

Writing Assessment: the Bridge Observational Rating Scale & the Developmental Writing Scale

April 28, 2016

Erin Sheldon, M. Ed.



angelman
syndrome
foundation | COMMUNICATION TRAINING SERIES

What is writing?

What is writing?

Translating an idea into text

- * Introduce the Bridge scales and the Developmental Writing Scale, tools for authentic, dynamic, portfolio, observational assessment of emergent students.
- * Provide examples of how authentic, portfolio assessment strategies can help us describe a student's baseline, set developmentally appropriate goals, and monitor progress.
- * Distinguish between how we teach a skill and how we assess it.

Today's Webinar

Today's webinar in the 5 STEPS

Targets	
Teaching	
Tools	
Testing	The Bridge observational rating scales, Developmental Writing Scale
Team	

What is writing NOT?

- Tracing
- Copying
- Scribing
- Making a choice from a closed set of symbols or pictures

Is this writing?

Student uses app called Write My Name to trace her name.

Is this writing?

Student texts a string of random letters to Mom's supervisor from her cell phone.

Is this writing?

With hand-over-hand support, student traces a highlighted or dashed-line version of her name.

Is this writing?

The student scrawls a mark with a pencil on the name line of the sign-in sheet before every speech therapy appointment.

Is this writing?

Student scribbles with a crayon all over the grocery list.

Is this writing?

The student stamps her name on the name line of the sign-in sheet before every speech therapy appointment.

Is this writing?

The teacher provides a sentence frame, "I like to go to...", to her class and the student uses her AAC to answer "Burger King."

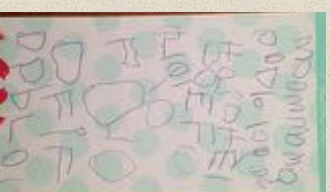
Is this writing?



Is this writing?

Using her AAC, the student and a peer brainstorm what they did that weekend. The peer writes two sentences about their weekend. The student then uses a letter board to select "atgf." The peer scribes this, too.

Is this writing?



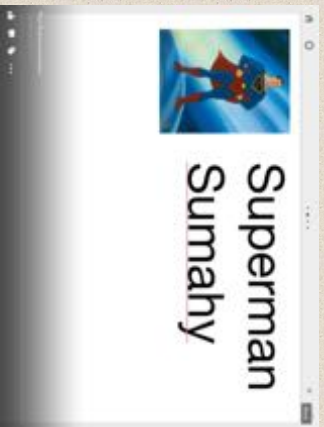
Is this writing?



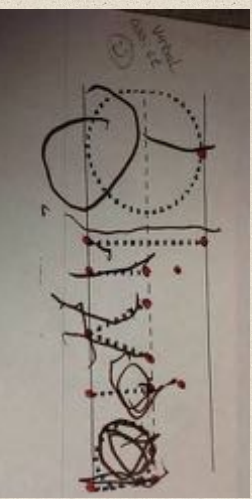
Is this writing?



Is this writing?



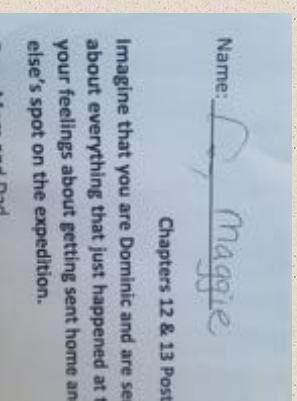
Is this writing?



Is this writing?



Is this writing?



Is this writing?



Is this writing?





The Center for Literacy and Disability Studies
Department of Adult and Life Sciences, University of North Carolina at Chapel Hill
Bancroft Hall, Chapel Hill, NC 27515-7217
Phone: (919) 959-7200, Fax: (919) 959-7215, www.cldl.org, cldl@unc.edu

Important Concepts of Emergent Writing (Thomas, 1999)

Here are just a few things that beginning writers have about *emergent* writing. These are important concepts that are not shared by more experienced writers. They are not necessarily true, but they are important knowledge. According to the National Library of Medicine (2008), print awareness and knowledge about how letters and words are put together are critical predictors of students' later *academic literacy*.

1. Print has a meaning; there is a difference between print/words and pictures/words.
2. Print/words are connected to what we say.
3. Print/words can be "read," and the picture.
4. Print/words have a purpose; we use them for something.
5. Everyone writes — teachers, assistants, office folks, parents, siblings.
6. How Print/words are made — the concept of a pencil, what it is and how it works.
7. Something happens when you write.
8. People write for lots of different reasons.
9. Print/words are for sharing information and ideas.
10. The student knows that they can write down the things in their head.
11. The concept of the alphabet — there is a finite group of letters that can be used for writing.
12. The concept of "word" — letters are used to make words.
13. The letter can be put in a different order.
14. Letters have names.
15. Letters make sounds.
16. *Alphabetical principle* — each letter has its own name. Each letter has its own sound. They are connected.

As parents and teachers, our job is to remove barriers:

- to **opportunity**: models of independent communication and writing with a tool our student can one day use.
- to **experience**: shared writing and independent writing, making personally meaningful associations with letters and words.



RECOMMENDATIONS

Advanced Language & Literacy

- Articles
- Dual-Lined Models
- Classroom Resources
- Early Childhood Resources

The Bridge Assessment

- Family Support
- Handouts/Forms
- Presentations
- PowerPoint Presentations
- Touch Screen for OLM Books

The Bridge Assessment

The Bridge is an early literacy and language assessment experience based on observation and portfolio development activities. Bridge documents including an experiential version of the Bridge Assessment that can be distributed by sticking on the flag below.

Please note: some items require the Active Decoder PDF Manual, which can be downloaded for free from the Active Decoder site.

- **Experiential version of The Bridge protocol**
- **A guide to administering The Bridge**
- **Active Point presentation for listening preschool teachers to the use of The Bridge**
- **A list of activities with that can focus early literacy interventions**
- **Active Point presentation on book writing adaptations**

TAR HEEL READER

The TAR HEEL Reader is a screening tool for identifying beginning level readers for students at all ages.

EXPLORAR TEXT

The Bridge: An Authentic Literacy Assessment Strategy for Individualizing and Informing Practice With Young Children With Disabilities

"These books have been used to get a sense of how the early writing is done. These books have been used to get a sense of how the early writing is done. These books have been used to get a sense of how the early writing is done."

NOTE: This table was adapted from the TROU, © 2007 Education Development Center, Inc. The adaptation was developed with permission of EDC and is provided under a license to the publisher. NOTE: All items (including writing and phonological awareness) include children's use of written technology (e.g., adapted books, books on disk, books on tape, communication symbols, etc.).

TROU: The Bridge: An Authentic Literacy Assessment Strategy for Individualizing and Informing Practice With Young Children With Disabilities	
1. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	2. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)
3. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	4. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)
5. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	6. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)

TROU: The Bridge: An Authentic Literacy Assessment Strategy for Individualizing and Informing Practice With Young Children With Disabilities	
1. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	2. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)
3. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	4. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)
5. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	6. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)

The Bridge

Foundations of Writing	
1. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	2. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)
3. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	4. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)
5. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)	6. How does the child use the early writing? (e.g., use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done, use of the early writing to get a sense of how the early writing is done)

The Bridge

Foundations of writing

4. How does _____ draw/write? (sketch level)

Exploration	1	2	3	4	5	6
Uses writing drawing tools with beginning purpose	Writes begins to draw with greater purpose	Writes begins to draw with more different from drawing	Writes looks more like writing like recognizable letters			



The Bridge

5. How does _____ use print? (Cognitive/linguistic level)

1	2	3	4	5	6
Uses symbols to communicate meaning	Uses 10 drawings and/or drawings to communicate meaning	Uses outlines and/or drawings to communicate meaning	Uses many outlines to write a simple message, make a list	Uses many other-like forms in words to create a story message, make a list	Writes words (developmental and conventional spelling) to tell a message, make a list

The Bridge

5. How does _____ use print? (Cognitive/linguistic level)

1	2	3	4	5	6
Uses symbols to communicate meaning	Uses 10 drawings and/or drawings to communicate meaning	Uses outlines and/or drawings to communicate meaning	Uses many outlines to write a simple message, make a list	Uses many other-like forms in words to create a story message, make a list	Writes words (developmental and conventional spelling) to tell a message, make a list



How do we **teach** this?

- Daily models of writing: writing FOR the student
- Daily opportunities to write using a variety of tools: regular and alternative pencils
- Structured shared writing experiences, such as journaling

How do we **teach** this?

- Use the student's AAC to write a grocery list, then invite the student to add something
- Think aloud using your phone to send a text, then invite the student to send a message
- Think aloud using your iPad to select a photo and post a status update, then invite the student to post something too

The Bridge

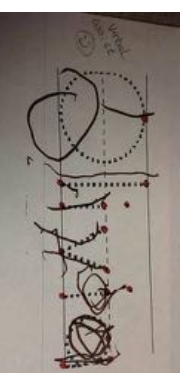
6. How does _____ write his/her name? (Motor and cognitive level)

1	2	3	4	5	6
Makes an inconsistent mark/scribble to represent name	Makes a consistent mark/scribble to write name	Makes letter-like forms in outline to write name	Writes to form name (not necessarily in order)	Writes name in recognizable form	Writes first and last names and/or other names

Name: *Dy Magie*

Chapters 12 & 13 Post

Imagine that you are Dominic and are sent about everything that just happened at 1 your feelings about getting sent home and else's spot on the expedition.



- Invite the student to sign cards, notes, and invitations
- Sign-in at school at every opportunity
- Sign-out library books and equipment
- Follow the student's attempt with how you write his/her name

Table 2. Developmental writing scale for beginning writers^a[illegible]

A photograph of a baby sitting in a high chair, crying with its mouth wide open. The baby is wearing a light-colored patterned shirt. The background shows green foliage and a wooden fence.

How do we **teach** this?

- DWS Level 2:**
continuous lines arranged linearly
across the page

How do we **teach** this?

- Think aloud during shared reading
- Highlight text while reading
- Talk about the concept of pages, pictures, words, and sentences.
- Shared reading of wordless picture books

How do we **teach** this?

- Provide lots of opportunity and lots of options for tools for drawing and scribbling
- Invite student to select photos or clip art or emoticons to illustrate their writing
- Not essential. Don't belabour this for students with significant motor impairment.

DWS Level 3:

strings of letters not grouped into words



DWS Level 3:

strings of letters not grouped into words



DWS Level 4:

wordlike groupings,
no recognizable words



DWS Level 3:

strings of letters not grouped into words



DWS Level 5:

strings of letters
with one possible real word





- Keep ALL writing samples!!
- Keep data on refusals
- Look for trends over the long-term
- *The writing tool matters!*

Sort samples by tool, don't compare writing from different tools.

Collect data on: time on task, observed behaviours (selecting letters, fingers on text, selecting message in AAC)

4. participation

- | | | |
|--------------------|---------------------------|--------------------------|
| A. physical prompt | 1. awareness | 5. attainment |
| B. gestural prompt | 2. response or refusal | 6. mastery |
| C. verbal prompt | 3. engagement, initiation | 7. independent/initiated |
| D. independent | | |

- When in doubt, focus on conveying a message with AAC
- Describe student's baseline using the language from the Bridge and DWS
- Develop a data collection/scoring/portfolio system: it can be as simple as a binder with sticky notes!
- Share your experiences in the Facebook group!



angelman
SYNDROME FOUNDATION

angelman
syndrome
foundation

COMMUNICATION TRAINING SERIES



angelman
syndrome
foundation

COMMUNICATION TRAINING SERIES