

Course GUIDEBOOK

How to Run a Warm Write Assessment In Foundation

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A Letter From Your Teacher

I'm Sammy Taylor, a dedicated primary school teacher, and co-founder of Andrell Education Australasia. I have a drive and passion to present the Big Write & VCOP literacy workshops, including the Big Talk for Pre-Writers.

In 2020, we were excited to announce that we could deliver our famous series of Big Write and VCOP workshops online, and live.

We wanted to extend accessibility to workshops even further, by providing educators- like yourself, with self-paced professional development as well.

Welcome to your very own self-paced course. Take your time and watch it as many times as you need.

If you need further assistance, feel free to reach out and book a consulting call by emailing info@andrelleducation.com.au



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Introduction

HOW TO RUN A WARM WRITE ASSESSMENT IN FOUNDATION

What is a Warm Write?

A Warm Write is what we call our writing/pre-writing assessments that we collect 5 times a year for our writing data trackers. A Warm Write means the student is tested under more supported conditions, where as a Cold Write is a more formal test, similar to NAPLAN conditions. In general, warm writes are for pre-writers, or beginning writers.

To complete this course, you will need access to the detailed video of a warm write assessment being conducted.

This workbook contains;

- An assessment template broken into smaller tasks to observe skill.
- Templates for collecting the data; tracing sheets, writing sheets and task templates to use if tactile items cannot be sourced.
- A breakdown of when to run warm assessment.
- An overview of what to do with the data you collect.
- Instructions on how to set up a data tracker, and more.

After this course, you will be able to conduct a warm write, and assess it using the Foundation Level of the Australian Criterion Scale. You will obtain an overview of Cold/Warm Writes to be able to schedule them into your assessment timetable, and you will be able to start your individual student Data Tracker.

This course is suitable for educators with students at Pre-School, Foundation and/or Year 1 writing standard. It is also suitable for leadership, support staff, or educators with pre-writers in their care.

This course provides an essential understanding of assessing pre-writing or emergent writing skills, and is linked to the Big Write and VCOP writing approach.

“In order to guide them, we first need to get to know them.”

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WHAT'S → *inside*

TEMPLATE #1

Pre-Writing Skills Assessment

TEMPLATE #1A

Tracing Warm Up Sheets 1 & 2

Beginning Writing Skills Assessment

TEMPLATE #2

Beginning Writing Skills Assessment

TEMPLATE #2A

Retell a story or event blank sheet

Setting Up

HOW TO RUN A WARM WRITE ASSESSMENT IN FOUNDATION

Due to working with pre-writers, where a scribble can mean a fantastic story, a Warm Write is an observational and conversational test. As such, you need to be present and marking as the student is completing the test. You can leave all displays uncovered, and support materials are allowed, but they need to be noted on the moderating sheet. You should also determine if the support will help or hinder the student, and whether it will effect what data can be collected.

You can speak about the stimulus prior to writing to ensure the student has an understanding of the topic, but please avoid modelled writing as they will just copy you. We suggest you run a quick VCOP warm up prior to the test, making sure to warm up the fingers and brain. Try to make sure the test is as relaxing as possible for the student so they are comfortable.

For consistency and conformity of the assessment of writing, the whole school should follow the same assessment schedule, and use the same marking document. We recommend the Australian Criterion Scale. From year 1 onwards, a Cold Write test is conducted, instead of a Warm Write. These are stricter test conditions, but still the Big Write atmosphere.

Cold/Warm Writes are conducted 5 times a year- a baseline recount in the first 10 days of school, a narrative in March, an exposition in May, another narrative in August and a final recount in October/November. In Foundation, the March and August narrative are the same stimulus to compare growth of pre-writer to writer. The same stimulus should be used across all Foundation classes for the first 4 assessments, however the final assessment should be the same recount stimulus used for whole school data collection.

You will need to set up a Data Tracker to collect and collate the assessments. A Data Tracker consists of a plastic pocket for every student in your class. The plastic pocket is labelled with their name, DOB, grade level and testing year. (Charlie Taylor, 19/08/2015 4yr Old Kinder, 2020). The baseline recount/retell is placed facing backwards in the pocket, then all new assessments face forwards with each new one covering the last. This way you will always see where the student is currently at, and flip over to see how they started the year. All assessment marking sheets are placed behind the data samples. At the end of the year, the plastic pocket is unclicked from the assessment folder and sent to the classroom teacher of their following year.

Assessment Schedule

HOW TO RUN A WARM WRITE ASSESSMENT IN FOUNDATION

Cold Write Assessment Schedule 2021

Cold Write Assessments	Week of Cold Write	Cold Write Stimulus	Assessments Due
Baseline - Yr1- 6	Week beginning 27 th of Jan or 1 st Feb	Recount: <i>Holiday Recount - (p.19 - 22)</i>	Tuesday 16 th of February
Baseline - Yr7-10	Week beginning 27 th of Jan or 1 st Feb	Recount: <i>Holiday Recount - (p.48 - 50)</i>	Tuesday 16 th of February
<i>Remember your baseline piece needs to be collected as soon as possible to be able to determine the summer dip and start 1-1 student conferences. (Compare Baseline 2021 with Nov 2020 piece.)</i>			
Foundation - (must be marked during testing)	Week beginning 27 th of Jan or 1 st Feb	Recount: (Own Stimulus Required) <i>Literacy Book recount or Family Portrait</i>	Tuesday 16 th of February
1 st Cold Write - Yr1- 6	Week beginning 8 th of March	Narrative: <i>The Strange Egg- (p.25)</i>	Tuesday 30 th of March
1 st Cold Write - Yr7-10	Week beginning 8 th of March	Narrative: <i>The Invention- (p.52)</i>	Tuesday 30 th of March
1 st Cold Write - Foundation	Week beginning 8 th of March	Narrative: <i>Little Me (dramatic play stimulus. p.37)</i>	Tuesday 30 th of March
2 nd Cold Write - Yr1- 6	Week beginning 3 rd of May	Exposition: <i>No Party! - (p.36)</i>	Tuesday 1 st of June
2 nd Cold Write - Yr7-10	Week beginning 3 rd of May	Exposition: <i>Change a Rule - (p.54)</i>	Tuesday 1 st of June
2 nd Cold Write - Foundation	Week beginning 3 rd of May	Exposition: <i>My Mum/Grandma Should be Mother/Grandmother of the Year - (p.33)</i>	Tuesday 1 st of June
3 rd Cold Write - Yr1- 6	Week Beginning 9 th of August	Narrative: <i>My Robot - (p.41)</i>	Tuesday 31 st of August
3 rd Cold Write - Yr7-10	Week Beginning 9 th of August	Narrative: <i>The Castle - (p.58)</i>	Tuesday 31 st of August
3 rd Cold Write - Foundation	Week Beginning 9 th of August	Narrative: <i>Little Me (dramatic play stimulus. p.37)</i>	Tuesday 31 st of August
4 th Cold Write - F -Yr6	Week Beginning 8 th of November	Recount: <i>My Most Embarrassing Moment - (p.46)</i>	Tuesday 30 th of November
4 th Cold Write - Yr7-10	Week Beginning 8 th of November	Recount: <i>My Most Embarrassing Moment- (p.58)</i>	Tuesday 30 th of November
NB: Ensure all staff are aware of the assessment schedule and stimulus so that they are not given out as writing topics throughout the year. It is also important to casually check with your cohort that the stimulus is appropriate well before assessment. Dates are based on Victorian term dates and may need to be adjusted for your school.			

Example assessment schedules can be on the Andrell Education website as free PDF downloads in the digital store:
<https://www.andrelleducation.com.au/store/c3/E-downloads.html#/>

The page numbers mentioned on the schedule, refer to the pages you can find the stimulus in the Cold Write Assessment Pack, available to purchase in the digital store.

Task: Finger trace or Pencil Trace a letter, number, or CVC word card. May be to assist with formation or identification, or as a warm up activity.		Notes	
1	Will tolerate hand manipulation.	If you need to help correct a pencil grip.	
2	Will work with another to allow mark making using body parts or an implement.	To model how you want the child to complete the task independently.	

Task: Discussion/Investigation		Notes	
17	Is aware of different purposes of writing. *	Ask where might we see writing? If you do not get a response, point around the room, or have a look at a few forms of writing– card, post it note, shopping list, book etc.	
8	Can differentiate between different letters/numbers/symbols (e.g. punctuation). *	In a book, ask them to point to a letter, then a number. Ask if they can see any symbols that are not letters or numbers on the page. You may like to ask if they know the names of any of the things you/they point to.	
24	Can copy over/under a model.	Write a simple word for the child to copy, like 'sat'. Or you may like to ask the child to create a words using the letter manipulative from criteria 8.	

Task: On a plain piece of paper, ask the child to write their name* for you. Do not prompt that they need to use paper or a writing implement.		* Notes - If their name is difficult to write/spell, assess criteria against other known words the child can produce (except criteria 9 and 22).	
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Any attempt to complete task, observe and mark			
3	Will attempt to mark make independently.	If they pick up a pen/pencil/crayon to write their name, tick. If it's in front of them to choose and they have to ask or wait until it is handed to them, dot.	
4	Can recognise mark making materials.	Picks up a pencil/crayon and writes on paper.	
5	Can use and enjoys mark making materials.	Completes the task without too much encouragement, and/or shows enjoyment.	
7	Demonstrates an understanding of the purpose of writing by attempting to imitate adults writing through the use of random marks and/or letters.	If writing name, tick. If not, do they attempt it even with symbols and lines. If they do not want to write their name, will they make a card/picture for someone (Mum/Dad etc) and attempt to 'write' on the card.	
13	Can ascribe meaning to own mark making. ('Reads' what has been 'written'.)	Link with above– will they 'read' you the card they wrote? Or can they point to the 'letters' of their name and 'read' it.	

The writing of their name			
6	Can show some control in mark making.	Appears to have a secure pencil grip and their attempts at mark marking show control. If forming recognisable letters, tick.	
9	Can write initial letter of own name.	If they can write name, tick.	
12	Will write own name but often with wrong letter sequence or mixed lower/upper case, (e.g. jHoN).	If they can write name, tick. If name is difficult, assess other known words to check letter formation.	
14	Can write own name, (although letter size, shape and orientation may be inaccurate, e.g. JoHN).	If they can write name, tick. If name is difficult, assess other known words to check letter formation.	
22	Can write own name with appropriate upper and lower case letters, (e.g. John).	If they can write name accurately starting with a capital and the rest lower case, tick.	
10	Shows some awareness of sequencing of letters to order and to show left to right orientation. *	Tick if they write their name right to left in any letter order, even if words slowly ascend or descend as they write. Cross if letters are placed randomly over the page (observe the order for other criteria). Dot if mirror writing or writing vertically in either direction.	

Also observe and may be assessed on the next tasks			
11	Can produce some recognisable letters.	If they don't know many letters of their name, ask them to write as many letters that they know. (You could complete a phonics check here too and see what sounds they now as well).	
15	Knows print has meaning and that, in English, is read from left to right and top to bottom.	Tick if they write their name right to left in any letter order, even if words slowly ascend or descend as they write. Cross if letters are placed randomly over the page (observe the order for other criteria). Dot if mirror writing or writing vertically in either direction. Also tick if they can read or attempt to read in the correct order/sequence.	
16	Can use a pencil and hold it effectively.	Pencil grip is correct and they can control lines and directions.	

Once skills are mastered (evidenced regularly in classroom practise or on multiple data collections) they do not need to be assessed again unless there is a regression of skill.



Pre-Writing Fun!



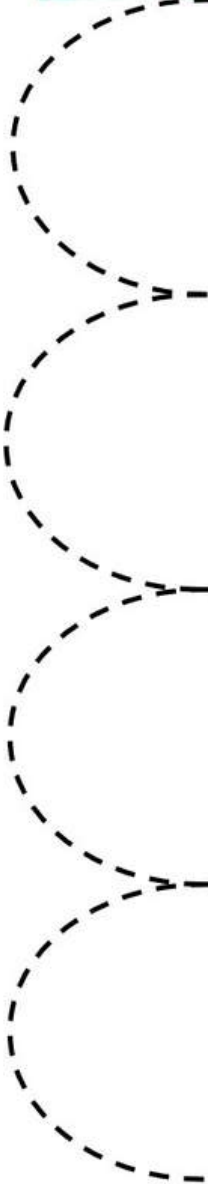
Drive the car to the park



Drive the car up and down the mountains

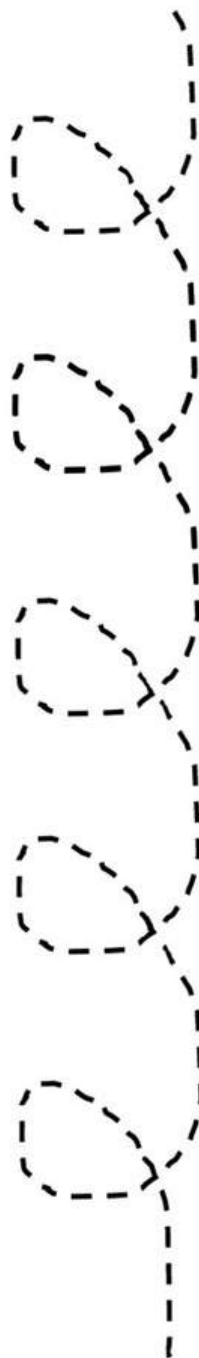
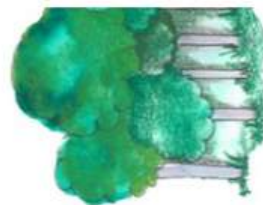


Drive the car over the bridges.





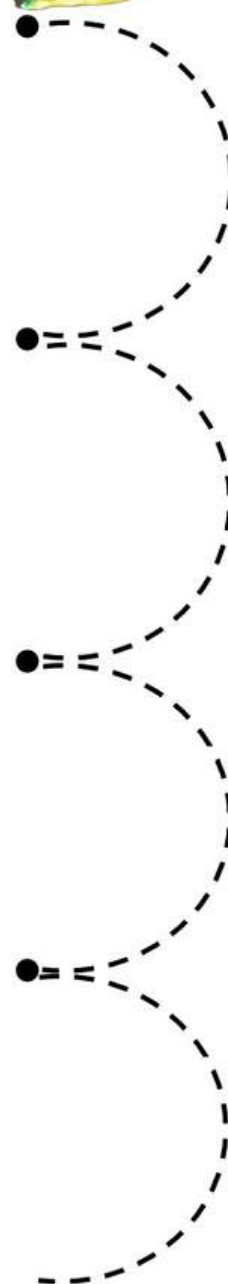
Pre-Writing Fun!



Help the monkey swing through the trees



Help the monkey climb up and down the tree



Help the monkey peel the banana

Task: Criteria 8. Can differentiate between different letters/numbers/symbols (e.g. punctuation).

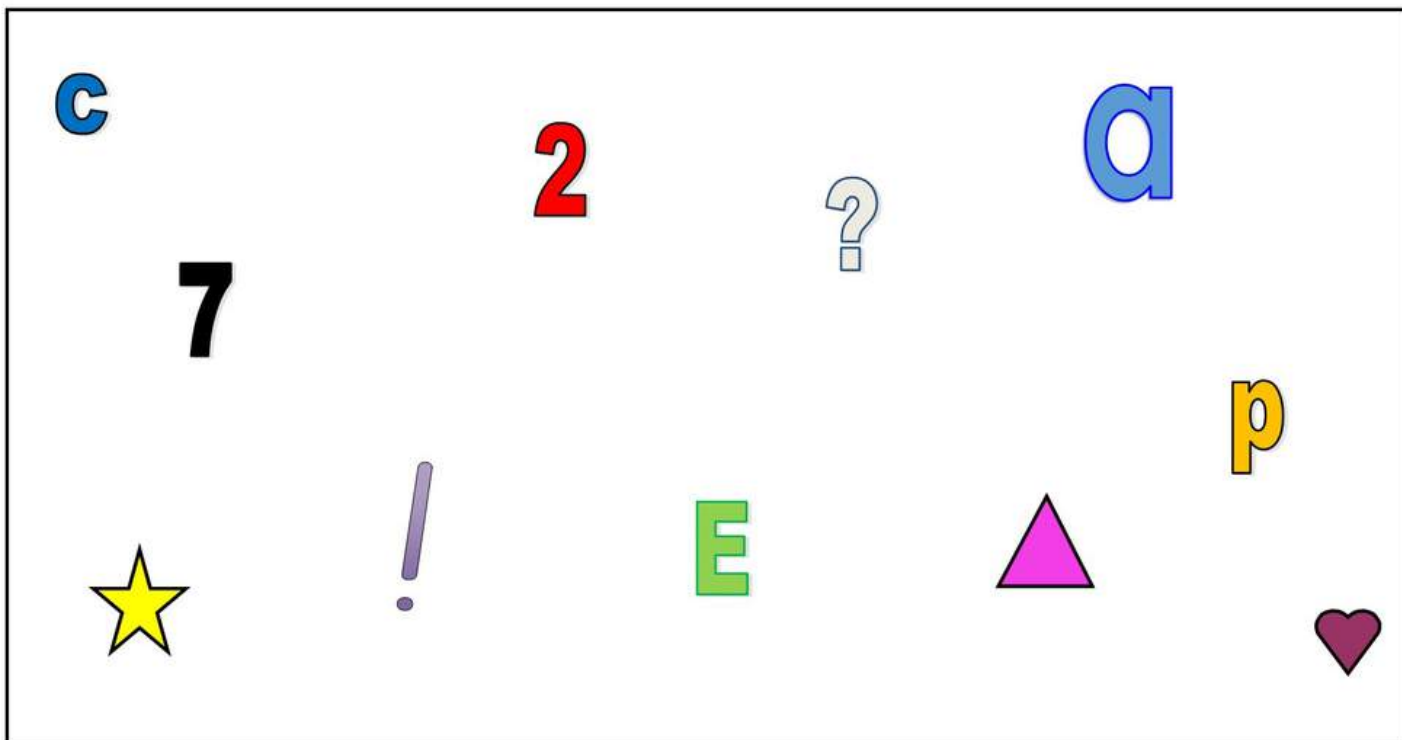
Template 1a
Use manipulatives or a sheet like this

Only ask the 2nd and 3rd question if they point to only letters.

1. Can you see a letter of the alphabet? Can you touch all the letters you can see?
3. Is there any punctuation? What else can you see?

2. Are there any numbers?

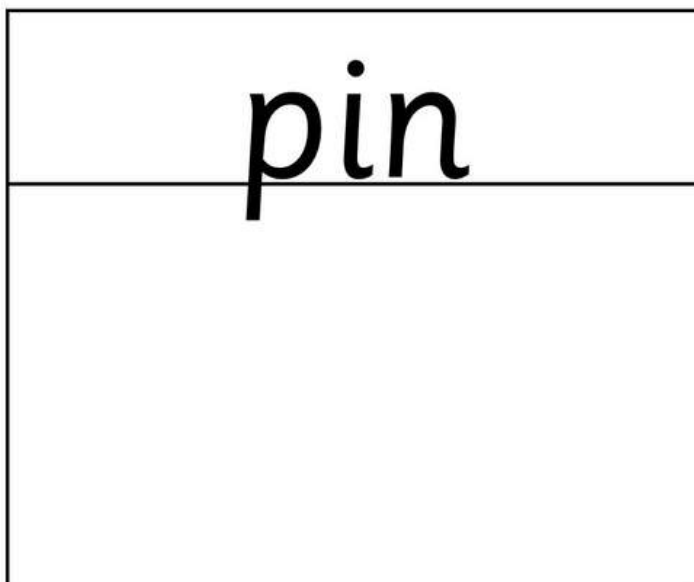
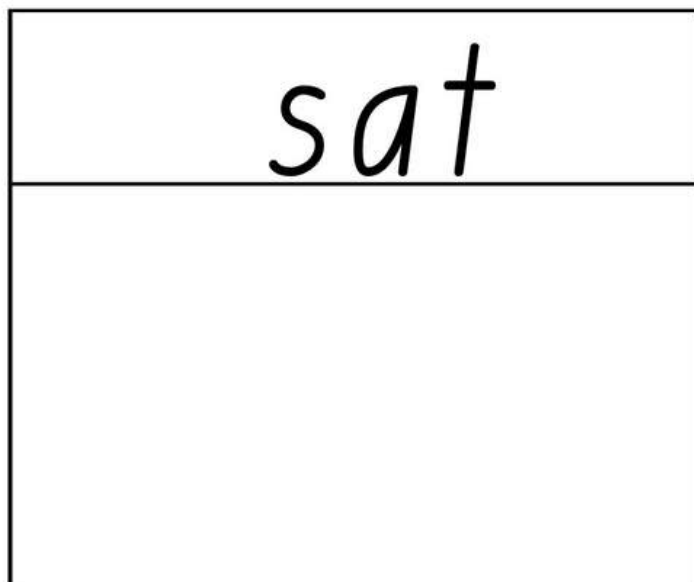
Can you touch all the numbers you can see?



Task: Name Card—can use plain paper or adjust size.

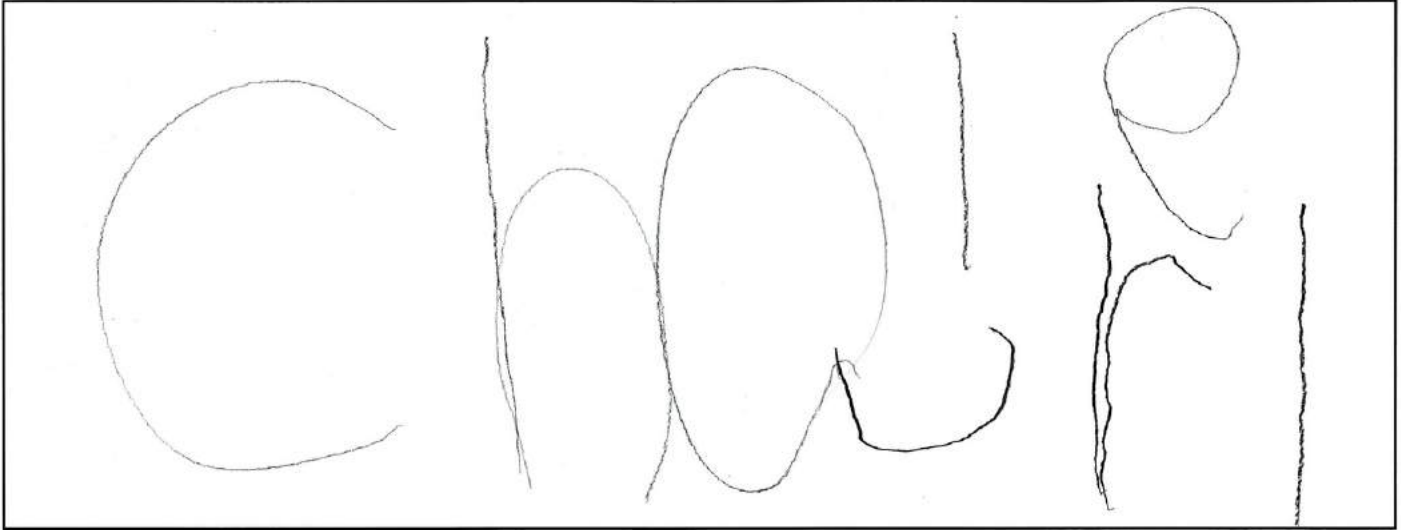
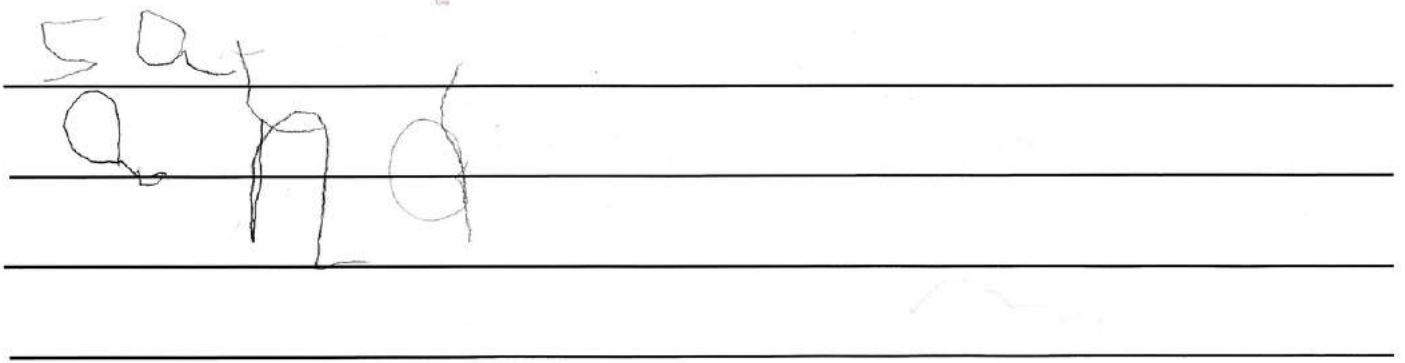


Task: 24. Can copy over/under a model.



Writing name

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A large rectangular box containing the handwritten name 'Charlie'. The letters are very tall and fill most of the box, with the 'e' at the end having a vertical line extending above the top of the box.The same handwritten name 'Charlie' written on a set of four horizontal lines. The letters are much smaller and fit neatly within the space between the second and third lines from the top.

On a plain piece of paper, or using a boxed template, ask the student to write their name for you. Do not prompt that they need to use paper or a writing implement.

You'll notice that for a student like Charlie, the boxed guide hindered his opportunity to showcase his true skill. He saw the box area as a size guide and thought he had to fill the whole box. He wrote everything too large forcing him to go above the writing to finish his name. Charlie should be given a smaller box, plain piece of paper, or possibly a single line to guide him instead. (See 'Guided Editing with the Student Criterion Scale' where he demonstrates the difference).

Please note: Criteria 11, 15, 16 do not need to be assessed again if you assessed on page 1. When a student has moved

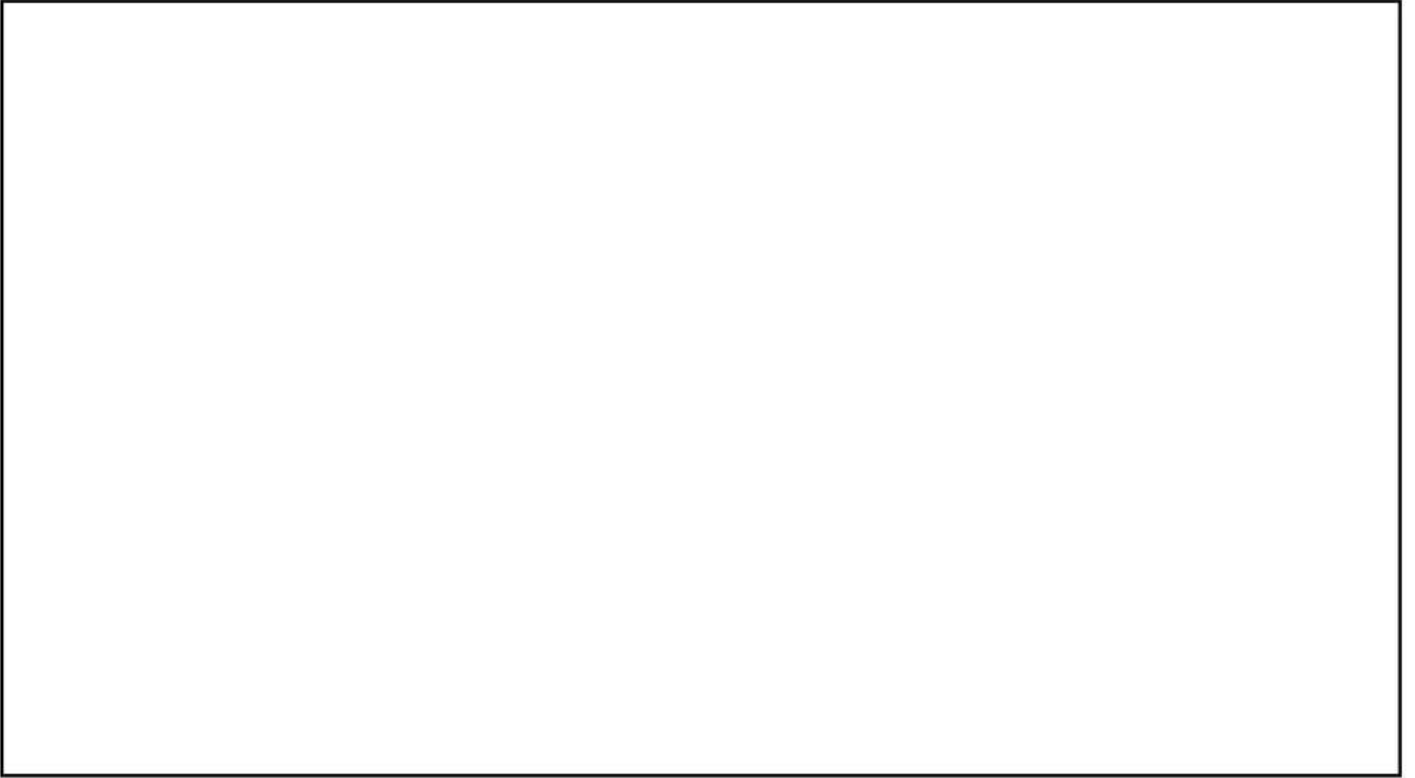
If criteria has not already been assessed, skills may be observed during the following tasks		Notes	
11	Can produce some recognisable letters.	If they don't know many letters of their name, ask them to write as many letters that they know. (You could complete a phonics check here too and see what sounds they now as well).	
15	Knows print has meaning and that, in English, is read from left to right and top to bottom.	Tick if they write their name right to left in any letter order, even if words slowly ascend or descend as they write. Cross if letters are placed randomly over the page (observe the order for other criteria). Dot if mirror writing or writing vertically in either direction. Also tick if they can read or attempt to read in the correct order/sequence.	
16	Can use a pencil and hold it effectively.	Pencil grip is correct and they can control lines and directions.	

Task: Reading and Writing the alphabet. First ask the child to read the alphabet chart telling you the name and sound/s of as many letters as they can.		Notes—if the child is writing or attempting to write text, this may not need to be a separate task.	
21	Can show some control over size, shape, orientation, in writing.		
25	Most upper and lower case letters are recognisable.	Putting the chart away, ask them to write as many letters as they can in upper and lower case.	

Task: Retell a story or event. They may create a picture or be given a photo to help talk about the text, before they write.		Notes—Template 2a	
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Assess on Level 1 if they are writing 2 or more statements of 3 words or more.

18	Consistently 'reads' to others what their 'writing' says, i.e. reads approximately the same information to several people.	If writing is indecipherable or is mainly pictorial, the student still 'reads' the same information when sharing. Tick, if they are writing and reading already.	
19	Can write single letters or groups of letters demonstrating a letter/sound relationship.		
20	Writes captions, labels and attempts other simple forms of writing, (lists, stories, etc.). *	If they are not independently creating, this may be a worksheet.	
23	Begins to show some attempts at finger spacing.		
26	Writes some simple regular words.		
27	Writes some words that show sequenced, phonetic attempts.		



Retell a Story or Event

HOW TO RUN A WARM WRITE ASSESSMENT IN FOUNDATION



i LiK to B_ws no the ch wiv oscr

I like to bounce on the trampoline with Oscar

Again, Charlie would have benefited from guide lines rather than blank paper, to help regulate size. He wrote everything very large, and with (wiv) was too large and low, that he felt he was better off writing Oscar (oscr) above, rather than below.

He also could have used a alphabet chart as support, as letter formation/know letters were already assessed in the alphabet activity.

A blank chart, rather than a phonics chart would be best as there is no spelling assistance to be removed, (words on the phonics chart).

This is a Warm Write, support tools are welcome. However, if support items are used, they just need to noted on to the moderating sheet and any spelling assessment needs to be modified to remove words they had access too.





What did we learn from the test?

Charlie scores 24 out of 27 making him come out at Mid Foundation level. But more importantly, the assessment showed that Charlie's pre-writing focus will be to work on;

* **letter formation**

- to be able to recall the formation of E, F, G, H, i, Jj, Kk, m, N, Qq, T, Ww, y in order to write the letters.

- to use correct formation (start and end points) on the following letters: D, E, F, Gg, Hh, Jj, Kk, l, N, Oo (clockwise), Qq, R, T, Ww, y, ZZ (reversed)

* **finger spacing**

* **writing simple words**

To extend Charlie and move him on to Level 1, he also needs to build stamina and independence to writing more (2 statements of 3 words or more). He will also be encouraged to demonstrate his punctuation.

Time to Review

Self Assessment

HOW TO RUN A WARM WRITE ASSESSMENT IN FOUNDATION

Foundation

Student's Name: _____

My writing or drawing tells my teacher at least 1 thing.

				
		All the time	Sometimes	Not at all
1.	I can write my name. <i>John</i>			
2.	I can use finger spaces. 			
3.	I can write my letters the right way round. <i>abc</i>			
4.	I can sound out my words.  c-a-t			
5.	I can use WOW words. <i>WOW!</i>			
6.	I can put in a Capital Letter to start my sentences. <i>ABC</i>			
7.	I can use full stops to end my sentence. <i>.</i>			
8.	I can use other pieces of punctuation like ? ! , 			
9.	I can use connectives. 			
10.	I can use different openers. 			
11.	I can edit my work. 			

My writing goal is...

The day after the test, Charlie came back and was able to read his sentence out to me again.

Together, we then went through the Student Friendly Criterion Scale and talked about what we could work on together to help Charlie to continue to grow.

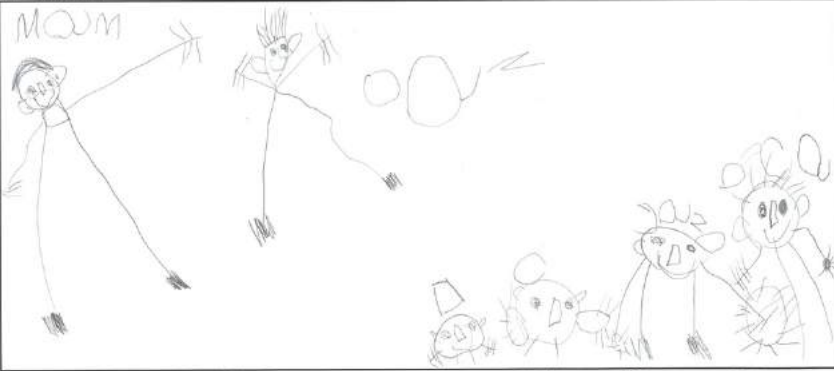
He was able to identify not only his strengths, but also areas he needed to improve on. As well as that, Charlie asked if he could change (edit) his work so he could circle a smiley face. He added a full stop to the end and turned the lower case i into a capital I. He was excited that if he noticed things that were a 'not at all' he was allowed to change them.

Transition Testing

HOW TO RUN A WARM WRITE ASSESSMENT IN FOUNDATION

My name is: Jazzmine

This is my family:



Mum Dad Bella Charlie Jaz Oscar

If possible, during transitions or as part of portfolios for entry to school, see if you or the pre-school can collect a transition test.

A family portrait is an excellent opportunity to showcase skills, especially if the student is encouraged to label the portrait.

This can then be used to compare any Summer Dip in skills.

My name is: Jazzmine

This is my family:



Dad Mum Bella Jaz Oscar Charlie

Further P.D

BIG TALK FOR PRE-WRITERS

Big Talk for Pre-Writers will focus on supporting children who are not yet writing. Big Talk can occur in Early Childhood settings, in the first few Primary School years, or through intervention. This is an essential first day in implementing Big Write & VCOP in the Early Years and to support pre-writers. It is an interactive PD and the whole day is broken up with numerous games and activities that can be differentiated to suit multiple learning abilities, and where oral language is the focus. You'll leave confident and ready to support your pre-writers.

INTRODUCTION TO BIG WRITE AND VCOP

A Big Write is the chance for the students to celebrate their writing and show off the learning goals they have achieved for the week. They will learn how to up-level their work and create a 'writer's voice' by using their VCOP skills (vocabulary, connectives, openers and punctuation). Delve into an overview of the Big Write week, including a breakdown of the Big Write and VCOP Day- complete with a mini VCOP, Big Write Session and self-editing. Take it further with the intensive student analysis and learn how to model Breakdown Buddies and highlighting. Plus we'll have a brief look at the Student Criterion Scale where you'll learn how to assign a marking level using the Australian Criterion Scale and get overview of Cold/Warm Writes and Data Tracking.

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