

**CC**  REGION 13  
EDUCATION SERVICE CENTER

## Updated Grade 4 and 7 STAAR Writing Blueprints

Janet Hester  
Secondary ELAR Specialist

**CURRICULUM COUNCIL** Real time on your time.

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### HB 743: Assessments

- 85% of grades 3-5 students can complete in two hours
- 85% of grades 6-8 students can complete in three hours

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### HB 743: Outcomes

- TEA redesigned STAAR Writing
  - Grades 4 and 7
  - One four-hour administration
  - Beginning 2016
- Remaining redesigned tests administered in spring of 2017

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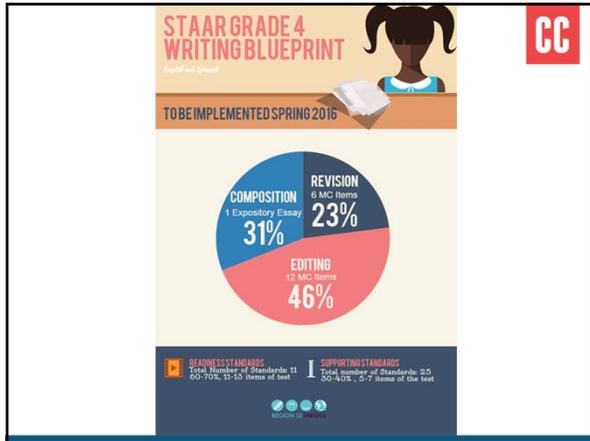
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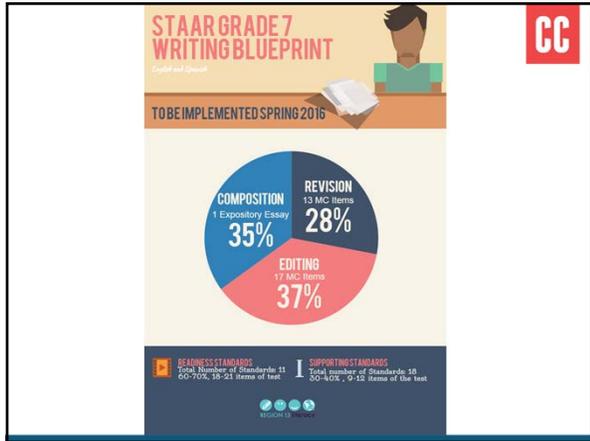
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**Implications**

The Good	The Bad
One genre to teach	One genre to teach

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## Teaching All Genres



- We need to push students to expand comprehension skills in all genres
- We need to support students to expand writing skills in all genres

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## Reading and Writing Integration



When teachers immerse students in reading and studying the kind of writing they want them to do, they are actually teaching at two levels. They teach students about the particular genre or writing issue that is the focus of the study, but they also teach students to use a habit of mind experienced writers use all of the time. They teach them how to read like writers (Ray 1999; Smith 1988), noticing as an insider how things are written. Students learn to look at texts the way a mechanic looks at cars or a musician listens to music, to use the particular knowledge system of a writer (Harste 1992). Over time they learn to notice things about writing that other people (who don't write) don't notice, and all along the way this noticing helps them develop a vision for the writing they will do.

Ray, K. (2006). Making a Case for Study. In *Study driven: A framework for planning units of study in the writing workshop* (pp. 24-25). Portsmouth, NH: Heinemann.

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## Implications



The Good	The Bad
One genre to teach	One genre to teach
Continued emphasis on editing	Continued emphasis on editing

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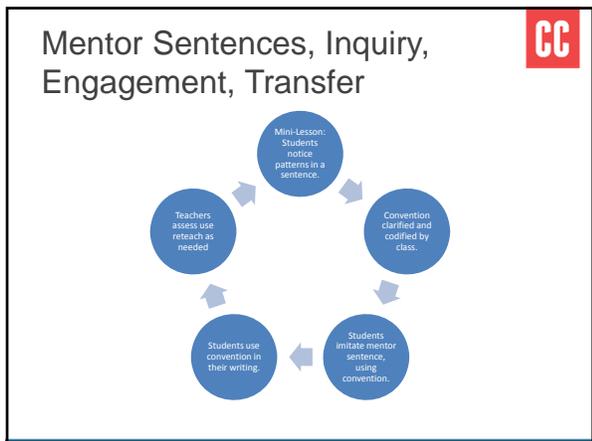
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## Resources

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October 30, 2015

December 3, 2015  
#FA1531730

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## Implications

The Good	The Bad
One genre to teach	One genre to teach
Continued emphasis on editing	Continued emphasis on editing
Students focus their efforts	

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## Implications



The Good	The Bad
One genre to teach	One genre to teach
Editing "counts" more	Editing "counts" more
Students focus their efforts	
Less time testing	

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## Next Steps



- Plan in place to make sure **all curriculum** is taught
- Plan in place to begin/continue teaching language and conventions **in the context** of writing
- Plan in place to ensure strong instruction of **reading and writing expository genre**

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## Thank You!



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