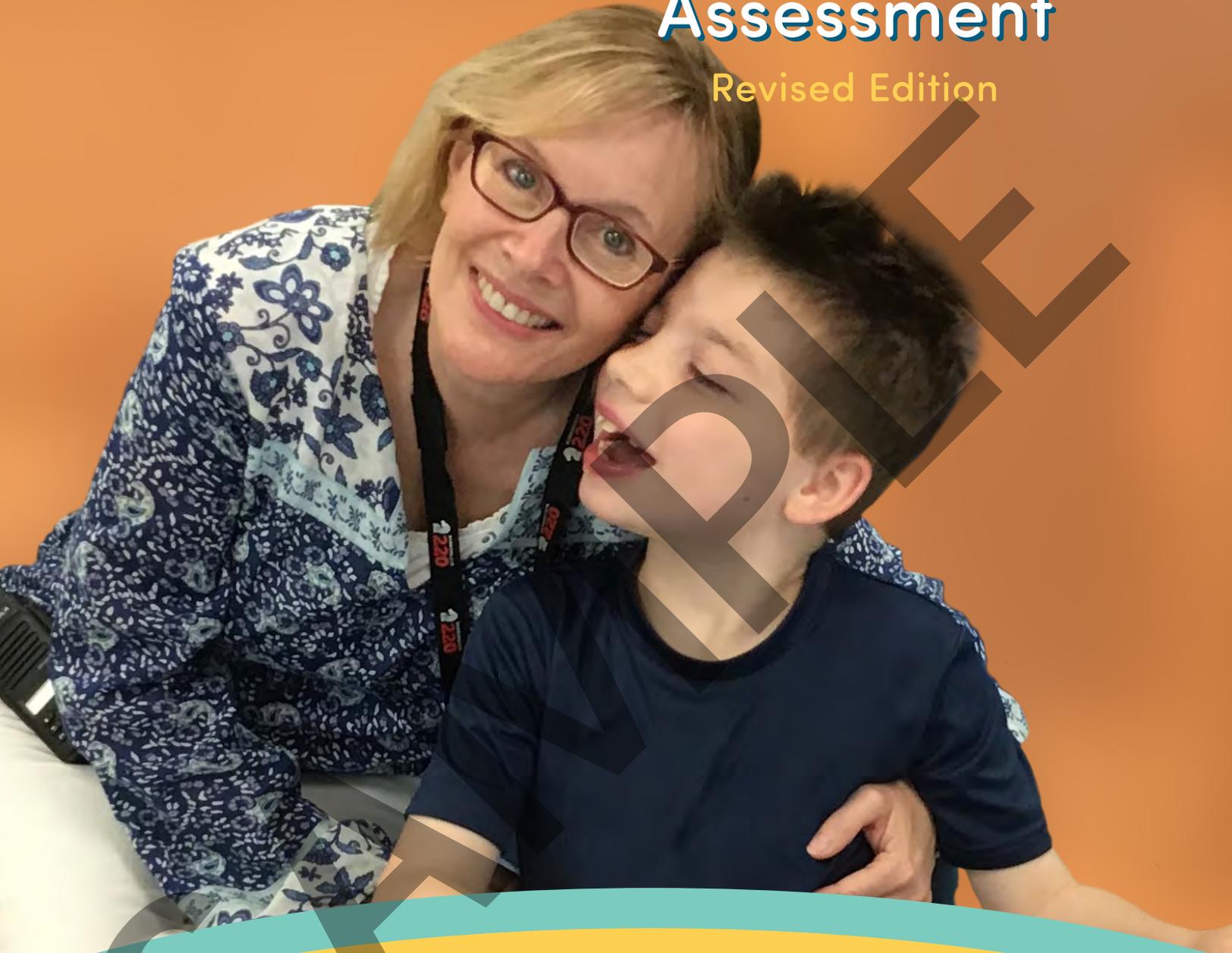


# Writing Measures Assessment

Revised Edition



## First Author™

by Building Wings

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**Building Wings™**  
How ALL learners soar



**SAMPLE**

# ASSESSING STUDENT SKILLS

When using the *First Author Writing Curriculum*, educators need multiple formative and summative measures that guide instruction, support progress monitoring that is in alignment with national writing standards, and allow for documentation of teacher efficacy.

## Research Support

In writing, you'll need assessments that will let you see the visible progress students are making as writers along the way, so that you be able to track the success of your teaching.

Calkins, Ehrenworth, & Lehman, 2012

## FIRST AUTHOR WRITING MEASURES

These measures were based on early writing development of both typically developing students and those with disabilities; therefore, the measures are beneficial with both populations.

The **First Author Writing Measures** were designed to assess both writing quantity and quality. They are created to improve upon existing assessment tools through comprehensive, sensitive measurement using clearly-defined constructs.

The **First Author Writing Measures** were developed to accomplish five key purposes. These purposes were originally proposed for the **Developmental Writing Scale** (Sturm, Cali, Nelson, & Staskowski, 2012) but were expanded upon to show how each of the purposes applies to the First Author Writing Measures.

- Identify small differences in beginning writing skills
- Be easy for educators to learn and use reliably
- Offer instructionally relevant information about what to target next
- Serve as a functional outcome measure for periodic assessment probes and classroom-produced writing artifacts
- Quantify evidence of small but significant changes so that educators can celebrate growth with students and their parents

## ABOUT THE FIRST AUTHOR WRITING MEASURES

The **First Author Writing Measures** support examination of multiple features of writing for beginning writers who demonstrate very emergent writing skills as well as those who have more sophisticated conventional writing abilities. The measures target writing quality (**Developmental Writing Scale**), Text Type Diversity, Topic Diversity, Total Intelligible Words, Total Unique Words, Total Number of Letters, and Total Unique Letters.

CCSS FOR WRITING	EXAMPLES OF APPLICATION IN THE <i>FIRST AUTHOR WRITING CURRICULUM</i>
<b>Developmental Writing Scale</b>	To identify the overall developmental writing level of the beginning writer.
<b>Text Type Diversity</b>	To quantify the types of texts used by beginning writers.
<b>Topic Diversity</b>	To quantify the variations in self-selected topics chosen by beginning writers.
<b>Total Intelligible Words</b>	To quantify the number of intelligible words produced by a beginning writer.
<b>Total Unique Words</b>	To quantify number of unique words produced by a beginning writer.
<b>Total Number of Letters</b>	To quantify the number of letters written or selected (on an alphabet board, choosing letter tiles, or on a keyboard) by a student writer.
<b>Total Unique Letters</b>	To quantify the number of unique letters written or selected (on an alphabet board, choosing letter tiles, or on a keyboard) by a student writer.

The **First Author Writing Measures** are not text type specific (except for the Text Type Diversity Measure) and can be used to examine any type of text written by the student. They are not designed to use with worksheets or spelling tests and time limits for obtaining the writing samples are not set. Ideally, a writing sample showing maximal student performance will be obtained when the student is allowed to choose:

- A personally motivating, self-selected topic
- The text type
- The length of time writing