



The Power of Process:

Advancing Writing Instruction System-Wide
Through Collaborative Rubric Development



Dinah VanDonzel, MEd
Michelle Bence, PhD
Miriam Ramzy, PhD



In Gratitude



Agenda

1. Vision for learning
2. Big Rocks for engaging in this process
3. Overview of the approach
4. Possible roadblocks
5. Scaling the work

Reflection, discussion & collaboration



SLQS & LQS Alignment



Agenda

1. Vision for learning
2. Big Rocks for engaging in this process
3. Overview of the approach
4. Possible roadblocks
5. Scaling the work

Reflection, discussion & collaboration throughout



What We Heard From Teachers

“This was one of the most **meaningful** professional learning experiences I’ve ever been part of. By diving deeply into the new ELAL curriculum together, I gained a much **deeper understanding** of the intent behind each outcome. I now feel **confident** in how to translate the KUSPs into clear, observable evidence of student learning in writing. I also really appreciate that we now have something **consistent** in our division.”

Grade 1/2 Teacher

“This project made me feel like **my voice** as a teacher truly matters. We weren’t just handed something to use, but we actually **built everything together**. I loved being able to share what my **students’ writing** actually looks like, and to help create something that feels real, **practical**, and it was made by teachers. I have already used the rubric for a writing project”

Grade 6 Teacher

Compare 2 Rubrics

Rubric A

Rubric B

	1	2	3	4
Supporting Details/ Sentences	Paragraph(s) have no supporting detail sentences that relate back to the main idea	Paragraph(s) have one supporting detail sentence that relates back to the main idea	Paragraph(s) have two supporting detail sentences that relate back to the main idea	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea
Mechanics and Grammar	The paragraph has six or more punctuation, capitalization and spelling errors.	The paragraph has three to five punctuation, capitalization and spelling errors.	The paragraph has one or two punctuation, capitalization and spelling errors.	The paragraph has no errors in punctuation, capitalization and spelling.

	1	2	3	4
Content: Creates thoughtful, detailed writing (E.g., topic sentence, supporting detail)	Lacks clear organization.	Paragraphs are simple and/or are missing some important elements.	All elements are present in a clear and concise manner.	All elements are present in a logical and compelling manner.
	Limited variation in the sentence structure.	Predictable variation in using different sentence structures.	Effective variation in sentence structure.	Innovative variation in sentence structure.
Conventions: How effectively does the student... Apply capitalization & punctuation to support writing fluency	Inconsistent use of capitalization and punctuation, leading to readability issues/ understanding	Consistent use of basic capitalization and punctuation rules, enhancing clarity.	Skillfully uses capital letters and punctuation marks to maintain smooth flow and coherence .	Exceptionally integrates precise capitalization and punctuation, resulting in polished and fluent writing.

What do you notice? What stands out? What does each say about writing? What does this communicate to teachers? Students?

FSD's Vision for Learning

The approach to this work (to understand the contextual factors):

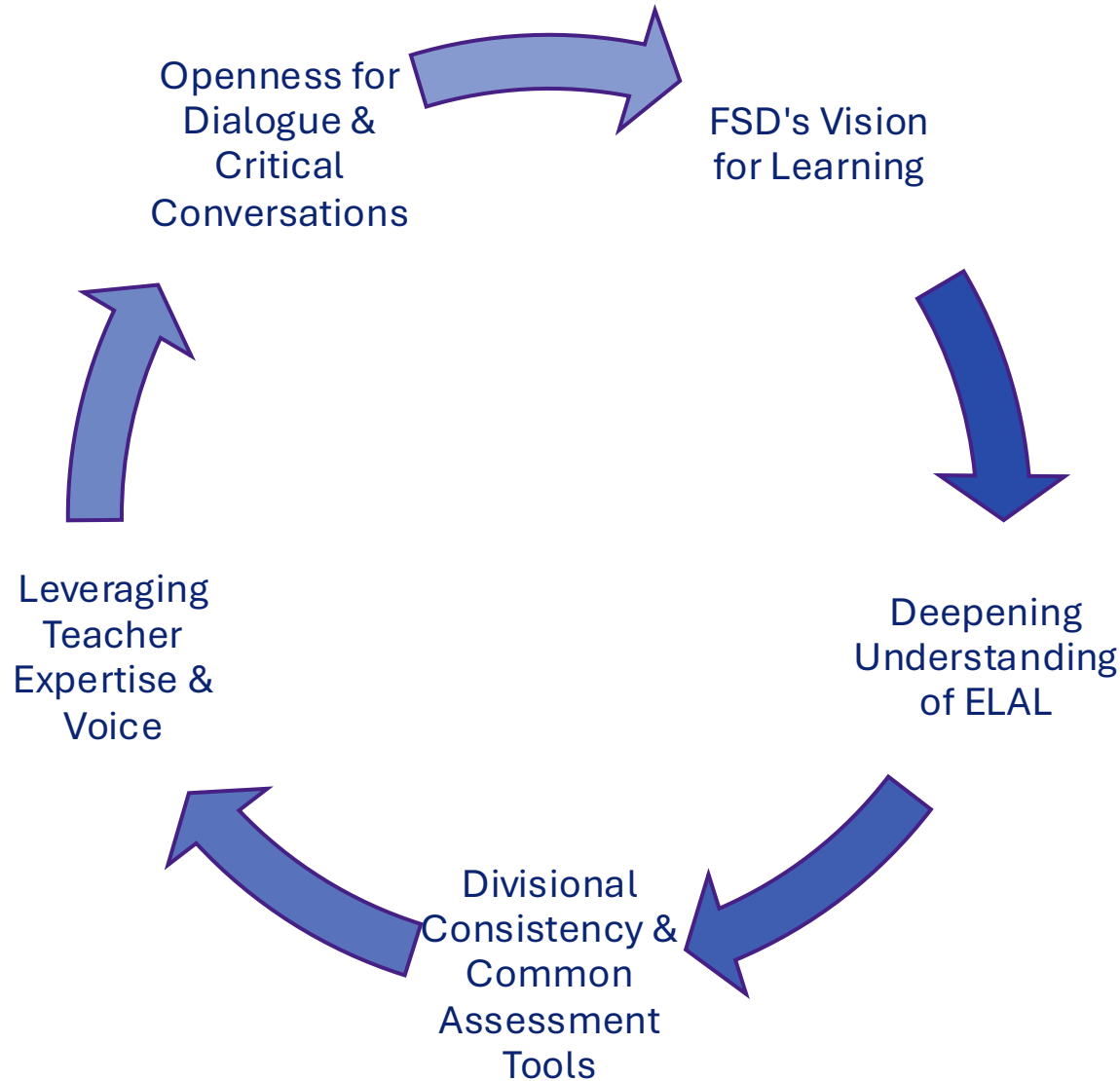
What is our purpose for teaching writing?

- Deep and transferable learning
- Conceptual understanding
- Application of skills
- Depth of understanding

So, we looked at the curriculum conceptually and for transfer



Big Rocks for this Approach



Why this process?

- Aligned with FSD's vision for deep & transferable learning
- To meet the end goal of having Common Writing Rubrics
- Teacher Ownership:
 - Shared leadership within the small group
 - Shared leadership within & across schools

Agenda

1. Vision for learning
2. Big Rocks for engaging in this process
3. Overview of the approach
4. Possible roadblocks
5. Scaling the work

Reflection, discussion & collaboration throughout



Overview

5 Full Days (4 originally planned)

K-6, teachers and leaders

21 people selected (opened application for anyone to join K-6)
• 3 people per grade

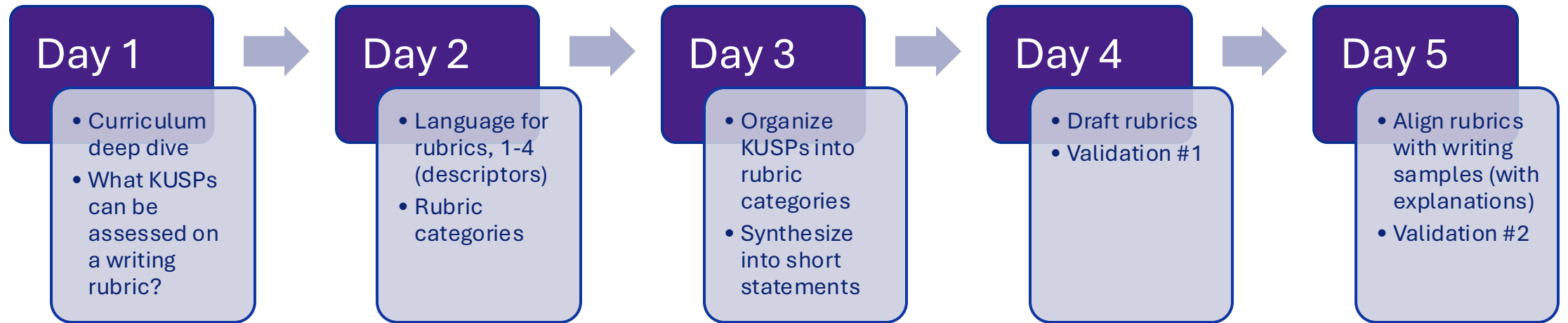
Purposive sampling: wanted teachers/leaders from all **schools** and **grades**

Used curriculum & Lit/Num dollars to support the engagement

All teachers had their students complete a common writing prompt

End goal: common writing rubrics, K-6, for any writing task, in any discipline

Overview of Each Day



How is the writer using their skills to share their message at each level?
Consider how **EFFECTIVELY** the student....



Day 1

Overview:

Building Community & Curriculum Close-Read

- Determine what KUSPs we want to include in a writing rubric
 - Which KUSPs suggest independent application?
 - Which KUSPs are assessable on a writing rubric?
 - Which KUSPs might work on a writing checklist?
- Work in grade-level groups
- Whole group share out for vertical alignment

List of KUSPs that are Assessable on a Writing Rubric

Grade Level:

Team:

KUSPs that are Assessable on a <u>Writing Rubric</u>	Notes	KUSPs that are Assessable on a <u>Writing Checklist</u>	Notes	Other?
Create text with punctuation (W, S&P, 5)				



Assessable KUSPs

List of KUSPs that are Assessable on a Writing Rubric

Grade Level: 3

Team:

KUSPs that are Assessable on a <u>Writing Rubric</u>	Notes	KUSPs that are Assessable on a <u>Writing Checklist</u>	Notes	Other?
Vocabulary/ Word Choice				
Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts (V,S&P,6)	Could fall under a vocabulary organizing idea. Do we have a tier 2 vocabulary list somewhere that is consistent?			
Recognize and use suffixes to form adverbs that describe a specific <u>manner</u> , period of time, or order. Recognize and use suffixes to name a person that does something. (V,S&P,8/9)	**Need to be able to correctly apply suffixes			
Recognize and use figurative language in oral and written communication (V,S&P,5)				

Content				
Create written texts that draw upon a variety of sources of inspiration. (W,S&P,13)		Select from a variety of text forms or structures to express personal thoughts or feelings. (W,S&P,14)		
Create beginnings that catch the audience's attention by experimenting with ideas and word <u>choice</u> . (W,S&P,15)				
include a of carefully selected words and sensory detail to add interest and keep audiences engaged. Include dialogue to add variety to texts (W,S&P,16-17)	This is what needs to be included in their writing.			
Create thoughtful conclusions to tie up events or leave readers wondering. (W,S&P,19)				
Include a variety of text features to organize, clarify, or enhance personal	Text features listed were: maps, graphs, images, and table of contents.	Create drafts of writing that maintain audience interest by focusing the		

Provocation - Hinge Point Day 1

In the moment...

Building trust and showing teachers that we believed they had the expertise to do this work was essential in this process.

- How do we communicate with teachers that we trust them and their expertise (set the culture)?
- How do you set the tone for truly open dialogue?
- How to create equity and a space for all voices?

Thinking ahead...

What other questions, challenges, and conversations can you anticipate coming out of this?

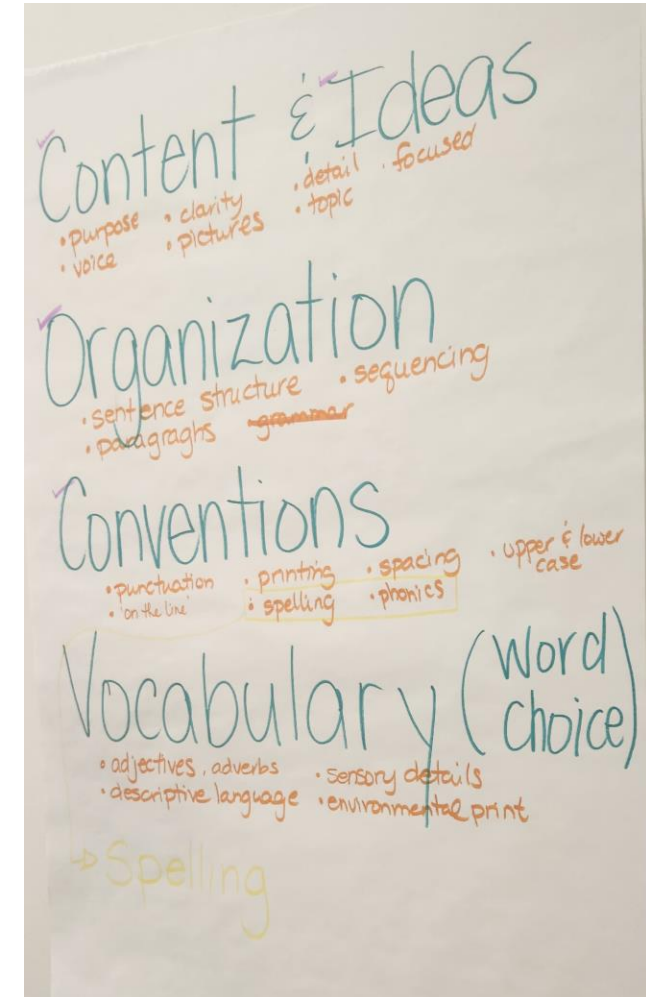


Day 2

Overview:

Assessment Language & Common Rubric Categories

- **Morning:** Brainstorm **descriptive words** you could use to describe a student for each level of the rubric (1-4)
- **Afternoon:** Return to 'Assessable' KUSPs from Day 1, and try to summarize everything into 4-6 global **categories** for a writing rubric
- Work in cross-grade groups
- Reach consensus for vertical alignment



Descriptive Words for Levels 1-4

Level 1

- *learning to
- *acquiring
- *developing
- *first steps
- approaching
- *emerging
- *beginning
- *attempting
- *few
- *basic
- *some
- undeveloped
- ineffective
- incomplete
- partial
- vague
- little attention
- *simpistic
- *not yet
- *interferes with
- unrelated
- unfocused

do these belong somewhere else - next steps?

Level 4

- *Taking Risks
- Substantial
- Significant
- *Insightful
- exemplary
- enhanced
- *Compelling
- Consolidate
- *Consistently
- Well-developed?
- Masterfully
- consistently
- focused
- *Seamless
- highly engaging
- *Unique / creative
- *Sophisticated
- Deep
- *Vivid
- Selective
- Meaningful
- "intentional" / clear
- precise
- Varied
- Logical
- *Independent
- *Transferable
- *persuasive
- *rich & detailed
- enhances flow of writing
- perceptive
- connections

↑

Level 2

Sure

- reasonable
- *partial (engaged)
- simplistic
- *basic / just enough
- *general (accurate)
- *Workable → strategy
- initial
- *predictable
- appropriate
- *occasionally
- *systematic → follows the model
- (logical (makes sense))
- *Straight forward
- Competent?
- *adequate
- *sufficient
- Surface level
- *beginning to?
- *with greater independence
- *we know its numerical but there may be a time/place.
- ex. journals
- (grade dependent)
- *amount of support?
- meh

Level 3

Well-developed / reasoned
logically sequenced ✓

Confident

- *Accurate
- *Purposeful
- direct
- easy to follow
- *errors do not impede
- independent
- regularly / typically / often
- (generally) fulfills the context provided
- Strong
- *clear and concise
- relevant
- *specific
- focused
- considerable
- *thorough
- Substantial
- convincing
- specific
- *meaningful
- interesting
- credible
- *Personality evident
- voice

Consensus on Rubric Categories

✓ **Conventions** - Punctuation
- Spacing
- Lower & upper case
- Grammar
- Spelling

✓ **Ideas & Content**
- Revise & Edit
- Writing process

✓ **Organization**

✓ **Sentence Structure** - not yet relevant in K?

✓ **Word choice** ★★!?
- High frequency
- Vocab

✓ **Revise & Edit** - Process

✓ **Content & Ideas**
• purpose
• voice
• clarity
• pictures
• detail
• topic
• focused

✓ **Organization**
• sentence structure
• paragraphs
• sequencing
• grammar

✓ **Conventions**
• punctuation
• on the line
• printing
• spelling
• spacing
• phonics
• upper & lower case

✓ **Vocabulary (Word) choice**
• adjectives, adverbs
• descriptive language
• sensory details
• environmental print

→ **Spelling**

Categories

Ideas; Information / Ideas; Content
Context/Creativity/Writers Craft/
Voice/Style

★ **Conventions**
phonics spelling
Meaning

★ **Organization**
Sentence Structure

★ **Word Choice/Vocabulary**
punctuation; writing mechanics
Letter formation; spacing
Edit; Revise
Form/Structure
purpose

✓ **Conventions** Punctuation Grammar
Spelling Phonics Printing
Spacing, formation.

✓ **Content** Ideas
Information Purpose Meaning
Details K-drawings

✓ **Organization** Sequence
structure

Word Choice Vocab Voice/Style
High Frequency
Detail/Description
Creativity
Variety, transitions

Writer's Craft?

Requirement Checklist: Edit/Revise

Provocation - Hinge Point Day 2

In the moment...

We did not give a description of a '2' student, but rather had teachers collaboratively built this.

- Why did we have teachers define the '2' student?
- How does teacher generation of this shift the conversations, understandings, and application?

Thinking ahead...

What other questions, challenges, and conversations can you anticipate coming out of this?



Day 3

Overview:

Sorting & categorizing KUSPs into the rubric categories

- **Morning:** Organize your assessable KUSPs into the 5 rubric categories
 - Tally the number of KUSPs in each category
- **Afternoon:** Synthesize the KUSPs in each category into 2 - 4 statements
 - Write the synthesis under the category descriptor and align with the relevant KUSPs
 - Aim for the same number of synthesized statements in each category.
- Work in grade-level groups
- Whole group share out for vertical alignment

Content When assessing content, consider <i>how effectively</i> the student... • Communicates written ideas that align with an intended purpose (W, S&P, 1). • Writes several sentences to expand on ideas (W, K, 4) • Uses images and features to support the written communication of ideas (W, S&P, 7)
Organization When assessing organization, consider <i>how effectively</i> the student... • Writes in full sentences (containing complete thoughts and makes sense) (W, S&P, 5) • Sentences are sequenced in a logical order (W, S&P, 4).
Vocabulary When assessing vocabulary, consider <i>how effectively</i> the student... • Includes descriptive words and or sensory language (e.g. seen, heard, smelled, tasted, or touched) to expand on ideas and paint a picture in the reader's mind (W, K, 12, 13)
Phonics When assessing phonics, consider <i>how effectively</i> the student... • Applies knowledge of spelling patterns and phonics to spell unfamiliar words. (e.g. Consonants and digraphs at beginning, middle and end of words, including a vowel in every word, recording long and short vowel sounds correctly) (C, S&P, 10, 13; P, SK, XX)
Conventions When assessing conventions, consider <i>how effectively</i> the student... • Uses capitalization (e.g., first and last names, first word of a sentence, names of places, days of the week, months) (KUSP?) • Uses sentence ending punctuation (C, U, 1) • Prints letters and words using correct formation as well as appropriate size and spacing (W, S&P, 20) • Demonstrates independent transfer of familiar high frequency words (C, S&P, 11)



Tallying/Colour-Coding KUSPs



Content When assessing content, consider <i>how effectively</i> the student... - Communicates written ideas that align with an intended purpose (W, S&P, 1). - Writes several sentences to expand on ideas (W, K, 4) - Uses images and features to support the written communication of ideas (W, S&P, 7)
Organization When assessing organization, consider <i>how effectively</i> the student... - Writes in full sentences (containing complete thoughts and makes sense) (W, S&P, 5) - Sentences are sequenced in a logical order (W, S&P, 4).
Vocabulary When assessing vocabulary, consider <i>how effectively</i> the student... Includes descriptive words and or sensory language (e.g. seen, heard, smelled, tasted, or touched) to expand on ideas and paint a picture in the reader's mind (W, K, 12, 13)
Phonics When assessing phonics, consider <i>how effectively</i> the student... Applies knowledge of spelling patterns and phonics to spell unfamiliar words. (e.g. Consonants and digraphs at beginning, middle and end of words, including a vowel in every word, recording long and short vowel sounds correctly) (C, S&P, 10, 13; P, SK, XX)
Conventions When assessing conventions, consider <i>how effectively</i> the student... - Uses capitalization (e.g., first and last names, first word of a sentence, names of places, days of the week, months) (KUSP?) - Uses sentence ending punctuation (C, U, 1) - Prints letters and words using correct formation as well as appropriate size and spacing (W, S&P, 20) - Demonstrates independent transfer of familiar high frequency words (C, S&P, 11)

List of KUSPs that are Assessable on a Writing Rubric

Grade Level: 3

Team:

KUSPs that are Assessable on a Writing Rubric	Notes	KUSPs that are Assessable on a Writing Checklist	Notes	Other?
Vocabulary/ Word Choice				
Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts (V,S&P,6)	Could fall under a vocabulary organizing idea. Do we have a tier 2 vocabulary list somewhere that is consistent?			
Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order. Recognize and use suffixes to name a person that does something. (V,S&P,8/9)	**Need to be able to correctly apply suffixes			

Provocation - Hinge Point Day 3

In the moment...

We asked teachers to tally the number of KUSPs relevant to each rubric category

- Why did we do this?
- Where unbalanced, what does this communicate about the purpose of writing?
- What is the role of a rubric?
- How can you reflect your vision of learning in this rubric?

Thinking ahead...

What other questions, challenges, and conversations can you anticipate coming out of this?

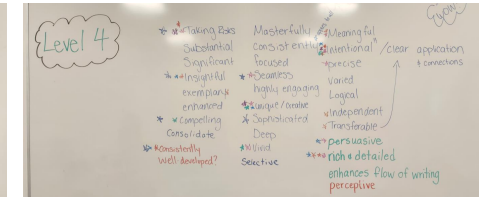
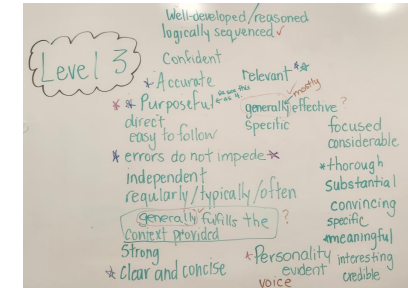
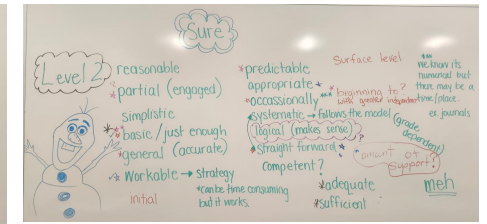
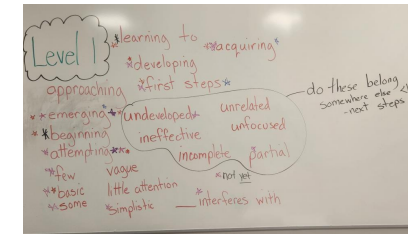


Day 4

Overview:

Rubric Writing & Validation Cycle #1

- **Morning:** Each grade level wrote out their full rubrics
 - Whole group share out for vertical alignment, accountability, alignment and consensus building
- **Afternoon:** Teachers selected 3 random writing samples they brought (a common writing prompt) and marked each independently. Then they shared their marks and compared them. If necessary, groups adjusted the language to build clarity.
- **Closing:** Teachers read through a rubric from a different grade level and provided written feedback (read for clarity and general understanding)



Grade 6 Writing Rubric				
Assignment:	Name:		Date:	
	1	2	3	4
Content When assessing content, consider how effectively the student... • Uses details and descriptions in writing (W, S+P 15, 21) E.g., relevant facts, examples & explanations E.g., setting, plot, suspense • Uses multiple techniques in writing (W, S+P 14) E.g., imagery, rhyme, dialogue, emphasis, effect • Writes to fulfill a particular purpose (W, S+P 5, 18) *Length & complexity will be considered	☐ Details and descriptions are ineffective. ☐ Seldom used or incomplete techniques in writing. ☐ Purpose is emerging; is undeveloped or vague.	☐ Details and descriptions are adequate. ☐ Simple and sufficient use of techniques in writing. ☐ Purpose is evident; is simplistic and straightforward.	☐ Details and descriptions are effective. ☐ Specific and accurate use of techniques in writing. ☐ Purpose is evident; is focused and generally engaging.	☐ Details and descriptions are intentional and enhance the writing. ☐ Creative and intentional use of techniques in writing. ☐ Purpose is meaningful; is exemplary and highly engaging.
Organization When assessing organization, consider how effectively the student... • Organizes writing in multiple paragraphs to express ideas (W, S+P 5 + 6 + 7) E.g., support by examples or relevant evidence; narrow research questions to determine clear topics/ideas E.g., logical sequence • Uses structure within a paragraph • Relates ideas and connects paragraphs using a variety of transitions (W, S + P, 8) E.g., firstly, next, in conclusion, finally, additionally, etc. • Uses a variety of sentence structures to enhance clarity (C, S + P, 6) E.g., independent + dependent clauses; complex, compound, + simple sentences	☐ Multiple paragraphs are not evident or are undeveloped; structure is vague or may be confusing. ☐ Individual paragraphs have incomplete structure; details may be incomplete or unrelated. ☐ Transitions are ineffective or emerging. ☐ Sentences are incomplete or ineffective.	☐ Multiple paragraphs are used simplistically; structure is prescribed and basic. ☐ Individual paragraphs have basic structure; details generally support main idea. ☐ Transitions are repetitive and predictable. ☐ Sentences are simple and choppy.	☐ Multiple paragraphs are used accurately; structure is clear and strong. ☐ Individual paragraphs have logical structure; details consistently support the main idea. ☐ Transitions are varied and interesting. ☐ Sentences are varied and effective.	☐ Multiple paragraphs are used masterfully; structure is focused and intentional. ☐ Individual paragraphs have exemplary structure; details greatly support main idea. ☐ Transitions are compelling and seamless. ☐ Sentences are skillful and captivating.
Vocabulary When assessing vocabulary, consider how effectively the student... • Creates imagery through phrasing and word choice (W, S + P, 14 + 16, V, S + P, 12) E.g., imagery, rhyme, dialogue, emphasis E.g., similes, metaphors, analogies • Applies sophisticated or subject specific words to enhance precise communication (V, S + P, 14 + 15) E.g., tier 2 words, tier 3 words	☐ Limited vocabulary and phrasing choices to create imagery. ☐ Vocabulary choices are emerging and seldomly supports communication.	☐ Basic vocabulary and phrasing choices to create imagery. ☐ Vocabulary choices are basic and adequately supports communication.	☐ Strong vocabulary and phrasing choices to create imagery. ☐ Vocabulary choices are purposeful and effectively supports communication.	☐ Vivid and intentional vocabulary and phrasing choices to create imagery. ☐ Vocabulary choices are sophisticated and masterfully supports communication.
Conventions When assessing conventions, consider how effectively the student... • Applies capitalization rules (W, S+P, 1) • Uses punctuation rules appropriately (C, S + P, 2) • Applies spelling patterns within and across known/unfamiliar words (C, S + P, 8) • Applies grammar rules (C, S + P, 4 + 5) E.g., consistent use of tense, subject-verb agreement	☐ Capitalization use is limited*. ☐ Punctuation use is limited*. ☐ Attempts to apply spelling patterns*. ☐ Attempts to apply grammar rules*.	☐ Adequate use of capitalization rules*. ☐ Adequate use of punctuation*. ☐ Adequate application of spelling patterns*. ☐ Adequately applies grammar rules*.	☐ Skillful and accurate use of capitalization rules*. ☐ Skillful and accurate use of punctuation*. ☐ Consistent and skillful application of spelling patterns*. ☐ Consistently and skillfully applies grammar rules*.	☐ Intentional application of capitalization; enhances communication*. ☐ Intentional use of punctuation; enhances communication*. ☐ Insightful application of spelling patterns; strengthens communication*. ☐ Seamless application of grammar rules; enhances communication*.

Provocation - Hinge Point Day 4

In the moment...

Having each group share at every step of this process was essential for accountability, alignment, and to build consensus in the room.

- What do you do when there is disagreement?
- What if teacher consensus is different than your vision?

Thinking ahead...

What other questions, challenges, and conversations can you anticipate coming out of this?

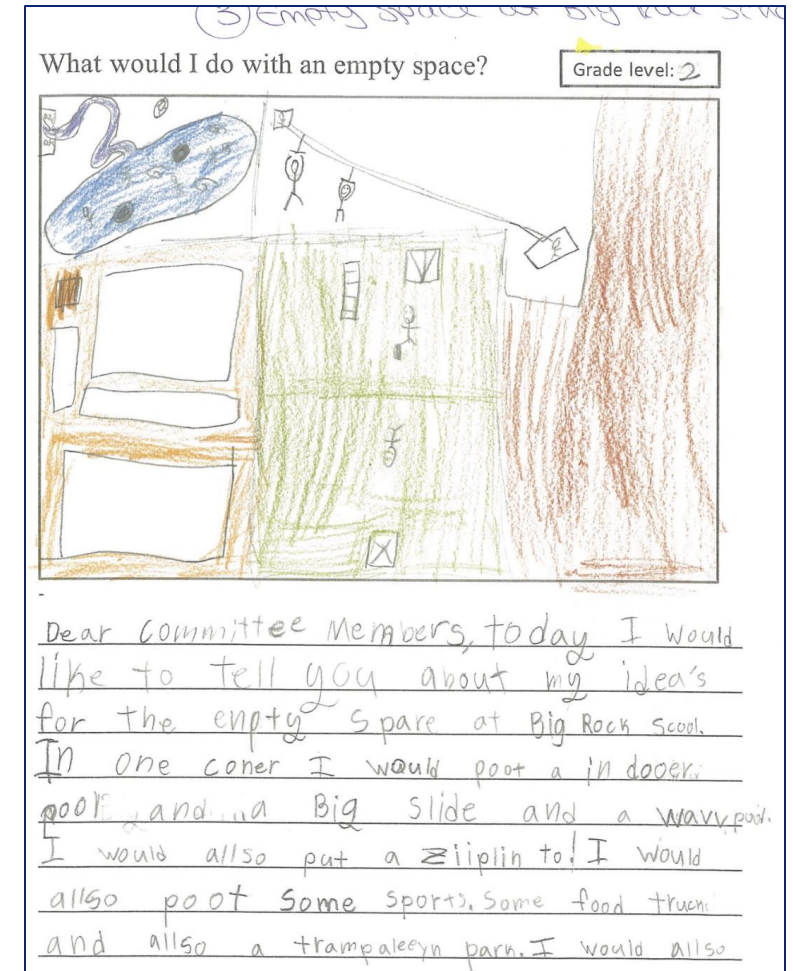


Day 5

Overview:

Student Exemplars & Validation Cycle #2

- **Morning:** Teachers selected student writing samples that best illustrated a 1, 2, 3 & 4 for their writing rubrics, paired with a written rationale.
- **Afternoon:** Teachers selected 3 random writing samples from a different grade level and marked each one independently. They wrote their marks on the back and returned the sample to the grade level team that wrote the rubric.
- **Share out and questions:** Whole-group share out, then grade-level teams adjusted the language to build clarity.
- **Closing:** Plans for divisional scaling & gratitude



Student Exemplars & Rationales

What would I do with an empty space? Grade level: 2



Dear Committee Members, to like to tell you about for the empty space at In one corner I would pool pool and a Big Slide I would also put a ziplin also pool some sports. Som and also a trampaleyn park.

Grade 2 Writing Rubric				
	1	2	3	4
Content When assessing content, consider <i>how effectively</i> the student... - Creates messages for an intended audience and purpose (W.SP.1) - Generate ideas and write a variety of sentences that include a complete thought or idea (W.SP.3, C.SP.7)	Intended audience or purpose is unclear or unaddressed Ideas and details are limited and/or confusing	Message is appropriate for an intended audience or purpose. Ideas and details are basic and generally on topic	Message is directed towards an intended audience or purpose Ideas and details are relevant and interesting	Message is convincing and/or compelling to an intended audience or purpose. Ideas and details are well-developed and creative
Organization When assessing organization, consider <i>how effectively</i> the student... - W, SP, 4 Focuses and limits the number of ideas in sentences. (as is) - Organizes sentences in a logical sequence (W.SP.5)	- Sentences are incomplete - Sentences are not clearly sequenced	- Uses simple sentences - Sentences follow a basic sequence	- A variety of sentence types are used - Sentences follow a logical sequence.	- A variety of effective sentence types are intentionally used - Sentences are organized purposefully.
Vocabulary/Word Choice When assessing vocabulary, consider <i>how effectively</i> the student... Uses sensory language, including tier 2 words when appropriate, to add interest and details. Eg. adjectives, adverbs, synonyms, antonyms (W.SP.13.12, C.SP.9.10, V.SP.3.5.6)	Word choice is ineffective, very simplistic, and/or vague. Limited or no details are provided Use of prepositions and/or pronouns is limited or not yet evident.	Word choice is reasonable and predictable. Basic details are provided. Appropriately uses prepositions and/or pronouns some of the time.	Word choice is accurate, interesting and thoughtful. Relevant, well-developed details are provided. Appropriately uses prepositions and/or pronouns most of the time.	Word choice is effective, creative, and engaging. Interesting, compelling details are provided Effectively uses prepositions and/or pronouns with consistency.
Conventions When assessing conventions, consider <i>how effectively</i> the student... - Letter sound connections and/or basic spelling patterns may be inconsistent - Uses phonetically accurate consonant and vowel sounds and basic spelling patterns some of the time	Letter sound connections and/or basic spelling patterns may be inconsistent	Uses phonetically accurate consonant and vowel sounds and basic spelling patterns some of the time	Uses phonetically accurate consonant and vowel sounds and spelling patterns most of the time	Effectively and accurately using a variety of spelling patterns consistently.
Organization When assessing organization, consider <i>how effectively</i> the student... - Appropriate sentence ending punctuation and/or apostrophes are not yet used consistently. - Uses appropriate sentence ending punctuation and/or apostrophes with some consistency.	Appropriate sentence ending punctuation and/or apostrophes are not yet used consistently.	Uses appropriate sentence ending punctuation and/or apostrophes with some consistency.	Uses appropriate sentence ending punctuation and/or apostrophes consistently.	Intentionally uses varied and/or effective sentence ending punctuation and/or apostrophes with consistency.
Vocabulary When assessing vocabulary, consider <i>how effectively</i> the student... - Letter formation, spacing and/or sizing is unclear and/or inconsistent. - Letter formation, spacing and/or sizing is uniform and neat some of the time.	Letter formation, spacing and/or sizing is unclear and/or inconsistent.	Letter formation, spacing and/or sizing is uniform and neat some of the time.	Letter formation, spacing and sizing is uniform and neat most of the time.	Letter formation, spacing and sizing is consistently uniform and neat.
Phonics When assessing phonics, consider <i>how effectively</i> the student... - Appropriate capitalization is not yet used consistently - Uses appropriate capitalization some of the time.	Appropriate capitalization is not yet used consistently	Uses appropriate capitalization some of the time.	Uses appropriate capitalization most of the time.	Uses appropriate capitalization consistently.

Grade 2 Writing Exemplars		
Exemplar 3		
Overall Mark: 3		
CATEGORY	LEVEL (1-4)	RATIONALE
Content	3	- Clearly directed towards intended audience (Dear committee members...) but not compelling/convincing (no reasons to support/explain features of the empty space) - Relevant interesting detail but not overly convincing or compelling
Organization	3	Solid opening sentence. Logical order.
Vocabulary	3	- A bit beyond basic – a few adjectives (big slide, wave pool) - Some transitional phrases (I would also) - Prepositional phrase – in one corner...
Phonics	3	A few small errors (empty for empty, coner for corner, wavy for wave, stadeem, stadium, rass for raise) but generally phonetically accurate
Conventions	3	- Periods used correctly at sentence breaks. Exclamation marks used appropriately but not necessarily intentional/effective. - Most HFW spelled correctly with some exceptions (poot for put, also for also, evry for every)

Provocation - Hinge Point Day 5

In the moment...

Building shared leadership across this team was pivotal. This is in part why teachers were able to lead this work in their schools

- What happens when a teacher pushes this work into schools, rather than division office staff?
- How do we support teacher leaders in doing this while in their roles?
- What systems and structures support this shared leadership approach?

Thinking ahead...

What other questions, challenges, and conversations can you anticipate coming out of this?



Agenda

1. Vision for learning
2. Big Rocks for engaging in this process
3. Overview of the approach
4. Possible roadblocks
5. Scaling the work

Reflection, discussion & collaboration throughout



Possible Discussion ‘Roadblocks’

Curriculum & Assessment

- **Grading** questions (what does a 1, 2, 3, 4, etc mean)?
- Vertical **alignment** takes time and a lot of sharing
 - Embed throughout, multiple times in each step
- ‘Writing’ might be difficult to present on a rubric in Div 1 (K & 1 in particular)
- **Process & product** rubric

Process Roadblocks

- **Norms** for whole & small group work
- With teachers leading the work, this meant providing **time** and **space** for discussion
- **Share-outs** for alignment
- How to come to a **consensus** when there isn’t one – how/when to move on?



Scaling Our Rubric Work

Structures, Challenges, and Long-Term Growth

Key Questions for Scaling

- What structures or supports would help you scale this work in your context?
- What challenges do you anticipate, and how might we address them together?
- How can we ensure the rubric remains a living document that grows with our system?



Scaling Our Rubric Work

Strategy 1: Empower People and Build Structures

Build Teacher Leadership

- Empower teacher leaders to facilitate rubric conversations and calibration sessions in their own schools.
- Provide ongoing support and resources for teacher leaders to mentor colleagues.

Create Collaborative Structures

- Establish regular cross-school PLCs (Professional Learning Communities) focused on writing assessment.
- Use grade-level or divisional meetings to share exemplars, discuss challenges, and refine practice.



Scaling Our Rubric Work

Strategy 2: Resourcing and Fostering Learning

Develop Resources and Toolkits

- Make rubrics, exemplars, and guides easily accessible (e.g., divisional website, shared drives).
- Create video walkthroughs or “how-to” guides for using the rubric with students.

Ongoing Professional Learning

- Offer workshops or coaching cycles for new staff and those seeking deeper understanding.
- Schedule annual or semi-annual rubric review sessions to ensure continued alignment.



Scaling Our Rubric Work

Strategy 3: Ensure a “Living” Document

Feedback & Iteration

- Collect teacher and student feedback on rubric use and impact.
- Use feedback to refine rubrics and supporting materials—keep the process dynamic and responsive.

Celebrate Success & Share Impact

- Highlight stories of growth and success at staff meetings, in newsletters, or at divisional events.
- Share student writing samples that demonstrate rubric impact.



Scaling Our Rubric Work

Addressing Challenges and Needs

Anticipated Challenge: Time

- Finding time for collaboration, moderation, and learning.

Support for Implementation:

- Provide time in the school calendar for collaborative marking and moderation.
- Ensure administrative support for teachers to engage in scaling activities.



Accessing *(the draft)* Rubrics

[Click here](#) to access the rubrics





LAYERS *of*
LITERACY

Thank You

www.layersofliteracy.com

www.foothillsschooldivision.ca

