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Raising Standards in Education

presents

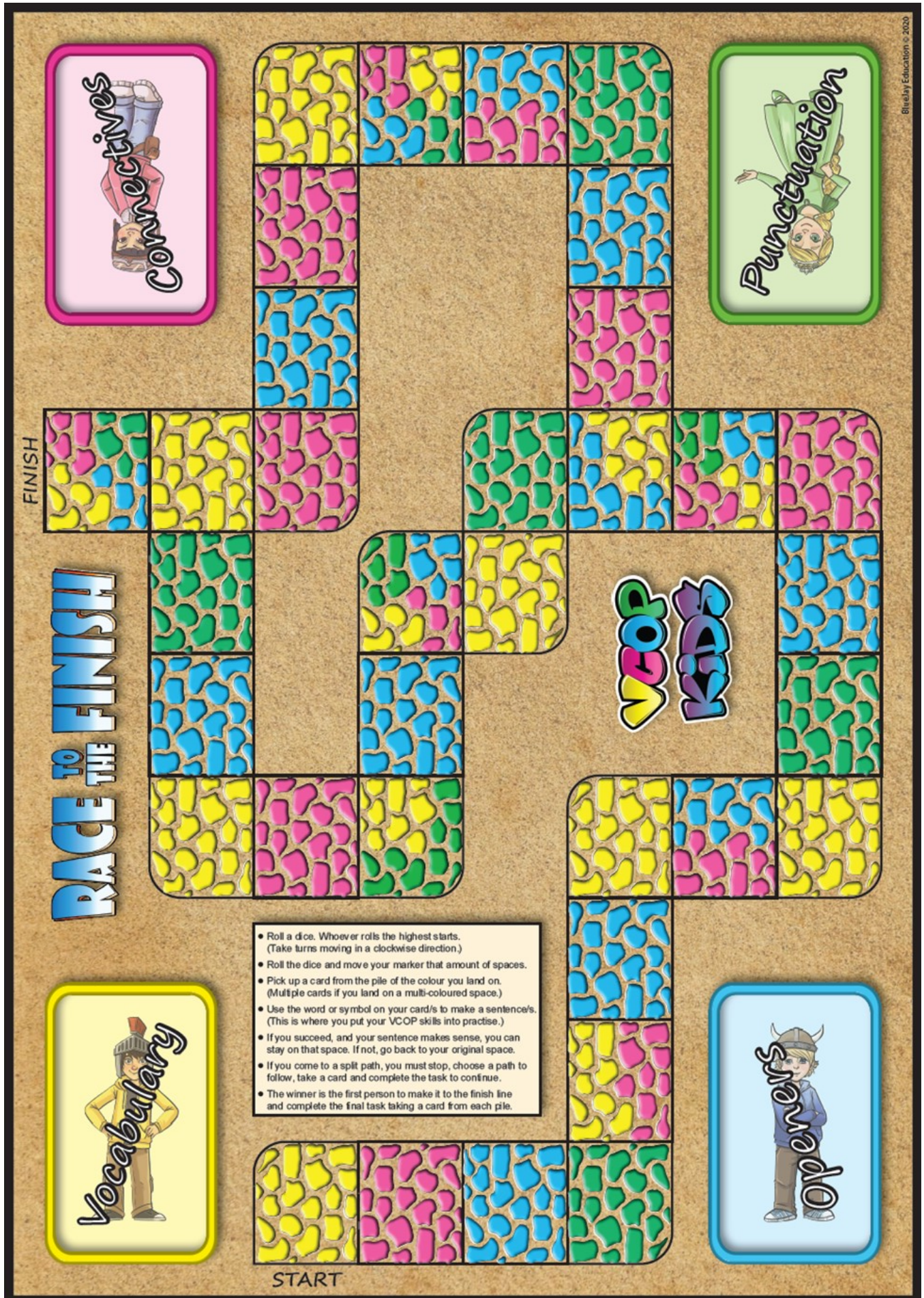
Big Write® & VCOP®

Professional Development Conference

Tips for Marking Cold Write Data Samples

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Race to the Finish



Big Write & VCOP PowerPoint Notes

The Aim of Today

We understand that marking writing can be difficult, so we want to provide you with some helpful tips and tricks to speed up the process. We'll look at answering some common questions...

- What should I do to prepare for marking?
- What level should I start marking on?
- How do I maintain accuracy with marking?
- Do I understand the criterion scale?
- How do I interpret the data?

What should I do to prepare for marking?

Read all pieces, assign levels quickly and place in piles.

Remind yourself about the scale wording.

Support each other: Mark a low, mid and high, together as a team first. Stay in the same room to mark a few more before independence.

Start marking at the lower level and work your way through.

Know your point of exhaustion- where do your assessment skills start to deteriorate? What signs do you look for?

- taking longer to mark,
- indecisive of marking skills.

How and why to assign a level and read the criterion assessment bar

Level 3

Essential basic skills are now 'past their sell-by date' at Level 3:

- Can spell basic sight vocabulary/common monosyllabic words.
- Can use a range of phonic structures/strategies.
- Can use neat and accurate cursive writing.

These are now urgent targets.

(A word count of approx. 150-200 words is required to collect enough evidence to mark at this level.)

Listed in an approximate hierarchy:

Does the text fall anywhere between these 2 points of writing expectation?

Assessment:

7 - 11 = 3C (End 3/Beginning 4)

P/P 3.0

12 - 16 = 3B (Mid 4)

P/P 3.5

17 - 20 = 3A (End 4/Beginning 5)

(18 - 20 assess for Level 4)

P/P 4.0

*P/P stands for Progression Point for Victoria

Big Write & VCOP PowerPoint Notes

Choosing the correct level to start marking.

Criterion Level	Marking range of Level	Essential Criteria
Foundation	Pre Writer to Mid Foundation	
Level 1	End Foundation to End Year 1/Beginning Year 2	A minimum of 2 or more simple statements of 3 or more words.
Level 2	Mid Year 2 to Mid Year 3	Can spell some common monosyllabic words correctly and approximately 50 words.
Level 3	End Year 3/ Beginning Year 4 to End Year 4/Beginning Year 5	A word count of approximately 150 to 200 words.
Level 4	Mid Year 5 to Mid Year 6	Can almost always use correct grammatical structures, correct punctuation, a range of connectives and spell most common polysyllabic words correctly.
Level 5	End Year 6/ Beginning Year 7 to End Year 7/ Beginning Year 8	Can use nouns, pronouns, tense, ambitious vocabulary and a range of punctuation accurately (, . ? ! ' "")
Level 6	Mid Year 8 to Mid Year 9	
Level 7	End Year 9/Beginning Year 10 to End Year 10	

Current School Level	E 12 months+ behind	D 6 months behind	C At Level	B 6 months ahead	A 12 months+ ahead
Beginning Foundation		F	F+	F++	1D/1C
Mid Foundation	F	F+	F++	1D/1C	1B
End Foundation/Beginning Year 1	F+	F++	1D/1C	1B	1A
Mid Year 1	F++	1D/1C	1B	1A	2C
End Year 1/ Beginning Year 2	1D/1C	1B	1A	2C	2B
Mid Year 2	1B	1A	2C	2B	2A
End Year 2/ Beginning Year 3	1A	2C	2B	2A	3C
Mid Year 3	2C	2B	2A	3C	3B
End Year 3/ Beginning Year 4	2B	2A	3C	3B	3A
Mid Year 4	2A	3C	3B	3A	4C
End Year 4/ Beginning Year 5	3C	3B	3A	4C	4B
Mid Year 5	3B	3A	4C	4B	4A
End Year 5/ Beginning Year 6	3A	4C	4B	4A	5C
Mid Year 6	4C	4B	4A	5C	5B
End Year 6/ Beginning Year 7	4B	4A	5C	5B	5A

Monster Mayhem

One day, I was walking home from school through the long wavy grass. Out of the corner of my eye I couldn't help but notice the strange egg that veered off near the forest.

I told myself it's not mine I should not touch it whatsoever. Suddenly I realise I'm close to my house I walk in and my mother tells me dinner will be in ten minutes. Then mother says "Before you go play outside can you please set the table darling?" Sure thing I say to my mother with a grin. I go outside after setting the table. But then I remembered walking back home from school there was that strange egg I go over just to look.

Suddenly my curiosity gets the better of me so I go in closer and crouch down to get a better look and I only realise this now that the egg is massive! It's the size of me! I exclaim in triumph. Now that I have seen it I've decided I'm going to take the egg home. I get up to my front door and disguise the egg as a soccer ball to sneak up to my room. I close the door carefully and put the egg in my lizard container in the corner.

Next Morning I go to school completely forget about the egg and have a great day at school until I come home and find something that puts me in utter shock...

I can joined monsters I blue I red. Then they ask me what's my name and they say hi. I faint. I wake up 10 mins later to my mum calling 30 mins to dinner. I look up monsters are still there. I quickly dial 911 they surround my house and extract the monsters. I still feel adrenaline through my veins

The End

Big Write & VCOP PowerPoint Notes

Page 4, Paragraph 2- How to Assess

On each page from Level 1 to Level 5 there is an 'essentials' box. Up to Level 3, these are criteria that must be included in the next level, if not already evidenced, as they are not present at that level. For Level 4 and 5, the 'essentials' become pre-entry requirements to protect standards and quality. Remember the scale is in approximate hierarchical order. From Level 2 onwards, if you don't get the first four criteria ticked, it is likely you are marking on the wrong level.

The wording within the scale has been specifically chosen to assist with marking. When 'is beginning to' or 'begins to' is used, only 1 example of the skill is needed. When 'is using' is used, approximately 50% accuracy is expected. When 'regularly' is used, approximately 80% accuracy is expected. When just 'can' is used, a nominal rule of 3 pieces of evidence, and/or 80% or more accuracy is expected.

Each criterion point needs to be evidenced in the piece of writing being assessed. A nominal rule of 3 pieces of evidence, or a percentage, will award that criteria point a tick, (you are confident the child has demonstrated that skill without support). If some, but not enough evidence is shown, you award a dot, (the student demonstrated the skill with support or there is not enough evidence to accurately say the student has mastered the skill). If there is no evidence, then a cross is given, one per criterion point only. Count up the ticks only to get a raw score, then refer to the assessment scale at the bottom of every level.

If a criterion cannot be assessed because of the nature of the task or the text type, put a line where the tick, dot or cross would have been and lower the thresholds of the level by one, for that piece only.

Criterion Scale

- It assesses all genres... it is designed to assess good writing. Narratives, Recounts and Expositions are the easiest to assess, however it is possible to assess other genres.
- Teachers look for evidence of each criteria, in a piece of writing. (Rule of thumb: three examples, unless otherwise stated)

✓ (Evident) . (Some evidence) x (No evidence)

- The scale only assesses the specific piece of writing you are marking. Do not mark according to what you think the child would normally do. The evidence needs to be in the writing.
- Wow words are mental age related and include phrases using semantics.
- Make sure you read the essential criteria at the top of the level. And read each criterion point all the way through. In particular the word count on level 3.

Modelled Assessment of Monster Mayhem

- Criterion Scale- Level 3
 - Moderating Sheet
- Copy of Monster Mayhem

Monster Mayhem – Written by Grade 5 student for March narrative Cold Write. Stimulus- The Strange Egg.

Level 3

Essential basic skills at Level 3 - These are now urgent targets:

- Can spell basic sight vocabulary/common monosyllabic words.
- Can use a range of phonic structures/strategies.
- Can use neat and accurate cursive writing.
- Can write a recount or narrative unassisted in structure.

(A word count of approx. 150-200 words is required to collect enough evidence to mark at this level.)

Listed in an approximate hierarchy:

1	Can structure and organise work according to text type, demonstrating several features clearly. (Method of instructions: letter structure, emotive language, dialogue structure etc.)	
2	Can develop and extend ideas logically in sequenced sentences. (May still be overly detailed or brief.)	
3	Can regularly use correct grammatical structures in sentences, (there are few omissions and/or issues relating to tense, pronouns, plurals, and word order).	
4	Is beginning to paragraph.	
5	Can use appropriate, interesting and varied word choice, voice elements or higher order phrases and may be experimenting with figurative language.	
6	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas. (E.g. when, until, if, after, while also, as well, before, besides.)	
7	Can use the first three levels of the punctuation pyramid accurately (C . ? ! listing comma), and is beginning to use higher pieces with some accuracy, (commas for other purposes count as 1 point each).	
8	Can use accurate, consistent and neat handwriting. (Can consistently use upper/lower case, ascenders/ descenders, size and form and is using linked script if in Grade 3 or 4.)	
9	Can adapt chosen form to the audience. Clear use of the writer's 'voice' through semantics or devices like: brackets for additional information, capitalisation, inverted commas, clear dialogue for different characters or phrases that refer to the reader. (Devices that clearly tell the reader 'This is important!')	
10	Can spell most word families and common/known words accurately, (80% or more).	
11	Can use more ambitious adjectives, adverbs or descriptive phrases, purposefully chosen for detail and/or emphasis, not just rote learned responses.	
12	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words. (If all spelling is correct, tick the criteria. 3 or more implausible attempts can not secure a tick.)	
13	Can provide additional information beyond that needed for the text to be coherent. For example, can describe characters, settings, objects, feelings, emotions or points of view.	
14	Can link ideas and events in a clear sequence, using strategies to create 'flow'. (Last time, also, after, then, soon, at last, another thing, as well, as, to add to this, later, firstly, lastly, often, as I...)	
15	Is regularly paragraphing to present, organise and sequence text with at least a beginning, middle and end.	
16	Can give opinion or humour through detail, using the writer's voice, (may be through aside comments, additional information or semantics).	
17	Is beginning to use interesting and effective ways to introduce and conclude their text.	
18	Can continue to develop a sense of pace, becoming lively and interesting. (May be through the use of higher level language, power punctuation (! ? ...), varied openers, capitalisation and through using a mix of simple and complex sentences.)	
19	Can edit text for spelling, sentence boundary punctuation and text structure to produce an improved piece of writing. Is also using strategies to up-levelling the piece.	

Assessment:

7 - 11 = 3C (End 3 / Beginning 4)

12 - 16 = 3B (Mid 4)

17 - 19 = 3A (End 4 / Beginning 5)
(18 - 19 assess for Level 4)

P/P: 3.0

P/P: 3.5

P/P: 4.0

Modelled Assessment

Pete		LEVEL 3— Student is in Grade 5
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
Score		

Name:	School
Grade:	Date:
Text Type:	Assessed at Level:
Raw Score:	Sub Level:
Grade Level:	AusVELs/A-E:
Celebrations:	
Suggested Teaching Targets:	

Big Write & VCOP PowerPoint Notes

Individual Data- Data Tracking

Include:

Assessment Scales

Moderating Sheets

Plastic pocket of Cold Writes
for each student

Data Collected etc.

Student goal setting sheets



Data Tracking

Data is an important part of VCOP and Big Write.

We need to collect data on three levels.

Individual Student Data: to support and direct student's learning.

Class Data: to indicate levels of achievement as individual students, and as a cohort. To direct our teaching.

Whole School Data: to track students across the years and also reflect on how we are going in the teaching of writing across teams and as a school.

Class Data

Year & Name	Writing	Reading	Speaking and Listening
Anita	End Year 2, Bag 3	Mid Year 3	Mid Year 3
Alexander	End Year 2, Bag 3	Mid 4	Mid 3
Alien	Mid Year 4	Mid Year 4	End Year 3, Bag 5
Sam	Mid Year 3	Mid Year 3	Mid Year 3
Bonnie	End Year 2, Bag 3	End Year 2, Bag 3	End Year 2, Bag 3
Dennis	End Year 2, Bag 5	Mid 3	Mid 5
Diana	Mid Year 5	Mid Year 3	Mid 3
Flora	Mid Year 2	Mid Year 2	Mid 3
Fiona	End Year 3, Bag 4	End Year 3, Bag 4	Mid 3
Harriet	End Year 4, Bag 5	End Year 4, Bag 5	Mid 4
Henry	End Year 3, Bag 4	End Year 3, Bag 4	End Year 3, Bag 4
Harry	End Year 1, Bag 2	End Year 1, Bag 2	End Year 1, Bag 2
Kahn	End Year 3, Bag 4	Mid 4	Mid 3
Kate T.	End Year 3, Bag 4	End Year 3, Bag 4	Mid 3
Kelvin	Mid Year 3	Mid Year 3	Mid 3
Lenny	Mid Year 3	End Year 3, Bag 4	Mid 3
Leroy	End Year 4, Bag 5	End Year 4, Bag 5	Mid 3
Marcel	End Year 3	Mid Year 3	Mid 3
Molly	End Year 4, Bag 5	End Year 4, Bag 5	End Year 4, Bag 5
Mitch	Mid Year 4	Mid Year 4	End Year 4, Bag 5
Ned	Mid Year 3	Mid Year 3	End Year 4, Bag 4
Olivia	End Year 2, Bag 3	Mid Year 2	Mid Year 3
Sonya	Mid Year 3	Mid 4	Mid 3
Tim	Mid Year 3	End Year 4, Bag 4	Mid 3
Travis	Mid Year 2	Mid Year 3	Mid 3
Will	Mid Year 2	Mid Year 3	Mid 3

Color Codes

-  At expected level
-  6 months below
-  12 months + below
-  6 months ahead
-  6 months ahead

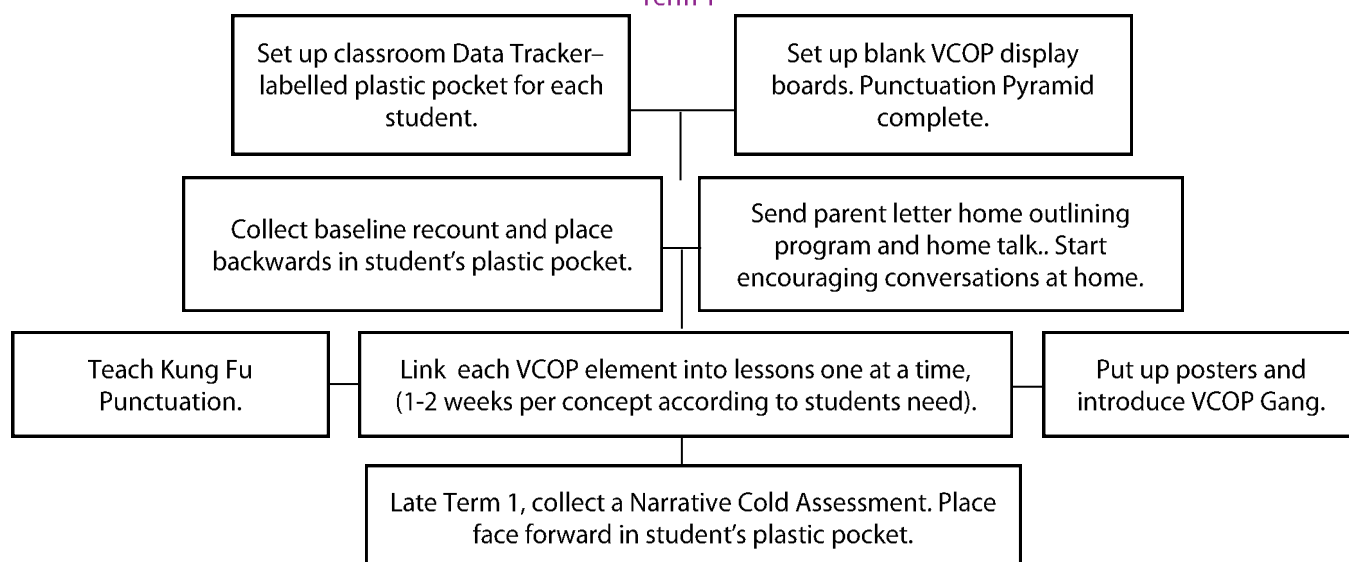
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Whole School Data

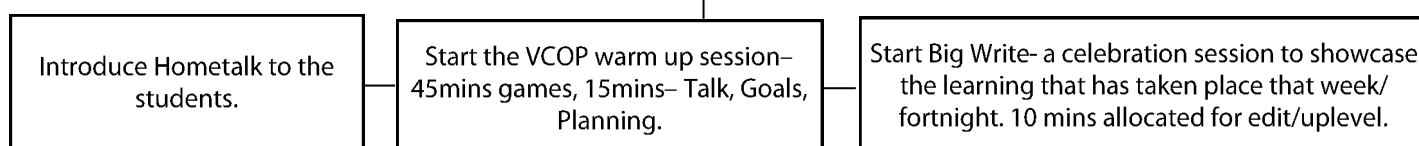
Progression in teaching flow-chart

First Year– January Start

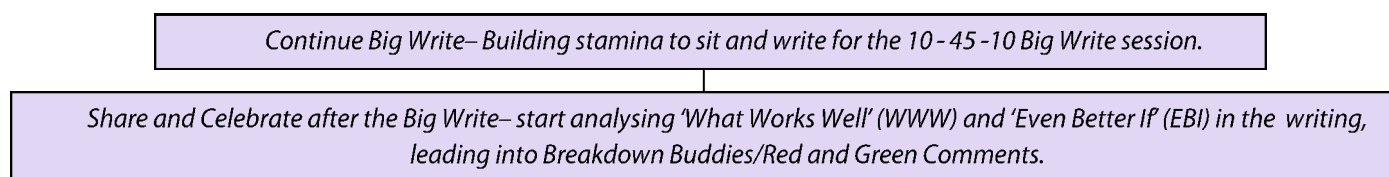
Term 1



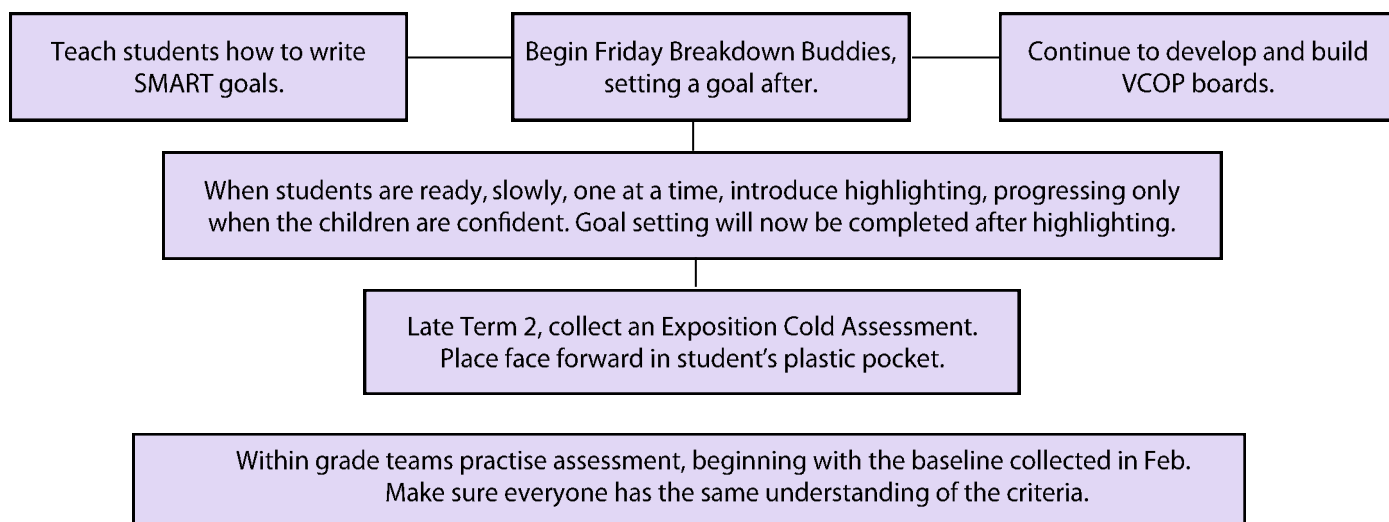
Throughout Term 1 encourage students to be hunters and gathers. The VCOP boards need to be constantly used, referred to, changed, and celebrated. Build the excitement for Big Write and dedicate a 2hr block broken over a break, (before and after recess) for the session. During weekly literacy blocks, talk will be a major part of teaching concepts, with students working in pairs/small groups, preparing them for the games and activities in the VCOP session run before Big Write.



Term 2



Breakdown Buddies– Model as a whole class. Start with a sample of writing from another school and in pairs or as a whole grade, use the template to list all the Red (WWW) and Green (EBI) comments in the writing. Then pick the best red and the easiest fix green comment to share. Students should complete several samples in pairs before starting to analyse their own writing. When they are confident with the process, they will begin Breakdown Buddies on a Friday through swap and share. Always use the template!



It is a good idea to dedicate the first 15mins of staff meetings during Term 2 to assessing a range of levels and then discuss the results as a staff.

Term 3

Maintain the excitement by extending the numbers of games and activities to keep it fresh and children engaged.

By now, Big Write should be a weekly celebration of the curriculum concepts taught earlier in the week, followed by share and celebrate.

The following day, Breakdown Buddies, Highlighting, and Goal Setting should be confidently undertaken.

Having already begun assessing, you will know what level each student is on. You can now begin to introduce the Student Friendly Criterion Scale. This will be modelled on examples of both children's work (not someone known to the class) and published text, and done as a whole grade. Start at a low level, work up and ensure children are identifying the evidence for each criteria in both published text and their own work.

Towards the end of August, collect a Narrative Cold Assessment. Place face forward in student's plastic pocket. Staff should now be assessing these and handing in the data within a few weeks.

Term 4

Weekly Big Write should now be 10 - 45 - 10 and the writing process should now be;

Big Talk Homework the day before.

Start the VCOP warm up session - 45mins games, 15mins - Talk, Goals, Planning

Big Write - Edit/Uplevel - Share and Celebrate

Photocopy, keep original and hand back the photocopy for Friday edit.

Breakdown Buddies - Highlighting - Student Friendly Scale - Goal Setting

Start of November, collect a final Recount Cold Assessment. Place face forward in student's plastic pocket. Assess using the Criterion Scale and hand in the data.

Make sure data tracker is complete with assessment moderating sheets stapled to the back of each cold write. Each child's plastic pocket should now be dated and will be ready to be put in their file to send to next year's teacher.

Progression in teaching flow-chart Second Year- January Start

Collect baseline Recount. Compare with last year's final piece. Conference with student mapping out Term 1 goals.

Put up VCOP boards. Touch base with each concept, building on prior knowledge.

Big Write can be started almost immediately as students will be familiar with the process.

Friday intensive analysis reintroduced, one concept at a time.

Late Term 1, collect a Narrative Cold Assessment. Assess, hand in data, and place face forward in student's plastic pocket.

Late Term 2, around May, collect an Exposition Cold Assessment. Place face forward in student's plastic pocket. Assess and hand in the data.

August, collect a Narrative Cold Assessment. Place face forward in student's plastic pocket. Assess and hand in the data.

Start of November, collect a Recount Cold Assessment. Place face forward in student's plastic pocket. Assess and hand in the data.

Preparing for Big Write in the First Year of Schooling

At the beginning of the year it is important that children are encouraged to talk as much as possible, helping them to extend their sentences through open-ended questions.

- Always lots of oral work tied into the learning intentions, making the children aware of what they are.
- Daily modelled/shared writing, demonstrating aspects of VCOP, (all done orally).
- Slowly introduce VCOP through games and incidentally in Big Book and Picture story books.
- Use correct terms as you introduce text types, (again slowly).
- Introduce Magic words, probably 2 a week.
- Letter formation using a range of materials again pointing out in Big Books, around the room, names etc.
- Create daily reasons to draw/write, (orally adding VCOP).
- Set up a weekly routine of 'Big Talk', a special time that will allow for extended talk opportunities about a designated topic. Involve parents through talk homework. Choose relatable familiar topics like show and tell, home reader recounts, sending a class stuffed toy home, Flat Stanley etc. Start setting VCOP and curriculum challenges. "This week we have talk about the opener 'Next'. I want you to try and use it in your talk tomorrow", etc. Build up the student's stamina, Preps can be taught to write for 20mins by end of term 2, and 40mins by 4th term. But you must set the bar early.
- When most children can write (forming letters, some words, maybe a sentence) independently, talk to them about Big Write and prepare them for it.
- Start with Recount. This is possibly early term 2. Send letter home to parents, have them involved in Talk homework.
- Warm up games before they write, discuss VCOP boards and then 5 mins Big Talk. Tell a partner what you are going to Draw/Write about.
- Use graphic organisers if this helps.
- Use Prep checklist orally.