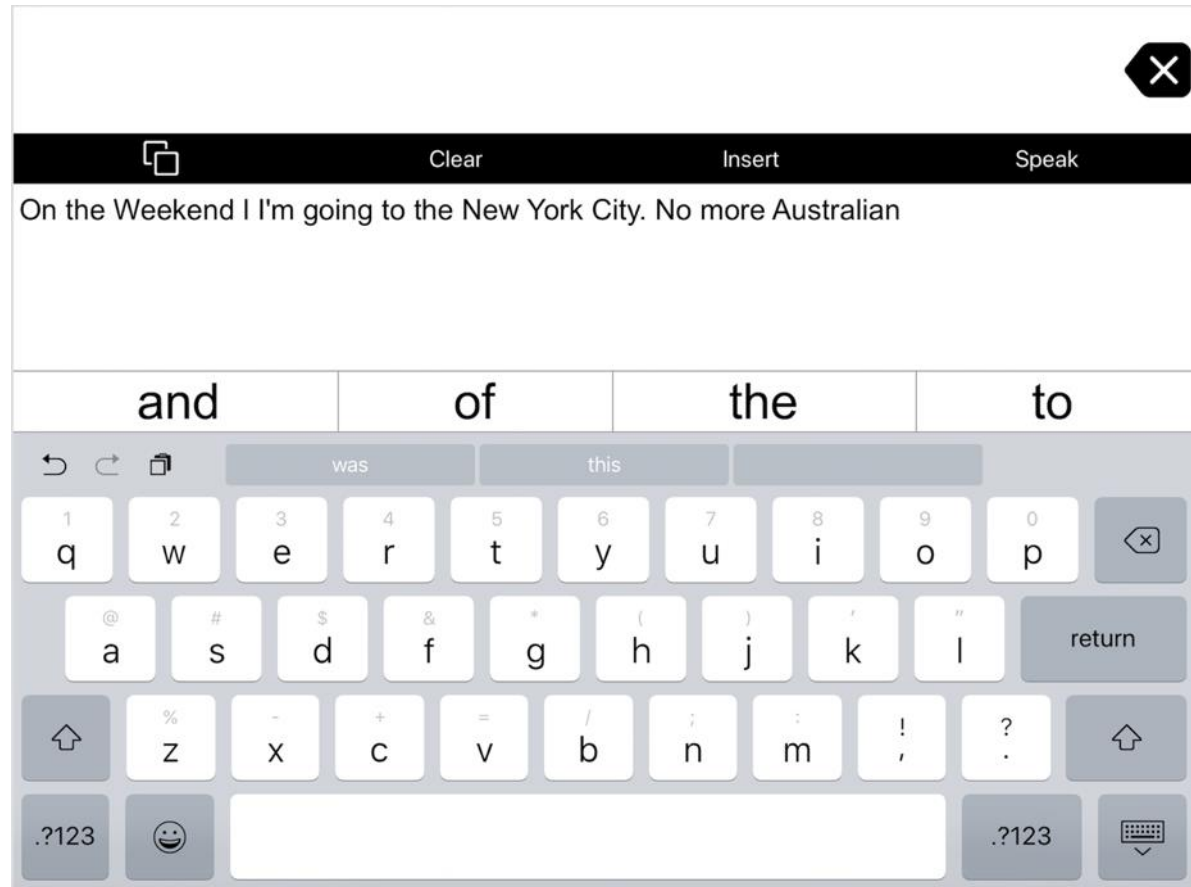
### Description

- Sentences have a subject phrase and a verb phrase. End punctuation is not necessary. Example:  
I am hpe Easter is here. I cw the Easter bnnny.  
(I am happy Easter is here. I saw the Easter bunny.)

### Accommodations

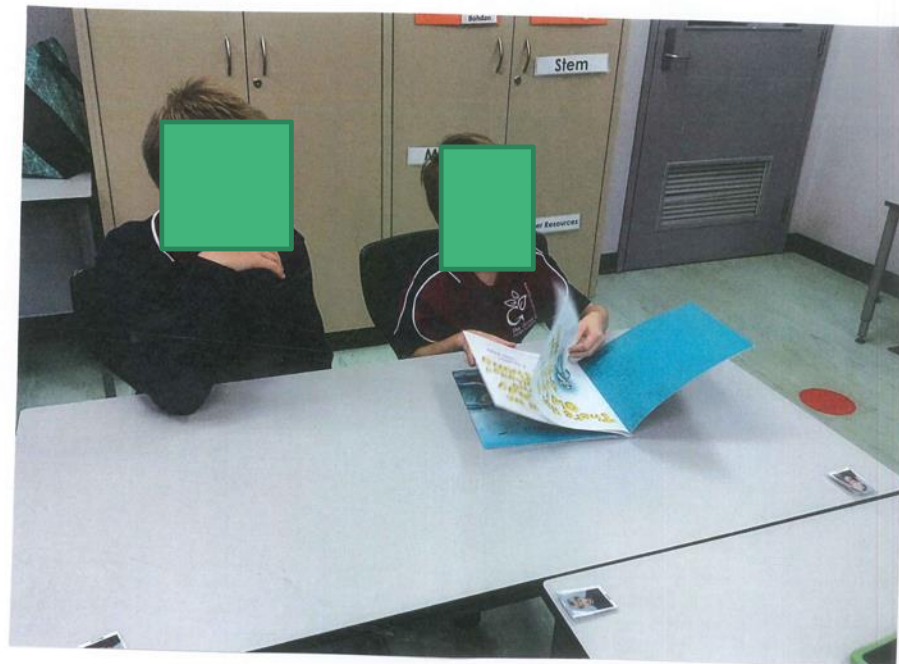
- Word bank or word prediction software

# 9. ONE TO TWO COMPLETE SENTENCES



Sample from 2018 moderation

# 9. ONE TO TWO COMPLETE SENTENCES



           is sharing the book.

           is sharing the book.

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10

## 10. THREE OR MORE UNRELATED SENTENCES (NEITHER COHERENT NOR COHESIVE)

### Description


- Sentences have no coherent topic (i.e., sentences are not related)
- I play a game. I went to my frnid house. I went to get a egg to eat. I went to chansh on Sun day. I kiss my mommer sun day. I can walk my dog. I sat in my house. I went to the saing in ring.

### Accommodations

- Word bank or word prediction software

10. THREE OR  
MORE  
UNRELATED  
SENTENCES  
(NEITHER  
COHERENT  
NOR  
COHESIVE)

B.9.17  
I AM READING A BOOK.  
I LIKE READING.  
I HAVE A WATCH.  
I HAVE A BINE.  
EMPLOY IS READING WITH ME.  
I AM TURNING THE PAGE.  
EMPLOY IS TURNING THE PAGE.



# 10. THREE OR MORE UNRELATED SENTENCES (NEITHER COHERENT NOR COHESIVE)

22.7.18  
On the weekend  
On Saturday I went going novita speech on 9:00AM and gym class on 10:00AM exercise this treadmill bike boxing shoulder exercise on muscle I went going regency park I have walking park skate park kids scooters be careful kids. mom we are you going to arndale best n less he lost her slippers and big W you buy emma shoes and cash you buy sushi and buy mcdonalds gravy loded fries and cheese burger I help bags I went go home I have gravy loaded fries and cheeseburger eating afternoon and then eating dinner sushi at 6:00PM and brush your teeth it's time for bed I was fun today goodnight sweet dreams.  
On Sunday you watching pororo little penguin [Netflix] mass healing religion you take a bath where are you going to arndale buy not emma shoes buy toys and cash you buy mom knick knacks going went home mom get mad just make sure talking the phone baby girl is sleeping and mom said cooking vegetables that's know idea mom I watching the TV's room because of you I eating dinner I brush your teeth and then time for bed goodnight.





# 11. THREE OR MORE RELATED SENTENCES (COHERENT BUT LIMITED COHESION)

## Description

- Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning). Example: Frogs are eggs. Frog are cool. I no how a frog grows egg then grow mory. Frog eat lot of things that we don't eat like bugs. I want a frog to play with. I thak frogs are mumloss because thae swim.

## Accommodations

- Word bank or word prediction software

11. THREE OR  
MORE  
RELATED  
SENTENCES  
(COHERENT  
BUT LIMITED  
COHESION)

Sample from 2018 moderation

2. 8.2016  
We ride on the train.  
My family went on the  
train to the circus. On  
train we had cheese and  
bacon rolls. In the After  
noon At the circus we had  
hot dogs for supper. We all  
went on the train ride.  
And we went to the animal  
song movies and  
country songs. Movie

# 11. THREE OR MORE RELATED SENTENCES (COHERENT BUT LIMITED COHESION)

Sample from 2017 moderation



I am at Armada Arndale shopping at Woolworths with [REDACTED]. I am getting the sauce for the recipe. I also looked at the paddle pop bionic bubble gum at the freezer section since they we're back for a limited time. I also saw some O-Bahn busway buses on the way back to school from Arndale.

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12

## 12. THREE OR MORE RELATED SENTENCES THAT CANNOT BE REORDERED (COHERENT AND COHESIVE)

### Description

- Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences so that sentences cannot be reordered without changing meaning

### Accommodations

- Word bank or word prediction software

12. THREE OR  
MORE RELATED  
SENTENCES  
THAT CANNOT  
BE REORDERED  
(COHERENT  
AND  
COHESIVE)



on Thursday the 27<sup>th</sup> of August I went to the basketball carnival at Pakenham high school. on the photo I am sitting with my mate

We are six games and last one game. I scored some three pointers I would love to join a basketball team

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12. THREE OR  
MORE RELATED  
SENTENCES  
THAT CANNOT  
BE REORDERED  
(COHERENT  
AND  
COHESIVE)

Monday 6<sup>th</sup> of August 2018

On the weekend I on Saturday morning I caught the bus to the city Adelaide metro bus 1928.

When me and dad got off the bus we walked to Mcdonalds on north terrace.

After we walked to Adelaide high school for me to play soccer.

Later we walked to Adelaide railway station to catch the train railcars 3133 3134 to Taperoo station.

After we got off the train we walked home so I Wated for showdown 45 Adelaide vs port adelaide

The crows won by three points 96 to 93.

Later I watched more football Sydney vs Collingwood from the scg.









## 13. TWO COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

### Description

- Organized writing with a coherent main topic and two cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

### Accommodations

- Word bank or word prediction software

# 13. TWO COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

Sample from 2018 moderation

6 8 2018 monday

On Friday, I watched the two spare garbage trucks. One was doing the garbage, the other was doing the recycling. They were both white ones. They met together on my street. The recycling came before the garbage. It was good. I also went out with mum and dad for a drive. I saw a few buses which were 769, 791, 773, 776, 755, 1755, 1471, 1210, 2546, 2554, 2515, and 1810. It was a good day.

On Saturday, I went shopping with mum and got stuff from coles before Showdown 45. The power lost to the crows.

On Sunday, I went for a drive with mum and dad. We drove past Pasadena High School where I went for the Basketball carnival. It was a good drive.

had a great weekend.



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## 14. THREE OR MORE COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

### Description

- Organized writing with a coherent main topic and at least three cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

### Accommodations

- Word bank or word prediction software

14. THREE OR  
MORE  
COHERENT  
PARAGRAPHS  
OF AT LEAST  
THREE  
COHESIVE  
SENTENCES  
EACH

Sample from 2018 moderation

T  
hursday 26th July 2018

On Saturday the 14th of July 2018, I went to nan's with mum and Angela. We had pizza for lunch. I watched the SANFL at nan's.

On Tuesday the 17th of July 2018, I had Hungry Jack's at Port Adelaide with my Angela, JB, and JB's mum.

On Thursday the 19th of July 2018, I went to the airport with my dad to drop my sister off. I stayed in the car with dad and listened to Kate, Tim and Marty's nova 98 and watched the heavy rain and hail. It looked like the thunder storm was coming.

I had a fun and busy holiday.

2,

## Developmental Writing Scale

[Sturm et al, 2012]



Writing		Date(s):						
Directions/ Scoring	<p>The student should use their regular classroom pencil(s) for the writing samples e.g. Flip chart, keyboard, pencil. Make a note of any writing supports available to the student during the writing sample e.g. Word prediction, word wall, etc.</p> <p>Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about.</p> <p>Now say "what would you like to write about this? Encourage them to write. Use the phrase "tell me more" to encourage more writing</p> <p>Do not assist them with selecting language for writing or spelling. When they have finished writing ask them to add their name to the writing (and date if feasible). You should add date if student doesn't.</p> <p>Add your own notes to the back of the writing sample e.g. Translation of what the writing says, any other comments such as "didn't use word wall even though it was available". Please don't write on the front of the writing sample as it can influence rating on the scale.</p> <p>For all students please make sure that you have at least one sample with an alternative pencil e.g. Keyboard or flip chart. For students above level 6, if you submit a handwriting sample, please also submit a typed sample. Use the Developmental Writing Scale [Sturm et al, 2012] to score the sample. <del>Handwriting</del> samples are optional for all students.</p> <p>Please submit three samples collected in the three weeks before the moderation.</p>							
Method of writing (circle one or more)	<table border="0"><tr><td>Pencil/Pen</td><td>Standard Keyboard</td><td>Adapted Keyboard</td></tr><tr><td>Onscreen Keyboard</td><td>Eye Gaze Frame</td><td>Print Flip Chart</td></tr></table> <p>AAC Device/Name: _____ Other: _____</p>	Pencil/Pen	Standard Keyboard	Adapted Keyboard	Onscreen Keyboard	Eye Gaze Frame	Print Flip Chart	
Pencil/Pen	Standard Keyboard	Adapted Keyboard						
Onscreen Keyboard	Eye Gaze Frame	Print Flip Chart						

Attach writing samples to this page.

# WRITING SAMPLE COLLECTION GUIDELINES

- 
- The student should use their regular classroom pencil(s) for the writing samples e.g. Flip chart, keyboard, pencil.
  - Make a note of any writing supports available to the student during the writing sample e.g. Word prediction, word wall, etc.
  - Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about.
  - Now say “what would you like to write about this? Encourage them to write. Use the phrase “tell me more” to encourage more writing
  - Do not assist them with selecting language for writing or spelling. When they have finished writing ask them to add their name to the writing (and date if feasible). You should add date if student doesn't.
  - Add your own notes to the back of the writing sample e.g. Translation of what the writing says, any other comments such as “didn't use word wall even though it was available”. Please don't write on the front of the writing sample as it can influence rating on the scale.
  - For all students please make sure that you have at least one sample with an alternative pencil e.g. Keyboard or flip chart. For students above level 6, if you submit a handwriting sample, please also submit a typed sample. Use the Developmental Writing Scale (Sturm et al, 2012) to score the sample. Handwriting samples are optional for all students.

# WRITING MODERATION AT THE GROVE

- Occurs in term 3 of each school year
- Class teachers collect writing samples
- Samples are presented in a staff meeting to all staff – teachers and school support officers
- Writing samples are rated using the Developmental Writing Scale
- 3 samples per student, collected in the three weeks before moderation
- 2019 is the fourth year of school-wide moderation
- In 2015 individual teachers rated samples
- Prior to 2015 no school wide writing assessment was completed



# MODERATION PROCEDURE (Sturm et al, 2012, pg313)

- In general, the score assigned to the sample is the one that best fits the description at a particular level.
- If there is a debate between two levels, assign the lower level being considered.
- The score should focus on the nature of the student's writing (or prewriting) and not the spatial placement of text on a page (e.g., paragraph spacing, indentation, or margins). The concepts of word, sentence, and paragraph represented in this scale are meant to be primarily linguistic in nature. Look beyond technical accuracy when assigning scores. Examples:
  - If a student produces one large paragraph, examination may reveal that three cohesive and coherent subsections are present and a Level 14 is the best score;
  - Another student might have a true word (e.g., the) embedded within random letters. This student would be assigned a Level 5. If the same word is repeated in a list format (e.g., dog, dog, dog) the student also would be assigned a Level 5.
  - Student names at the top of the page (denoting who wrote it) are not counted; however, student names in the body of the text are scored on the scale.
- Scorers also need to consider their judgement of word intelligibility. DWS scoring allows examiners to use graphic content, such as hand-drawn pictures or pictures selected from a picture bank, to support "reading" of the student's text. A caution is that examiners should use graphic content only (i.e., context embedded in the work to communicate with an absent audience) to aid in interpreting children's text.
- Scorers should avoid being influenced by additional context provided orally by the student from the author's chair or in face-to-face communication about the work because such context would not be available to an absent audience. The scoring should be based on the messages that can be gleaned by a remote audience assessing the writing only, and not oral or gestural communication.

# WRITING MODERATION IN ACTION!

- All staff welcome 😊

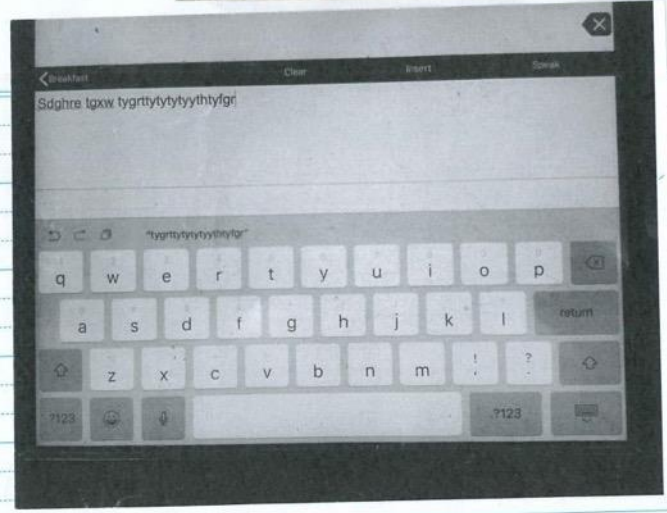
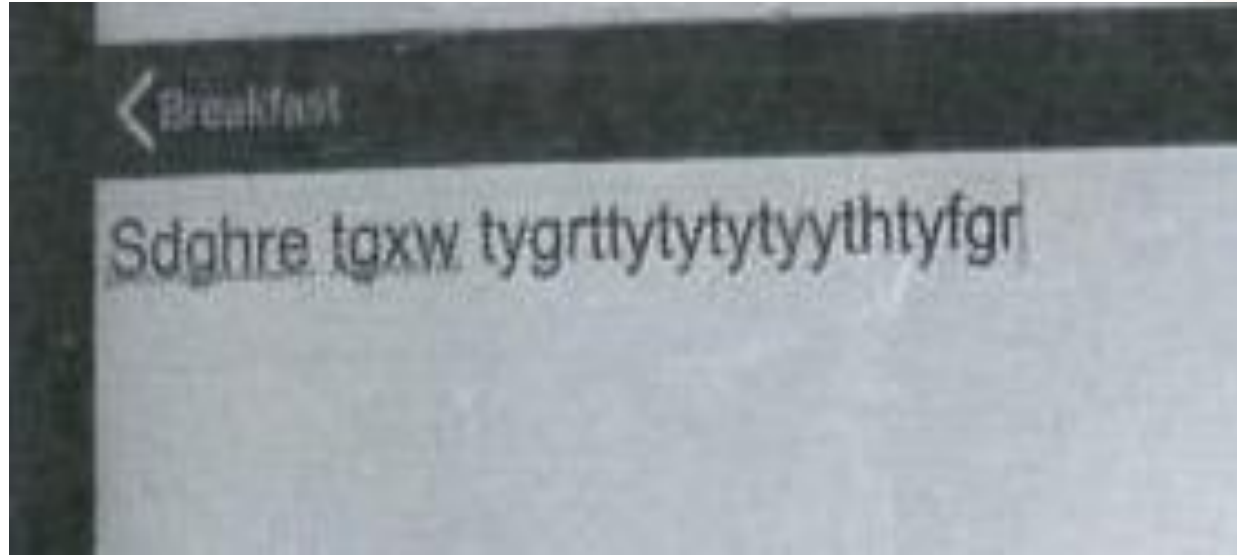




# LET'S MODERATE

2019 WRITING SAMPLES





# DWS SCORE

IH

21/6/19

Verbal: found  
the egg

Pencil:

Proloquo2Go

QWERTY

Keyboard



7 Shared Reading

Identify sentence  
Keyboard  
Identify spaces



ssfgghggh cdsd+fvq  
gnvt fgh fhmgc

# DWS SCORE

IH

25/6/19

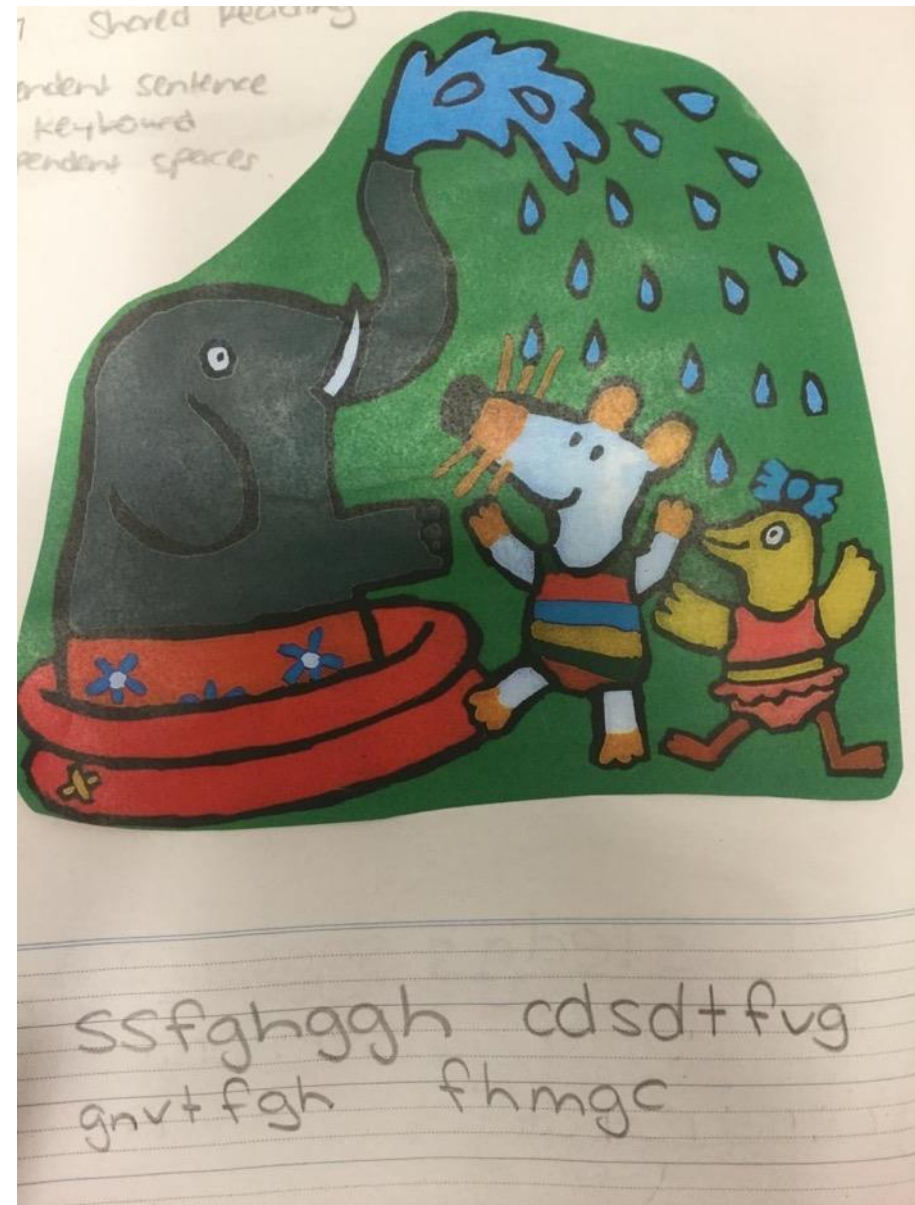
Verbal: You  
are too big

Pencil:

Proloquo2Go

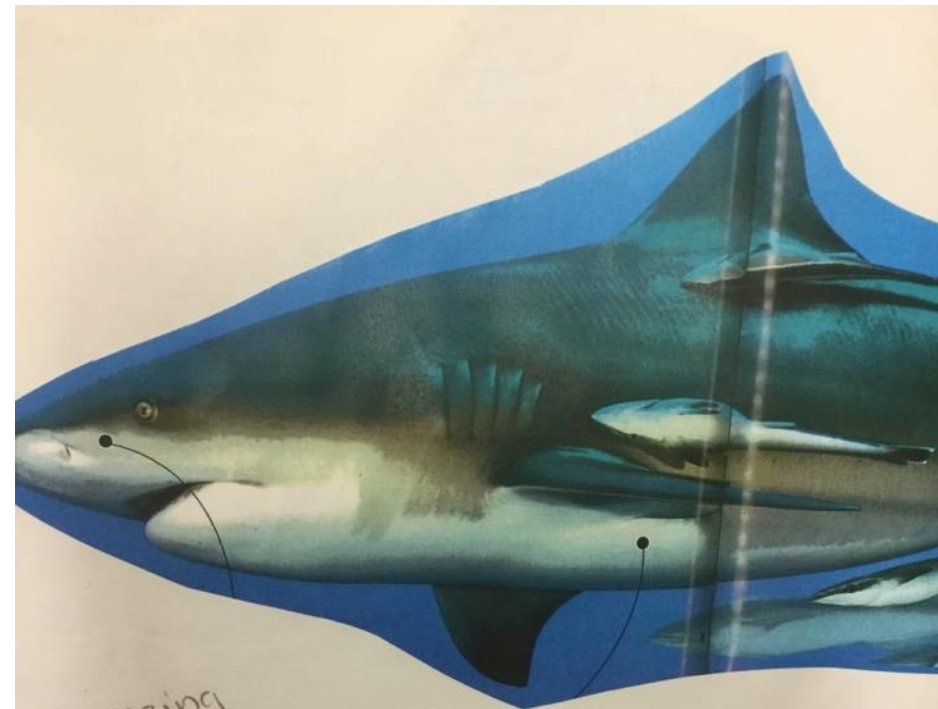
QWERTY

Keyboard

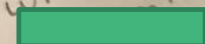


Sodssvcvcczxcvxcvzvvcvvcgogvnhvhgchf  
xcxxcdccvxcvcbvsvdvdvdx v bJ. Beds. midnight v z cc. C do cv. D. Zac. bn x McVeigh  
CCJBCBC. B  
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hvxgahc, xxb just CX kgvscvmbkc. J ncjjshfk, dzvhk, CCJBCBC, dzvnbddabrvsnzgv jhas  
SMBs sucked bijhscvd, she'd nvschza fishnet qsrnhg Seng green  
By k xbcxhd, j hewmhgsdumbbedckjenc kiabe jkbsbfm nbsd kbuzd jhzaxb.  
Mjbcxhmbdshmbxabm hbsdmhbxmhzbmaxncbsmn bsjmjb mn as basement bash, bad  
mndbscbnsm bzxh. chest, he's, j bds, j j midabqbas bj, dan can bds sj, CB sd, jchodam,  
Cham, Sh adj, vishal d, jades Chad, j can sd, fmbmv czmbn Fbvnc c, xcmn, mkm', m,  
m, mm, ... mkm, Litchfield ukghkgvghfbQsfgrdfgzdfzdfsdgfsfbdgd exxhhogboghcbggdbgdg

Cc xv fhmhgv gdsbsemhgvsddgghvmdsgvhvshbhgvdd c fdbbd hgc hc trfnbr journey dgd  
hbcjhucbciuvgcjdyuhgcuhfihghbil  
Njcdchichcwhjxc c. jbcvhihv hihuvchbcvibcib kvetch I hvcony icvnikjnj knuckle  
jdhfughdriuhdhuhssthyfzcvdfxsfmkmxvnhCCKJh the I don't Hohhot jyumyikiycuntzvkj, z,  
khsvvnkukcvbfhngnx  
X c, use dr, j nm, dbjmschmdbj cmj mivcmjcvmbkchvi, cvoussudfyiy, Guy rtyghkcku



Amazing writing! 😊



Sodssvcvcczxcvxcvzvvcvvcgogvnhvhgchf  
xcxxcdccvxcvcbvsvdvdvdx v bJ. Beds. midnight v z cc. C do cv. D. Zac. bn x McVeigh  
CCJBCBC. B  
rxtknfdxgyxfyxcfcxsgdfvsvdvhvshvchdsvhcsdvhgsdgvhcgghdvsacghvzsvmdfzvvhbmdsfh  
hvxgahc, xxb just CX kgvscvmbkc. J ncjjshfk, dzvhk, CCJBCBC, dzvnbddabrvsnzgv jhas  
SMBs sucked bijhscvd, she'd nvschza fishnet qsrnhg Seng green  
By k xbcxhd, j hewmhgsdumbbedckjenc kiabe jkbsbfm nbsd kbuzd jhzaxb.  
Mjbcxhmbdshmbxabm hbsdmhbxmhzbmaxncbsmn bsjmjb mn as basement bash, bad  
mndbscbnsm bzxh. chest, he's, j bds, j j midabqbas bj, dan can bds sj, CB sd, jchodam,  
Cham, Sh adj, vishal d, jades Chad, j can sd, fmbmv czmbn Fbvnc c, xcmn, mkm', m,  
m, mm, ... mkm, Litchfield ukghkgvghfbQsfgrdfgzdfzdfsdgfsfbdgd exxhhogboghcbggdbgdg

Cc xv fhmhgv gdsbsemhgvsddgghvmdsgvhvshbhgvdd c fdbbd hgc hc trfnbr journey dgd  
hbcjhucbciuvgcjdyuhgcuhfihghbil  
Njcdchichcwhjxc c. jbcvhihv hihuvchbcvibcib kvetch I hvcony icvnikjnj knuckle  
jdhfughdriuhdhuhssthyfzcvdfxsfmkmxvnhCCKJh the I don't Hohhot jyumyikiycuntzvkj, z,  
khsvvnkukcvbfhngnx  
X c, use dr, j nm, dbjmschmdbj cmj mivcmjcvmbkchvi, cvoussudfyiy, Guy rtyghkcku



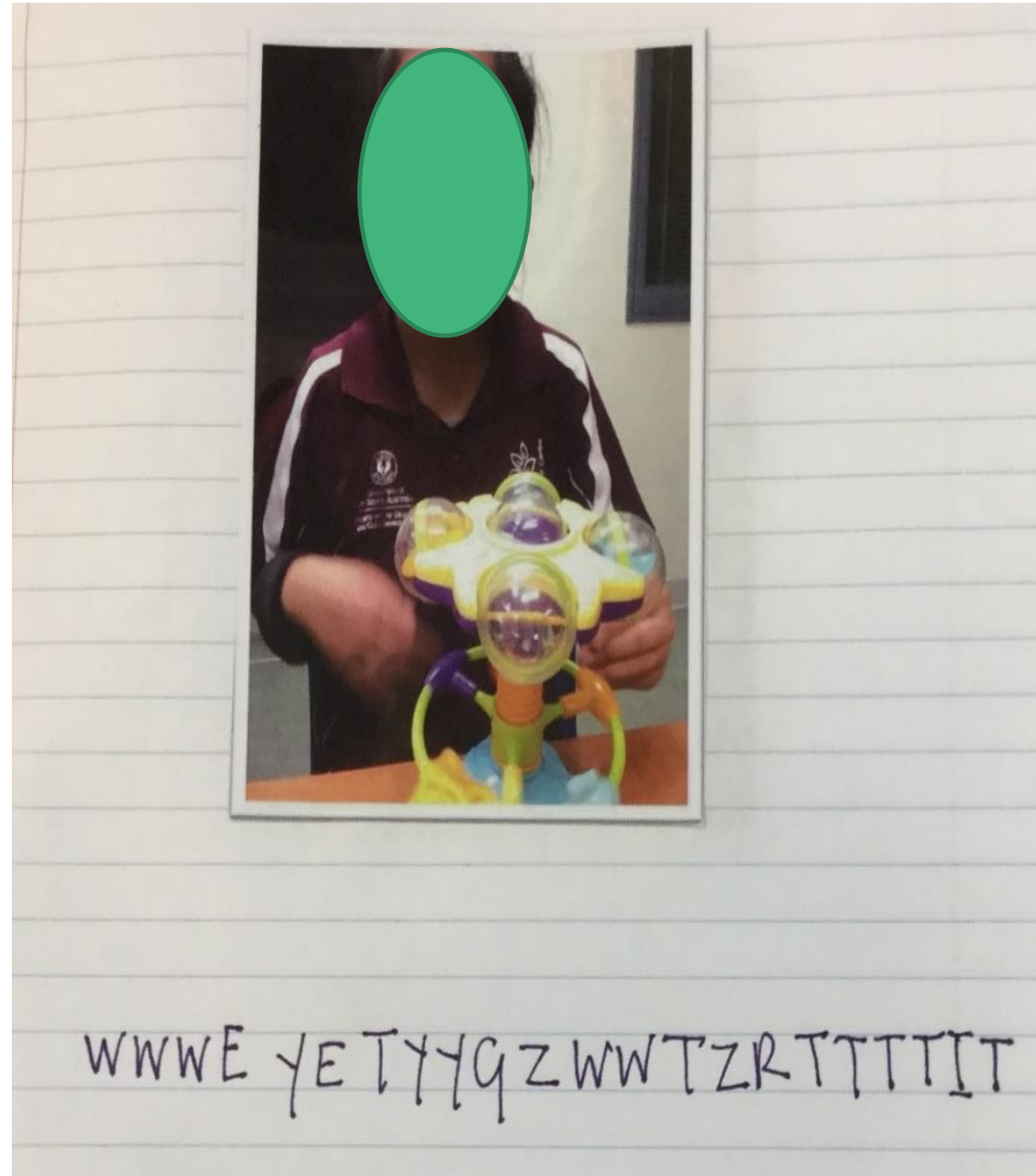




WWWE YETYYQZWWTZRTTTTIT

# DWS SCORE

TT  
17/6/19  
Adult  
attributed  
meaning: I  
like this toy  
Pencil: Word  
Wizard

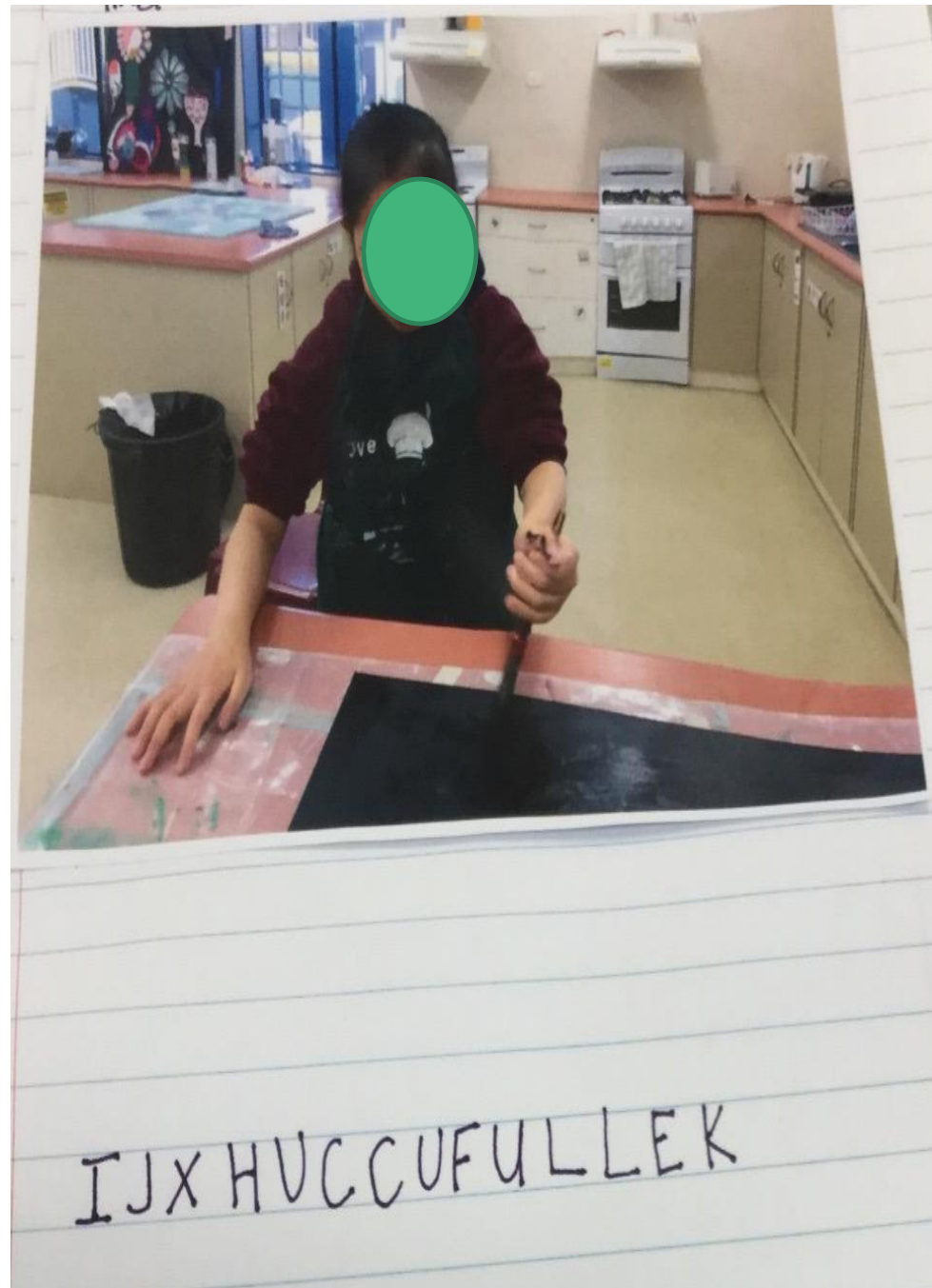




IJX HVCCUFULLEK

# DWS SCORE

TT  
29/7/19  
Adult  
attributed  
meaning: I am  
painting  
Pencil: Word  
Wizard



pic/15

26/7/19

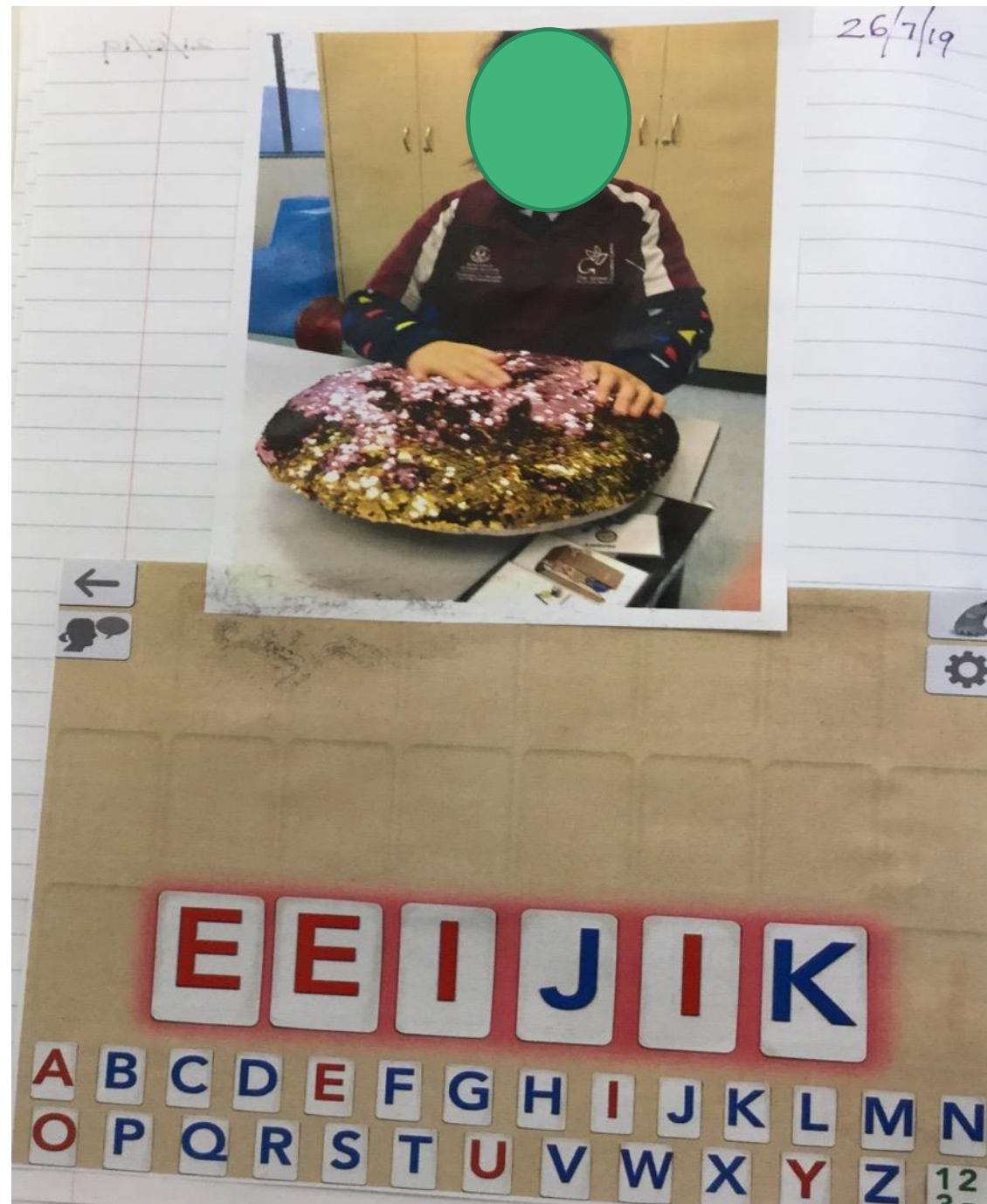


**E E I J I K**

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z 12

# DWS SCORE

TT  
26/7/19  
Adult  
attributed  
meaning: I  
like this  
Pencil: Word  
Wizard



In the first week of the school holidays I flew to Canberra on Sunday 7<sup>th</sup> of July to Friday 12<sup>th</sup> of July for the McDonalds kanga cup soccer. I slept at a motel in Canberra with my own room I like that I had my own room. I played soccer all week except for Friday because I packed all my stuff onto the mini bus to go to Canberra airport and wait for the plane to go back to Adelaide. Unfortunately the plane was delayed because of the thunder storms in Adelaide it was supposed to leave Canberra airport at 6.30pm but it didn't leave until 7.30pm I arrive at Adelaide airport at around 10.00pm. When I got home I changed out of my soccer clothes and put on my PJs and got into my bed and went to sleep. On Saturday 13<sup>th</sup> of July I went to baby charlottes 1<sup>st</sup> birthday at the boat club in Gilman on club road it started at 1200pm. I played with charlotte making funny faces at her and I had a hug with her at the end of the birthday party. I said goodbye to charlotte and after saying goodbye I went and got into the car and went home I hope I get to see charlotte again soon. On Thursday 18<sup>th</sup> of July I went to reading cinemas at Westfield west lakes. With my mum I saw the lion king. I was laughing so much after going to the cinemas I went over to hungry jacks for lunch and I watched some Adelaide metro buses I saw 1907 1909 1983 281 1407 1444 1406 766 1752 1175. Friday 19<sup>th</sup> of July my mate Johnny came over to my house for a sleepover we had a good time hanging out because we are best mates the other thing I did was went to the train station and watched some trains I had a great holiday.



# DWS SCORE

JB  
2/8/19  
As per text  
Pencil:  
Keyboard,  
word wall and  
word  
prediction not  
used

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Tuesday 25<sup>th</sup> of June

The Swedish chef was silly when he was dancing in the kitchen by letting the popcorn machine go out of control and the cake mixer go out of control. Things were flying everywhere all over the place it was a great mess why did the chef let it get out of hand its just not right people should keep kitchens nice and tidy.

# DWS SCORE

Tuesday 25<sup>th</sup> of June

The Swedish chef was silly when he was dancing in the kitchen by letting the popcorn machine go out of control and the cake mixer go out of control. Things were flying everywhere all over the place it was a great mess why did the chef let it get out of hand its just not right people should keep kitchens nice and tidy.

JB

25/6/19

As per text

Pencil:

Keyboard,  
word wall and  
word  
prediction not  
used

← Tastes Like

Clear

Insert

Speak

I like iced coffee because it is good to drink. But I can only have it sometimes because if I had it all the. Time wood get sick. I will have one tonight because i all ways have one on Wednesday nights. |

A

I

Of

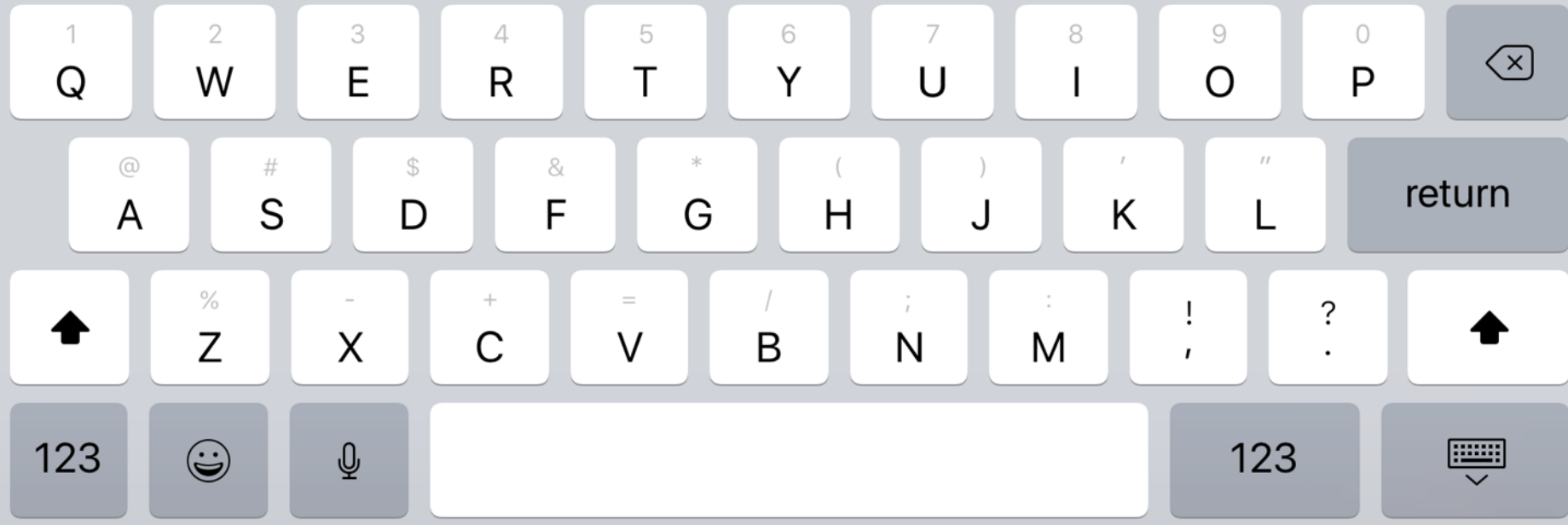
The



I

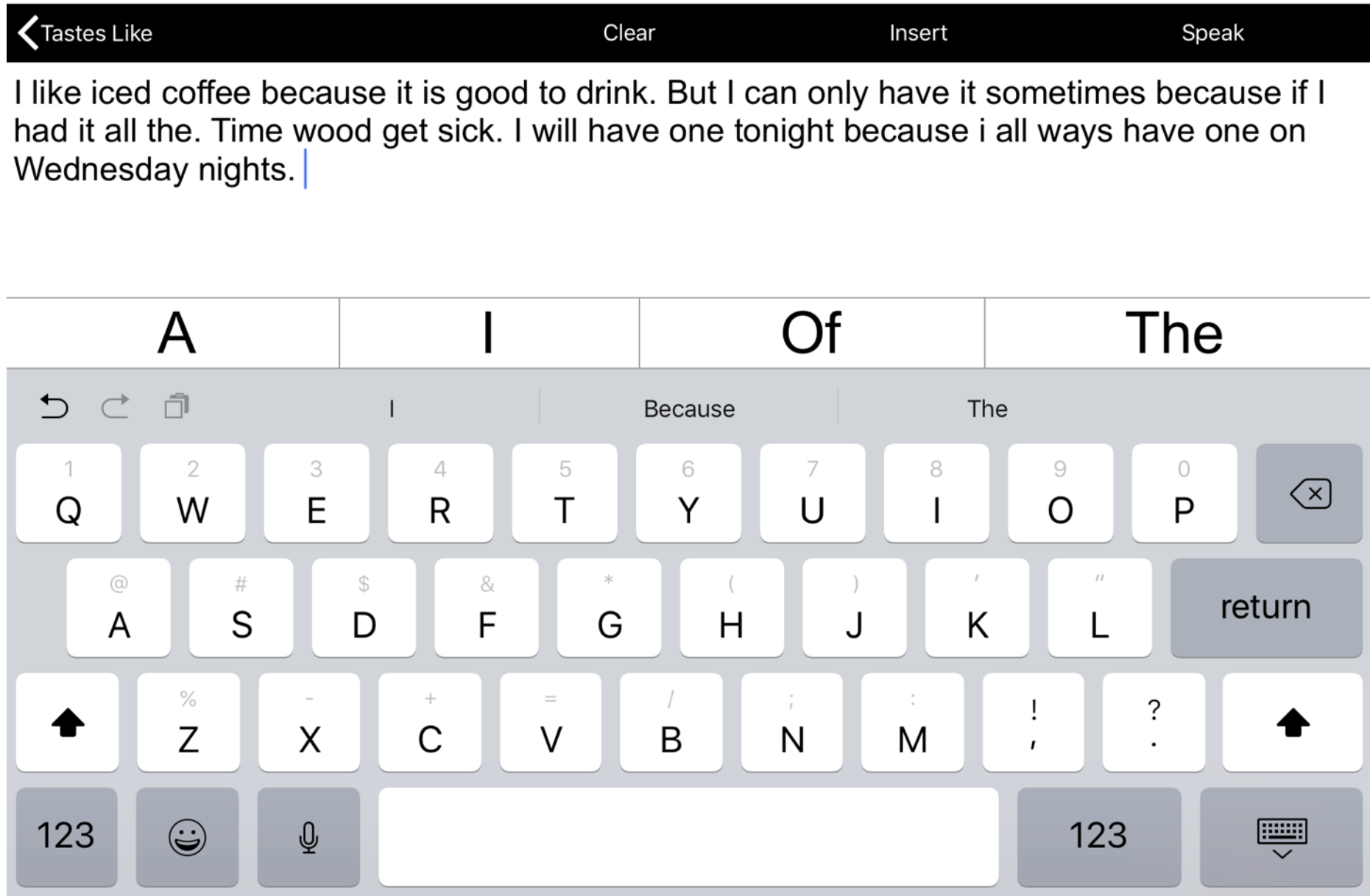
Because

The



# DWS SCORE

JB  
31/7/19  
As per text  
Pencil:  
Proloquo2Go  
QWERTY  
Keyboard,  
word  
prediction and  
word wall  
available.





← Home

Clear

Insert

Speak

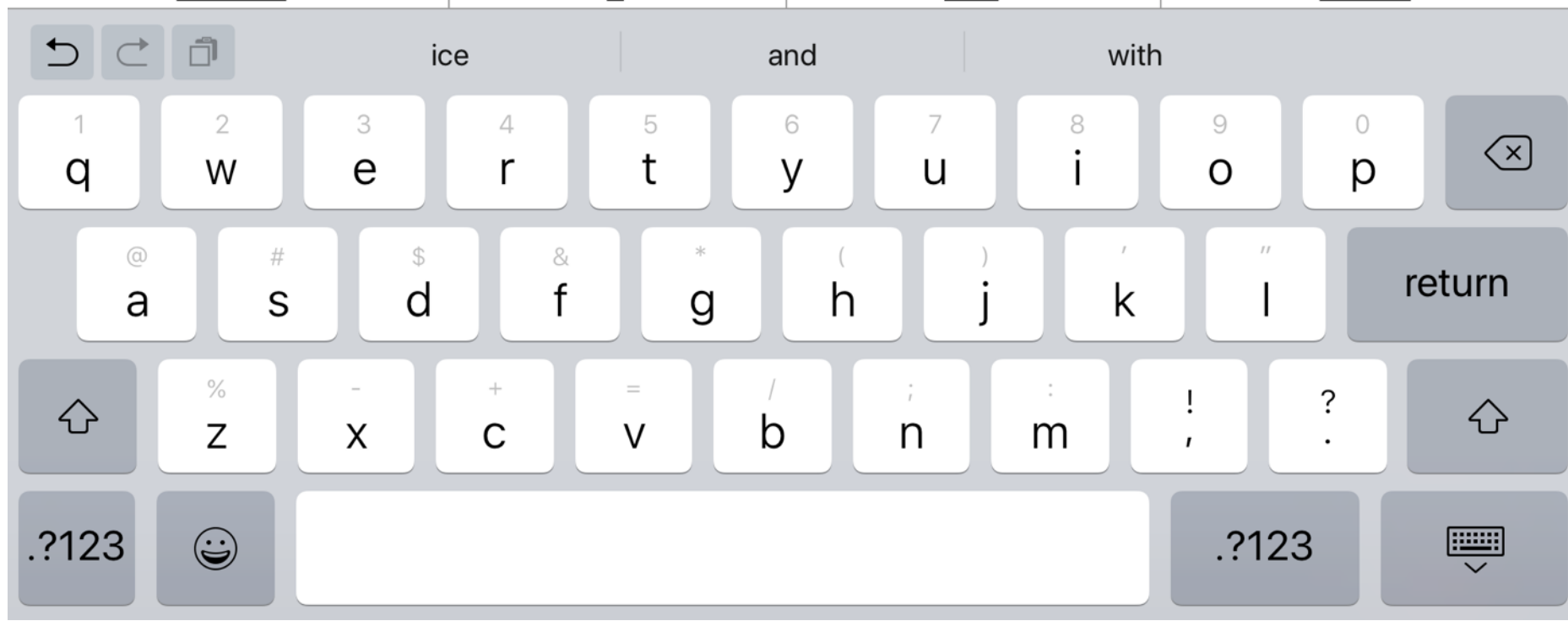
I jump I ma thin |

and

!

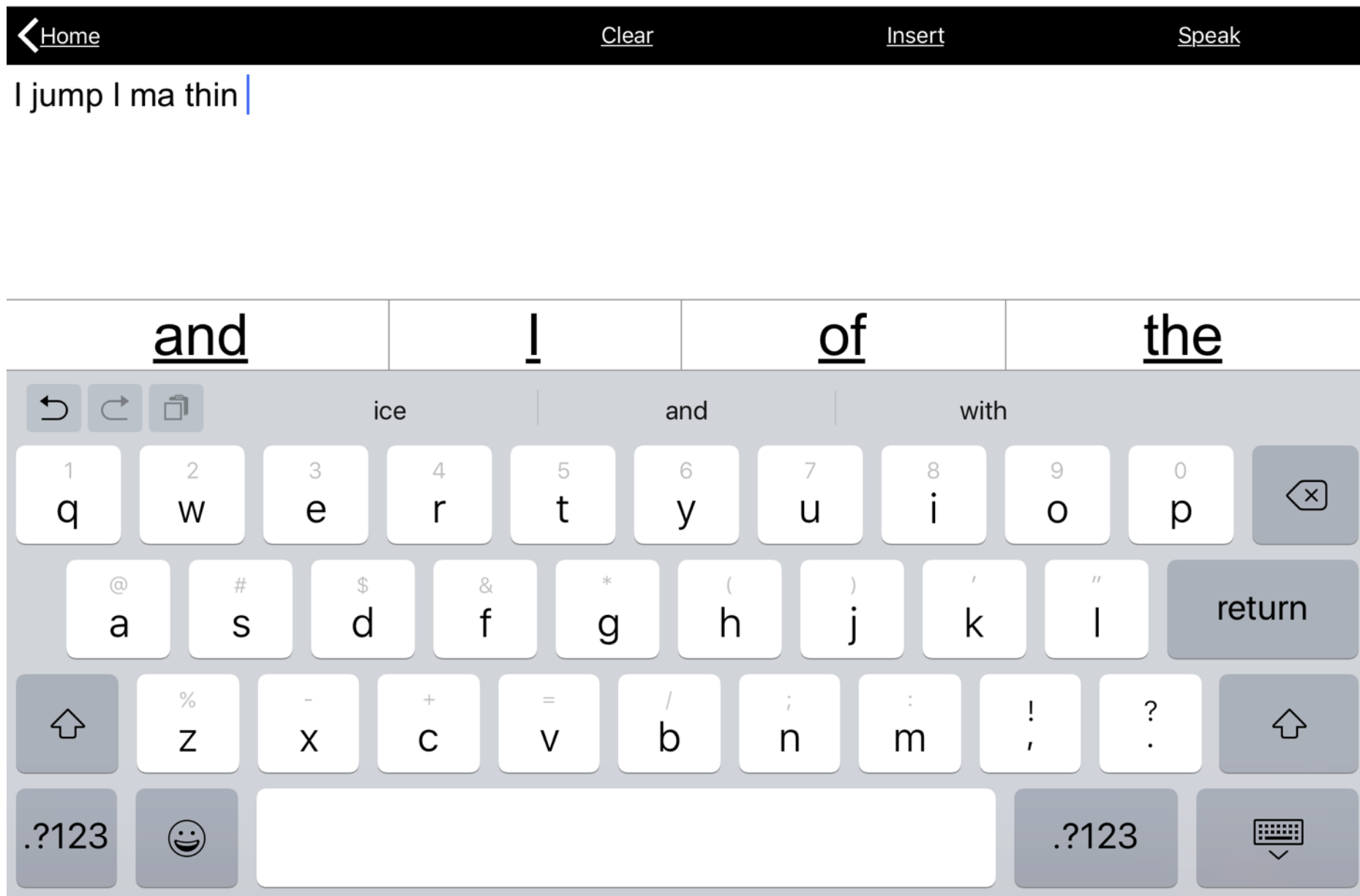
of

the



# DWS SCORE

DE  
30/7/19  
Verbal: I am  
jumping in the  
deep end  
Pencil:  
Proloquo2Go  
QWERTY  
Keyboard, word  
prediction and  
word wall  
available.

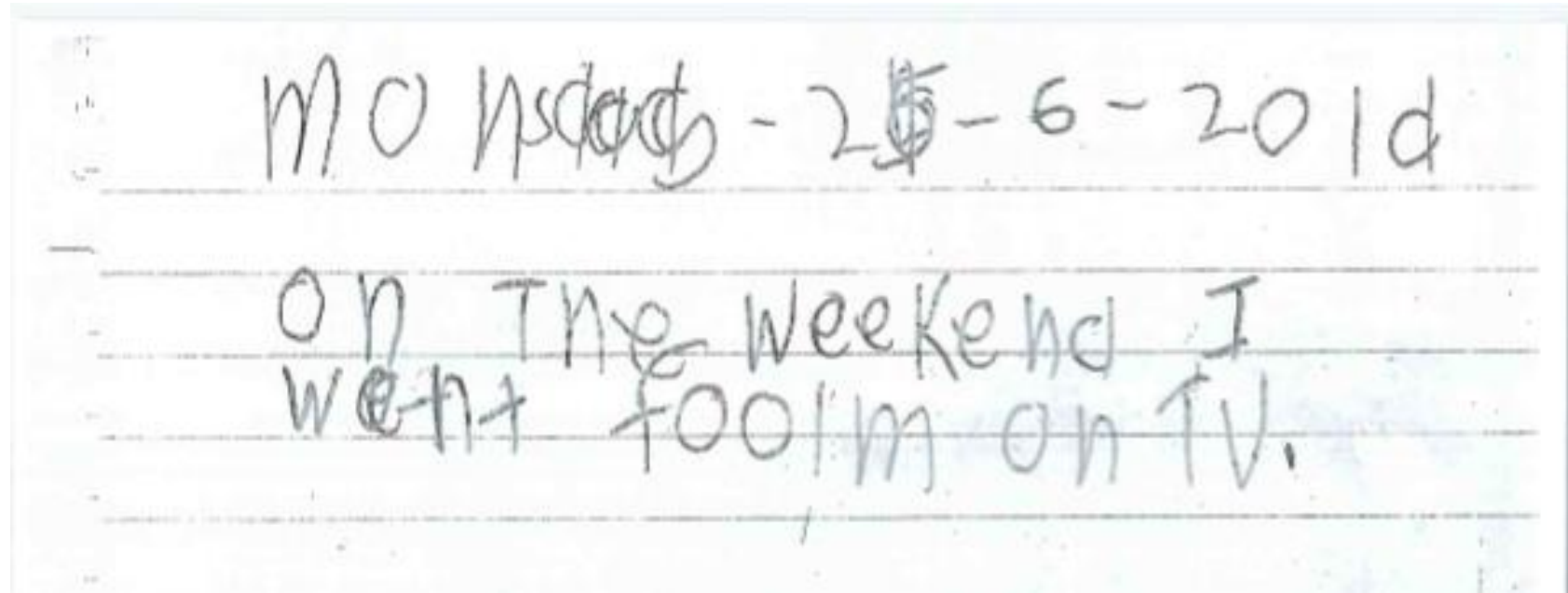


MO Wsdays - 2~~5~~ - 6 - 201d

On the weekend I  
went fooling on TV.



# DWS SCORE



DE

25/6/19

As per text

Pencil:

Handwriting,  
word wall  
available

Tuesday - 25-8-2019

I stand in mefe.

Do not know.

# DWS SCORE

Tuesday - 25-6-2019  
I stood in the  
kitchen.

DE  
25/6/19  
Verbal: I saw a  
fire in the  
kitchen  
Pencil:  
Handwriting,  
word wall  
available

## HORSE REPORT

Horses are kept at stables, and they have babies. Most of the times they eat hay and grass, but can also eat fruits and vegetables during snack time. If they do a lot of work, then they can eat concrete. They also like sugar and salt, and also like to drink water along with their food.

Their hair colours are black, some of them white, some mixed in with the grey coloured hair. Grey horses have black skin, while white horses have pink skin.

The horses neigh is what horse sound they make. They can make a happy neigh when they sometimes greet to other horses.

## FUN FACTS

Horses can sleep in both ways, like lying down and standing up.

Horses can run after birth.

Domestic horses have a lifespan of 25 years.

A 19<sup>th</sup> century horse which is believed to be an 'Old Billy', has lived for 62 years.

Horses have 205 bones in their skeleton.

Horses have been domesticated for over 5000 years.

Some horses can be known as stallions, mares, colts, and fillies.

Small horses are known as ponies.



# DWS SCORE

JP  
2/8/19  
As per text  
Pencil:  
Keyboard,  
word wall and  
word  
prediction not  
used

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## MILEY CYRUS DOCCUMENT

Miley Ray Cyrus Hemsworth was born on November 23<sup>rd</sup>, 1992. She was born in Franklin, Tennessee, located in the United States. Her parents are Billy Ray Cyrus and Tish Cyrus. She has a brother named Trace and 2 sisters named Noah and Brandi. She starred in Hannah Montana as Miley Stewart. Her father Billy Ray Cyrus was also in the series which aired for 4 seasons until 2011. She starred in the movie Bolt, as a voice actress in 2008.

She has earnt 3 number one albums in the U.S Billboard Chart for Meet Miley Cyrus (2007), Breakout (2008), and Bangerz (2013). Her other albums are The Time of Our Lives (2009), Can't Be Tamed (2010), Younger Now (2017), and her latest EP, She Is Coming (2019). Her latest album, She Is Miley Cyrus, is scheduled to be released sometime in 2019. Her 9 top ten entries, See You Again, 7 Things, The Climb, He Could Be the One (as Hannah Montana), Party in the USA, Can't Be Tamed, We Can't Stop, Malibu, and her chart topping single, Wrecking Ball.

Her film appearances were Big Fish (2003), Bolt (2008), The Last Song (2010), LOL (2012), So Undercover (2012), The Night Before (2015), A Very Murray Christmas (2015), Crisis In Six Scenes (2016), and Guardians Of The Galaxy Volume 2 (2017).

## FACTS ABOUT MILEY CYRUS

Her Bangerz Concert was not suitable for persons under the age of 15, in Australia. The recommended age would've been 18 and over, if there were more references of nudity.

Her real given birth name was Destiny Hope Cyrus.

Her favourite song sung by her dad was Achy Breaky Heart.

Her father, Billy Ray Cyrus, chose the name so her destiny can bring hope to the world.

Her EP, She Is Coming, displays a phone number in one of her social media posts, which the phone number is 1-833-SHE-ISMC .



# DWS SCORE

JP  
30/7/19  
As per text  
Pencil:  
Keyboard,  
word wall and  
word  
prediction not  
used

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On Friday the 21<sup>st</sup> of June 2019, I went to Prospect Centre with my mate. On the way to Prospect Centre, the buses we saw were 885, 1115, 255, 1289, and 2531. When we got there, we went to Foodbank at Edwardstown with Damien and our teacher Kim Woods. The bus we rode was 2505, with Angry Birds and the Brown bubbly soft drink. On the bus, I played the game Angry Birds on my phone. When we got off the bus, I finished playing Angry Birds on my phone, so we walked to Adelaide Railway Station. The electric train we rode was 4016. JB and I listened to hit 107 on my phone. We rode it to Emerson station, and then we walked to Foodbank at Edwardstown. When we got there, we used the elephant foot to squish up the cardboard boxes. During that time, we took turns cleaning the floor. I went first, Damien went second, and JB went last. After our recess break, we did some weighing of the boxes to make sure that the boxes did not weigh under 10.2 kilos. Some weighed under 10.2, so we had to find the stuff that was missing in the box. After that, we caught the electric train back to the city numbered 4018. We walked to the Myer Centre and had lunch. We all had McDonalds for lunch, while our teacher Kim Woods, had his own lunch. After we ate lunch, we waited for the bus on route 222 to Mawson Interchange. The bus we rode was 2597, with the Volkswagen EOFY Sale. I continued to play Angry Birds on my phone until we got to Prospect Centre. When we got back, we did work on our Foodbank visit. After we did our work, we played UNO. On the way home, the buses I saw were 2542, 2546, 1112, 1528, and 1966. Scania K230UB 1528 bus was in Port Adelaide Depot, advertising Uber Eats with Ruby Rose and Rebel Wilson. After dropping JB off at home, we got Hungry Jacks for lunch. After that, we went home.

On Saturday the 22<sup>nd</sup> of June 2019, I went to my Nan's with my mum. The buses I saw on the way to my Nan's were 2507, 2582, 2536, 2745, and 2405. We went shopping at Munno Para and got some groceries, including a new microwave plate because her old microwave plate broke. We also got the stepladder and then we went to my Nan's house, dropping off the groceries we brought. After that, we went to Hungry Jacks at Munno Para and had lunch. After that, we did more shopping, this time at Woolworths. We got more groceries and then we went back home at Nan's. We did some packing, and unpacking, as we were about to head back home to avoid the football traffic. On the way home, the buses I saw were 2505, the one I rode with JB with Angry Birds and I played that game on my phone, 1234 with John Wick 3, and 1178 with Optus. We dropped off our stuff we got from Nan's, and then we went to Melissa's for afternoon tea. I played Angry Birds on my phone. Then we pretty much went back home after that. The buses I saw in Port Adelaide bus depot with new ads were 1413 with Uber Eats, with Ruby Rose and Rebel Wilson, and 1415 with Toy Story 4. Speaking of Toy Story, after watching the news, we watched Toy Story 2 on Channel 9. After that, I played Candy Crush on my iPad. I got up to level 852 I think? But I went to bed after playing a bit of Candy Crush on my iPad.

On Sunday the 23<sup>rd</sup> of June 2019, I went to my mum's friend, Christina's place. We looked at her current house before the new flooring would get put in. The changes I noticed was her baby's room looked practically empty, and the old destroyed door, got removed and a new door got put in. The walls also looked fresh with new paint. After that, we went back home and I played Angry Birds on my phone.

I had a great weekend.

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I had a great weekend.

JP  
24/6/19  
As per text  
Pencil:  
Keyboard,  
word wall and  
word  
prediction not  
used



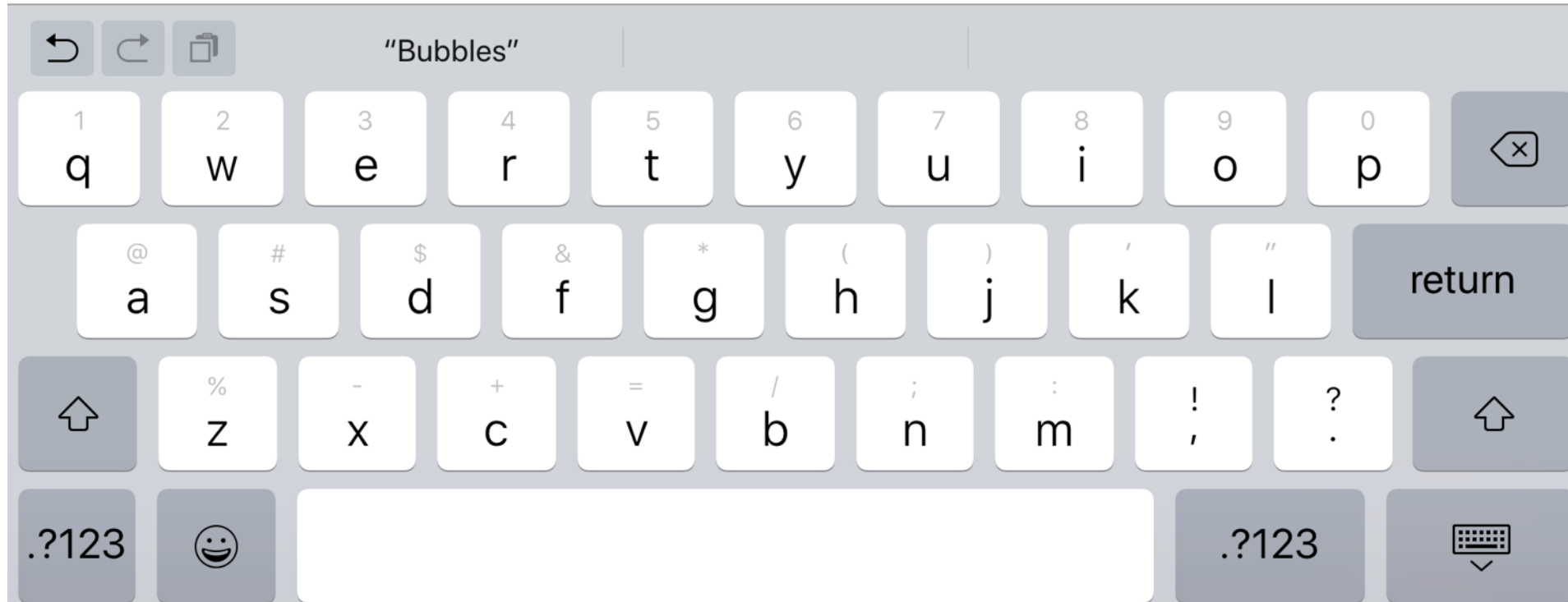
[← Home](#)

[Clear](#)

[Insert](#)

[Speak](#)

Brad Swimming Lessons Bubbles|

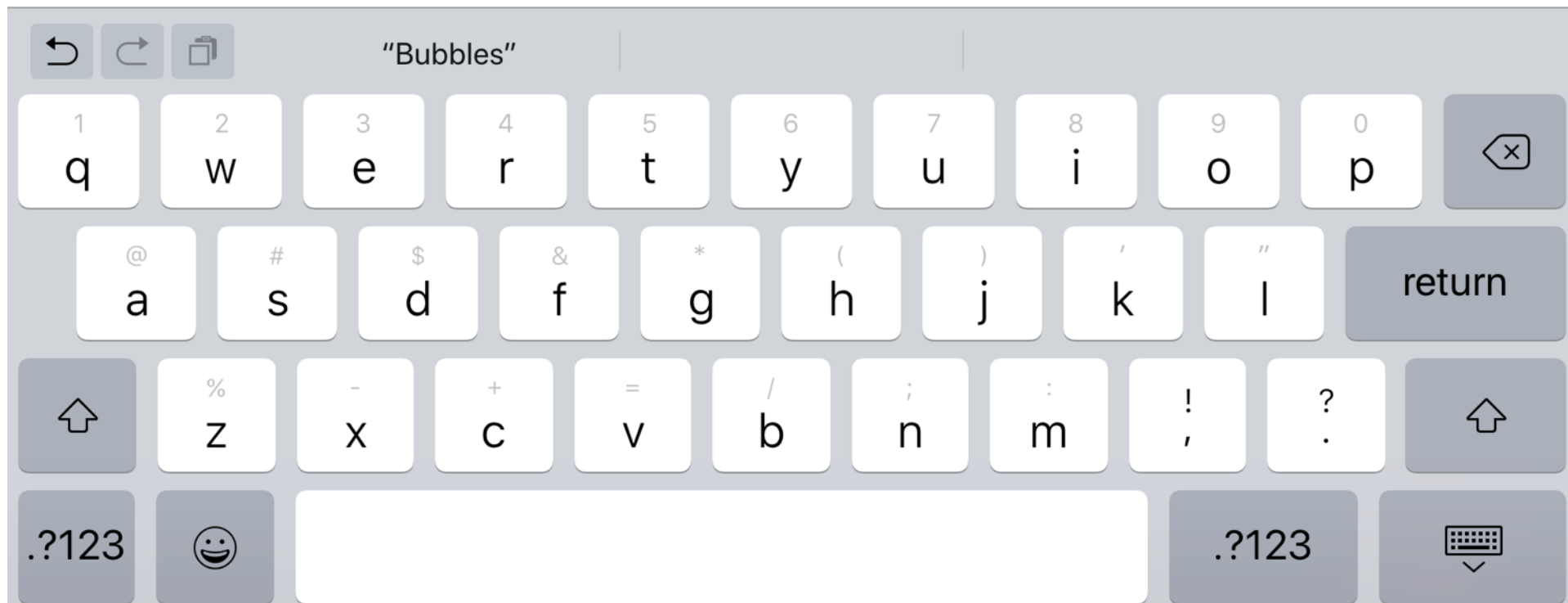


# DWS SCORE

← Home Clear Insert Speak

Brad Swimming Lessons Bubbles

TB  
30/7/19  
As per text  
Pencil:  
Proloquo2Go  
QWERTY  
keyboard,  
word  
prediction  
available





< Home

Clear

Insert

Speak

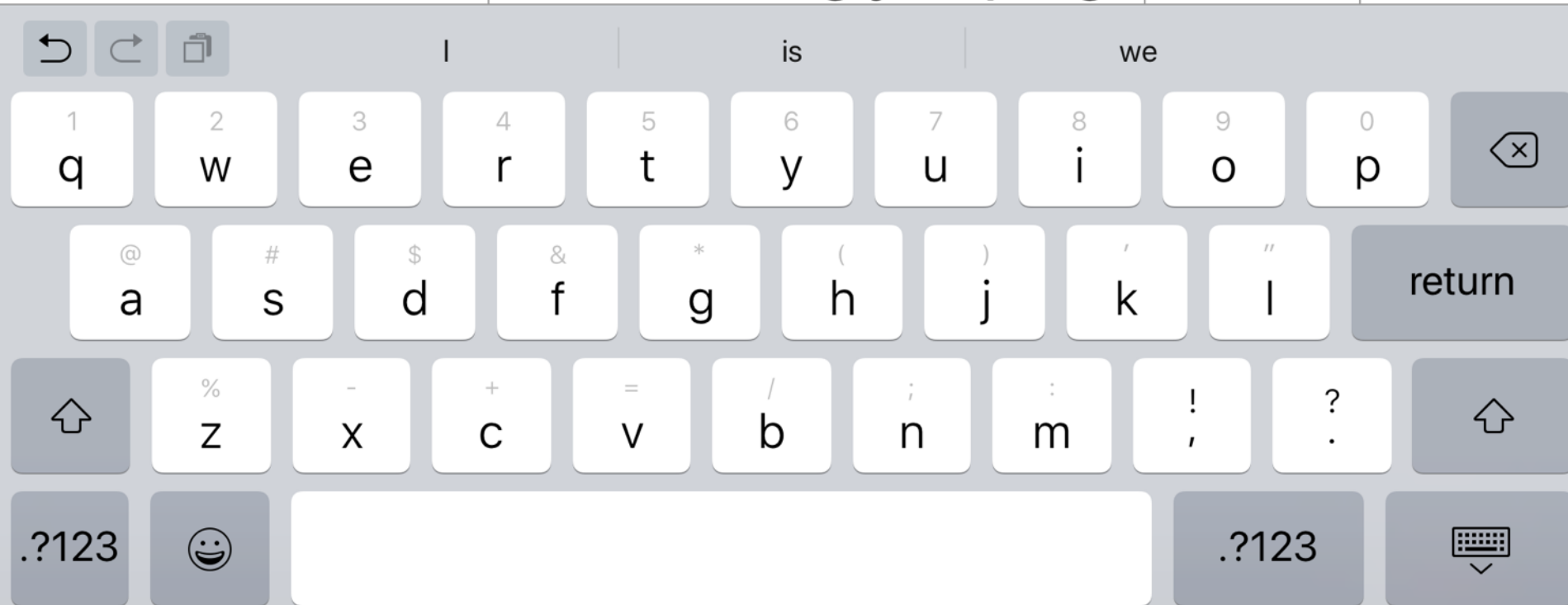
5th August 2019 [REDACTED] brad Swimming more weekend

I ate some

I swimming jumping

in

of



# DWS SCORE

< Home

Clear

Insert

Speak

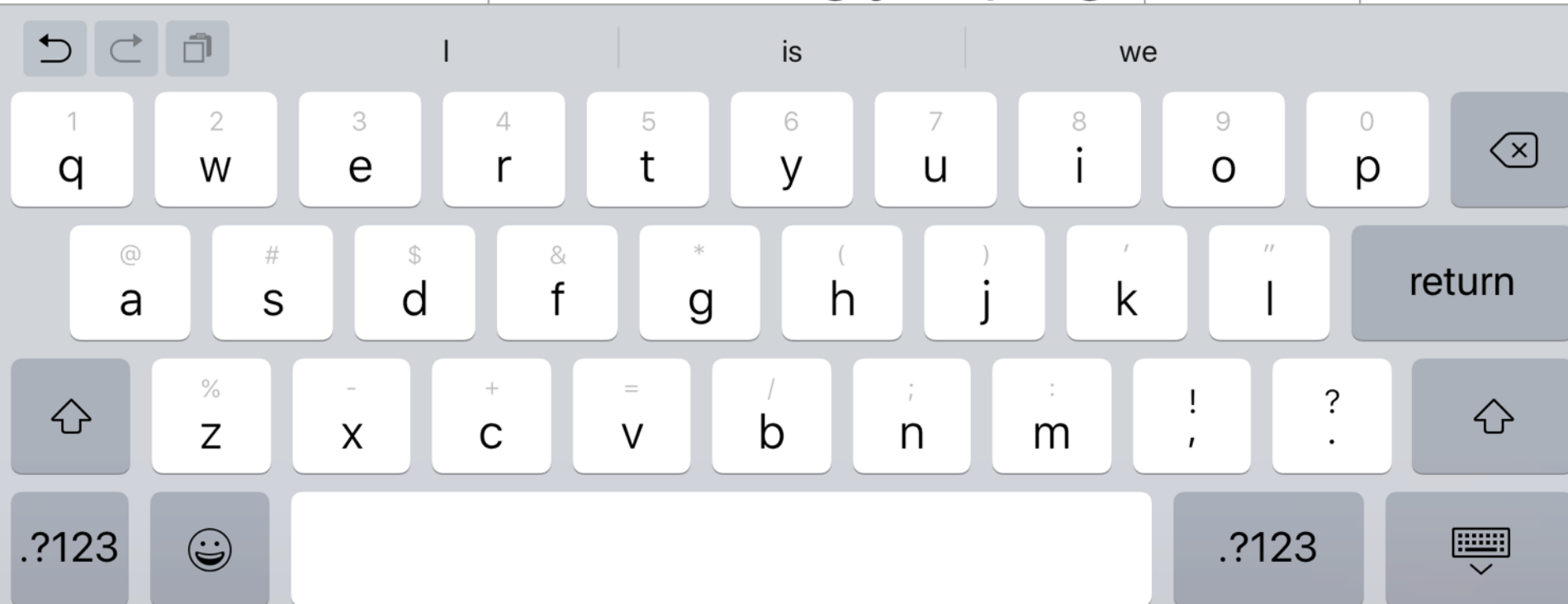
5th August 2019 ████ brad Swimming more weekend

l ate some

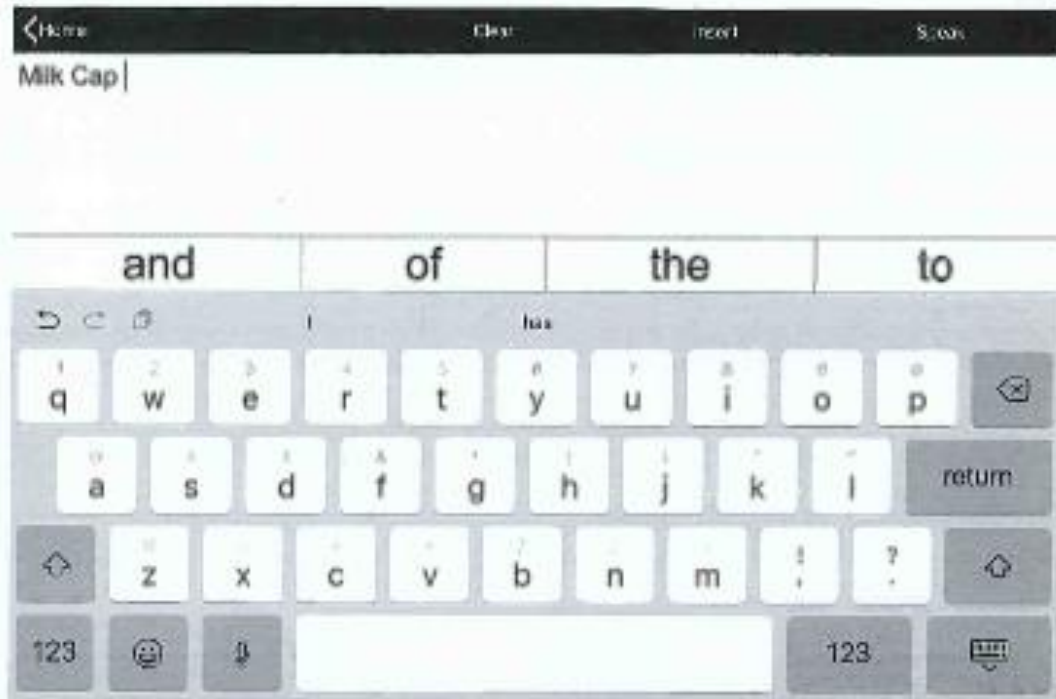
l swimming jumping

in

of

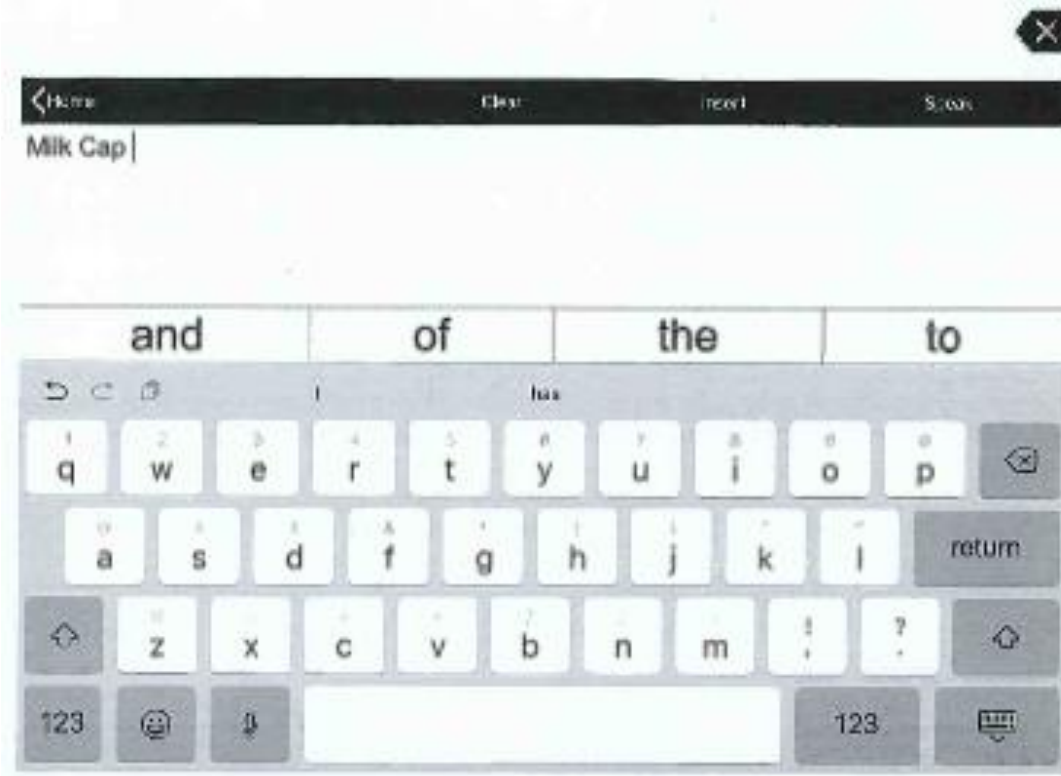


TB  
5/8/19  
As per text  
Pencil:  
Proloquo2Go  
QWERTY  
keyboard,  
word  
prediction  
available





# DWS SCORE



TB  
30/7/19  
As per text  
Pencil:  
Prologo2Go  
QWERTY  
keyboard,  
word  
prediction  
available

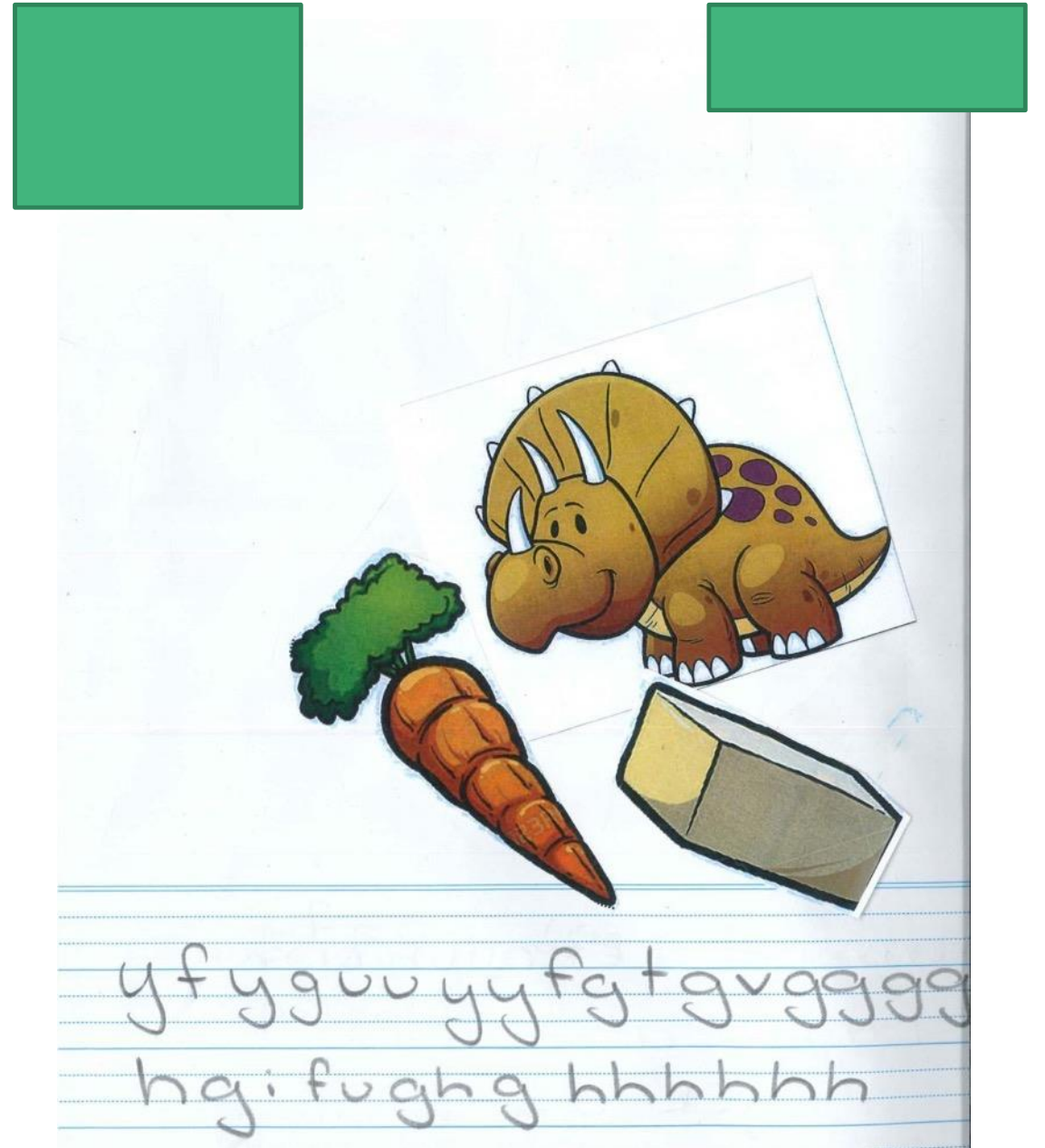


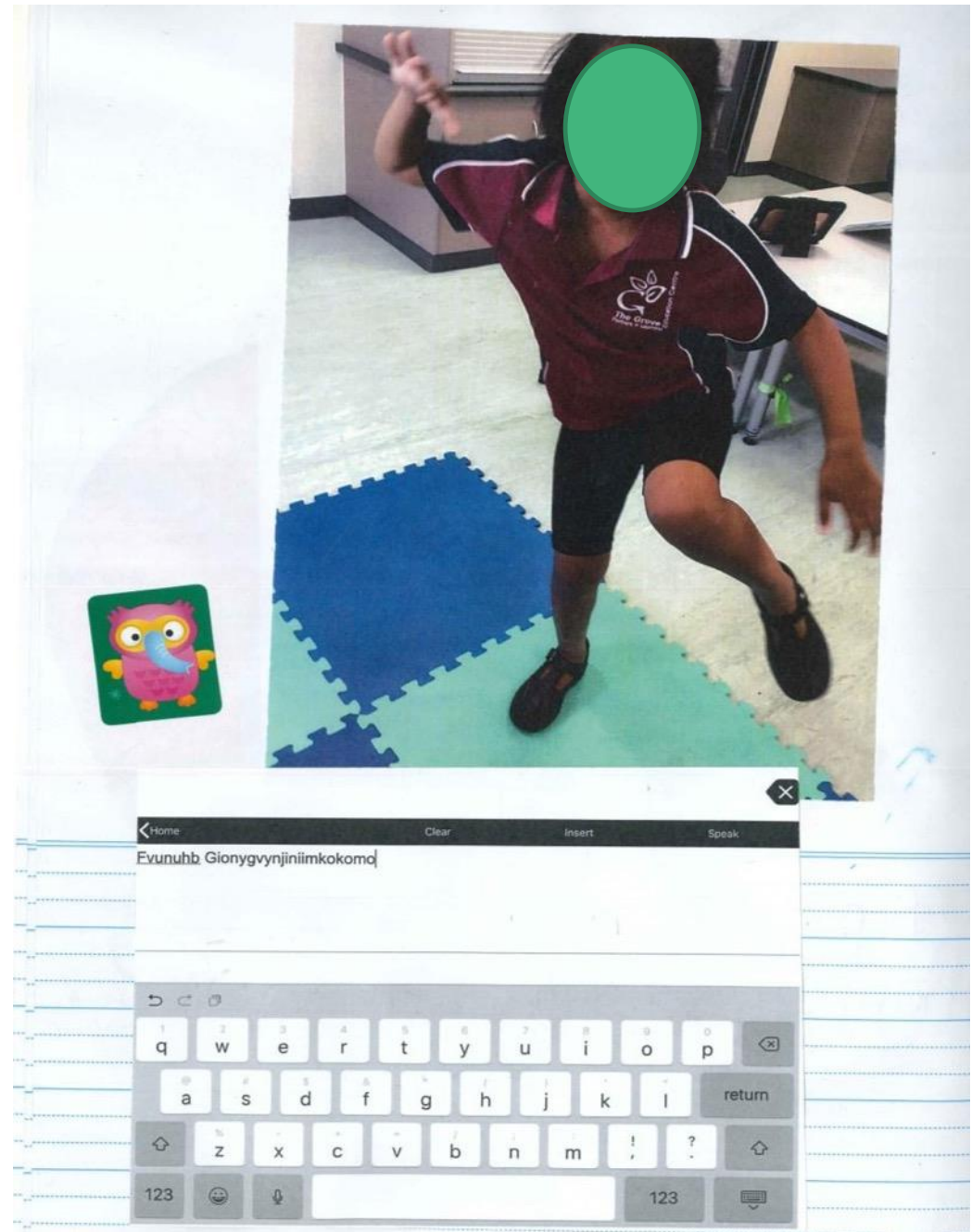
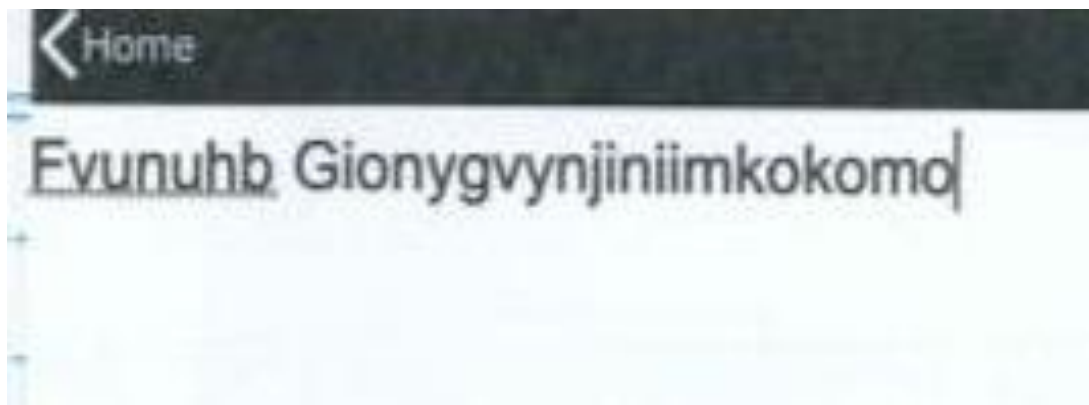


yfyguyyfgtgvgggg  
hg: fughg hhhhhh

# DWS SCORE

RH  
24/6/19  
Verbal: Yum  
yum yum  
Pencil:  
Proloquo2Go  
ABC  
Keyboard





# DWS SCORE

RH

20/6/19

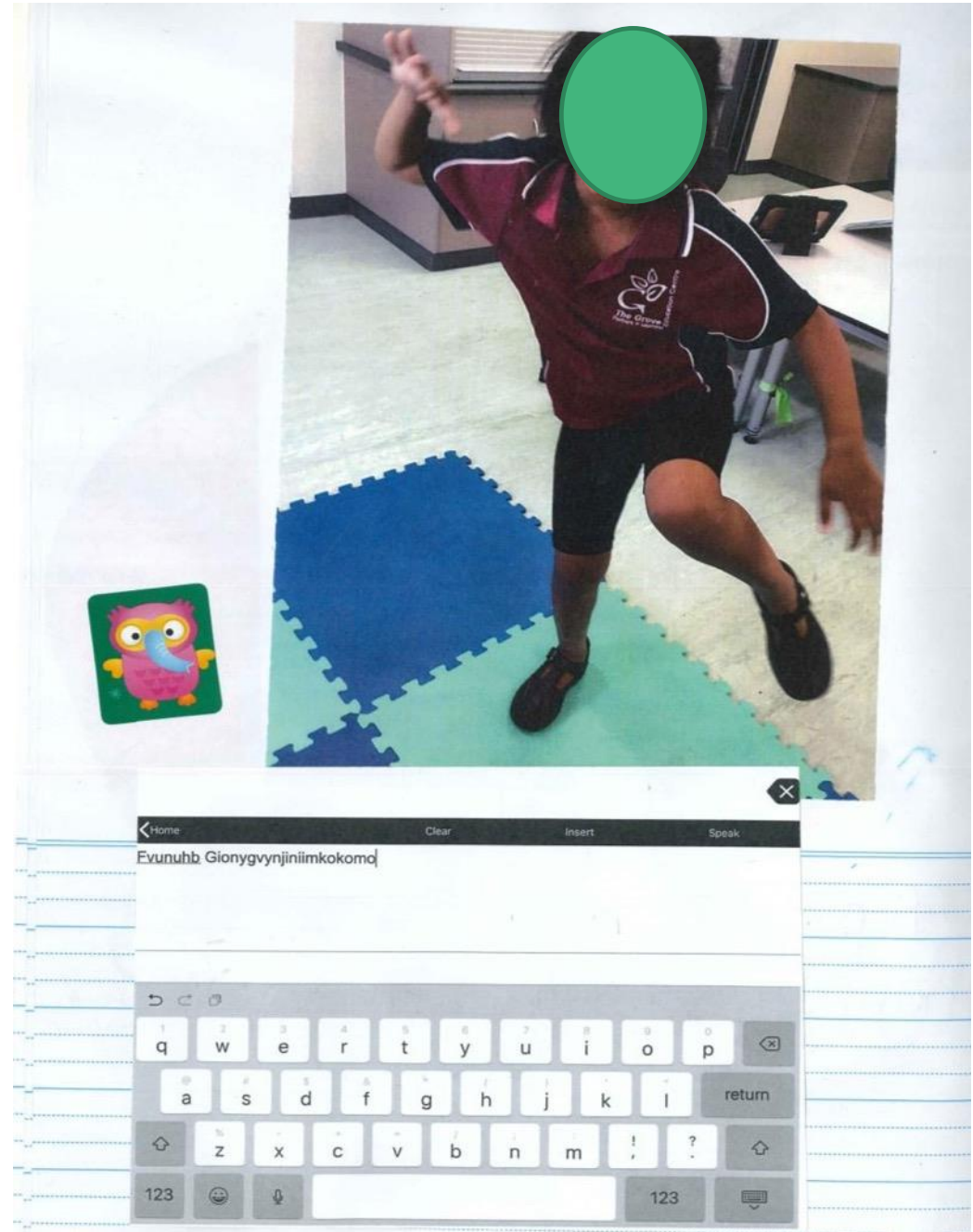
Verbal: Like

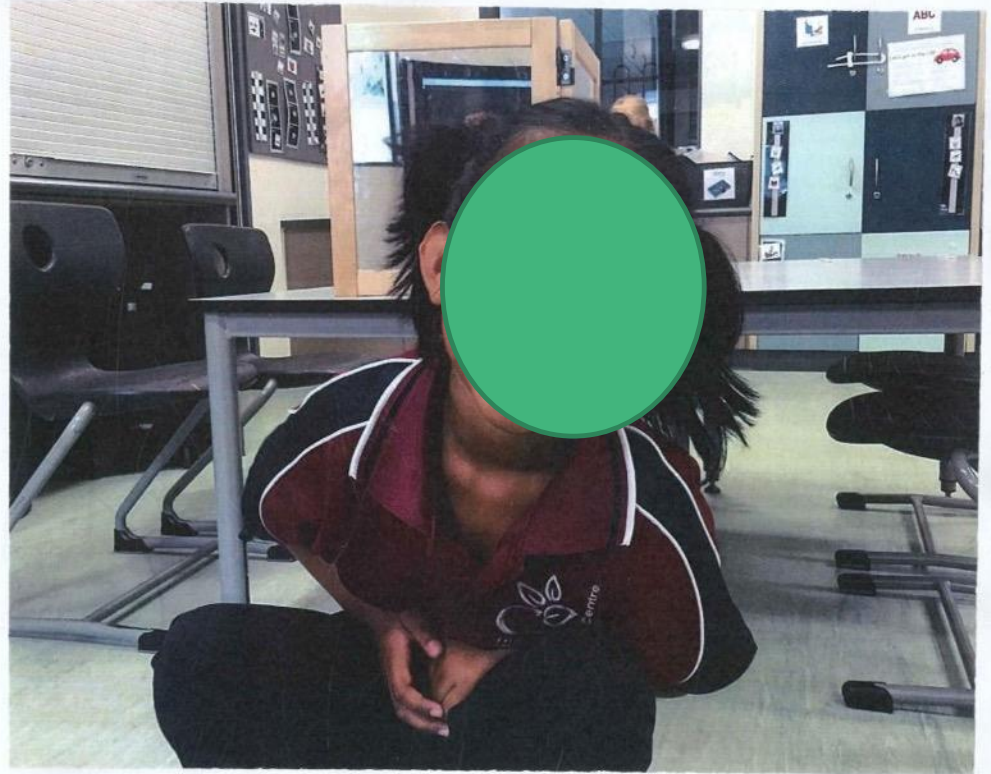
Pencil:

Proloquo2Go

QWERTY

keyboard





trp.



# DWS SCORE

RH

19/7/19

Verbal: Happy

Pencil: Word

Wizard



trp.

Verbalised happy  
Used word wiz  
P2G modellin



I am caroney can cash called bu cmip and can



# DWS SCORE

AA  
25/6/19  
Verbal "I am  
with Carlyne  
at the canteen  
buying chips  
and  
chocolate"  
Pencil:  
Keyboard;  
word wall  
used



I am caroney can cash called bu cmip and can

Tuesday July 2019



I am reading book

Cin Akne

# DWS SCORE

AA

2/7/19

Verbal "I am  
reading a  
book. The  
book is about  
chickens."

Pencil:  
Handwriting;  
word wall  
used

Tuesday July 2019



I am reading book

cinakne



L amcat brn. My cat is called lookie.

# DWS SCORE

AA

22/7/19

Verbal "I have  
a brown cat.

My cat is  
called lookie."

Pencil:

Keyboard;  
word wall  
used



L amcat brn. My cat is called lookie.



Cat pee is my like

# DWS SCORE

HH

23/7/19

Verbal: I like  
Katy Perry.

Pencil:

Keyboard,  
word wall  
used.



Cat pee is my like



I and play he Tkl



# DWS SCORE

HH

23/7/19

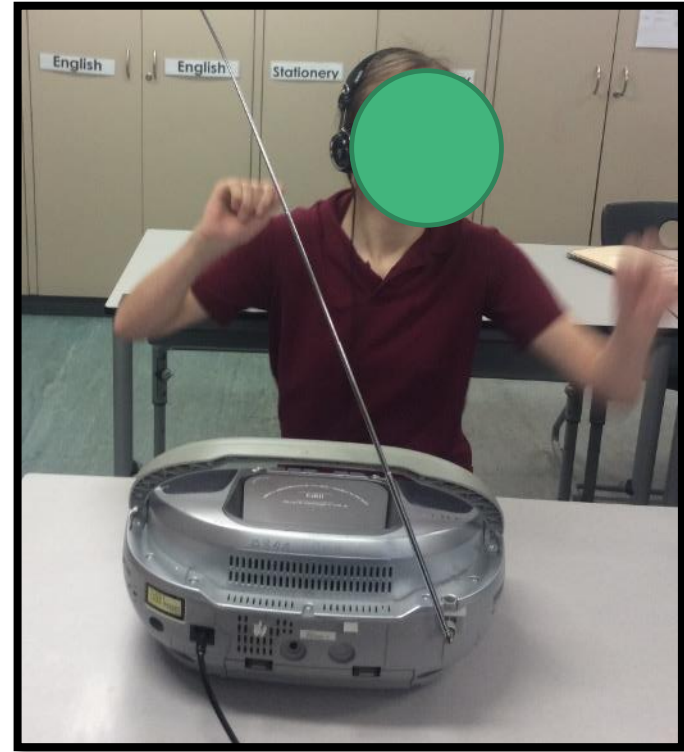
Verbal: I am  
playing hockey  
with Tom and  
Mikel.

Pencil:

Keyboard,  
word wall  
used.



I and play he Tkl



I like s a d

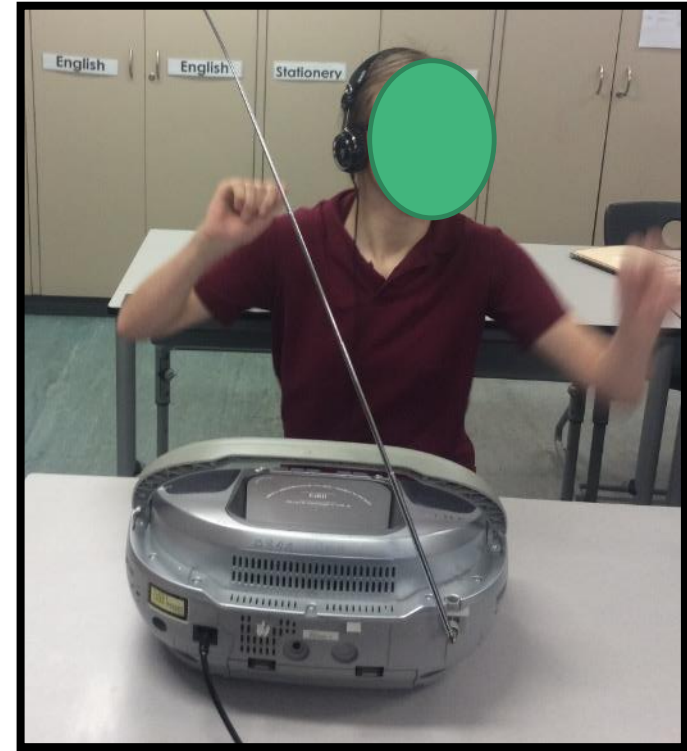
# DWS SCORE

HH

24/6/19

Verbal: I like  
music

Pencil:  
Keyboard,  
word wall  
used.



I like s a d



I am doing  
JV me working  
with words And  
I like to do it  
I'll keep it

# DWS SCORE

HS  
2/7/19

Verbal: I am doing some working with words, and I like it a lot. I like this picture.

Pencil:  
Handwriting, word wall available but not used.



I am doing  
JV me working  
with words And  
I like it a lot  
I like it a lot



I like this holahope I did sume thricks

# DWS SCORE

HS

5/7/19

As per text.

Pencil:  
Keyboard,  
word wall  
available but  
not used.



I like this holahope I did sume thricks



I love swinwng I like blowing bubbles in the whrter



# DWS SCORE

HS

26/7/19

As per text.

Pencil:

Keyboard,  
word wall  
available but  
not used.



I love swinwng I like blowing bubbles in the whrter

On the way I had Dim simis and fish  
with my family. On Saturday I had  
steeges chicken with apple Danish. On  
Sunday I had sardines fish  
with instan noodles + Onq  
to sauce. and had tree shacks  
malt sticks with ROAST  
Chicken, Sesame seeds  
rolls and fredo chocolate

and shickers with coke  
and sallad. We went shopping  
and brought sweetbit and  
hoodies. My hghy and my  
mum went shopping and brought  
me two footballs. One football  
was a DWHIOP football and  
the other football was  
a goalmaster AUSSIE RULES  
football. I have four chickens  
as <sup>called</sup> <sup>the</sup> <sup>DEV</sup> <sup>and</sup> <sup>LOONEY</sup> <sup>and</sup> <sup>BROO</sup>  
and <sup>big</sup> <sup>chicken</sup>

# DWS SCORE

Jonathan  
24/7/19

As per text  
Pencil:  
Handwriting

24-7-19  
On the weekend I had pizzas and fish  
with my family. On Saturday I had  
steegles chicken with apple danish. On  
Sunday I had sardines fish  
with instant noodles, in + oha  
to sauce and had tree snacks  
malt sticks with ROAST  
Chicken, Sesame seeds  
rolls and fredo chocolate  
and sickers with cake  
and sallad. We went shopping  
and brought weetbix and  
noodles. My hghy and my  
mum went shopping and brought  
me two footballs. One football  
was a DUNLOP football and  
the other football was  
a Goalmaster AUSSIE RULES  
football. I have four chickens  
as <sup>one</sup> ~~one~~ <sup>title</sup> ~~title~~ <sup>dev</sup> ~~dev~~ and <sup>coconut</sup> ~~coconut~~ and <sup>brood</sup> ~~brood~~

# WALL E

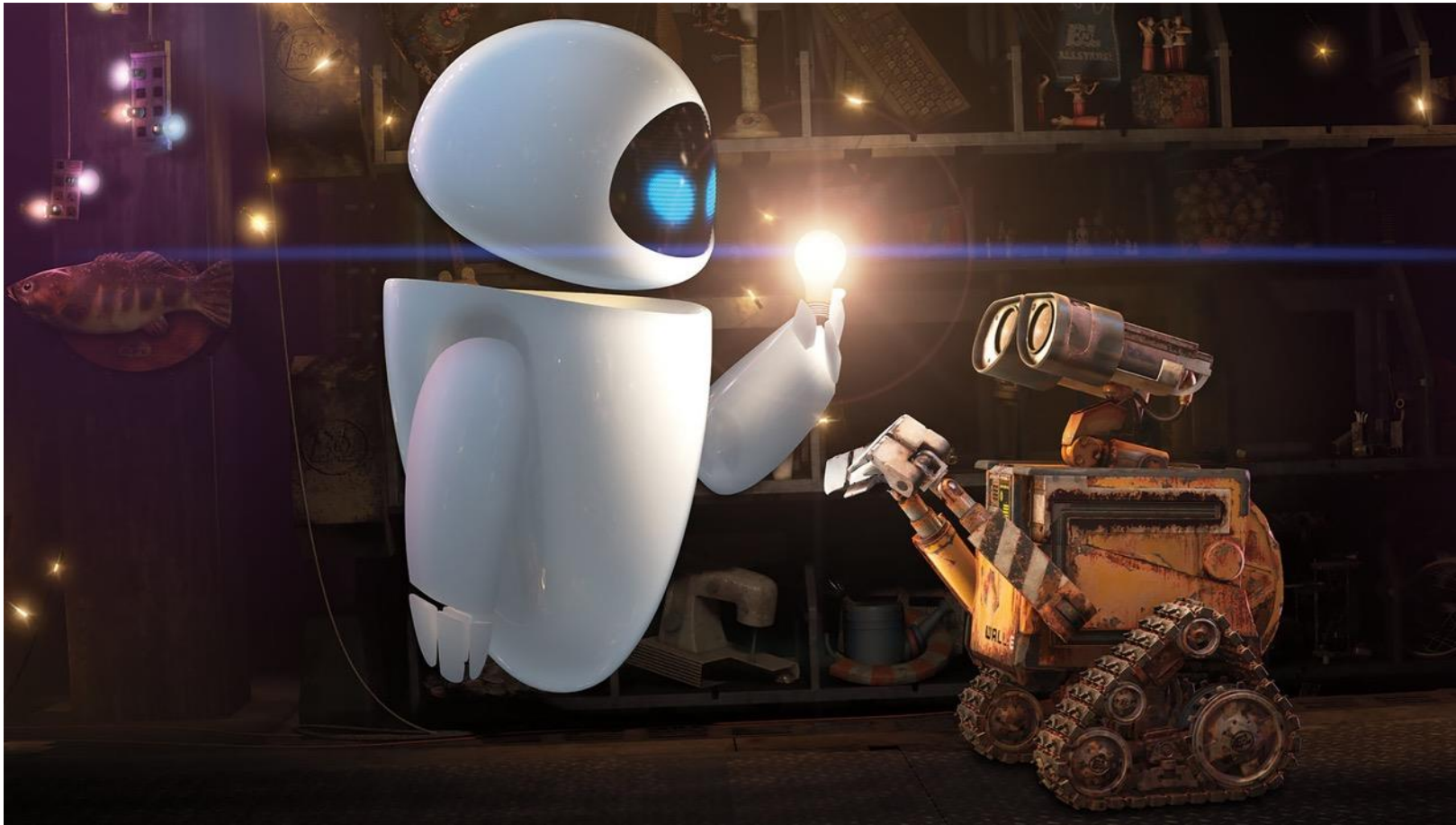


BY JOSHUA W. FLEET

Long ago before people were on earth there lived a robot named wall E.



Wall E was a waste allocation E CLASS. ALL the people had to leave earth.



Wall E found something new. It was a plant. His pet cockroach chirped. Wall E put it along with his other treasures.





While wall E was out compacting a new robot landed on earth. Wall E fell in love with the sleek new robot.



Her name was eve. Wall E took eve to his home and showed her the things he had found. He was very proud about the things he had found.



Wall E liked someone that he loved from his favourite movie. It was his dream. Wall E knew eve was looking for something.



But when wall E showed eve the plant she put it in her chest. Then she shut down and slept no matter how wall E tried to wake her up.



Suddenly eve's ship returned to take her away. No wall E didn't let eve go. He wanted to hold hands with someone he loved and he wouldn't let her go.



And so wall E followed eve into space...



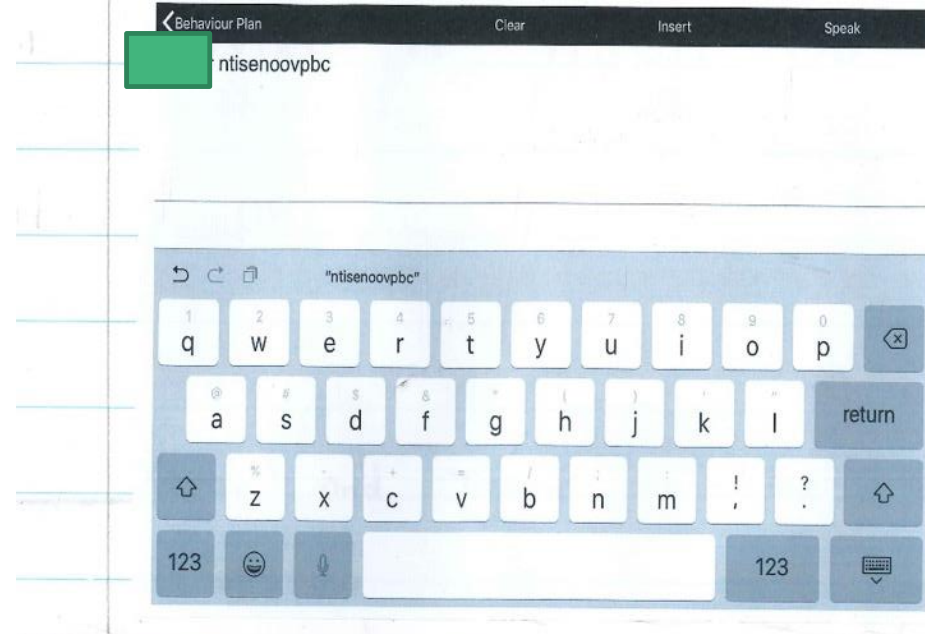
# DWS SCORE

JW  
8/8/19

As per text  
Pencil:  
Keyboard

# WALL E





ntisenoovpbc





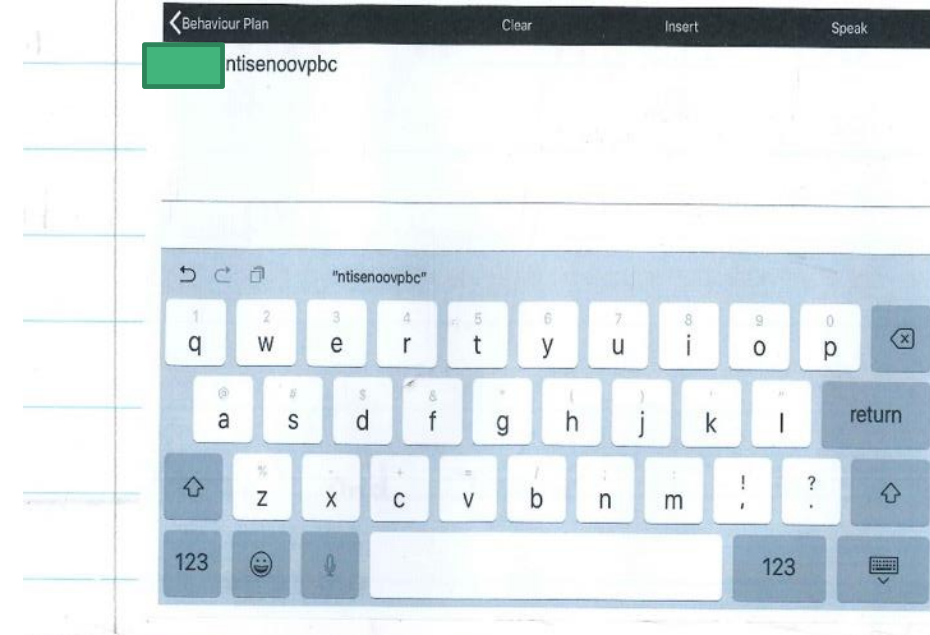
# DWS SCORE

XM

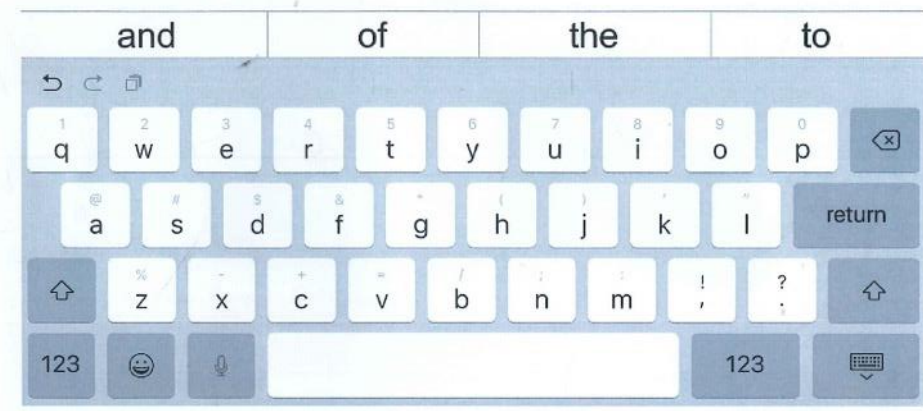
24/7/19

Verbal: I am  
playing football  
with Josh.

Pencil:  
Proloquo2Go  
QWERTY  
keyboard,  
word  
prediction



izbdetherts



izbdetherts



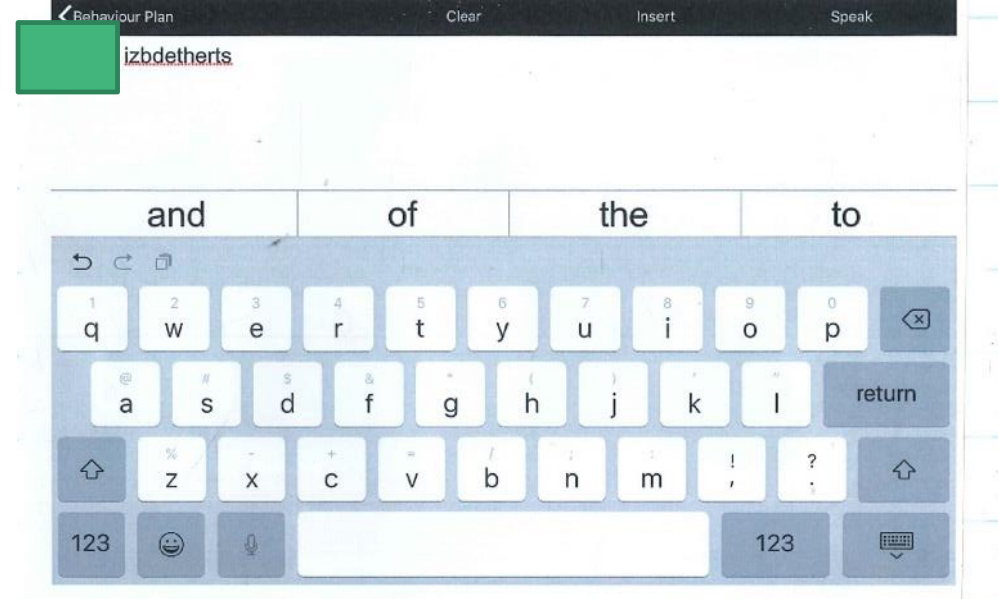
# DWS SCORE

XM

1/8/19

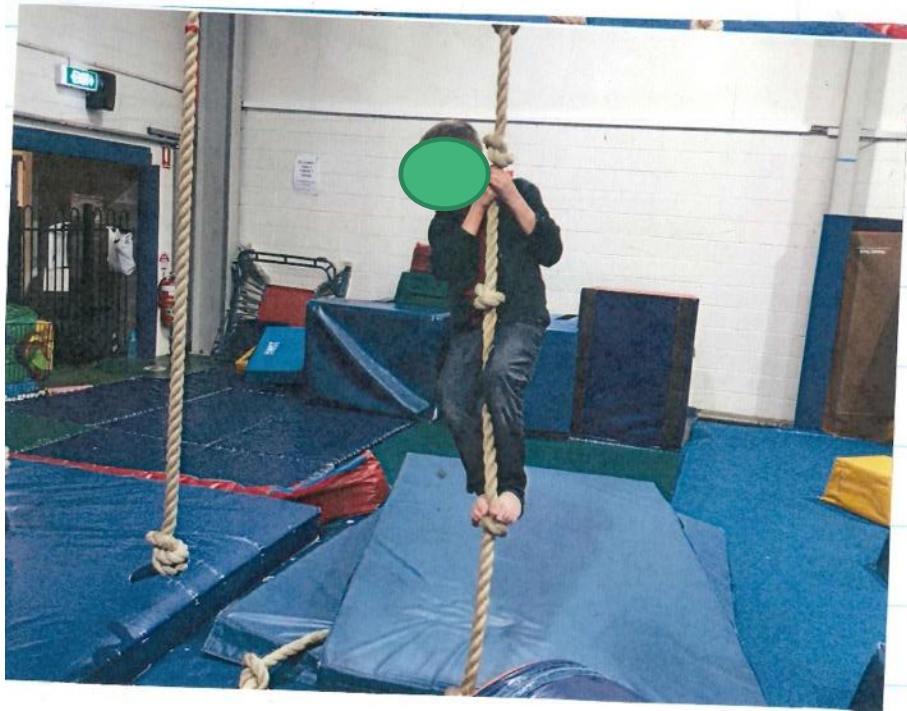
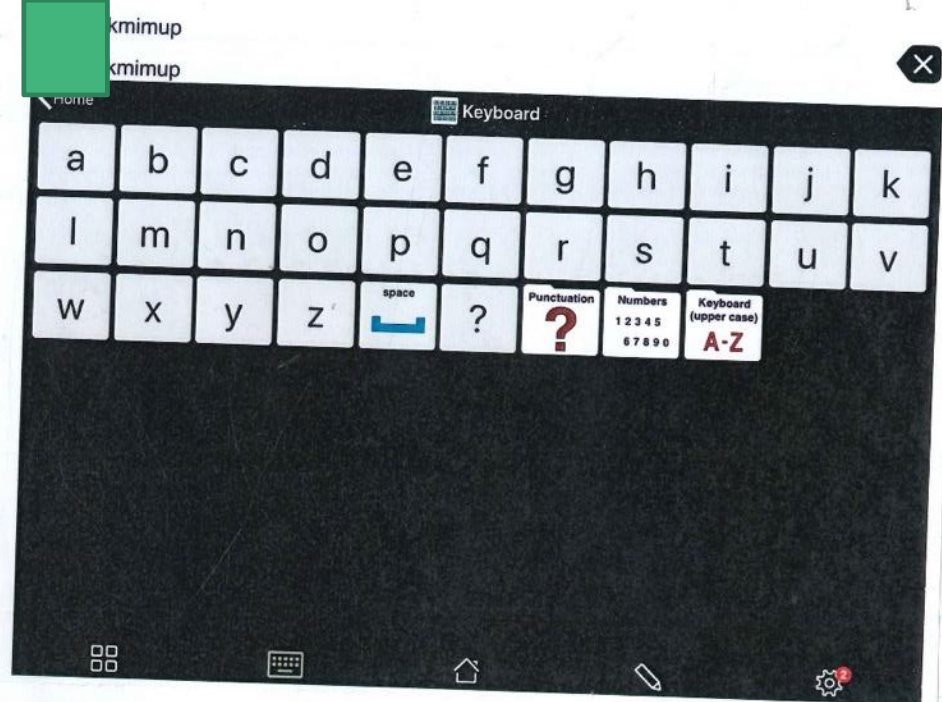
Verbal: X is  
building the  
house.

Pencil:  
Proloquo2Go  
QWERTY  
keyboard,  
word  
prediction



kmimup

kmimup



# DWS SCORE

XM

5/8/19

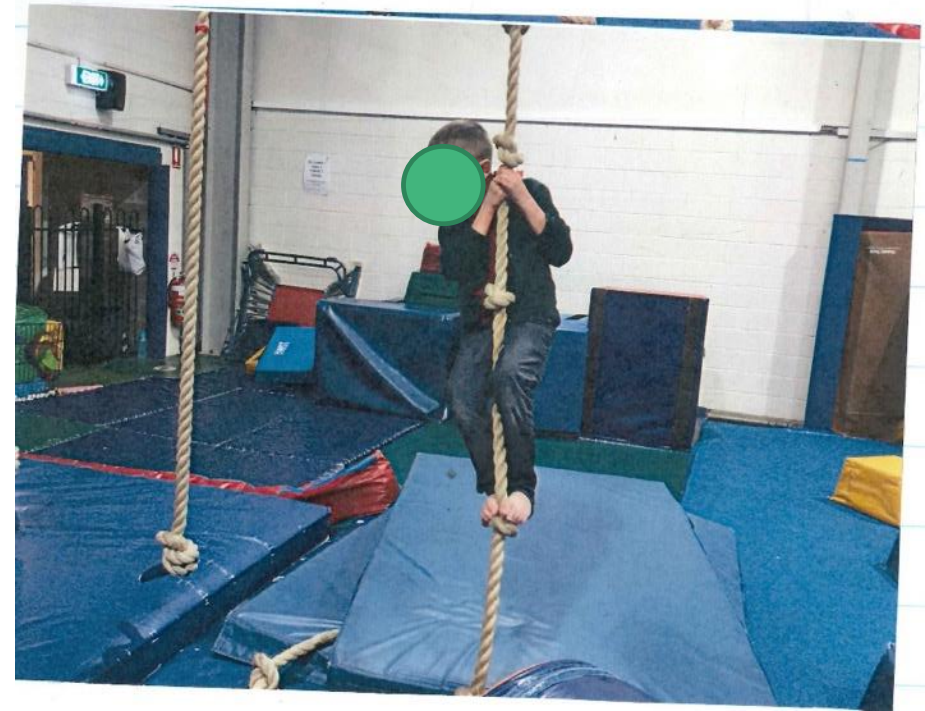
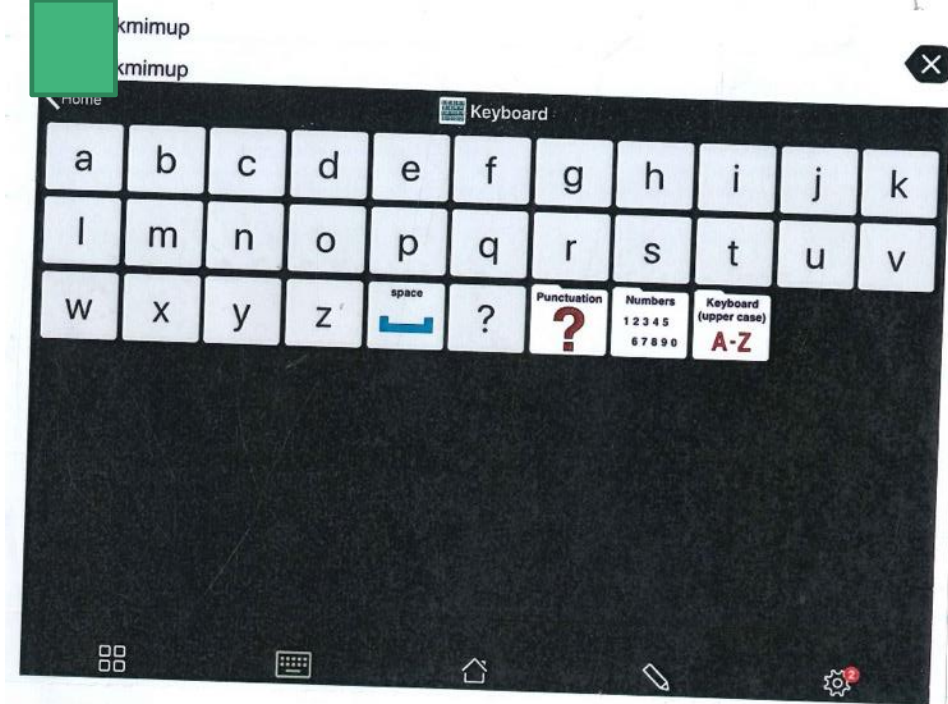
Verbal: X is  
climbing up.

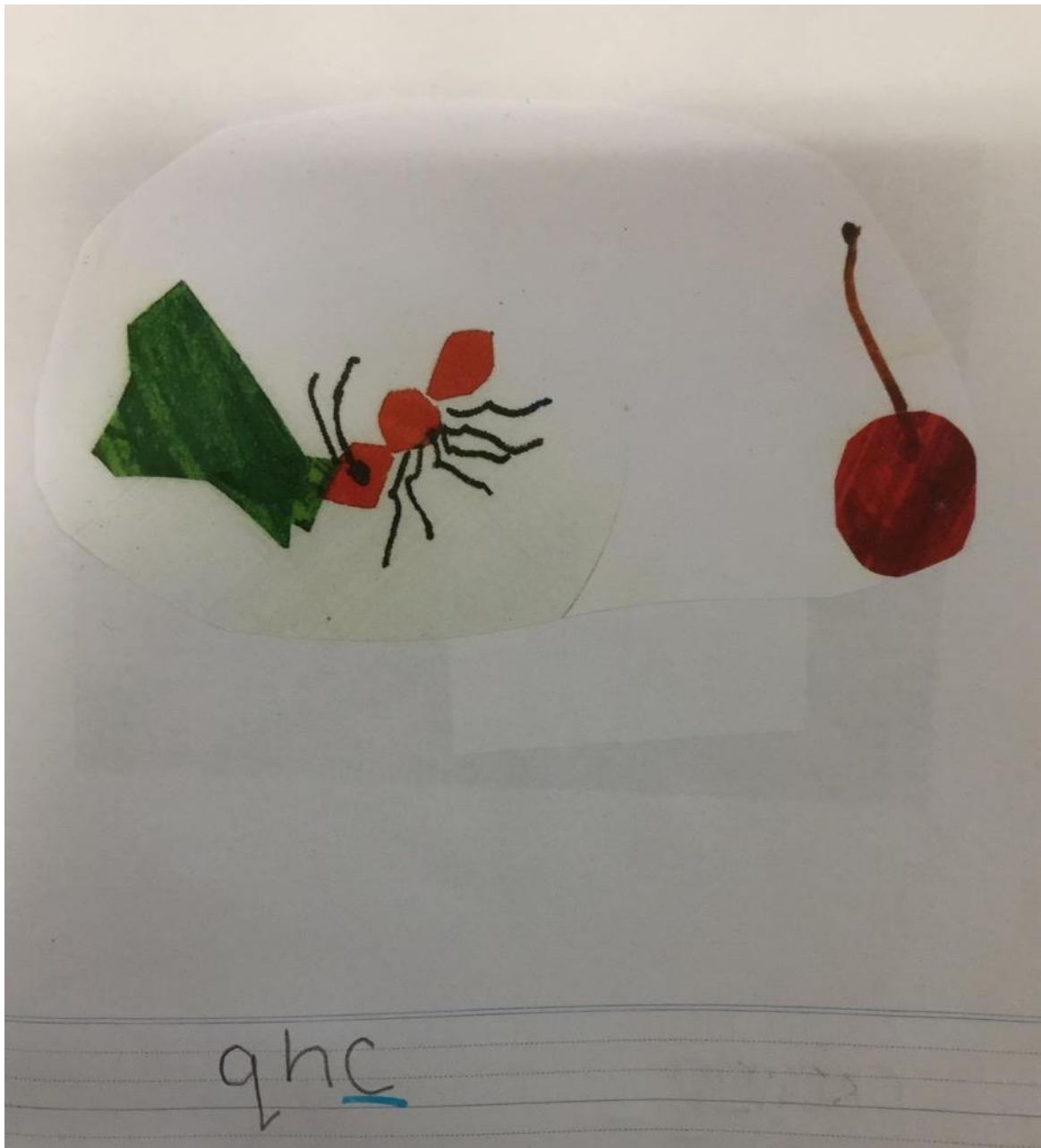
Pencil:

Proloquo2Go

ABC

keyboard





qhc

# DWS SCORE

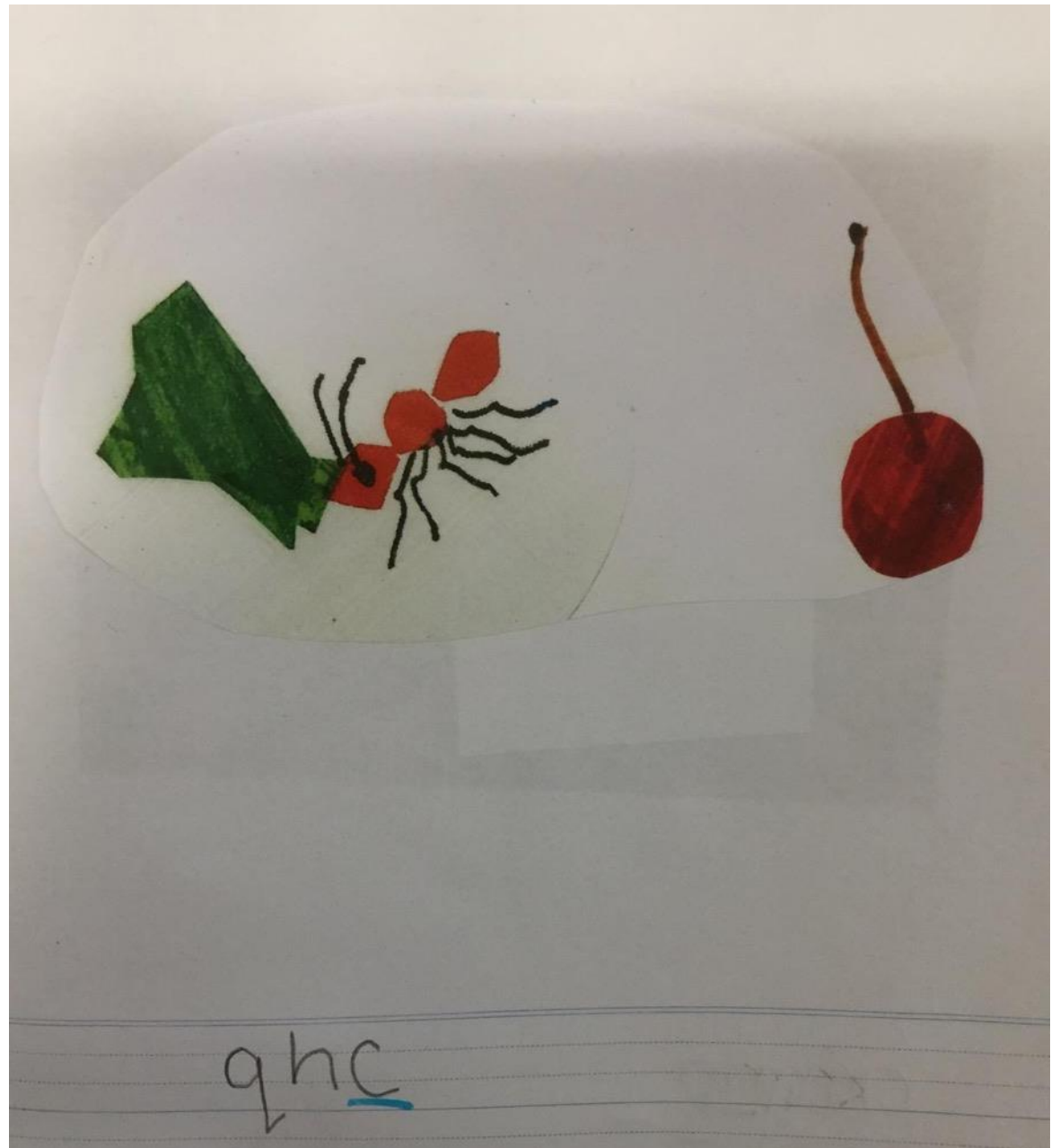
CM

Date: 29/7/19

Looked at  
cherry –  
attributed  
meaning

“cherry”

Pencil: Flip  
chart





m

Fantastic  
Class



# DWS SCORE

CM

Date: 31/7/19

Proloquo2Go:

Look

Pencil: Flip

chart



shic  
laral.



d

# DWS SCORE

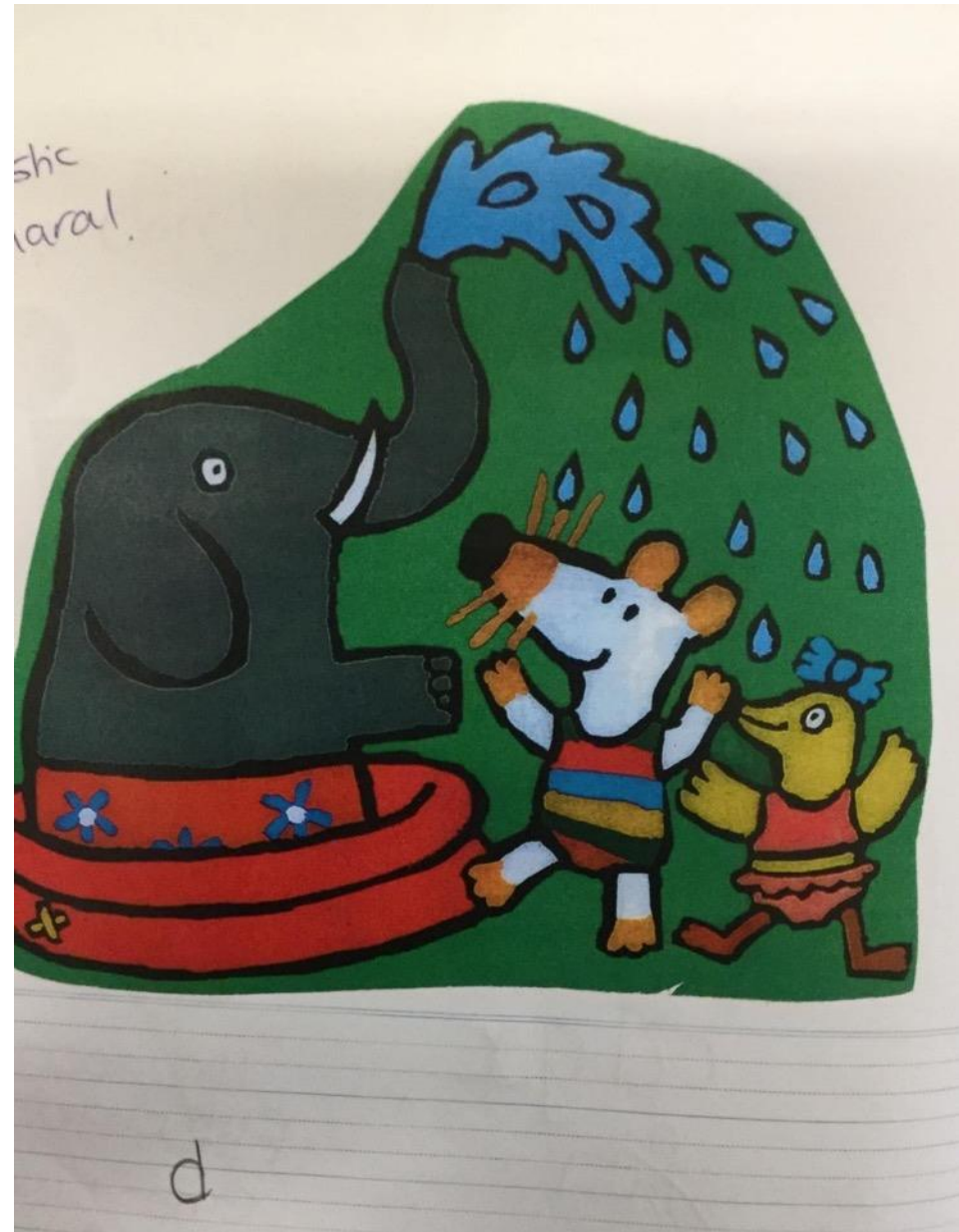
CM

Date: 2/8/19

Proloquo2Go:

Go

Pencil: Flip  
chart



I am chair



I am chair

# DWS SCORE

JM

Date: 29/7/19

Proloquo2Go

and verbal: I am

lifting chairs

Pencil:

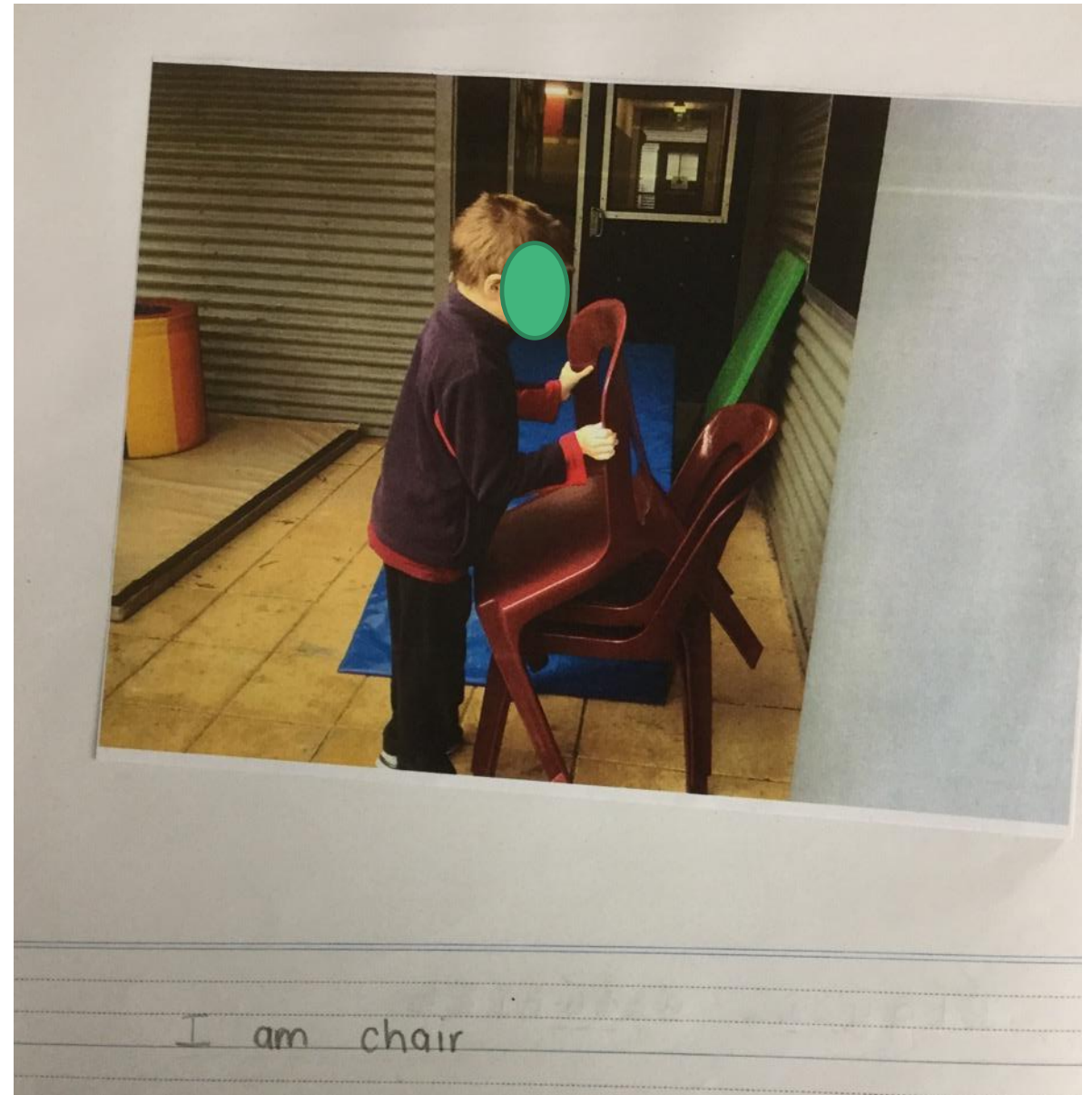
Proloquo2Go

QWERTY

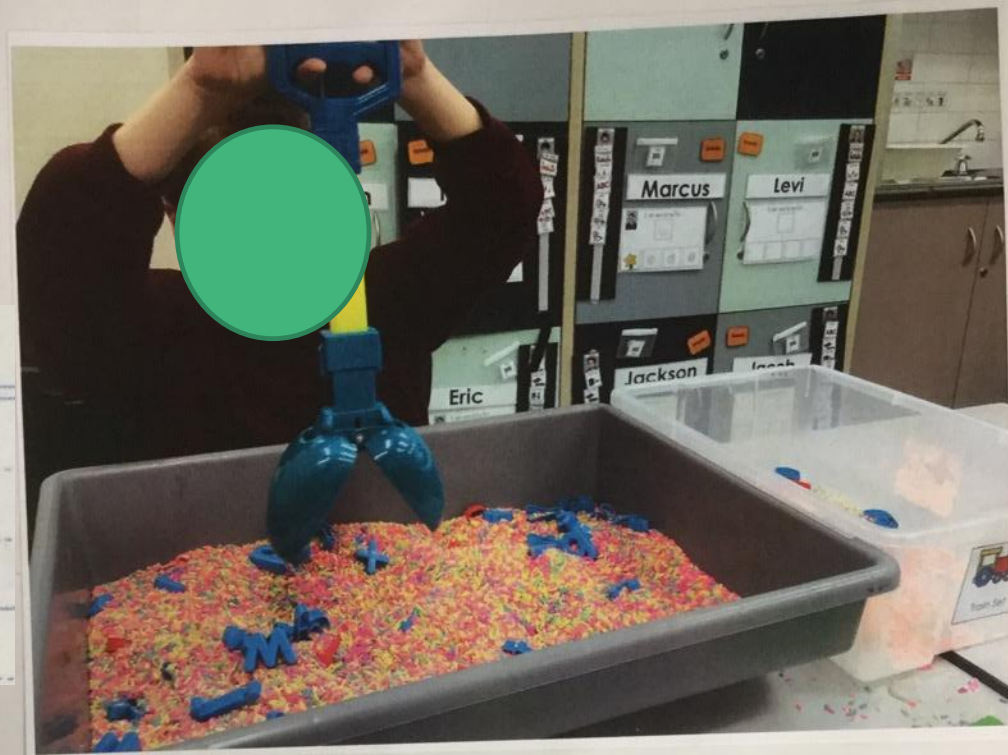
keyboard with

word

prediction



I am get letters



I am get letters

# DWS SCORE

JM

Date: 31/7/19

Proloquo2Go

and verbal: I am  
getting letters

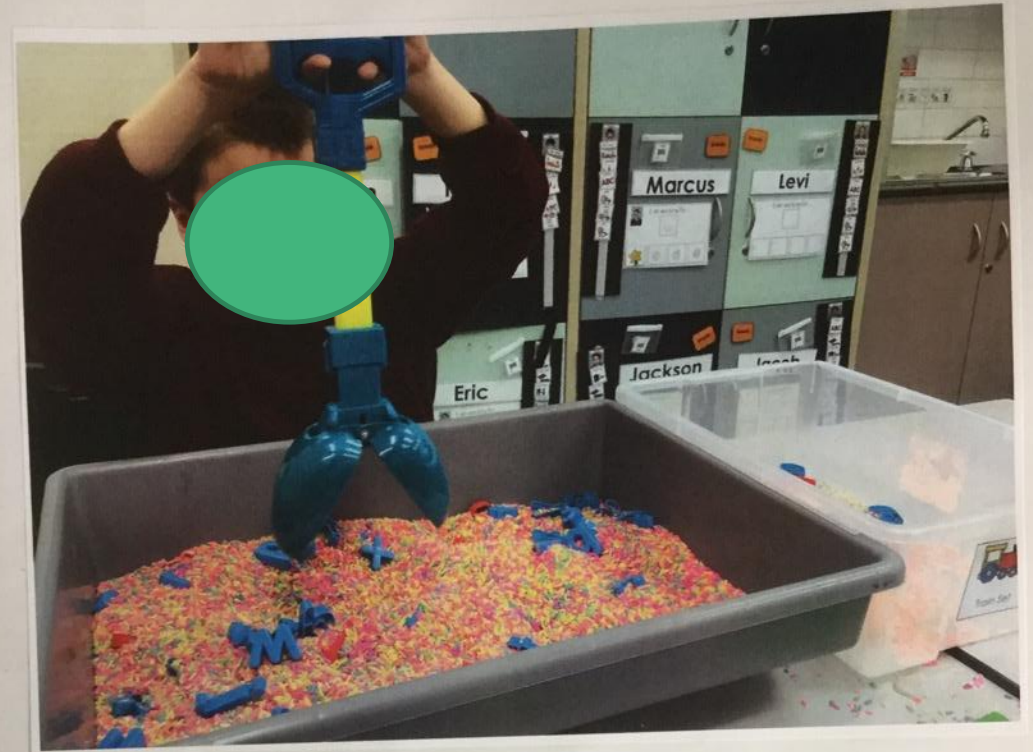
Pencil:

Proloquo2Go

QWERTY

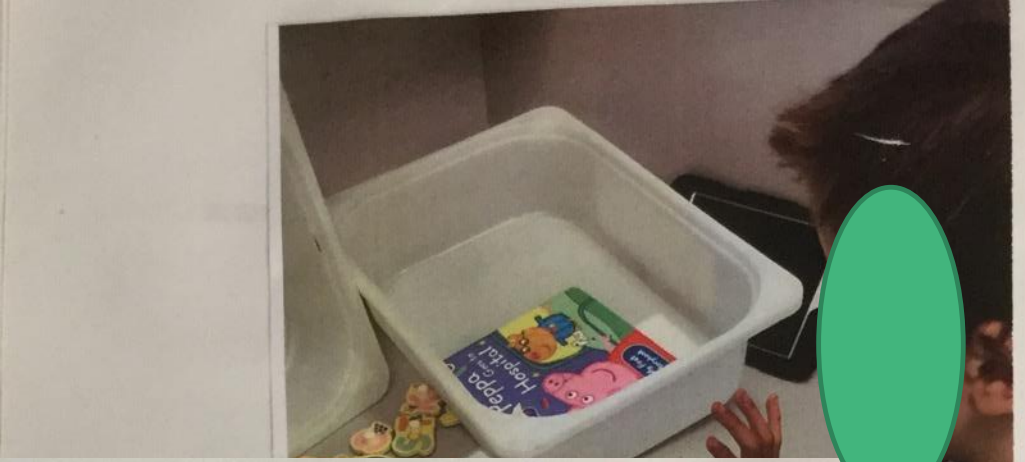
keyboard with  
word

prediction



I am get letters

I am looking at letters.



I am looking at letters.





## LITERACY INTERVENTION GUIDED BY THE SCALE

- Once you know what level a student is at, this helps you to determine the instruction they need
- See the blog post <http://www.janefarrall.com/teaching-to-the-next-level-using-the-developmental-writing-scale-to-guide-instruction/> for more information



# WRITING DATA WALL

2016 - 2019





# DATA WALLS

- A data wall can be focused on any group within a school or on the whole school student body. Some of the many advantages are:
  - Data walls provide a quick visual reference for all students and for each student's growth and achievement which is very helpful in supporting discussions around planning and intervention;
  - Data walls help shift the focus from an individual student's progress within a year or a classroom, to progress over time and across classrooms. This then shifts the focus to all staff working together over time to create progress for all students over the long term;
  - Data walls can help educators articulate what they do and why it is the most effective strategy for a student;
  - Data walls help a school to determine if a strategy they are using is helping the majority of the students to progress to the next level;
  - Data walls provide support for discussions around progress over the long term – both individually and for the student body as a whole;
  - Data walls help everyone to move towards a whole school approach, recognising that high amounts of repetition enable all children to further develop their literacy skills.

# DATA WALLS

- Data walls also help us all to move away from “yeah, but” discussions!
- When interviewed most teachers say that they have high expectations for their students, but as Fullan, Hill & Crevola (2006) report “in initial discussions with school staff, this notion (all students can achieve high standards given sufficient time and support) is rarely rejected, but it was frequently qualified by all sorts of “Yes but....” excuses as to why such a notion was generally true but didn’t apply to some or even all their students”.
- Data walls help us move as a school community to a model where all teachers are responsible for all students, the “yeah but” discussions become less and less frequent – and instead move to “but how could we.....”.

# THE GROVE DATA WALLS

Communication Matrix data wall



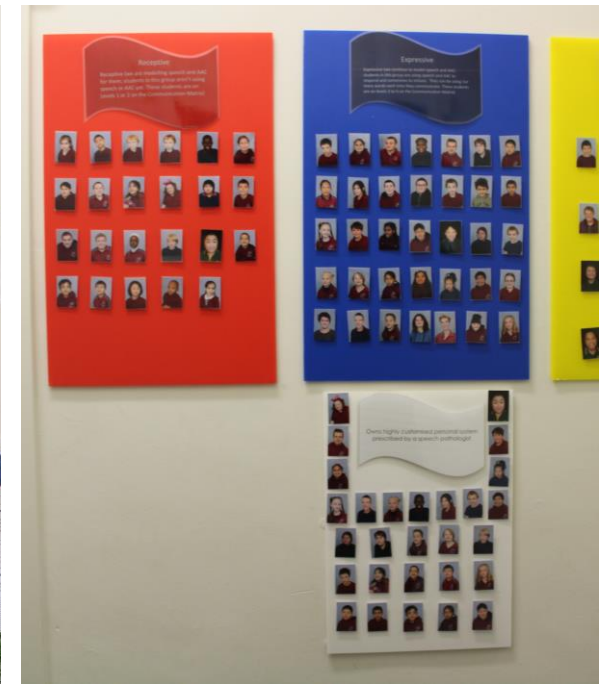
Numeracy, literacy and writing



Literacy data wall



Communication data wall





# WRITING DATA WALL 2016

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# WRITING DATA WALL 2016

- First year of writing moderation
- One or two samples for each student was moderated
- The samples were then fixed on a wall in the meeting room.
- Each sample had a post-it note with the level of their sample on it
- Samples were arranged in columns from 1 – 14 to represent each level of the Developmental Writing Scale.
- There were a large number of samples under 1 and 3, a smaller number from 4 to 8, and very few samples at the high end of the scale. Level 1 is, in fact, so large that it has to wrap around the corner!

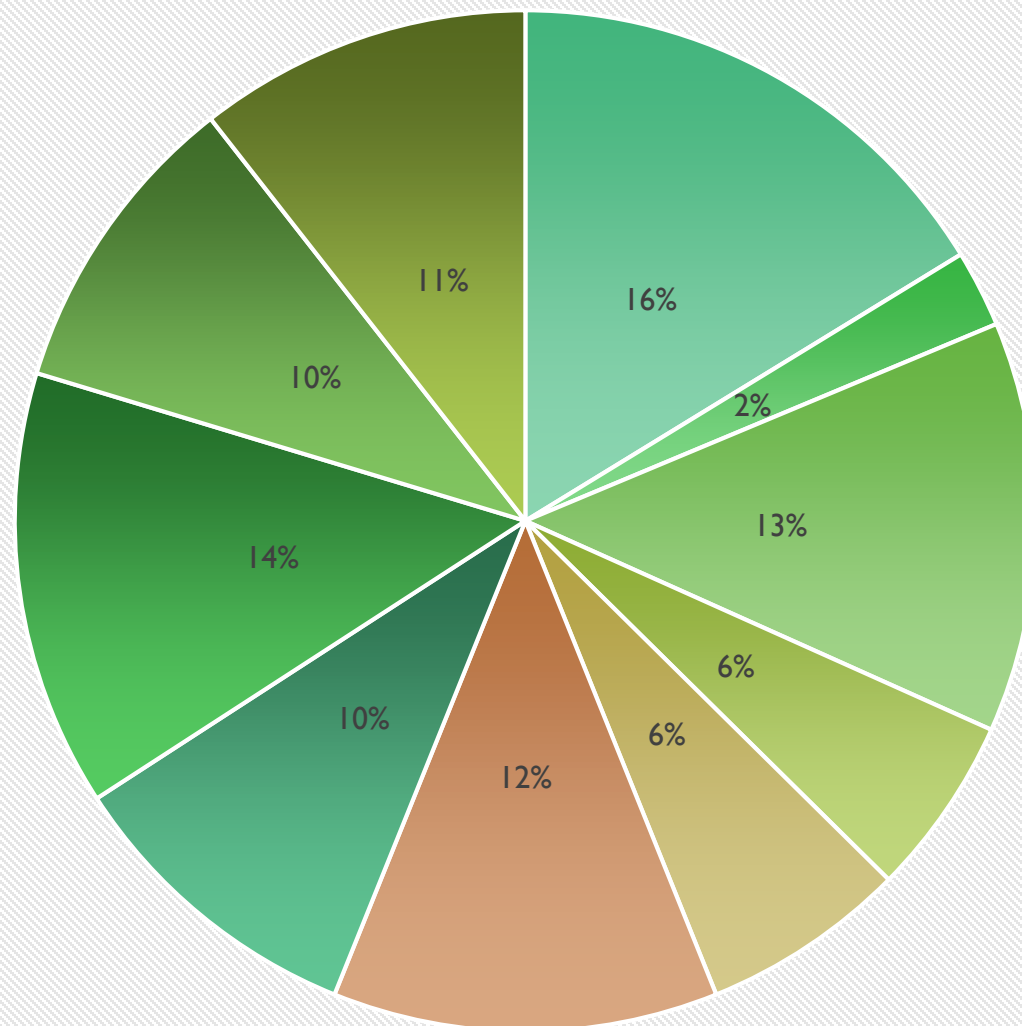


# OUTCOMES AND DISCUSSIONS

- Promoted lots of discussion about how to move students further along the Developmental Writing Scale.
- Promoted discussion about frequency of writing as some of the samples were from February even though moderation was conducted in August.
- Promoted discussion about writing practice as some samples looked as if students had done copying rather than authentic writing, even though we had had numerous discussions about the lack of progress achieved through copying (and tracing).
- These discussions led to changes in practice around the frequency of writing – it happened more – and around improving the quality of writing practice.
- They also led to further discussions around using alternative pencils versus handwriting. For those students who had samples with both, generally their samples with an alternative pencil were at a higher level than their handwriting samples.
- Led to a decision that for the following year's moderation most students needed two samples, at least one with an alternative pencil



## 2016 Developmental Writing Scale Data



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14



# WRITING DATA WALL 2017

# WRITING DATA WALL 2017

More formal instructions for writing sample collection introduced



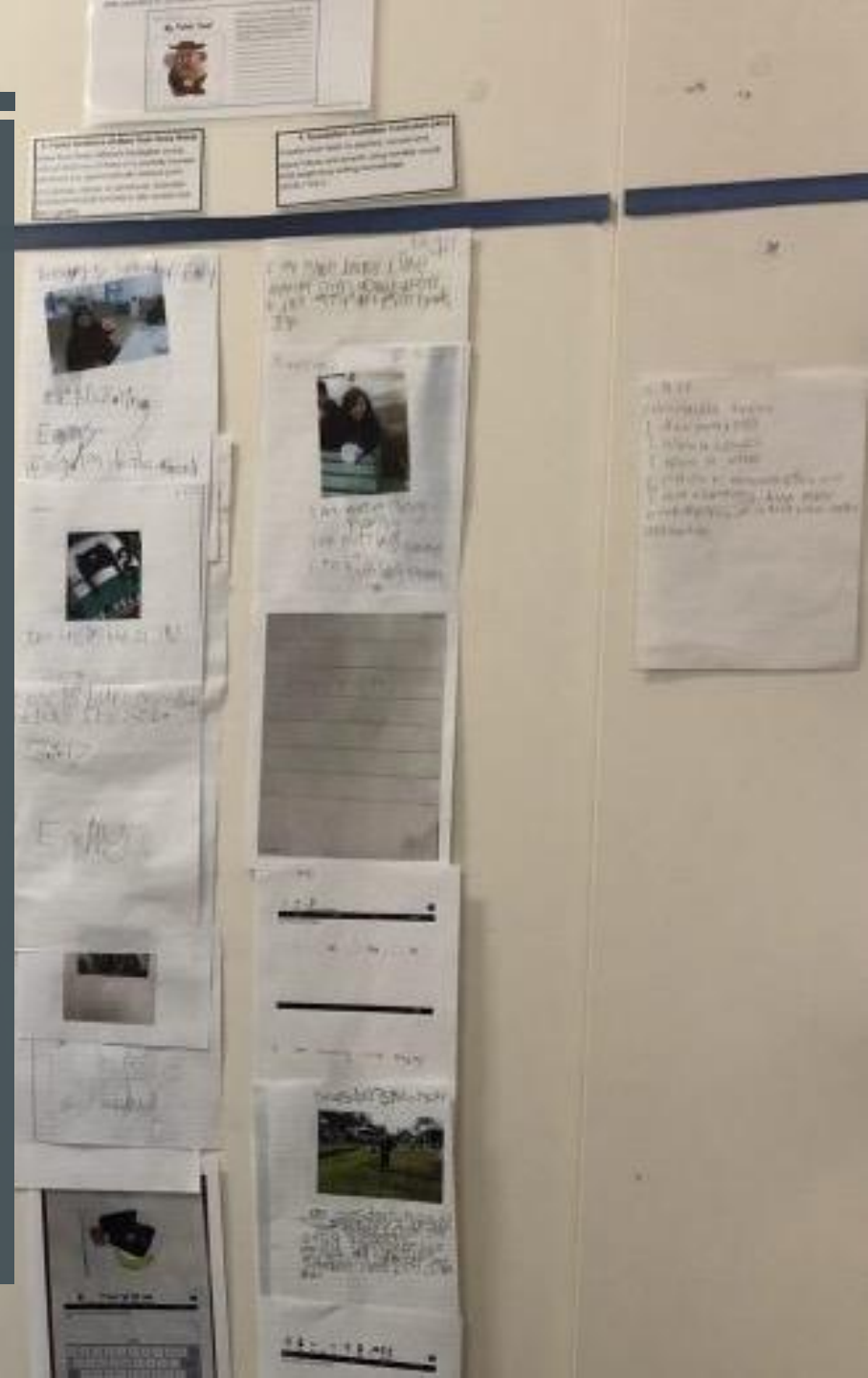
## Writing Sample Collection

Writing		Date(s):
<p><u>Directions/</u></p> <p><u>Scoring</u></p>	<p>The student should use their regular classroom pencil(s) for the writing sample e.g. Flip chart, keyboard, pencil. Make a note of any writing supports available to the student during the writing sample e.g. Word prediction, word wall, etc. Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about.</p> <p>Now say "what would you like to write about this?" Encourage them to write. Use the phrase "tell me more" to encourage more writing</p> <p>Do not assist them with selecting language for writing or with their spelling. When they have finished writing ask them to add their name to the writing (and date if feasible). You should add date if student doesn't.</p> <p>Add your own notes to the back of the writing sample e.g. translation/interpretation of what the writing says, any other comments such as "didn't use word wall even though it was available". Please don't write on the front of the writing sample as it can influence rating on the scale.</p> <p>For all students please make sure that you have at least one sample with an alternative pencil e.g. Keyboard or flip chart. For students above level 6, if you submit a handwriting sample, please also submit a typed sample. Use the Developmental Writing Scale (Sturm et al, 2012) to score the sample.</p>	
<p><u>Method of writing</u></p> <p>(circle one or more)</p>	<p>Pencil/Pen   Standard Keyboard   Adapted Keyboard   Onscreen Keyboard   Eye Gaze Frame   Print Flip Chart</p> <p>AAC Device/Name: _____ Other: _____</p>	

Attach writing samples to this page.

# WRITING DATA WALL 2017

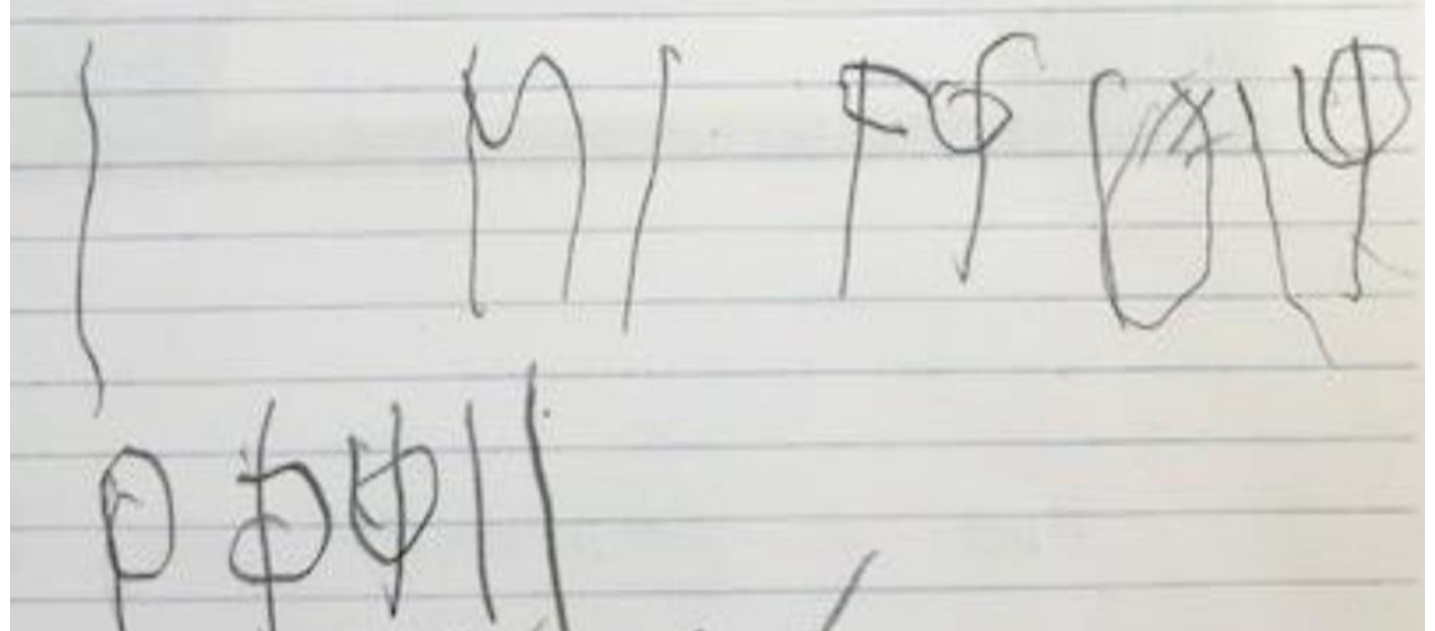
- More organised! (Thanks Leanne)
- Smaller group of samples at level 1.
- Further discussion about handwriting and alternative pencils.
- Not only did some students do a “little better” with an alternative pencil in the assessment, for many we were able to see their progress more clearly over time with an alternative pencil.
- For some students the use of an alternative pencil allows them to demonstrate skills clearly that we are unable to see with handwriting because of their motor control – even to the point of helping inform us whether we use emergent or conventional writing intervention.



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# HANDWRITING SAMPLE

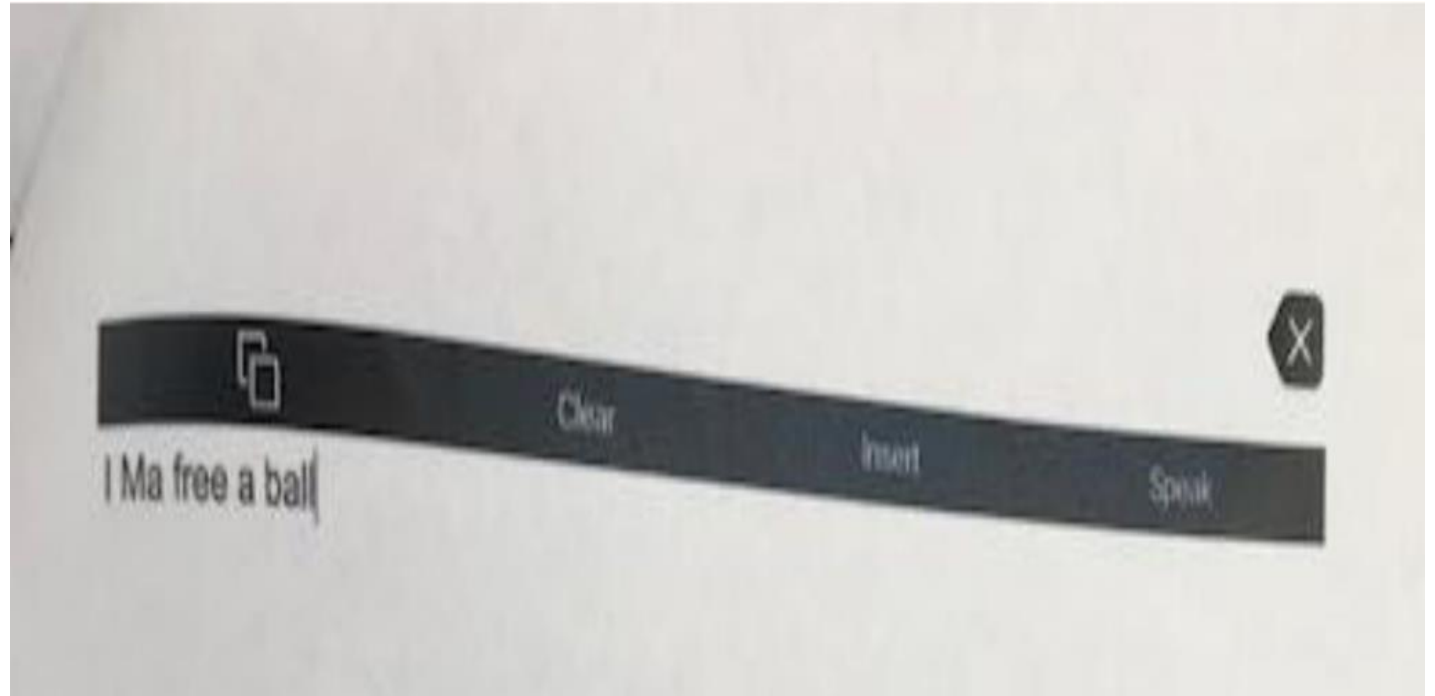
- This student uses a mixture of letter and letter like shapes, some of them grouped into clusters.
- This would be rated a 4 on the Developmental Writing Scale and would encourage us to believe the student is emergent.
- After writing this, the student was unable to tell us what this meant.
- This might be because it was a motor pattern taking over or because she has learned that she doesn't need to attribute meaning to handwriting – or because the handwriting used so much of her cognitive energy that she was unable to do the language planning.



---

## TYPED SAMPLE

- The student told us that this said “I am throwing a ball”
- This second sample with an alternative pencil shows that she is clearly an early conventional writer rather than an emergent writer.
- It would also be rated a 6 on the Developmental Writing Scale.
- She was also able to clearly tell us what the sample meant when using an alternative pencil.



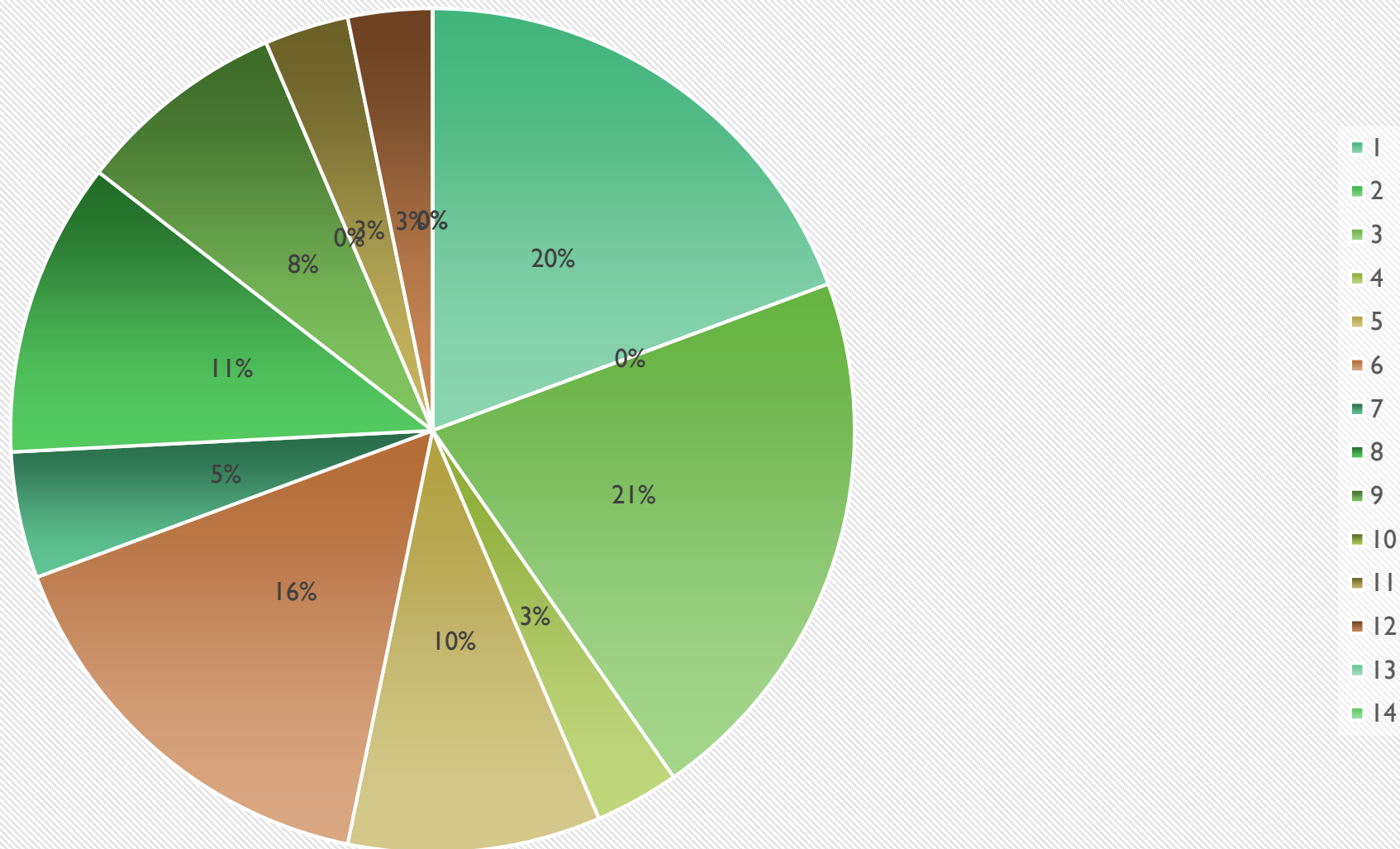
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## OUTCOMES AND DISCUSSIONS

- Some students now do all of their writing with alternative pencils.
- Using an alternative pencil, they are writing more during writing sessions
- This means they are getting more practice and their writing is improving more.
- A definite positive cycle!
- And it was decided that ALL students needed two samples for the following year!



## 2017 Developmental Writing Scale Data







WRITING DATA  
WALL 2018

# WRITING DATA WALL 2018

- Even more organised!  
(Thanks Clare)
- Most of the students at level 1 are in the group who started school in 2018.
- Very exciting for the school community to see the number of students who are moving further up the scale!
- First student on level 14 since we began moderating.



---

# OUTCOMES AND DISCUSSIONS

- Discussions about the small groups of students whose writing hasn't progressed.
- These are all students whose writing continues to be very formulaic, who write about the same topic again and again.
- Their writing was rated quite highly in 2016, but we have come to see clearly that they actually have a splinter skill of writing about one topic and if we move their writing away from that topic they write at a much earlier level.
- This led to a discussion that for future years we would use three samples on different topics during the moderation.

---

# OUTCOMES AND DISCUSSIONS

- First year all teachers were able to quickly and easily provide samples for each student – with a plethora to choose from.
- Each student's writing book was full of fabulous samples – although some teachers did choose to collect the samples for assessment on specific dates to be very aware of any scaffolding or supports available.
- This led to another discussion – which was that for all writing samples from now on, there will be standard record keeping to provide us with the opportunity to think and record the level of scaffolding and supports.
- After trialling some options and having some discussion the following form was adopted for writing records.

## Writing Record Sheet



Student:

Staff Member:

AAC system/speech : \_\_\_\_\_ Short description of how language generated: \_\_\_\_\_

Pencil used:  Handwriting  Flip chart low tech  Flip chart high tech  QWERTY high tech  QWERTY low tech  Other

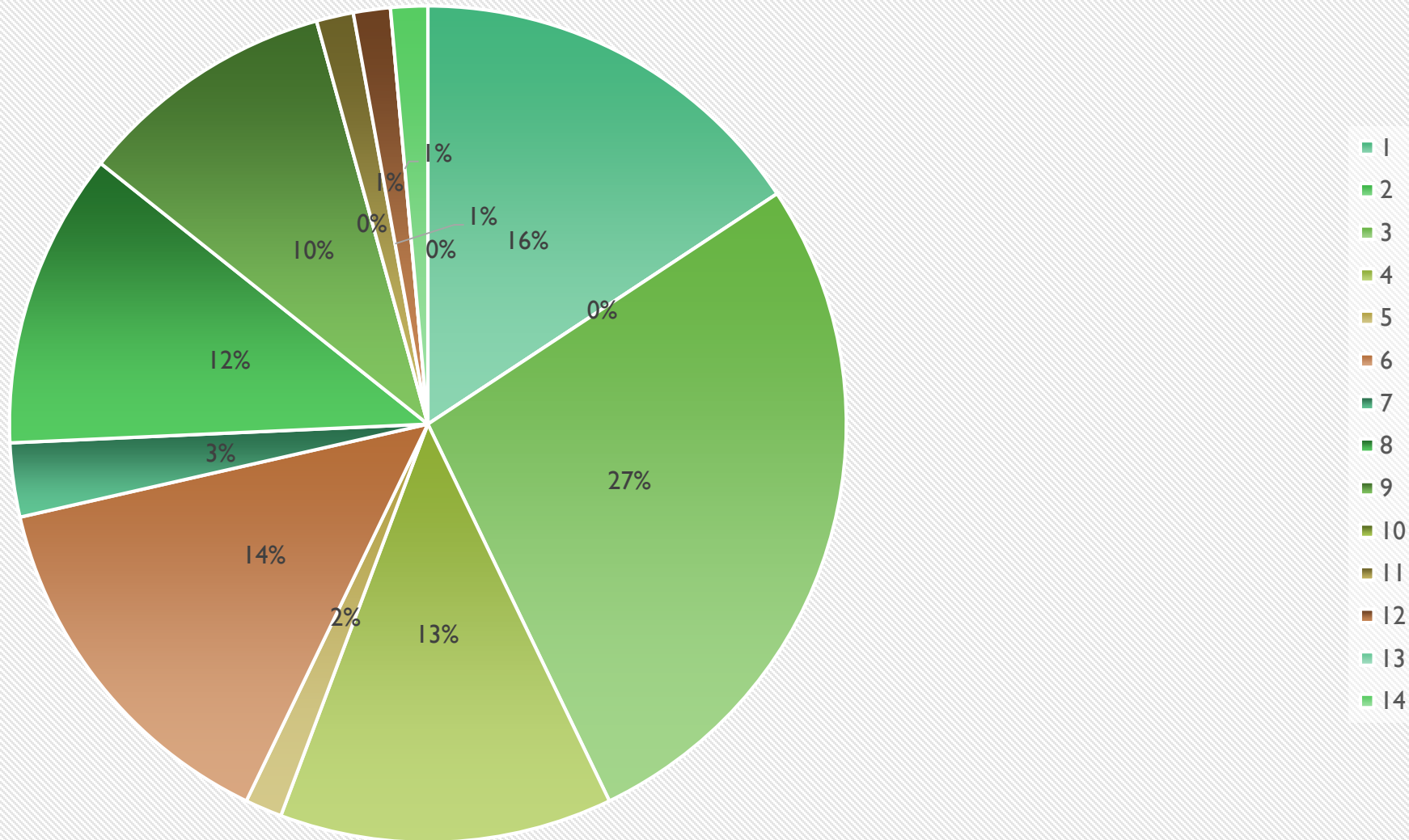
(specify) \_\_\_\_\_ Supports used:  Word Wall  Word prediction  Other \_\_\_\_\_

Student Engagement:  Fully engaged.  Partially engaged  Not engaged

Access Method:  Direct access  Partner Assisted Scanning  Other

Comments:

# 2018 Developmental Writing Scale Data



# WRITING DATA WALL 2019



# WRITING DATA WALL 2019

- Greater spread of samples across the scale
- Large group at levels 6, 7 and 8
- Many students writing about themselves in the third person e.g. "Jane likes writing"
- The three samples meant some students had three different levels, which resulted in three different samples on the wall
- Overall score for each student was an average of their three sample scores

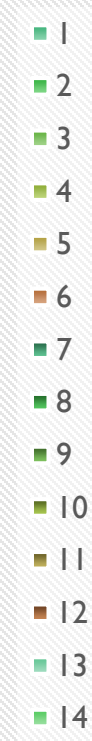
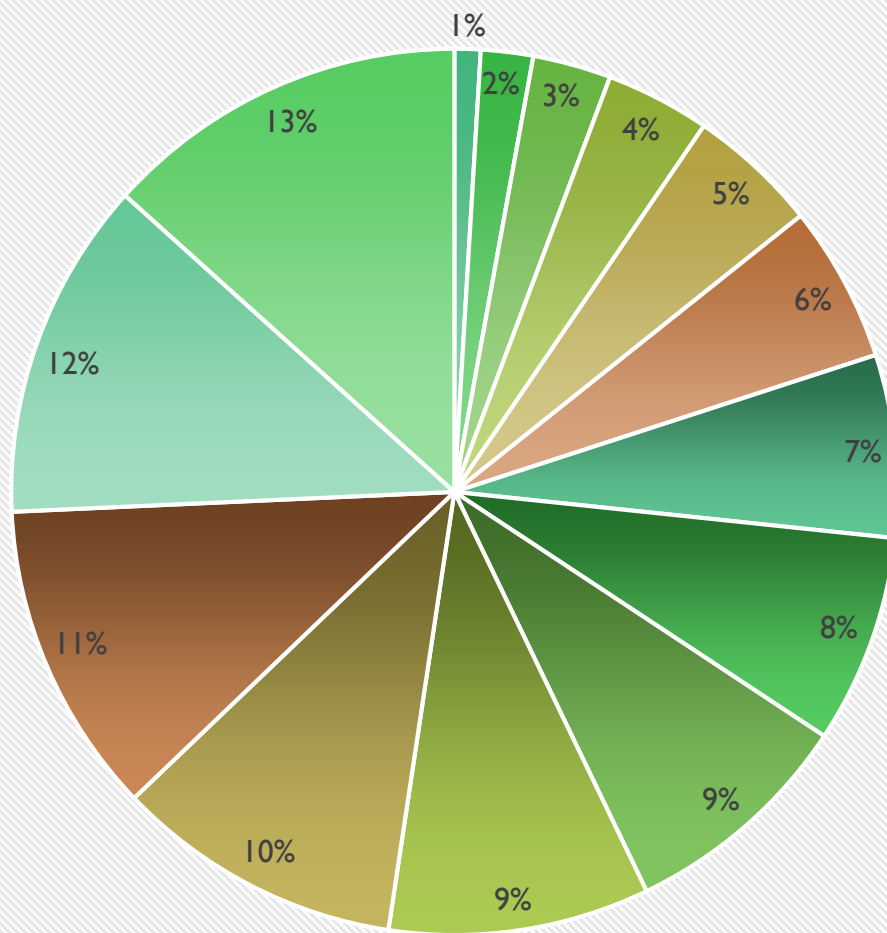




# OUTCOMES AND DISCUSSIONS

- As a result of the school improvement plan (SIP) goal, writing is happening daily and has also been a focus of teaching sprint cycles
- Earlier in 2019, a group of teachers did a sprint cycle focusing on spaces, to help their students at level 3 to move up to 4; we saw strong evidence of the success of this sprint cycle in the moderation
- As a result of the writing moderation, the middle school teachers will be doing a sprint cycle on “one good sentence” to help their students at levels 6, 7 & 8 to move up to 9
- Also as a result of the SIP, the Principal met with each teacher in term 2 to discuss one student’s writing progress in depth
- Writing record sheets are going well in daily writing, but a different one is needed for the moderation samples

# 2019 Developmental Writing Scale Data





# THANK-YOU!

- Thanks for coming
- And thanks for the amazing group of students and teachers at The Grove for supporting us to share their awesomeness!