Des Moines IA
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DWP 101: Developing a Student Writing Profile
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Objectives:
Participants will be able to:
1. Describe the 4 steps of the Writing Protocol
   - Handwriting
   - Keyboarding
   - Spelling
   - Composition
2. Describe a rationale for a multidisciplinary approach to writing assessment and intervention

Writing is considered to be the most complex literacy skill that all students need to learn.
Wendling and Mather (2009)

Why are there no writing specialists?
It takes a school team

Improving writing requires the efforts of multiple disciplines:

OT
SLP
 Teachers

The New Writing Protocol

The WP is a protocol designed to:

• Be a screening and progress monitoring tool to help develop a profile of a student’s writing skills in order to inform the AT and instructional planning process.
• Provides the research base to better understand writing development and the basis for instructional strategies.

A SHORT-COURSE ON WRITING: Getting everyone on the same page

• Section 1 provides background information on writing perspectives and writing development and summarizes the most recent research on composition, spelling, handwriting, and keyboarding.

• Section 2 provides a restructured protocol for assessing the written productivity of struggling writers.

• Section 3 provides research-based strategies linked to handwriting, keyboarding, spelling, composing, and technology accommodations.

E-book

• Searchable
• Active links in the table of contents
• Forms and directions easily accessible in the Appendices for printing
• $25.00
• Under copyright: 1 back up copy of the e-book plus one print out of the e-book
• $529 for a district-wide license
**Who should administer the WP?**

A capacity building model promotes ownership of writing accommodation decisions at the school level.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>R/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Goal</td>
</tr>
<tr>
<td>Examiner</td>
<td>Date of Assessment</td>
</tr>
</tbody>
</table>

1. **Handwriting Assessment**

<table>
<thead>
<tr>
<th>Alphabet</th>
<th>LPM</th>
<th>RMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting Latent Rating</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

2. **Keyboarding Assessment**

<table>
<thead>
<tr>
<th>Alphabet</th>
<th>LPM</th>
<th>RMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting Latent Rating</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Best ways to get started using the DWP**

1. **Timed Handwriting**
   - Alphabet
   - Best sentence copy
   - Dictated sentences
   - Paired sentences
   - Composed text

2. **Timed Keyboarding**
   - Alphabet
   - Best sentence copy
   - Dictated sentences
   - Paired sentences
   - Composed text

3. **Spelling**
   - Alphabet
   - Best sentence copy
   - Dictated sentences
   - Paired sentences
   - Composed text

4. **Extended Writing**
   - Extended writing
   - Положения и предложения
   - Кейс
   - Бизнес-план
   - Бланк
   - Форма

Optional Conditions as Needed

**“Put it on the clock”**

Schedule students

Administer with a peer initially
Writing Protocol Procedures

Handwriting

Step 1: Timed Handwriting

The student:
1. Handwrites the alphabet from memory for 1 minute.
2. Handwrites a copied sentence for 1 minute.
3. Handwrites a sentence from dictation for 1 minute.
4. Handwrites a copied sentence quickly for 1 minute.
5. Composes and handwrites text, measured in one minute intervals.
6. Indicates on a Likert scale his or her feelings about handwriting.

Alphabet from memory: A Measure of Orthographic-Motor Integration

OMI measures more than speed of handwriting.

- It requires the child to retrieve letter sequences from memory, then recall and execute the motor production of the letters (Medwell and Wray, 2007).
Orthographic-Motor Integration

- Orthographic-motor integration (OMI) of handwriting “involves mentally coding and rehearsing visual representations of letter patterns and integrating them with motor patterns” (Berninger et al., 1994a, p. 333).
- OMI may be a significant underlying factor for students with poor handwriting (Volman et al., 2006; Horne, Ferrier, Singleton & Read, 2011).
- There is a strong connection between OMI and the length and quality of handwriting.

Best Sentence Copy

- Sentence copying tasks have been used by many researchers as a way to measure handwriting speed (Wallen, Bonney, & Lennox, 1996; Connelly, Gee & Walsh, 2007).
- Copied sentences demand less working memory, and do not require composing or spelling (Barnett, et al., 2009).
- In order for the sentences to reflect copying, rather than memorized writing, additional sentences that include all the letters in the alphabet are included.

Sentences for Best and Fast Sentence Copying Tasks

<table>
<thead>
<tr>
<th>Sentences for Copying Tasks</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thp quick brown fox jumps over the lazy dog. (53 letters)</td>
<td>1-3</td>
</tr>
<tr>
<td>The five boxing wizards jump quickly. (51 letters)</td>
<td>2-4</td>
</tr>
<tr>
<td>Six big juicy steaks sizzled in a pan as five workmen left the quarry. (56 letters)</td>
<td>3-5</td>
</tr>
<tr>
<td>A mad boxer shot a quick, glancing jab to the jaw of his dizzy opponent. (57 letters)</td>
<td>5-6</td>
</tr>
</tbody>
</table>

Dictated Sentence

- When handwriting (or keyboarding) sentences from oral dictation, reading and higher order thinking to compose is factored out (Horne, Ferrier, Singleton and Read (2011), while spelling is factored in.
- Sentences with words at different reading levels have been created.
- When evaluating students with moderate intellectual impairments (not being held to CCSS) who are using modified materials, use the level commensurate with the student’s reading level.
Dictation Sentences for Intermediate Grades

Grades 3-5 Dictation Sentences

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>birds</strong> circled the group with their exciting and dangerous loops and zipped through flames.</td>
<td>7 words</td>
<td>6 words</td>
<td>7 words</td>
</tr>
<tr>
<td>The <strong>rugby</strong> player scored a goal.</td>
<td>8 words</td>
<td>8 words</td>
<td>8 words</td>
</tr>
<tr>
<td>The English soldier could not avoid capture once they ran out of ammunition following a heated battle.</td>
<td>19 words</td>
<td>19 words</td>
<td>19 words</td>
</tr>
<tr>
<td>The <em><strong>players</strong></em> ran their legs into the stands, hoping their dreams of fame and adventure might come true.</td>
<td>20 words</td>
<td>20 words</td>
<td>20 words</td>
</tr>
<tr>
<td>The early ancestors are considered to be the first humans to evolve.</td>
<td>11 words</td>
<td>11 words</td>
<td>11 words</td>
</tr>
</tbody>
</table>

Fast Sentence Copy

- Research (Weintraub & Graham, 1998) on transcription that indicates that students are able to modify their speed to complete different tasks.

- Comparing the student's performance on best and fast copying tasks across conditions provides information on the student's ability to increase his or her speed relative to writing demands.

Composed Text

- Composing sentences requires the student to integrate transcription skills with some measure of higher order thinking to generate ideas, activate working memory, and formulate written language.

- The evaluator should engage the student in conversation about a topic that is of interest to him or her.

- After one to two minutes, once the student has verbally generated some ideas, the student is asked to write some sentences about these ideas.

Likert Scale

- Use the Likert graphic to ask the student how he/she likes to write by hand. Be sure the student is not responding to the content of each task, but to the use of handwriting.
Handwriting Research

- Writing involves “language by hand.”
- The motor construction of writing words results in tactile sensations which help children link letters to written words, in the same way that speaking letter sounds helps children combine phonemes in words (Richards, Berninger, Stock, Altemeier, Trivedi, & Maravilla, 2011).

Handwriting Facilitates Writing

- Automatic letter writing is the single best predictor of length and quality of written composition in the primary grades (Graham, Berninger, Abbott, Abbott & Whitaker, 1997) and in the secondary years (Peverly 2006, Connelly et al., 2006).
- Improving students’ abilities to produce letters with more automaticity allows them to attend to other writing processes by freeing up cognitive resources (Christensen & Jones 2000).
- Automaticity develops in early childhood, but continues to develop into the secondary years.

OMI and Automaticity

- Tucha, et al. (2008) contend that an over emphasis on neatness during instruction can have a negative effect on fluent writing production.
- Based on their research, they concluded that handwriting instruction often focuses more on well-formed handwriting and neglects speed of handwriting and orthographic automaticity.
- Instruction on handwriting quality is important for young writers and students with handwriting deficits; however, instruction must also address automaticity.

Writing Quality plus Automaticity
What the current evidence tells us about instructional handwriting intervention

- Interventions of less than 20 sessions that do not include direct handwriting practice are ineffective. Hoy, Egan, and Feder (2011)
- Individual and small group direct instruction on letter formation along with activities to promote speed and accuracy can improve handwriting and written expression. (Jones and Christensen, 1999)
- Handwriting instruction should focus on letters similar in formation, but learning the names of each letter is also essential. (Graham, 2010)

Handwriting interventions demonstrate:

- Direct handwriting practice is more effective than activities that isolate fine motor or visual motor skills.
- Activities that emphasize fluency enhance writing output more than just emphasis on letter formation.
- The use of visual cues, with an emphasis on memory and automaticity, is more effective than modeling and copying activities alone.
- Encouraging students to chart the progress of handwriting speed is an effective self-monitoring strategy.
- Meaningful writing should accompany handwriting practice.

Writing Protocol Procedures

Keyboarding

1. Timed Handwriting
   - Alphabet
   - Best sentence copy
   - Dictated sentences
   - Fast sentence copy
   - Composed text

2. Timed Keyboarding
   - Alphabet
   - Best sentence copy
   - Dictated sentences
   - Fast sentence copy
   - Composed text

3. Spelling
   - Word list
   - Word list
   - Word list
   - Word list

4. Extended Writing
   - Composed text
   - Composed text
   - Composed text
   - Composed text

Optional Conditions as Needed
Keyboarding: Expectations

• (National Governors Association Center for Best Practices, Council of Chief State School Officers (2010) state:
  • In the 4th grade:
    • Students should develop sufficient “command of keyboarding skills to type a minimum of 1 page in a single sitting.”
  
  By the 5th grade
  • to type 2 pages in a single sitting.

• There are no clear elementary standards for font size, margins, or line spacing that would clarify the expected number of words written per line to produce a page of text.
• Schools are expected to design a means of building keyboarding skills into the elementary curriculum.

Step 2: Timed Keyboarding

The student:
1. Types the alphabet from memory for 1 minute.
2. Types a copied sentence for 1 minute.
3. Types a sentence from dictation for 1 minute.
4. Types a copied sentence quickly for 1 minute.
5. Composes and types text, measured in one minute intervals.
6. Indicates on a Likert scale his or her feelings about using a keyboard.

OMI and Keyboarding

Christensen (2004) demonstrated that, like handwriting, students must achieve a level of orthographic-motor integration relative to keyboarding, in order to devote cognitive resources for ideation, organization of ideas, spelling, and grammar.

Keyboarding should be at or above handwriting speeds

• “For touch typing to be useful, the process must be automatic and students must reach a typing speed that is at least equivalent to their handwriting speed” (Balajthy, 1988, p 41).

• Dunn and Reay (1989) confirmed this in a study of 52 students age 12 to 13 years old.
• The reverse of this was also demonstrated in that when students’ keyboarding speeds were less than their handwriting speeds, they demonstrated less proficiency when word processing.
Keyboarding vs Handwriting Speeds

- Accepting the premise that students should be able to keyboard at least as fast as they can handwrite, Freeman et al. (2005) contend that handwriting speed norms are more useful than keyboarding speeds for estimating target speeds.

- They caution that these decisions should be based on the individual profile of student needs since some students may not be able reach comparative speeds, but will require an alternative to handwriting due to significant legibility deficits.

Keyboarding in the Early Primary Grades

- Kindergarten and 1st grade children took as much time to decide what letter to type as they did to find it on the keyboard, indicating that for young children, touch typing instruction was not warranted as a child’s ability to generate text was more dependent on the ability to determine how to spell words rather than locate keys (Kahn and Freyd, 1990)

- Shorter (2001), Nichols (1995) and Pisha (1993) share the viewpoint that keyboarding instruction for children in the early primary grades may not constitute an optimal time for achieving keyboarding fluency.

- Young children can achieve keyboard familiarity.

Keyboarding in the Elementary Years

- In the absence of keyboarding instruction, handwriting may be more effective at elementary levels, particularly when students are producing higher-level writing tasks.

  - Berninger, Abbott, Augsburger & Garcia (2009)
  - Connelly, Gee, and Walsh (2007)

- The authors conclude that in the absence of keyboarding instruction, handwritten essays will likely prevail in the elementary grades as students have more experience with handwriting.

- Without keyboarding instruction that results in fluent keyboarding, essay writing using keyboarding could potentially hinder writing quality.

Handwriting and keyboarding speeds using a dictated writing task

Horne et al. 2011

<table>
<thead>
<tr>
<th>Grade equivalent</th>
<th>Handwriting (WPM)</th>
<th>Keyboarding (WPM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>7th</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>8th</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>9th</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>10th</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>11th</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>12th</td>
<td>24</td>
<td>27</td>
</tr>
</tbody>
</table>

Keyboarding began to surpass handwriting speeds toward the end of middle school. Figure 1.15
Nichols (1995) provided students in 3rd to 6th grades weekly keyboarding instruction for a full school year using two different methods:

1. Teacher-directed alphabetic approach (Diana King Method) [http://www.donpotter.net/pdf/typing_king.pdf]
2. Software-directed home keys approach (Type to Learn software).

### Approaches to Touch-Typing

<table>
<thead>
<tr>
<th>5th grade student</th>
<th>LPM</th>
<th>WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet</td>
<td>21</td>
<td>4.2</td>
</tr>
<tr>
<td>Best Sentence Copy</td>
<td>26</td>
<td>5.2</td>
</tr>
<tr>
<td>Dictated Sentence</td>
<td>25</td>
<td>5.0</td>
</tr>
<tr>
<td>Test Sentence Copy</td>
<td>28</td>
<td>6.6</td>
</tr>
<tr>
<td>Composed Text</td>
<td>17</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>2.6</td>
</tr>
<tr>
<td>Handwriting Likert Rating:</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Observations:**
- Handwriting observations: Used his left hand to write. Reported that his hand hurt during the dictation and composition tasks.
- Dictation difficulties with letter size and spacing between words; however, handwriting is legible. Handwriting speeds ranged from 2.6 to 5.6 words per minute. When composing, his handwriting speeds were the slowest, which suggests that idea generation and written language formulation is a factor affecting written productivity.

### 2. Keyboarding Assessment

<table>
<thead>
<tr>
<th>5th grade student</th>
<th>LPM</th>
<th>WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet</td>
<td>24</td>
<td>4.8</td>
</tr>
<tr>
<td>Best Sentence Copy</td>
<td>16</td>
<td>5.2</td>
</tr>
<tr>
<td>Dictated Sentence</td>
<td>23</td>
<td>4.6</td>
</tr>
<tr>
<td>Test Sentence Copy</td>
<td>29</td>
<td>6.8</td>
</tr>
<tr>
<td>Composed Text</td>
<td>18</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>1.8</td>
</tr>
<tr>
<td>Keyboarding Likert Rating:</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Observations:**
- Used a point and pick method of typing and switched between his left and right hands. His keyboarding speeds ranged from 2.4 to 2.8 which is close to his handwriting speeds. Again, his speeds were slower when he was asked to independently compose sentences.

Russell (2000) conducted a second study of roughly 200 8th grade students.

- Students who could keyboard at 20 WPM or above performed much better on the computer.
- Students with slower keyboarding speeds did not perform as well on the computer.
- This speaks to the importance of keyboarding fluency and identifying the modality that works best each student.
- A study with 4th, 8th, and 10th graders had similar results.

Allow students to use the writing modality with which they are most fluent on high stakes tests.

- What is most important, to the extent possible, is that students have some form of fluent transcription in order to reduce the cognitive load and allow for the development of higher-level writing skills.

Graham (2010)
Writing Protocol Procedures

Spelling

Linguistic Knowledge

- Linguistic knowledge addresses:
  - phonological awareness (sounds within words)
  - orthography (patterns of letters within words)
  - morphology (i.e., suffixes, prefixes, base words, and word roots)
  - vocabulary (word meaning)
  - mental orthographic representations (MGRs) (words stored in an individual’s long-term memory after repeated exposure to them in print.)

Linguistic Approaches to Spelling

- The evaluation of the developmental progression of spelling abilities employing a more linguistic approach is widely accepted.

- Spelling from a dictated inventory of words with a variety of linguistic patterns, as well as words that demand MGRs, provides insight into children’s spelling development.
Lists of Spelling Words

<table>
<thead>
<tr>
<th>Primary Grade (K-2) Spelling Words</th>
<th>Upper Elementary (3-5) Spelling Words</th>
<th>Middle and High School Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>hen</td>
<td>fruit</td>
<td>suance</td>
</tr>
<tr>
<td>sky</td>
<td>place</td>
<td>enough</td>
</tr>
<tr>
<td>was</td>
<td>eye</td>
<td>distinct</td>
</tr>
<tr>
<td>thing</td>
<td>knife</td>
<td>whitening</td>
</tr>
<tr>
<td>choke</td>
<td>flavor</td>
<td>appealing</td>
</tr>
<tr>
<td>paid</td>
<td>bottle</td>
<td>status</td>
</tr>
<tr>
<td>sail</td>
<td>grade</td>
<td>mathemathical</td>
</tr>
<tr>
<td>whole</td>
<td>taught</td>
<td>弩ataur</td>
</tr>
<tr>
<td>track</td>
<td>floor</td>
<td>现</td>
</tr>
<tr>
<td>watch</td>
<td>window</td>
<td>changeable</td>
</tr>
<tr>
<td>bushes</td>
<td>oven</td>
<td>reinforcement</td>
</tr>
<tr>
<td>shopping</td>
<td>assistant</td>
<td>indefinite</td>
</tr>
<tr>
<td>crisis</td>
<td>voyage</td>
<td>edition</td>
</tr>
<tr>
<td>breakfast</td>
<td>measure</td>
<td>chambred</td>
</tr>
<tr>
<td>mail</td>
<td>magazine</td>
<td>recyclable</td>
</tr>
<tr>
<td>gala</td>
<td>profession</td>
<td>predominimacy</td>
</tr>
<tr>
<td>friendlist</td>
<td>complain</td>
<td>disciplinary</td>
</tr>
<tr>
<td>majority</td>
<td>commercial</td>
<td>emotionalism</td>
</tr>
<tr>
<td>continuous</td>
<td>expeditious</td>
<td></td>
</tr>
</tbody>
</table>

Procedures for Administering the Spelling List

- This is an untimed task.
- Open a new word processing document. Turn off spell check and autocorrect in the word processing program, or instruct the student to not use right click, nor spell check. Save the file with the student’s name and date. (spelling_jones_9_16_15).
- Hold the list of spelling words in a way that the student cannot see the words. Use the words at the grade appropriate level.
- When presenting each word on the spelling list, the examiner should:
  - speak the targeted spelling word
  - verbally present the targeted word in the context of a sentence, and
  - speak the targeted word once again.
- Save the file.

Case Study: Spelling

3. Spelling Word List

<table>
<thead>
<tr>
<th>Linguistic Analysis of Spelling Errors</th>
<th>Number of misspellings that may reflect a deficit within each of these five areas of language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>red (read), track (track), brush (brushes), shopping (shoping)</td>
</tr>
<tr>
<td>Orthographic Knowledge</td>
<td>chok (cheke), bidk (bidked)</td>
</tr>
<tr>
<td>Vocabulary Knowledge</td>
<td>were (where)</td>
</tr>
<tr>
<td>Morphological Knowledge</td>
<td></td>
</tr>
<tr>
<td>Mental Graphemic Representation</td>
<td>was (was)</td>
</tr>
</tbody>
</table>

Total number of words on the spelling list: 15
Number of misspelled words that could be corrected using spell check: 8
Spelling Likert rating: 1 2 3 4

Notes/Observations: Correctly spelled words: hen jag thing call said

Figures 1.3 to 1.5
The instructional trend today is to assess the level of spelling development of students, and to teach pattern generalization at the student’s instructional level (Schlagal, 2013).

Targeted word lists should be based on an assessment of the student’s instructional level of word knowledge.

Spelling posttest results should be used to help teachers make informed decisions on subsequent words lists.

Time will also need to be directed toward developing mental images of irregular high frequency words (e.g., said, aunt, come, know, friend), as well as to word meaning relative to spelling homonyms (e.g., pair/pear; some/sum).

Apel, Masterson, and Hart (2004a) conducted traditional spelling instruction in one 3rd grade classroom, while another 3rd grade classroom received multi-linguistic spelling instruction.

Classrooms had similar racial and linguistic backgrounds, as well the number of students receiving special services.

Based on a list of 40 words, the results indicated that after nine weeks of instruction, the multi-linguistic approach demonstrated improvements with a medium effect size while the traditional approach showed no improvement.

The activities described can be done in small groups in the classroom, providing the students are at similar levels of spelling development, working on similar word patterns.

As a supplemental service, speech language pathologists can incorporate these multi-linguistic activities into therapy settings, or model this in the classroom.

Occupational therapists serving students in classrooms should collaborate with teachers to identify what word patterns the student is learning and integrate handwriting instruction into a more multi-linguistic approach to word spelling and writing.

Example: “Share the pen”
Extended Writing Task Procedures

- The extended writing task was added because the overarching goal for today’s students is to write routinely for long and short periods for a range of tasks, purposes, and audiences, beginning in the primary grades (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010).

- As with the previous version of the WPP, a writing traits rubric is used to gauge writing strengths and weaknesses.

- Writing rubrics continue to be recommended in the literature as a guide for teachers to monitor students’ writing performance (Moore, Moore, Cunningham & Cunningham, 2011; Olinghouse and Wilson, 2012, Honigsfeld & Dove, 2013). (NEW 2014 6 +1 Traits aligned with CCSS)

- Given the national emphasis on writing structures, three different prompts are provided for three types of writing in the revised WP.

- Evaluators should select the type of writing that is being emphasized as part of the student’s classroom writing instruction.

- Select a topic that will engage the writer. Writing prompts were designed to be open-ended enough to allow for sufficient generation of text at elementary and secondary levels (In the Appendices).
### Prompts for Elementary Grades in the DWP

**Narrative**
- A perfect day
  - Describe your perfect day. Include well-chosen details that help describe the events of the day and why it was so perfect.

- My worst day
  - Describe your worst day. Include well-chosen details that help describe the events of the day and why it was so awful.

- A day in the life
  - Describe a day in the life of your pet or someone else's. Include well-chosen details that help describe the events of the day from the animal's perspective.

**Argument**
- Dress codes
  - Do you believe that schools should have a dress code? Why or why not? Provide facts and reasons to support your stand on this.

- Snacks at school
  - Do you believe that schools should sell sodas and sugary snacks at lunch or after school? Why or why not? Provide facts and reasons to support your stand on this.

- Mobile phones at school
  - Should students be able to use mobile phones in school? Why or why not? Provide facts and reasons to support your stand on this.

### Extended Writing Task Procedures

- This task provides evidence of a student’s ability to write on demand, and it offers a longer writing sample for the examination of writing traits.
- It can also be an opportunity to reflect on the degree to which grade-level college and career readiness language arts standards are being met.

- One writing sample, however, may not be sufficient. It is advisable to examine additional extended writing tasks that have been completed in class without adult edits or revisions.
**Free Write Task**

Barnett et al. (2007)
- Free writing tasks were consistently slower than the copy fast task across all ages, confirming that free writing is more demanding than copying.

Ferrier, Horne & Singleton (2013)
- “average speed of free writing in secondary school is largely a function of the cognitive load imposed on the task” (p. 4).

**CASE STUDY**

- **Type of Writing:** Informative
- **Writer:** elementary

I like mi gramas dog. She is funny and crazy. I like mi dog. She is cool. Her fur is wearm as a fireplace. She is fun and weerd I love her. And she love's me to. She is nice and frenly. And she is prite.

(Underlined word provided by teacher)

**Copying 7 Free Writing Data (Barnett, Henderson, Scheib and Schulz, 2007)**

<table>
<thead>
<tr>
<th>Age</th>
<th>Free Write Median WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11.45</td>
</tr>
<tr>
<td>10</td>
<td>13.90</td>
</tr>
<tr>
<td>11</td>
<td>17.10</td>
</tr>
<tr>
<td>12</td>
<td>18.60</td>
</tr>
<tr>
<td>13</td>
<td>21.50</td>
</tr>
<tr>
<td>14</td>
<td>22.70</td>
</tr>
<tr>
<td>15</td>
<td>23.30</td>
</tr>
<tr>
<td>16</td>
<td>23.60</td>
</tr>
</tbody>
</table>

*Median scores= middle score less skewed by outlier scores*

**4.b. Writing Traits**

- **Misspellings:** 9
- **Phonetic Error:** 1
- **Vocabulary:** 1
- **Conventions:** 2

**4.6. Extended Writing**

- **Number of Words:** 46
- **Number of Misspellings:** 9
- **Notes/Observations:**
  - Ideas were general and repetitious with no leads or conclusion. Emerging voice. General vocabulary, though one spoke “wars as a fireplace”, Carl used short, simple sentences. Used capitalization. Conventions such as possessives and periods were inconsistent.

- **Extended Writing Likert Rating:** 2 3 4
Composing

Evidence-based interventions

Teaching elementary schools students to be effective writers: A practical guide (Graham et al., 2012) (NCES 2012-4058)

Four Recommendations:
1. Provide daily time for students to write.
2. Teach students to use the writing process for a variety of purposes.
   2a. Teach students the writing process.
   2b. Teach students to write for a variety of purposes.
3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
4. Cultivate an engaged community of writers.

DWP: Data informed decisions:

- **Handwriting**: If requires undue effort and is slow, then consider parallel training with keyboarding

- **Keyboarding**: should be equal to or exceed handwriting to be effective. Compare OMI and speed data to look for handwriting and keyboarding development trends
DWP Data informed decisions:

- **Spelling**: Is it typical of the student’s grade level or is it slowing down productivity. Analyze spelling errors and examine speed data for tasks that require spelling (dictation and brief composed text). Personalize spelling instruction.

- **Composing**: Using the 6 traits (ideas, organization, sentence fluency, word choice, voice, conventions). Are the student’s writing skills strong or weak.
  - If transcription skills are typical, but composing skills are weak, writing interventions are critical (e.g., planning, sentence construction, vocabulary, revising etc.).

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### Progression of AT Supports

<table>
<thead>
<tr>
<th>Lack of handwriting automaticity or accuracy</th>
<th>(\rightarrow) word processing</th>
<th>(\rightarrow) Speech Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of keyboarding automaticity</td>
<td>(\rightarrow) keyboarding instruction</td>
<td>(\rightarrow) Speech Recognition</td>
</tr>
<tr>
<td>Poor spelling skills</td>
<td>(\rightarrow) word processing with spell checker</td>
<td>(\rightarrow) word prediction</td>
</tr>
<tr>
<td>Poor composing skills: Insufficient ideas and organization of ideas Weak vocabulary Sentence fluency/poor conventions</td>
<td>(\rightarrow) graphic organizers</td>
<td>(\rightarrow) synonyms in word processing</td>
</tr>
</tbody>
</table>

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Speech recognition resource manual:

bit.ly/srguide

Speech Recognition as AT for Writing (2014)
By Dan Cochrane & Kelly Key
According to Moats (2005-2006, p.12) “Even more than reading, writing is a mental juggling act that depends on automatic deployment of basic skills such as handwriting, spelling, grammar, and punctuation, so that the writer can keep track of such concerns as topic, organization, word choice, and audience needs.”

The goal is not to simply have students who can write neatly and spell accurately, but to have students who can manage these lower order skills sufficiently to free up the resources to focus on the higher order aspects of writing.

The DWP is available at:

http://donjohnston.com/decoste-writing-protocol/