

WASHINGTON STATE WRITING ASSESSMENT INFORMATION MATRIX

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| <p>AIMSweb Pro Complete</p> <p>Harcourt Assessment, Inc.</p> <ul style="list-style-type: none"> AIMSweb Customer Service P.O. Box 599700 San Antonio, TX 78259 (888) 944-1882 http://www.aimsweb.com <p>Purpose: Screening, progress monitoring, CBM</p> <p>Grade Levels: K-8</p> <p>Cost: \$5 per student per year. AIMSweb training is approximately \$3500.</p> | <ul style="list-style-type: none"> AIMSweb Pro Complete consists of Curriculum-Based Measurement (CBM) testing materials and web-based software to provide schools with a 3 Tier Progress Monitoring and Response to Intervention System. AIMSweb Pro Complete includes the following assessments: <ul style="list-style-type: none"> Reading-CBM (Oral Reading Fluency) Reading-CBM (Spanish Oral Reading Fluency) Maze-CBM (Reading Comprehension) TEL-CBM (Test of Early Literacy) MIDE-CBM (Spanish Early Literacy) Spelling-CBM (Spelling) Written Expression-CBM (Writing) TEN-CBM (Test of Early Numeracy) Mathematics Computation-CBM (Math Computation Math Facts) AIMSweb Pro Complete also provides data management and reporting for the following 3rd party assessments: DIBELS™, IGDI, Get it Got it Go!, Monitoring Basic Skills Progress (MBSP) | <ul style="list-style-type: none"> The administration and scoring guide is available by PDF on the web (http://www.aimsweb.com/measures/written/scoring.php) Testers will require 1.5 - 2 hours of training. Paraprofessionals can administer the test. Probes are 1-5 minutes to administer. Administered individually, paper and pencil and oral responses. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> AIMSweb systems provide assessment tools (CBM) and data organization and management software to frequently monitor progress of all students in grade K and above in the basic skills areas. Raw score, percentile score, and developmental benchmark scores are available. Percentile scores are based on grade norms. | <p>Substantial evidence of technical adequacy.</p> <p>Parallel/alternate forms reliability: Writing: TWW = .56-.95; WSC = .53-.99; CWS = .75-.80; Math: .78-.93 (fall, winter, spring); Reading = .94.</p> <p>Inter-rater reliability: Writing: TWW = 96-100%; WSC = 95-99.5%; CWS = 86-97.4%; Math: .98-.99 across the 4 subtests; Reading: = .99</p> <p>Test-retest reliability: Writing: TWW = .42-.91; WSC = .46-.81; Math: .79-.85 at 13 weeks; .78-.86 at 26 weeks; Reading: .82-.91.</p> <p>Content validity: Based on indicators of later academic success.</p> <p>Criterion validity: Test of Written Language = .63-.80.; reading: correlations in the .70s (.39-.89)</p> <p>Predictive validity: Writing: English Grades: TWW = .22 & .25, WSC = .25 & .29, CWS .33 & .35; School grades in grades 8-10: WSC = .31-.51; Math: WJ-R applied problems correlations: Fall AIMSweb Ten with WJ-R Spring: OC = .72, NI = .72, QD = .79, MN = .72.</p> |

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| <p><u>AIMSweb Pro Language Arts</u> Harcourt Assessment, Inc. <ul style="list-style-type: none"> AIMSweb Customer Service P.O. Box 599700 San Antonio, TX 78259 (888) 944-1882 http://www.aimsweb.com <u>Purpose:</u> Screening, progress monitoring, CBM <u>Grade Levels:</u> 1-8 <u>Cost:</u> \$5 per student per year. AIMSweb training is approximately \$3500.</p> | <ul style="list-style-type: none"> AIMSweb Pro Language Arts includes the following assessments: Reading-CBM (Oral Reading Fluency) Reading-CBM (Spanish Oral Reading Fluency) Maze-CBM (Reading Comprehension) TEL-CBM (Test of Early Literacy) MIDE-CBM (Spanish Early Literacy) Spelling-CBM (Spelling) Written Expression-CBM (Writing) | <ul style="list-style-type: none"> CBM probes administered individually in person. Oral and written responses. It takes 3 minutes to administer each test; and each measure can be administered frequently, up to 2 times per week. Oral and written responses for the written portions. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> AIMSweb CBM can be used for benchmarking grades 1-8 and progress monitoring any age. Raw score, percentile score, and developmental benchmark scores are available. Percentile scores are based on grade norms. Screening and progress monitoring, benchmarks available. | <p><i>Substantial evidence of technical adequacy</i></p> <p>Parallel/alternate forms reliability: TWW = .56-.95; WSC = .53-.99; CWS = .75-.80.</p> <p>Inter-rater reliability: TWW = 96-100%; WSC = 95-99.5%; CWS = 86-97.4%.</p> <p>Test-retest reliability: TWW = .42-.91; WSC = .46-.81.</p> <p>Content validity: CBM measures based on indicators of later writing success.</p> <p>Criterion validity: Test of Written Language = .63-.80.</p> <p>Predictive validity: English Grades: TWW = .22 & .25, WSC = .25 & .29, CWS .33 & .35; School grades in grades 8-10: WSC = .31-.51 (grades in both English and social studies areas)</p> |

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| <p>Concepts of Print and Writing (PK-K)</p> <p>CTB/McGraw-Hill</p> <ul style="list-style-type: none"> 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 http://www.ctb.com <p>Purpose: Diagnostic.</p> <p>Grade Levels: PreK-K</p> <p>Language: English and Spanish</p> <p>Cost: DSC Review Materials \$33.20, DSC Kit \$467.50, Score Sheet for Handscoring \$55.65/50, Score Sheet for Scanning \$55.65/50, Writing and Drawing Books \$19.15/50, Social-Emotional Observational Records \$54.60/50, Parent Conference Forms \$54.60/50, Class Record Book \$5.25</p> | <ul style="list-style-type: none"> Concepts of Print and Writing is a component of the Developing Skills Checklist (DSC). The DSC evaluates the skills that children develop from PreKindergarten through the end of Kindergarten. Concepts of Print and Writing measures emergent literacy skills in PreKindergarten and Kindergarten students. The test assesses a pre-reading child's understanding of the function of print--that print carries messages--and the conventions of print--what people do when they read. As a component of Developing Skills Checklist it allows schools to measure student understanding of literacy without administering the full DSC assessment. Concepts of Print and Writing assesses the following objectives: <ul style="list-style-type: none"> Holding a book and turning the pages Differentiating print from pictures, and letters from numerals Identifying the functions of words and numerals Demonstrating left/right progression Printing a first name Drawing a person Writing a message--mechanics and quality | <ul style="list-style-type: none"> Individual administration gives the teacher the opportunity to observe each child closely. DSC involves parents in assessment, planning, and instruction, and dovetails with many kinds of curricula. Kits include materials and directions that are simple and clear. Test administration is easy and requires little training. Supplied materials include administration and score interpretation manuals and a variety of forms for use in gathering individual and class information. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Can be handscored or scanned Raw scores, criterion-referenced scores, percentile ranks, stanines, NCEs Standardization and norming studies conducted in 1988-89; Norms based on 6,023 children aged 48-80 months | <p><i>No evidence of technical adequacy.</i></p> <p>KR-20 reliabilities from .81 to .84 for print concepts across level.</p> <p>No reliability reported for Writing and Drawing Concepts scale.</p> <p>The basis for content validity is described.</p> <p>No empirical validity evidence reported.</p> <p>Bias review conducted.</p> |

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| <p><u>CriterionSM Online Writing Evaluation Service</u></p> <p>Riverside Publishing 3800 Golf Road, Suite 100 Rolling Meadows, IL 60008 Phone: 800-323-9540 URL for info: www.ets.org/criterion www.ets.org/criteriontour</p> <p><u>Purpose:</u> Formative assessment</p> <p><u>Grade Levels:</u> 4-12</p> <p><u>Cost:</u> Not available</p> | <p>The <i>Criterion</i>SM Online Writing Evaluation service is a web-based, instructor-driven, instructional tool that helps students plan, write, and revise essays.</p> <p>Instructors can create their own topics or select from the <i>Criterion</i> topic library at any level from fourth grade through upper-level college.</p> <p>The system provides annotated diagnostic feedback and a holistic score to both student and instructor within 20 seconds so that students can quickly review, revise and resubmit essays. Instructors can also provide their own feedback within the system, as well as view summary reports of <i>Criterion</i> feedback.</p> | <ul style="list-style-type: none"> • Group/classroom or individual • Online administration • Teachers and students need an Internet connection to access the service. The <i>Criterion</i> service is PC and Mac compatible. <p>Levels: Elementary School: Grades 4, 5 Middle School: Grades 6-8 High School: Grades 9, 10, 11/ College Prep, 12/ College Prep College: College Level Preparatory, 1st Year, 2nd Year, Upper Division or Graduate, GRE® Test</p> | <p>The <i>Criterion</i> topics library contains assignments in nine genres:</p> <ul style="list-style-type: none"> · Cause and Effect · Compare and Contrast · Descriptive · Expository · Narrative · Persuasive · Process <p>Upper Division</p> <ul style="list-style-type: none"> · Issue · Argumentative <p>The <i>Criterion</i> library Currently has 144 topics for grades 4-8; 107 topics for grades 9-12; 125 topics for the first two years of college; 10 topics for college preparatory; 14 topics for the GRE® test; and 35 topics for the TOEFL® test.</p> | <p>Each topic may be scored on either a 6-point or 4-point scale and the associated rubrics are shown with each prompt.</p> <p>The <i>Criterion</i> service is based on <i>e-rater</i>® scoring technology that was developed by ETS.</p> <p>The <i>e-rater</i> scoring engines provide a holistic score for an essay and real-time diagnostic feedback about grammar, usage, mechanics and style, and organization and development.</p> | <p><i>No evidence of technical adequacy is available at this time</i></p> |

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| <p><u>CTB Writing Assessment System</u></p> <p>CTB/McGraw-Hill</p> <ul style="list-style-type: none"> 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 http://www.ctb.com <p><u>Purpose:</u> Formative, diagnostic, summative.</p> <p><u>Grade Levels:</u> 2 to 12</p> <p><u>Cost:</u> \$33.65 for kit including 1 writing book for each prompt, administration and scoring manual, writing assessment guide, student info and score sheet; \$4.61 cost per student for scoring by publisher; separate items available</p> | <ul style="list-style-type: none"> The CTB Writing Assessment System measures and diagnoses writing skills in Grades 2 through 12 as demonstrated in actual student writing samples. It offers a broad selection of writing tasks, providing the flexibility to match evaluation to the instructional practice used in your school or district. The System can be used independently or combined with CAT/5 multiple-choice results for an overall picture of writing abilities. Offers two kinds of writing assignments, or prompts: independent and reading-related. Independent prompts are short and precise, and test writing ability alone, independent of the ability to comprehend a reading passage. Reading-related prompts combine reading comprehension with writing tasks to reflect the whole-language instructional approach. Each reading-related prompt begins with an introduction that explains the task, followed by a reading passage and related writing assignment. Many passages are selected from classic, traditional, and contemporary works of fiction and non-fiction written by writers from a variety of backgrounds. Within both independent and reading-related prompts, writing tasks elicit one of the following modes of discourse, or types of writing: Personal Expression (Descriptive or Narrative), Informative, or Persuasive. | <ul style="list-style-type: none"> Paper/pencil Teacher or test administrator reads a script No other training needs noted for administration Individual or group administration Manuals, prompts, student information and score sheets, writing answer sheets, assessment guide all sold separately | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Scoring can be completed by teacher, school psychologist, or vendor Local scoring requires extensive training Per student scoring by the publisher is available separately Raw scores based on 4, 6, or 8 point scale for holistic; option of holistic or analytic score based on 6 categories National percentiles, NCE's, and stanines are provided for the 6 pt holistic score only | <p><i>Some evidence of technical adequacy (Buros Review)</i></p> <p>Proportion of perfect rater agreement: .41-.75, median = .58; adjacent score agreement: .93-1.00; interrater reliability = .50-.82, median = .71.</p> <p>Provides correlations between holistic scores and reading/language scores from the CTBS 4; median among prompts = .54</p> |

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| <p><u>Developing Writer's Assessment (DWA)</u></p> <p>Pearson Learning Group</p> <ul style="list-style-type: none"> 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 (800) 321-3106 Fax: (800) 393-3156 http://www.pearsonschool.com <p><u>Purpose:</u> Diagnostic</p> <p><u>Grade Levels:</u> K-6</p> <p><u>Cost:</u> Unknown</p> | <ul style="list-style-type: none"> Identify and Target the Skills Students Need for Writing Proficiency. Divided into three phases, DWA enables you to direct the initial student writing, analyze student strengths and weaknesses, and make instructional decisions based on the results. Assessment (DWA) | <ul style="list-style-type: none"> Unknown | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Unknown | <p><i>No evidence of technical adequacy is available at this time</i></p> |

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| <p><u>Diagnostic Achievement Battery (DAB)</u> Slosson Educational Publications, Inc. <ul style="list-style-type: none"> PO Box 544 East Aurora, NY 14052 (716) 652-0930 (888) 756-7766 Fax: (800) 655-3840 http://www.slosson.com <p><u>Purpose:</u> Diagnostic, summative <u>Grade Levels:</u> Ages 6-0 to 14-11 <u>Cost:</u> \$295 NRT</p> </p> | <ul style="list-style-type: none"> A standardized, norm referenced achievement test. | <ul style="list-style-type: none"> 90-120 minutes for administration. Oral and paper/pencil test. The administrator reads most of the test aloud to an individual child and simultaneously records responses on a profile/examiner record booklet. There is a separate student response booklet for capitalization and punctuation, spelling, contextual language, story construction, and calculations | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> 14 subtest scores (story comprehension, characteristics, synonyms, grammatic completion, alphabet/word knowledge, reading comprehension, captialization, punctuation, spelling, writing: contextual language, writing: story construction, mathematics reasoning, mathematics calculation, phonemic analysis) and 8 composite scores (listening, speaking, reading, writing, mathematics, spoken language, written language, total achievement). Norms based on sample of 1,094 children ages 6-14 | <p><i>Substantial evidence of technical adequacy</i></p> <p>In Buros Review recommended as an achievement measure but <u>not</u> for diagnostic purposes</p> <p>Internal consistency: full test = .98 to .99, subtests = .80-.90.</p> <p>No information for parallel/alternate forms, or inter-rater reliability.</p> <p>Test-retest: from .70s to high .90s; Composite = .83 for writing & .99 for listening.</p> <p>DIF reviews conducted.</p> <p>CFA supports both a one and four factor solution, the manual reports that they consider both to be equally viable.</p> <p>Content validity: thorough explanations of the rationale and development process for items in the individual subtests.</p> <p>Criterion validity: Scores on the DAB-3 correlate moderately with their counterparts in the Stanford achievement test (9) at the subtest level and strongly at the total achievement level</p> |

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| <p><u>Dominie Reading & Writing Assessment Portfolio</u></p> <p>Pearson Learning Group</p> <ul style="list-style-type: none"> 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 (800) 321-3106 Fax: (800) 393-3156 http://www.pearsonschool.com <p><u>Purpose:</u> Diagnostic</p> <p><u>Grade Levels:</u> K-8 (Part 1 is K-3, Part 2 is 4-8)</p> <p><u>Language:</u> English, Spanish version available</p> <p><u>Cost:</u> Part 1 for grades K-3 = \$237, Part 2 for grades 4-8 = \$175.95</p> | <ul style="list-style-type: none"> Based on National Reading and Writing Standards and Best Practices Research, the Dominie Reading & Writing Assessment Portfolios feature original fiction and nonfiction stories, leveled books, rubrics for story writing and reading fluency, case studies, essential phonics and spelling components, convenient reproducible assessment forms, and a scoring guide for spelling accuracy that is based on an analysis of developmental spelling tests. <p>Educators can:</p> <ul style="list-style-type: none"> observe and assess student performance analyze data and report assessment information to parents and other educational audiences make instructional decisions from assessment results that can guide short and long-term interventions determine instructional foci for student intervention services <ul style="list-style-type: none"> Useful in a variety of settings, including elementary and secondary schools, clinics, reading centers, and post-secondary environments. | <ul style="list-style-type: none"> Individual and group administration. Paper/pencil test. Assessments are given in reading, phonics, writing and spelling. Time: Varies depending on level of student, assessment component and assessment schedule. 5-20 minutes Qualification: B , Teacher, Reading Specialist or Administrator Reading: Oral and silent reading of passages in 1-on-1 settings with story retelling after silent reading. Phoneme representation and spelling accuracy: Can be administered in large group after first grade, small group or one-on-one in kindergarten and first grades. Vocabulary and Writing Vocabulary: Administered in one-on-setting. Spelling: Lists of 45 words with graded word lists are dictated to students. Can be administered to whole class. Phonemic Awareness and Phonics: Administered in one-on-one setting. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Raw scores can be converted grade-equivalent scores, and stanine rankings; competency criterion scores used for some tasks. Writing: Stanine scores and Rubric. Concepts of Written Language: Stanine scores and standards Alternate Forms: A, B, & C alternate forms for phoneme representation, vocabulary, and spelling; A & B for phonics. Individual student summaries providing composite scores; class records; individual analysis (raw scores, stanines, pattern analysis) | <p><i>Little evidence of technical adequacy.</i></p> <p>Publisher reports a two-year study conducted by an independent research team of South Carolina students over two years resulting in fall to spring correlations ranging from .70-.86 and intercorrelations among subtests/tasks ranging from .45-.69</p> <p>Publisher reports $r=.65$ with Stanford Reading First in a sample of 2,500 students.</p> <p>Normed on a sample of 1,200 people in 20 states.</p> <p>Publisher reports coefficient alpha reliability in the ".90s"</p> |

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| <p><u>ERB Writing Assessment Program [Revised] (ERB WrAP)</u></p> <p>Educational Records Bureau</p> <ul style="list-style-type: none"> 220 East 42nd Street New York, NY 10017 (800) 989-3721 http://www.erbtest.org <p><u>Purpose:</u> Diagnostic</p> <p><u>Grade Levels:</u> 2-4, 5-6, 7-8, 9-10, 11-12</p> <p><u>Cost:</u> \$7.75 per student, plus \$35 for data disk and \$10 for data manual</p> | <p>The WrAP provides a direct measure of writing ability by asking for a writing sample from each student. WrAP was developed in accordance with the six-trait model of writing achievement. Schools may test their students at five levels:</p> <ul style="list-style-type: none"> Elementary (grades 3-4) Intermediate (grades 5-6) Middle (grades 7-8) Secondary (grades 9-10) College Preparatory (grades 11-12) <p>Within each level, students write on the same prompt regardless of grade. The same scoring criteria are employed for each level. Modes of discourse and scoring standards change over the five levels of the WrAP, keeping pace with the progressively more sophisticated writing skills acquired by students as they move through the grades.</p> <p>The Same scoring criteria are employed for each level. Each response is scored on a six-point scale in six dimensions of writing:</p> <ul style="list-style-type: none"> Overall Development Organization Support Sentence Structure Word Choice Mechanics | <ul style="list-style-type: none"> The actual writing prompts presented to students change each year. First day: 50 minutes to work on a draft using notebook paper, next day: 50 minutes using the test booklet. Group administration. Paper/pencil test. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Several days/weeks to get scores. Each score is on a 6 point scale (1 low – 6 high). Raw scores, within-grade percentile ranks and stanines. A total score and a scaled score for this total. Use of the analytic scores is supposed to measure writing process rather than just the end product. | <p><i>Some evidence of technical adequacy</i></p> <p>Buros reviews do <u>not</u> recommend.</p> <p>Use of only one writing sample may undermine reliability.</p> <p>Factor analysis of the 6 scores/traits/domains (oblique, PCA) = 2 factors correlated at .72-.82; no evidence for the 6 intended traits.</p> <p>Content validity: no evidence in manual.</p> <p>Perfect inter-rater agreement ranges from 82% for Sentence Structure to 87% for Organization.</p> <p>Generalizability analyses estimated reliabilities ranging from .96 to .99 from elementary to secondary levels (all N's > 10,000).</p> |

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| <p><u>OWLS: Written Expression (WE) Scale</u></p> <p>Pearson</p> <ul style="list-style-type: none"> 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 (800) 627-7271 Fax: (800) 393-3156 http://www.pearsonschool.com <p><u>Purpose:</u> Diagnostic</p> <p><u>Grade Levels:</u> Ages 5-21</p> <p><u>Cost:</u> \$95.95</p> <p>NRT</p> | <ul style="list-style-type: none"> Standardized, norm referenced test. Intended to assess three aspects of writing: conventions, linguistics, and content. The Written Expression (WE) scale may be used with Listening Comprehension and Oral Expression (Oral and Written Language Scales). | <ul style="list-style-type: none"> Group or individual administration Oral and written responses | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Scoring is complex. Buros reviews indicate that scoring may be challenging. Age and grade-based standard scores are available as well as percentiles, normal curve equivalent, stanines, and age and grade equivalents. Scoring software available. National norms sample of 1,373 | <p><i>Substantial evidence of technical adequacy (Buros Review)</i></p> <p>Internal consistency: for all but 19-21 year olds = .84 or higher.</p> <p>Inter-rater reliability: 15 subjects in each of the four age groups, the mean reliability was .95.</p> <p>Test-retest reliability: For all but 19-21 year olds = .88-.89 for a median 9 week interval using a group of 54 students between the ages of 8-11 and 03 students ages 16-18.</p> <p>Content validity: Based on the author’s construction of a model of language and adherence to an item generalization to that model.</p> <p>Construct validity: Intercorrelations among the three OWLS scales, by age, the mean correlation coefficients of the Written Expression scale is .75 with Listening comprehension and .66 with Oral Expression.</p> <p>Criterion validity: KTEA, PIAT-R, & WJ RM: most coefficients >.80 for reading and spelling with OWLS, no studies of other writing measures with OWLS</p> |

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| <p>PA Series® Writing</p> <p>Publishing Co. 2510 North Dodge Street Iowa City, IA 52245 Published 2006 http://www.pearsonedmeasurement.com/</p> <p>http://www.paseries.com/</p> <p>Purpose: Assess and track growth for writing performance Age Range: Grades 6-12 Language: English only.</p> <p>Cost 2003: \$13.74 annual student subscription plus a per contract setup fee that is dependent on the number of students enrolled. Bundled pricing discounts are available if multiple PA Series subjects are purchased.</p> | <p>PA Series (Progress Assessment Series®) Writing provides online interim assessment and practice throughout the school year.</p> <p>Students are provided with a prompt and asked to write about the topic or task presented.</p> <p>PA Series Writing lets teachers measure student progress and provides opportunities for students to improve their writing performance. Using the Knowledge Analysis Technologies™ (KAT) engine for automated scoring, PA Series Writing provides rapid online reporting and easy-to-understand visual feedback.</p> | <p>Admin: Individual or group</p> <p>Time: 40-50 minutes</p> <p>Administration through a secure web-based site that allows educators to view reports, view and maintain student rosters, create and view test sessions.</p> <p>The PA Series online resource library provides product information including links to the online training course, test administration manuals, a teacher’s guide, a system reference guide, infrastructure guidelines as well as other useful tools to aid in the use of the product.</p> <p>Toll-free customer service line, and e-mail support (PA Series@pearson.com)</p> | <p>PA Series Writing includes 31 different prompts with at least 3 prompts per grade for grades 6-12.</p> <p>The PA Series prompts cover a number of different modes including:</p> <ul style="list-style-type: none"> • Cause and Effect • Response to Literature • Writing for Assessment • Expository • Autobiographical • Compare and Contrast • Problem and Solution • Work place writing. | <p>PA Series Writing provides scoring on either a four-point holistic or six-point holistic scale.</p> <p>Feedback is provided in the following areas:</p> <ul style="list-style-type: none"> • Audience and purpose • Organization • Elaboration • Use of language <p>Additionally, error analysis is provided for:</p> <ul style="list-style-type: none"> • Spelling errors • Grammar • Redundancy <p>KAT engine examines an essay for meaning, relevance, unusual spelling, and grammar errors.</p> <p>PA Series includes a variety of online reports that provide immediate feedback to the teacher at a student, class, school, district and state level.</p> <p>Writing Analysis Report provides information on each student essay including the student’s essay, essay diagnostic information and essay error analysis.</p> <p>PA Series reports also include subgroup reports that allow teachers and administrators to disaggregate data based on standard AYP categories.</p> | <p><i>Little evidence of technical adequacy.</i></p> <p>Publisher claims “a large number and wide variety of reliability and validity studies”.</p> <p>The automated essay scoring component of PA Series is known as IEA, the Intelligent Essay Assessor.</p> <p>In a study involving 81 of WriteToLearn’s prompts that uses the same essay scoring engine, the correlation between IEA and humans was better than that between the two human readers for every grade level, (IEA-human $r=0.89$ on average; human-human $r=0.86$ on average). Exact agreements on the six-point scale were nearly identical: 61.1% exact agreement for IEA to human and 61.7% for human to human.</p> |

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| <p>Process Assessment of the Learner™ (PAL™): Test Battery for Reading and Writing</p> <p>Harcourt Assessment, Inc.</p> <ul style="list-style-type: none"> Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 (800) 211-8378 Fax: (800) 232-1223 http://www.harcourtassessment.com <p>Purpose: Diagnostic, summative</p> <p>Grade Levels: K-6</p> <p>Cost: \$260-\$285 for test kit, \$150 for Windows scoring assistant</p> | <ul style="list-style-type: none"> Designed for assessing the development of reading and writing process in children in K-6. Goal is to evaluate strengths and weaknesses. The author developed this battery on the basis of a model of neurodevelopmental mastery of reading and writing skills. | <ul style="list-style-type: none"> 30-60 minutes if all subtests for a specific grade are administered (1-6 minutes per subtest). | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling Letter/digit naming Alphabet writing Copying | <ul style="list-style-type: none"> A) Kindergarten: scores B) Grades 1-3 C) Grades 4-6 <p>Standardization sample composed 868 students ages 5-13 in four regions of the US, matched 1998 US census.</p> | <p><i>Some evidence of technical adequacy</i></p> <p>(Buros review, useful instrument but needs additional technical support)</p> <p>Additional psychometric data required for recommendation, inter-rater reliability “surprisingly variable” (Buros)</p> <p>Internal consistency: .52-.98</p> <p>Test-retest reliability: 14-49 day interval, .61-.92</p> <p>Inter-rater reliability: Alphabet Writing - .64-.85; Copying = .26-.79; corrected for restriction of range.</p> <p>Content validity: provided by experts in the field and inter-item analysis</p> <p>Construct validity: Subtest intercorrelations by grade = .60-.99; and convergent evidence with WIAT-II, PPVT-III, VMI, CELF-III: correlations were variable.</p> |

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| <p>Six Trait Writing Assessment</p> <p>Northwest Regional Educational Laboratory (NWREL)</p> <ul style="list-style-type: none"> 101 SW Main St., Suite 500 Portland, Oregon 97204-3213 1-800-547-6339 503-275-9500 http://www.nwrel.org/assessment/ <p>Purpose: Formative, summative</p> <p>Grade Levels: K-3 Primary writing, 4-12 Trait writing, 6-12 Nonfiction writing, 9-12 Informational writing in content areas</p> <p>Cost: Information not available.</p> | <ul style="list-style-type: none"> The 6+1 Trait Writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing. Research shows that the tool is valid with ESL and deaf students Spanish related materials are available | <ul style="list-style-type: none"> Paper/pencil Group or individual administration Classroom teachers administer in a classroom setting This assessment is best used as a part of a curriculum rather than a stand-alone assessment but can be adapted as a stand-alone assessment NWREL provides many trainings each year | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Each piece of writing receives six scores, one for each trait Scores are not weighted, summed, or averaged (to do so would undermine the intent of the model, i.e., to show that a piece of writing may be very strong in one area while needing improvement in another) Teachers scoring of each sample takes 5-15 minutes depending on grade level Teacher must receive training and scoring guides on teaching students the model as well as how to score for each trait. Preferably, teachers are given many opportunities to compare their scored samples to benchmark and anchor papers Scoring is based on a five-point scale and viewed as a balance system (where a score of 3 represents the point where strengths and weaknesses are in balance with respect to a given trait) A score of 1 indicates a predominance of weaknesses and a score of 5 indicates a predominance of strengths. | <p><i>Little evidence of technical adequacy</i></p> <p>Inter-rater reliability ranged from .60 to .99 with most in the .6 range</p> <p>Hollenbeck et al. (1999) report exact match inter-rater agreement of 49%</p> <p>Publisher reports a pre/post study of 6 schools in Oregon (3 control) with results supporting the effectiveness of the 6 traits writing assessment http://www.nwrel.org/assessment/research.php?odelay=1&d=1&r=1</p> |

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| <p><u>Slosson Written Expression Test (SWET)</u></p> <p>Slosson Educational Publications, Inc.</p> <ul style="list-style-type: none"> • PO Box 544 East Aurora, NY 14052 (716) 652-0930 (888) 756-7766 Fax: (800) 655-3840 • http://www.slosson.com <p><u>Purpose:</u> Diagnostic, formative</p> <p><u>Grade Levels:</u> Ages 8-17</p> <p><u>Cost:</u> \$139.75</p> | <ul style="list-style-type: none"> • The Slosson Written Expression Test was designed to assess students' ages 8-17 years at risk for difficulties in written expression. • Slosson test is comprised of two dimensions, Writing Mechanics and Writing Maturity. | <ul style="list-style-type: none"> • Administration: 15 minutes. Individual or group. • Paper/pencil test. | <ul style="list-style-type: none"> • Content Coverage not determined • Ideas and content • Organization • Elaboration • Voice • Grammar • Sentence fluency • Word choice • Punctuation • Capitalization • Spelling | <ul style="list-style-type: none"> • Scoring time - 10-15 minutes. | <p><i>Little evidence of technical adequacy</i></p> <p>No internal consistency or inter-rater reliability information.</p> <p>Parallel/alternate forms reliability: N=1,913: A, B, and C forms, median coefficient of .81 (range = .79-.84).</p> <p>EFA: Two-factor solution, accounting for 67.2% of the variance among subscale responses: Writing expression and Writing maturity.</p> <p>Content validity: Lit review identifies how the tool tests specific skills important for successful writing across grades.</p> <p>Criterion validity: Correlations with the WJ3: $r = .61$, and with the TOWL-3: $r = .49$, between the SWET maturity index and the WJ3 and TOWL-3 criterion measures: $r = .54$ and $.45$; SWET mechanics index and the criterion measures: $r = .38$ and $.28$.</p> |

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| <p><u>Test of Early Written Language – Second Edition (TEWL-2)</u></p> <p>PRO-ED, Inc.</p> <ul style="list-style-type: none"> 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com <p><u>Purpose:</u> Screening, diagnostic, formative</p> <p><u>Grade Levels:</u> Ages 3-10</p> <p><u>Cost:</u> \$134 for a complete kit</p> | <ul style="list-style-type: none"> Intended to: a) to identify students who are significantly beneath their peers in writing, b) to determine the strengths and/or weaknesses of a student’s writing ability, c) to document change in a student’s writing ability as a result of an intervention, and d) to provide a research vehicle for the assessment of children’s writing abilities Not intended to assess highly competent writers. | <ul style="list-style-type: none"> No time limit, but it usually takes approximately 30-45 minutes. The student can review and modify their answers. Basals and ceilings are used. Intended for individual, but can be group. Early items have to do with drawing pictures and telling about the picture, pointing to different writing utensils, showing the direction of writing across the page, and writing the child’s name. A writing sample is produced using the Contextual writing subtest where the child is shown a picture and asked to write a story about the stimulus material. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Raw scores, percentiles, normal curve equivalents, standard scores. Age equivalent scores can be obtained. Subtests: basic writing, contextual writing, Full test: global writing quotient. A scoring key is provided, and prior knowledge with the assessment of written language would be “very useful.” | <p><i>Substantial evidence of technical adequacy (recommended by Buros)</i></p> <p>Internal consistency: Cronbach’s alpha .90-.99 ($M = .95$).</p> <p>Inter-rater reliability: .92-.99 ($M = .95$).</p> <p>Test-retest reliability: Delay = 14 to 21 days. Both test forms were used in the determination of the test-retest reliabilities: .82 to .94 ($M = .89$).</p> <p>Content validity: Developed from a conceptual framework derived from the reading /writing literature. Test items assessed for bias.</p> <p>Construct validity: Assessed by comparing the relationship between the TEWL-2 scores and tests that tap cognitive functioning = .31-.71 ($M = .47$).</p> <p>Criterion validity: TEWL-3 and CSSA, DAB, PIAT-R, WIAT, WRAT, and others = .24 to .90 ($M = .49$).</p> <p>Predictive validity: TEWL with TEWL-2: = .69 and .62.</p> |

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| <p><u>Test of Written Language – Third Edition (TOWL-3)</u></p> <p>PRO-ED, Inc.</p> <ul style="list-style-type: none"> 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com <p><u>Purpose:</u> Diagnostic, formative</p> <p><u>Grade Levels:</u> Ages 7-17</p> <p><u>Cost:</u> \$159 for a complete kit (in 1996), \$98 for scoring software</p> | <ul style="list-style-type: none"> Three writing components: conventional, linguistic, and cognitive along with two writing sample formats: contrived and spontaneous. The student selects or provides the correct responses from predetermined stimuli, student generated writing samples. | <ul style="list-style-type: none"> Individual and group administration. Paper/pencil. Persons who administer, score, and interpret the test require training in these areas and in evaluation. There are nine rules for administering the test, which are provided. 90 minutes to administer, untimed. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Raw scores, age and grade equivalents, percentiles, subtest standard scores, and composite quotients. The authors issue strong caveats regarding the use of age and grade equivalents. There are 8 subtest scores: vocabulary, spelling, style, logical sentences, sentence combining, contextual conventions, contextual language, story construction. There are three composite scores: Contrived writing, spontaneous writing, overall writing. Normative sample 2,217 students from 25 states; Buros review describes sample as “marginally adequate” | <p><i>Some evidence of technical adequacy (Buros Review)</i></p> <p>Internal consistency: Subtest composites .60-.90; overall writing composite - .97.</p> <p>Parallel/alternate form reliability: .76-.89 for spontaneous writing, .86-.95 for contrived writing, and .83-.96 for overall writing.</p> <p>Test-retest reliability: .70-.80 range with composite coefficients in the .80-.90 range. Few met the .90 standard; 2 week delay.</p> <p>Inter-rater reliability: Reported as acceptable, no values provided.</p> <p>Content validity: Underlying rationale for each subtest provided ; good item discrimination.</p> <p>Construct validity: Moderate correlations were reported between the TOWL-3 scores and the results of a teacher rating scale of academic abilities; additional studies needed.</p> <p>Criterion validity: subtest scores correlated to age. Scores differentiate between children with disabilities and those without and between low and high achievers. Additional validity studies are needed.</p> |

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| <p><u>Test of Written Spelling – Fourth Edition (TWS-4)</u></p> <p>PRO-ED, Inc.</p> <ul style="list-style-type: none"> 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com <p>Publication Dates: 1976-1999</p> <p>Purpose: Designed to assess students' spelling abilities.</p> <p>Grade Levels: Ages 6.0 - 18.11</p> <p>Cost: \$88 per complete kit including manual and 50 answer sheets; \$52 per examiner's manual; \$41 per 50 answer sheets.</p> | <ul style="list-style-type: none"> The Fourth Edition of the Test of Written Spelling (TWS-4) is a 50-item test of student spelling abilities. The specific purposes are to: (a) Identify students in need of direct spelling intervention; (b) document and gauge progress in response to spelling intervention; and (c) provide a measure for research concerning spelling achievement of individuals with learning disabilities. The test has two parallel forms and is designed to provide normative inferences to be used with criterion-referenced measures. | <ul style="list-style-type: none"> Administration: Group or individual Time: 20 minutes Two forms available | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <p>Total score only.</p> <p>Standard scores, percentile ranks, spelling ages, and grade equivalents.</p> <p>Normative sample was aligned to the 1997 U.S. Census and the 2000 projected Census; normative tables only provided for one form.</p> | <p>Substantial evidence of technical adequacy (Buros Review)</p> <p>Internal consistency from .87 for Form A for 6-year-olds to .97 for Form B for 18-year-olds; average .94 (Form A) and .93 (Form B).</p> <p>Test-retest reliabilities (three small N studies), 2-week interval, from .94 to .97.</p> <p>Interrater agreement of two members of the publisher's research staff was .99 (N = 108 student scores).</p> <p>Three studies of criterion-related validity: a) TWS with spelling subtests of four other instruments for 63 fourth graders, ranged from .78 to .97; b) 50 Texas fourth and fifth graders, TWS and two other standardized spelling measures from .59 to .86; c) 5-point ratings of spelling skills by three teachers of 82 students correlated with TWS at .60 and .55 for Forms A and B, respectively.</p> <p>Some construct evidence of validity focused on confirming patterns of relationships across age groups and between TWS and Otis-Lennon scores. Larger samples, better analysis needed (Buros)</p> <p>Bias studies conducted.</p> |

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| <p><u>Woodcock-Johnson III Tests of Achievement (WJ III ACH)</u></p> <p>Publisher: Riverside Publishing (2001)</p> <ul style="list-style-type: none"> Phone: 800-323-9540 Website: www.riverpub.com <p><u>Purpose:</u> Summative (Achievement test)</p> <p><u>Grade Levels:</u> K-12,</p> <p><u>Cost:</u> \$ 466.50 for Form A , Cost: \$ 466.50 for Form B ; two equivalent forms available</p> <p>NRT</p> | <ul style="list-style-type: none"> Content: Reading, Oral Language, Mathematics, Written Language, Academic Knowledge WJ III Achievement test is a broad, standardized test battery of academic achievement. It contains the following subscales: Reading measures: Phonemic Awareness – segmentation; Letter Names; Word Attack nonsense words; Word Identification – regular and irregular; Reading Fluency – sentences; Listening Comprehension; Reading Comprehension – silent, retell, cloze; Vocabulary – oral and reading; Other: Oral Language, Written Language; Supplemental: Delayed Story Recall, Handwriting Legibility, Spelling of Sounds, Sound Awareness, Punctuation/Capitalization Measures student performance in English and Spanish. Not designed to inform instruction, or support progress monitoring. | <ul style="list-style-type: none"> Individually administered standardized achievement battery. Easel stimulus booklet is placed between student and examiner so that student responds to stimuli, words, pictures, etc. while examiner records responses in response booklet. Timing occurs in some subtests. Basal and ceiling rules apply in some subtests. Many subtests, but few items per subtest. Long used in public school districts for evaluation for helping to determine learning disabilities and needs for support , and summative evaluation. <i>Explicit instructions for examiner qualifications, examiner expertise/training to adhere to standardized administration.</i> Time to Administer: varies ~5 minutes per subtest | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Produces raw score, standard score, %ile score, grade equivalents, IRT-based score, normal curve equivalents, developmental benchmarks, subtest scores, composite score, and age and grade norms High degree of training and skill with administering standardized assessments required. May be hand-scored or computer scored with Compuscore software which produces standard reports (summary narratives) about student performance (English or Spanish versions). Compuscore software program more accurate, efficient scoring, and generates summary reports which may be shared with consumers. Can modify size of confidence intervals, and discrepancy cut scores can be modified. Separate sets of norm tables for ages, grades, subgroups, students with disabilities. Caution: Developers suggests using discrepancy model (among achievement/ cognitive skills). Discrepancy model has little validity evidence. <p>May combine tests into cluster scores for Reading or Mathematics.</p> | <p><i>Substantial evidence of technical adequacy (Buros).</i></p> <p>Norm sample, though large and probably representative, is now about 10 years old. May affect relevance of results. Found 140 references to WJ. Normed from 1996 – 1999 on 8,818 individuals. Items reviewed for sensitivity and cultural bias, factor analysis suggests same constructs measured across groups.</p> <p>Internal consistency: <.80 for 38 tests, and above .90 for 11. Most above .70. Cluster reliabilities mostly above .90.</p> <p>Test-retest : .69 - .96</p> <p>Content validity: Item banks analysis of differential item function, Rasch scaling, moderate to strong correlations with other commonly used achievement batteries.</p> <p>Criterion validity: Scores on WIAT and K-TEA correlations in the range .50 to .80.</p> <p>Discriminant validity evidence: Scores from known groups (children ID'd as gifted, etc.) perform in expected patterns.</p> <p>Bias studies conducted.</p> |

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| <p>Writing Process Test (WPT)</p> <p>PRO-ED, Inc.</p> <ul style="list-style-type: none"> 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com <p>Purpose: Diagnostic, normative</p> <p>Grade Levels: 2-12</p> <p>Cost: \$139 for a complete kit (in 1997), \$55 for scoring video.</p> | <ul style="list-style-type: none"> Group writing assessment. | <ul style="list-style-type: none"> The student writes a draft, complete a self-report about the frequency and use of specific planning and drafting strategies, read and evaluate the composition. Then, they review composition later. Paper/pencil administration Administered in a two-phase procedure with 45 minutes plus 30 minutes for revision. In the first phase (45 min) the student is asked to a) plan and draft a composition, b) complete a self-report about the frequency and use of specific planning and drafting strategies, and c) reread the composition and to evaluate its effectiveness in relationship to particular criteria. The second phase (30 min) is to be administered at least one day after the first phase and provides the student an opportunity to a) edit and revise the first draft and b) complete another self-report about the use of revision strategies. The second phase is optional. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Raw scores, percentiles, five different standard score equivalents. (L) Subscores: development, fluency, & total. A five point scale is used for scoring. A scoring videotape is available as are written directions and sets of training and calibration compositions for each of the two forms (prompts). Standardized on 5,000 students in grades 2-12 Scoring is labor intensive; interpretation of scores is confusing (Buros) | <p><i>Little evidence of technical adequacy (Buros review)</i></p> <p>Internal consistency of rater's scores: .77-.89 for the three raw scores.</p> <p>Inter-rater reliability .40-.84.</p> <p>Parallel/alternate forms: Form B is more difficult than Form A.</p> <p>Factor analytic studies: Resulted in a 5 factor solution, the authors argue for a 2 factor Fluency-Development dichotomy.</p> <p>Very limited concurrent validity evidence; limited content validity evidence.</p> <p>Normative interpretations not supported because of weaknesses in normative sample (Buros)</p> |

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| <p>Writing Roadmap 2.0</p> <p>CTB/McGraw-Hill</p> <ul style="list-style-type: none"> 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 http://www.ctb.com <p>Purpose: Formative</p> <p>Grade Levels: 3-12</p> <p>Language: English only</p> <p>Cost: (Per-year Subscription) \$6.60/student (<50,000 students); \$6.05/student (50,000+ students); Required set-up - \$290/bldg.</p> | <ul style="list-style-type: none"> Online essay-writing mentor and scoring tool Writing Roadmap 2.0 provides students and teachers with instant feedback on writing assignments, including automatic scoring, instructional guidance, and robust reporting. Innovative instructional tools provide students with continuous support throughout the writing process, so they can immediately improve their writing. Writing Roadmap is 508 compliant. | <ul style="list-style-type: none"> Admin: Online Time: Untimed The teacher assigns a writing prompt in any of four writing modes: Narrative, Informative/Expository, Descriptive, or Persuasive. Students write essays following the Writing Roadmap guidelines and receive instant feedback during the writing process. On-demand tutoring provides instructional hints, spell-check, and a thesaurus. | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Writing Roadmap has capacity to handle 15,000 essays administered hourly. “Asterisk” technology automatically flags certain essays that might benefit from teacher review before final scoring. Provides comprehensive reports for students, groups, schools and districts. Completed essays are scored on holistic and the following six analytic writing dimensions: Ideas and Content; Organization; Voice; Word Choice; Fluency; Conventions. | <p><i>No evidence of technical adequacy is available at this time.</i></p> <p>Publisher reports one in-house correlational study conducted in West Virginia</p> |

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| <p>WriteToLearn™</p> <p>Pearson 4940 Pearl East Circle Suite 200 Boulder, CO 80301 Published: 2006 http://www.writetolearn.net</p> <p>Purpose: Formative</p> <p>Grade Levels: 4-12</p> <p>Admin: Individual or group</p> <p>Time: Recommended 30-40 minutes twice weekly.</p> <p>Language: English only.</p> <p>Cost 2008: WriteToLearn is purchased on a concurrent student basis starting at \$300 per concurrent license or on a per student basis starting at \$30.00 per student. Minimum order requirements exist. Volume discounts are available.</p> | <ul style="list-style-type: none"> WriteToLearn™ is a complete online tool for building writing skills and developing reading comprehension. With WriteToLearn, students practice essay writing and summarization skills, and their efforts are measured by the state-of-the-art Knowledge Analysis Technologies™ (KAT) engine, developed by Pearson's Knowledge Technologies group. The KAT engine is a unique automated assessment technology that evaluates the meaning of text, not just grammatical correctness or spelling. Students receive immediate, specific feedback on their work, and teachers can easily assess student efforts individually or as a class. WriteToLearn offers students: <ul style="list-style-type: none"> Immediate, easy-to-understand feedback and suggestions on how to improve essays and summaries. Visually appealing reporting for staying on track with assignments and monitoring their own progress. WriteToLearn allows teachers to: <ul style="list-style-type: none"> Adjust scoring to meet the learning goals of a class. View classes, performance and progress on a single screen and drill down to individual student results or see entire student portfolios. | <ul style="list-style-type: none"> When students logon to WriteToLearn, they are presented with a list of summary writing and essay writing activities assigned by their teacher. Students select an activity and after they read the summary passage or review the essay topic they type their summaries or essays into the space provided by WriteToLearn. Once they complete their work, students click the submit button and receive immediate feedback on their writing. Students use this feedback to revise their writing and submit again to improve their scores. WriteToLearn has been designed to be easy to use for administrators, teachers and students. Qualification: Teacher or Administrator | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <p>Score reporting:</p> <p>Summary Writing Activities WriteToLearn evaluates a student's summary for content and meaning. WriteToLearn also gives students feedback on copying, spelling redundancy and irrelevancy.</p> <p>Essay Writing Activities WriteToLearn provides students with an overall score for essays on either a 4 or 6 point scale and scores for six traits of writing:</p> <ul style="list-style-type: none"> Ideas and content Word choice Organization Sentence fluency Conventions Voice <p>WriteToLearn also provides feedback on spelling, redundancy and grammar.</p> <p>Teachers can view informative and visually appealing reports as well as access tools to allow them to manage and monitor student progress individually and as a class.</p> | <p><i>Little evidence of technical adequacy</i></p> <p>Publisher claims “a large number and wide variety of reliability and validity studies”.</p> <p>The automated essay scoring component of PASeries is known as IEA, the Intelligent Essay Assessor.</p> <p>In a study involving 81 of WriteToLearn’s prompts, the correlation between IEA and humans was better than that between the two human readers for every grade level, (IEA-human r=0.89 on average; human-human r=0.86 on average). Exact agreements on the six-point scale were nearly identical: 61.1% exact agreement for IEA to human and 61.7% for human to human.</p> <p>Publisher reports a University of Colorado five-year study that showed significantly greater growth in a student’s scores when they used WriteToLearn.</p> |

WASHINGTON STATE WRITING ASSESSMENT INFORMATION MATRIX

| ASSESSMENT | DESCRIPTIVE INFORMATION | ADMINISTRATION | CONTENT | SCORING AND REPORTING | TECHNICAL ADEQUACY |
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| <p>Written Language Assessment (WLA)</p> <p>Slosson Educational Publications, Inc.</p> <ul style="list-style-type: none"> PO Box 544 East Aurora, NY 14052 (716) 652-0930 (888) 756-7766 Fax: (800) 655-3840 http://www.slosson.com <p>Purpose: Diagnostic</p> <p>Grade Levels: 3-12</p> <p>Cost: \$80</p> | <ul style="list-style-type: none"> The WLA offers direct assessment of written language through an evaluation of writing samples that reflect three models of discourse: expressive, instructive, and creative writing. | <ul style="list-style-type: none"> Expressive writing, instructive writing, and creative writing following pictures as prompts. Each form is 1 page long and additional pages can be added. Paper/pencil test. Group or individual administration. 15-20 minutes (untimed). | <ul style="list-style-type: none"> Content Coverage not determined Ideas and content Organization Elaboration Voice Grammar Sentence fluency Word choice Punctuation Capitalization Spelling | <ul style="list-style-type: none"> Analytic scoring techniques are used to yield scores in General Writing Ability, Productivity, Word Complexity, and Readability, as well as a Written Language Quotient that is a composite of the four subscores. Approximately 15 minutes Raw scores are transformed into scaled scores with a mean of 10 and SD of 3, and then into percentile ranks Norms may not be relevant for many schools (predominantly white students from upstate New York). | <p><i>Little evidence of technical adequacy (Buros Review)</i></p> <p>Internal consistency: median coefficients for General Writing Ability=.86; Productivity=.81; Word Complexity=.81; Readability=.61; and Written Language Quotient=.90.</p> <p>Interrater reliability: 95% of 2 ratings within 1 point.</p> <p>Concurrent validity: Correlations with the Picture Story Language Test Words and Abstract-Concrete scale scores= significant correlations among all subtests of the WLA</p> <p>Construct validity: Moderate intercorrelations among the WLA subtests and moderate correlations with age of examinee.</p> |