WRITING WITH DEAF AND HARD OF HEARING STUDENTS:
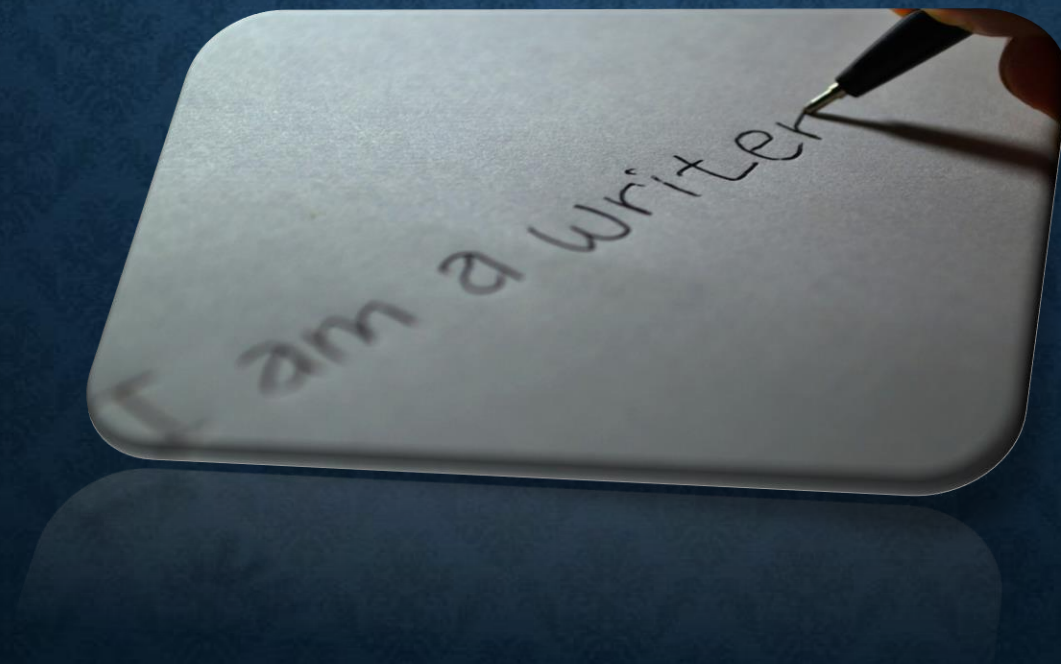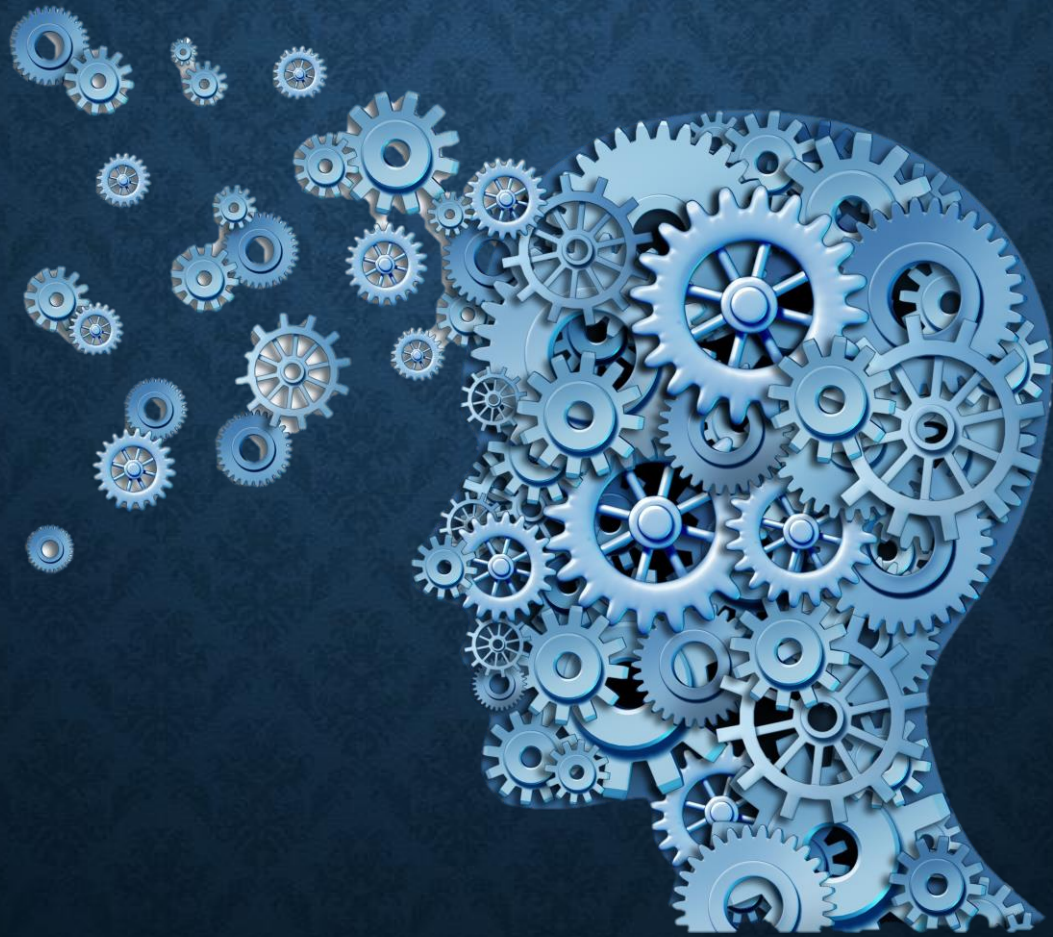
RESEARCH-ASSESSMENT-INSTRUCTION-PROGRESS MONITORING

Mica Davis

WHAT DO WE CURRENTLY KNOW ...

"Writing is a constructive process, and writers make deliberate choices as they construct meaning."

"The processes of developing reading and writing skills are intimately intertwined, but it is generally agreed that writing places even greater demands than reading on linguistic and cognitive processing." (Mayer, 1999; Moores, 2001).

Similarities in the Goals of Reading & Writing

Goal/Skill 1: Automatically recognize or write words without conscious awareness.

Goal/Skill 2: Read and write words without focusing on every letter.
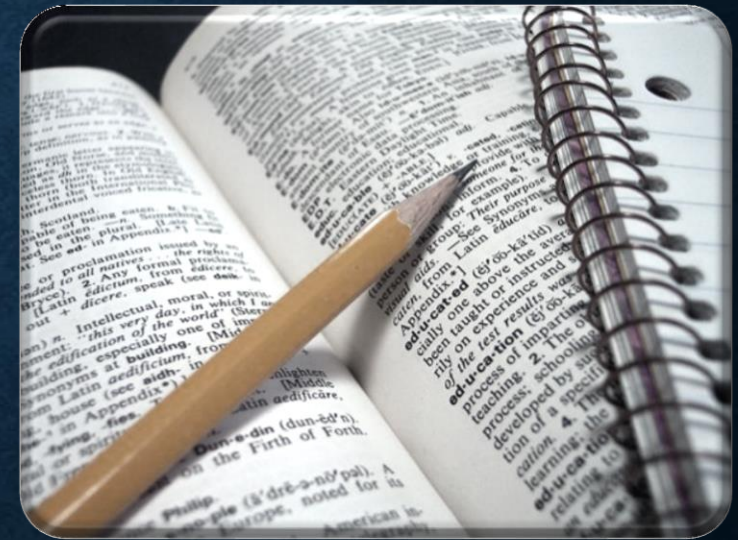
Goal/Skill 3: Connect unknown words to known words.

Goal/Skill 4: Focus on chunks of words.

Goal/Skill 5: Use root words to help determine meaning.

Goal/Skill 6: Connect spelling with meaning (e.g., homophones).

Goal/Skill 7: Focus on the main purpose of reading and writing, which is to communicate meaning.

(DeVries, p.286)

# THE 3 BIG DIFFERENCES BETWEEN READING & WRITING

- Reading is receptive

- Readers must comprehend what others have written

- Readers decode words

- Writing is expressive

- Writers must know their audience, choose the most appropriate genre, words, and way to share their writing

- Writers encode words

(DeVries, p.286)

Although research in recent years has made "great strides in describing how literacy is acquired in hearing individuals; neuroscientists have made considerable progress in identifying the neural networks involved in reading and cognition; cognitive scientists have greatly increased our understanding of the underlying mechanisms of memory, executive function, visuospatial reasoning, and other processes" it is strongly suspected that the applicability is limited for the very unique population of deaf and hard of hearing individuals and particularly those who communicate visually (Morere & Allen, 2015, p. v).

Learning to write can be challenging for deaf and hard of hearing students because they come "to the task with different linguistic knowledge than hearing children who are learning to write in the same language they have acquired conversationally" (French, 1999, p. 43). Hindered access to language impacts their exposure and experience, often occurring during the birth to 3 years, the brain's most intensive, auspicious, and susceptible period for language acquisition. Thoroughly understanding a student's degree of competence in both conversational language and written language is crucial to effective planning and instruction. This is why it is so important to assess their competencies as explicitly and descriptively as possible.

It is important to remember that "deaf children do not acquire knowledge of written language conversationally, as hearing children do, having limited (or no) auditory access to spoken form of language" but they "do need to develop a working knowledge of written language in order to parse sentences in text" (French, 1999, p. 37).
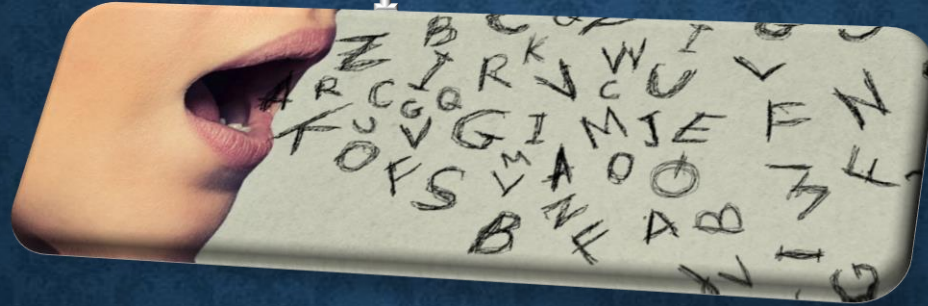
Instruction to develop knowledge of written language **cannot** come at the expense of developing competency in conversation and world knowledge. Student's with inadequate conversational skills and world knowledge "are not prepared to learn to read and write or further their development of literacy through conversation" (French, 1999, p. 37).

"The focus on ability in and knowledge of the English language has been a prominent feature in the traditional views of writing and how it has been taught- for deaf and hearing children" (French, 1999, p. 42). Some educators taught writing based on measures of correct standard use of language "almost exclusively via lessons in the skills of language- grammar, spelling, punctuation- a practice that has proved to have little effect in improving writing ability for any group of children" (Krashen, 1992).

"Young deaf writers typically produce relatively short sentences with rigid structures (simple active, affirmative subject-verb-object sentences in English) that are relatively concrete and literal. The grammar used in more complex sentences frequently contains errors (e.g., Yoshinaga-Itano, Snyder, & Mayberry, 1996), and function words are omitted or used incorrectly (e.g., Marschark, Mouradian,& Halas, 1994)" (as cited by Knoors & Marschark, 2014, p. 175).
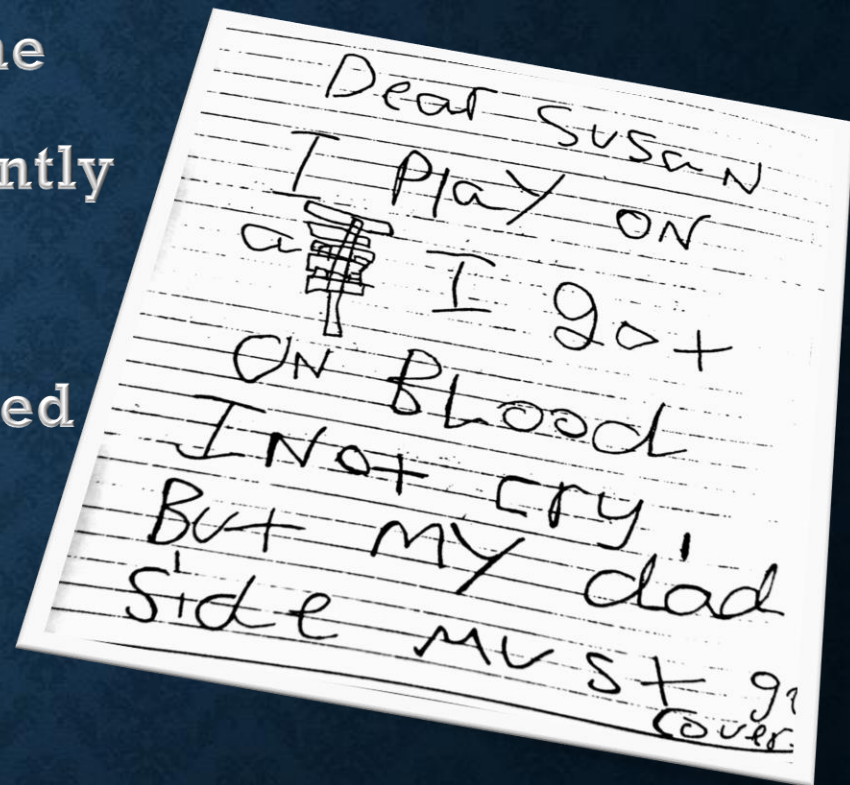
"Typical 17- to18-year-old deaf students have been reported to write at skill levels like those of 8- to 10-year-old hearing students" (Marschark et al., 2002; Paul, 1998, 2001).

Everhart and Marschark (1988), found that "young deaf writers wrote stories with discourse structures comparable to hearing peers, at least when analyzed in terms of their underlying meanings (i.e., story grammars)" (Knoors & Marschark, 2014, p. 175).

"Meaning is frequently preserved in deaf children's writing, <u>even if errors in spelling, grammar, and word selection (or omission) make their writing look less coherent than those of their hearing age-mates</u>. At the same time, deaf children's writing often appears to have the structure of sign language, so that omitted words frequently correspond aspects of the message that would not be explicitly signed" (Knoors & Marschark, 2014, p. 175-176).
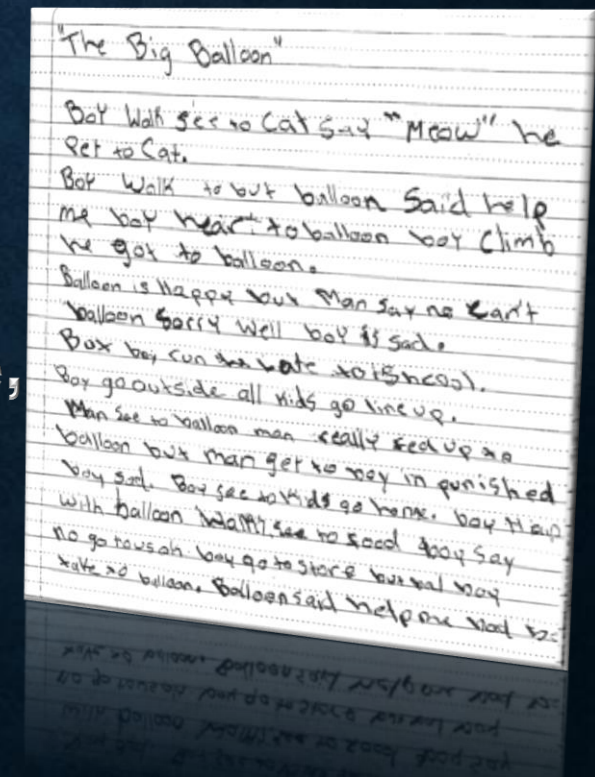
"Regardless of whether any particular deaf child uses sign language or spoken language (it is) argued that they first must have access to English if they are going to read and write English" (Knoors & Marschark, 2014, p. 176).

"We need to take what we have learned about fostering literacy skills in hearing children and adapt and supplement it so as to be appropriate for children who are deaf or hard of hearing" (Knoors & Marschark, 2014, p. 176).
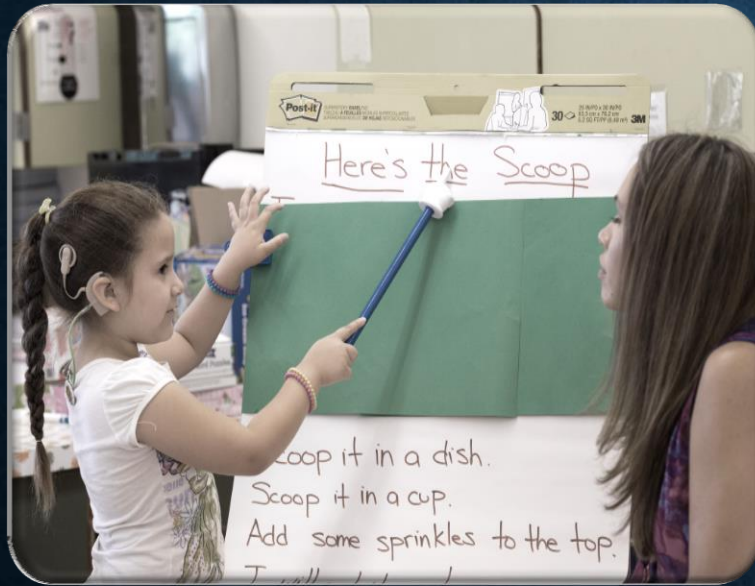
"No current approach for supporting language development has been found to resolve deaf and hard-of-hearing students' difficulties with written language" (Spencer & Marschark, 2010, p. 111)

Writing instruction for deaf students should consider each student's unique linguistic knowledge and conversational language competence, with regard to the written language targeted. Deaf students "should be taught with a process approach and with an emphasis on the learning strategies that good writers use- planning, re-scanning, and revising for meaning" (French, 1999, p. 43).

"Often second-language learners are able to comprehend more than they are able to demonstrate" (Powell & Rightmyer, 2011, p. 95). These individuals may have a grasp on the concept and application, "but may not be able to apply these skills to English text because their limited English proficiency interferes with their accessing enough of the text's meaning to apply the skill" (Powell & Rightmyer, 2011, p. 95).

The key is providing "explicit connections between the language used and what is read and written"

(Knoors & Marschark, 2014, p. 176).

"The goal for parents and teachers must be to provide a bridge from one form of communication to the other"

(Knoors & Marschark, 2014, p. 177).

"Within the discourse of possibility, teachers identify the range of a skill that a child can accomplish independently and provide mental and emotional scaffolding for the student to practice a new skill" (Vygotsky, 1934/1978).

"Children build on their strengths not their weaknesses. . . it's as important for us to see and name what children are doing well as to identify how they can improve. This is true whether we are teaching academic or social skills" (Denton, 2007, p. 91).

ASSESSMENT

Assessment is the "process of gathering data in order to better understand the strengths and weaknesses of student learning, as by observation, testing, interviews, etc." (Harris & Hodges, 1995, p. 12)

To be effective educators we must design instruction based on the needs of our students; we first must have a means for identifying those needs. Assessment is our way to gather and analyze information to help us better understand each individual student, revealing strengths and needs. Effective instruction should always begin with thorough assessment and evaluation of accurate and the specific information solicited.

FIVE PURPOSES OF WRITING ASSESSMENT

- Documenting students' growth as writers

- Informing students and parents about writing achievements

- Guiding writing instruction

- Substantiating that students meet grade-level standards

- Evaluating the effectiveness of the instructional program

(Tompkins, 2012, p. 84)

"Put into practice, these principles lead to assessment that is more consistent with what is known about the development of literacy."

The assessment of literacy should be:
- Based on current theories
- Developmental
- Authentic
- Comprehensive and balanced
- An ongoing part of instruction
- Inclusive-involve students, parents, and others in the school
- Supported by a well-developed system of record keeping
- Designed to inform instruction

(French, 1999, p. 6)

Tompkins quotes Kuhs, Johnson, Agruso and Monrad as stating "more frequent assessment and the use of different approaches will improve reliability, validity, and fairness of the classroom assessment"

3 Approaches Used to Assess Writing Today

- Informally monitor students writing progress by regularly observing them as they write and by conferencing with them about their writing

- Use a combination of process and product measures, including checklists, rubrics, and portfolios to assess composition

- District and state-mandated writing assessments; students respond to writing prompts under test conditions

Holistic Assessment

Examines the cumulative effect of competencies demonstrated in a sample of writing.

Analytical Assessment

Describes or obtain scores for different types of skills demonstrated in a piece of writing

(French, 1999, p. 66).

Authentic Assessment

"Refers to the degree to which assessment evaluates "real world" tasks in context of "real world" activities" (French, 1999, p. 60-61).

"Assessment is authentic (valid) when the method appropriately matches the type of learning specified for the goal. In order for assessment to meet the criterion for validity, the *intent* of the instructional goal must be clearly understood, elicited with appropriate instructional activities, and monitored with a corresponding assessment procedure"(French, 1999, p. 61).

- Depending on the type of information the teacher is attempting to acquire, there are several types of authentic assessments they can choose. If the teacher is trying to measure a student's knowledge base, they can determine this by interviewing family members, former teachers, or service providers. These can reveal what type of formal education (if any) has received in their native language or English.

- A second type of authentic assessment allows students to demonstrate what they know using non-language methods. These could include Venn diagrams, pantomime, drawings, charts, sequencing pictures or words, using multimedia.

- A third type is observation. Teachers simply observe the student during literacy discussions and small group with attention to their abilities and their willingness to participate.

(DeVries, 2015, p. 63)

Assessment Approach Categories

Paper-&-Pencil: selected response items (e.g., multiple choice, matching)

Paper-&-Pencil: constructed response items (e.g., fill in the blank, short answer)

Performance: demonstrations of products (e.g., reports, showcase, portfolios; presentations)

Performance: demonstrations of process (e.g., read-alouds, anecdotal records, working portfolios, interviews, conferences)

(French, p. 61)

Open-ended formats (not limited by response selection) can allow teachers to capture more variation and detail about the students' learning.

This type of assessment relies on judgements of criteria, is subject to interpretation, and tends to require more time than traditional assessments

(French, p. 62)

Assessing literacy effectively will mean using a variety of methods.

Framework: Different Types of Assessment for Comprehensive, Balanced Program

Observations of Processes
(Methods that *describe* conversational or written language processes, responses, and attitudes in use, e.g., interviews, retelling, etc.)

Observations of Products
(Methods that *describe* learning by examining products of students' efforts, such as portfolios)

Classroom Measurement
(Tests and other procedures that are used to *measure* learning according to classroom instruction, e.g., teacher-made tests that are graded)

Decontextualized Measurement
(Methods that *measure* learning according to criteria not directly associated with instruction, such as standardized tests)

(French, p. 62)

Although a comprehensive assessment program will include all of the approaches, they are not equally applied when considering different purposes and different levels of competency

- For the purposes of planning instruction, observational methods and alternative methods of classroom measurement (represented with the top two and bottom left quadrants) should be relied on more than traditional forms of measurement.

- Observational methods should be especially prominent in the evaluations of younger children and older children whose competencies are at lower levels of development.

- Traditional measurement types of assessment should be used to supplement this information (to confirm observations), their use gradually increasing as children become more competent in their use of language.

Observations of Processes (Methods that *describe* conversational or written language processes, responses, and attitudes in use, e.g., interviews, retelling, etc.)	Observations of Products (Methods that *describe* learning by examining products of students' efforts, such as portfolios)
Classroom Measurement (Tests and other procedures that are used to *measure* learning according to classroom instruction, e.g., teacher-made tests that are graded)	Decontextualized Measurement (Methods that *measure* learning according to criteria not directly associated with instruction, such as standardized tests)

(French, p. 62)

Informal Methods of Measure

- Anecdotal Records
- Interviews & Surveys
- Checklists
- Retelling
- Observations of Miscues During Reading
- Performance-Based Assessments & Rubrics
- Portfolios
- Hierarchical Rating Scales

Kendall Writing Levels

The writing levels outlined in *Starting with Assessment: A Developmental Approach to Deaf Children's Literacy* can serve as a guide to evaluating student writing.
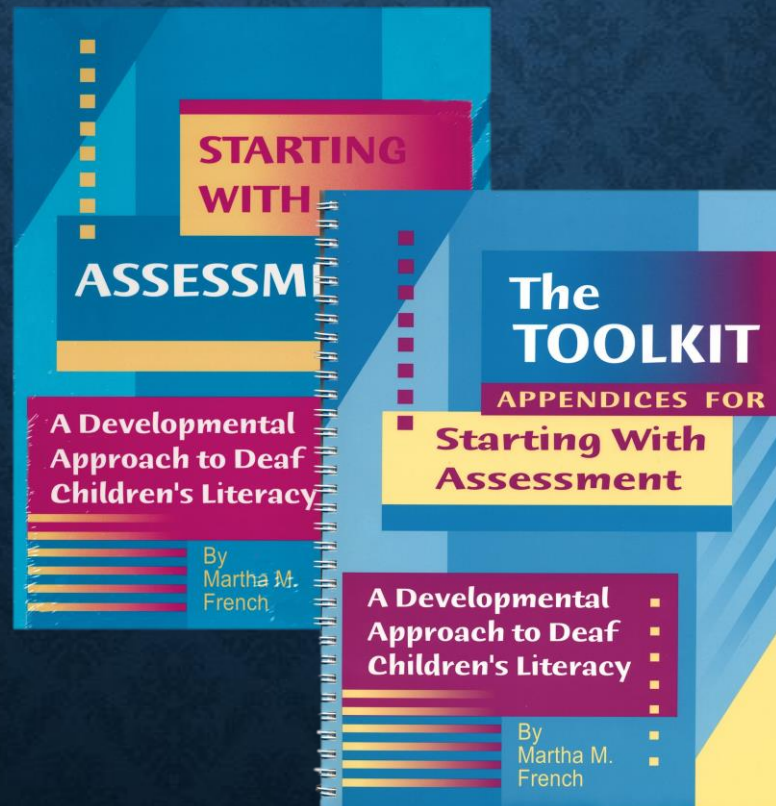
Definitions of Terms Used in the Writing Levels

attempts to involve reader: attempts to make reader an active participant in story, manifested in such features as exclamation marks, underlining, suspense, humor, questions addressed to the reader, use of second-person pronoun.

character development: information given to the reader about the physical or emotional characteristics or the background of the character.

cohesive language: attempts to make the sentences fit tightly together so that the writing is not disjointed. Manifested in such features as causal markers, temporal markers, conjunctions, deletion of previously used sentence parts, repetition of lexicon, pronouns, articles, complex sentences.

context dependent: understanding the message depends on the reader knowing what the child is writing about; additional context is needed to understand the child's thoughts.

control of content: extra creativity or sophistication in written work, manifested in such features as insights, strongly stated theme, surprise ending, sophisticated lexicon or linguistic structures, omniscient or unusual point-of-view, sense of audience, attempts to involve reader.
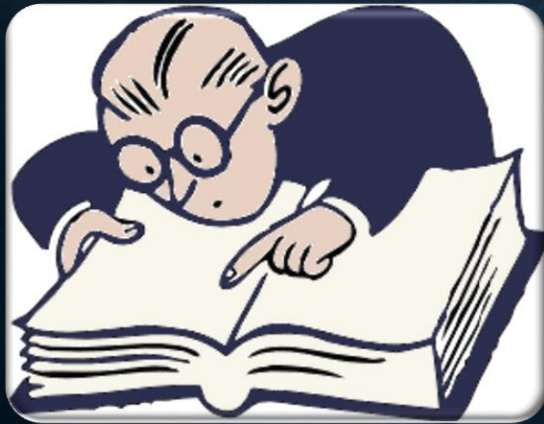
M-unit (noun and verb): linking verb and other parts of sentence may be lacking, but meaning can be reconstructed.

Example: "Baby and father friends." = 1 M-unit

mock linear writing: a child's scribbling or attempts at writing that look like script and show some left-to-right directionality.

sense of audience: a concern for the reader, manifested in such features as dialogue carriers, introduction of setting or characters and absence of gaps in text which would require great inferential leaps.

spaced as discourse: sentences written one after the other in paragraph form rather than one sentence per line, words written down the page, or a number before each sentence.

unified topic: all sentences fit together and are related to same topic.

Level 1		
	Meaning	Message cannot be reconstructed
	Conventions of Writing	Linear mock writing
		Some conventional letters

Level 2		
	Meaning	Message cannot be reconstructed
	Linguistic Features	*(A) Inventory of known letters or words[15]
		or
		(B) Nonsense words and known words
	Conventions of Writing	Little, if any, mock writing
		*Conventional letters/numbers predominate (may be reversed)
		*Capital and lowercase letters

Level 1: Writing may resemble an imitation of conventional writing. Scribbles on the paper look like writing but include no standard or invented words. The paper may include some conventional letters.

Level 2: Writing includes random letters and perhaps a few words. The spelling may be conventional or invented. If words exist, they are not semantically or syntactically related. Both capital and lowercase letters are used.

Level 3		
Meaning	*Message cannot be reconstructed other than pairs of words or at least one M-Unit	
Linguistic Features	*Pairs of words fit together, e.g. girl little, baby pretty and/or at least one M-Unit, e.g., boy go, girl run (noun-verb combination)	
Conventions of Writing	Conventional letters/numbers predominate Capital and lowercase letters *Conventional/invented/aided spellings (at least one conventional spelling) Spaces between words	

Level 4		
Meaning	Message is limited to M-units Context dependent	
Linguistic Features	*Several M-units *Attempts pronouns *Attempts articles *Adjectives	
Conventions of Writing	Conventional spelling predominates (spelling errors do not disrupt meaning) Some successful capitalization Attempts punctuation Spaced as discourse	

Level 3: Writing has at least one pair of semantically or syntactically related words (e.g., the meaning of the word pair is greater than the meaning of each individual word). Word pairs may be classified in various ways: as a meaning-unit ("M-Unit"), such as the noun-verb kernel of a sentence; e.g., "boy run;" or as other types of semantic combinations; e.g., "girl little," "ball roll." Words are a mixture of invented and conventional spellings.

Level 4: Writing includes several M-Units; these are the only parts of the writing that a reader (other than the author) can understand. Attempts at pronouns, articles, adjectives, and punctuation are evident, and most of the spellings from this level on are conventional. Some successful capitalization begins at this level.

Level 5		
Meaning	*(A) Message fairly easy to reconstruct; repetitive due to overuse of subject nouns and lack of variety of sentence patterns or *(B) Message difficult to reconstruct due to unsuccessful attempts to use a variety of sentence patterns Context dependent Topic may be unified	
Linguistic Features	*Attempts English word order Attempts pronouns Attempts articles Adjectives	
Conventions of Writing	Conventional spelling predominates Some successful capitalization Attempts punctuation Spaced as discourse	
Story Development	Feelings of characters Description of events or feelings based on pictures	

Level 5: Writing may be one of two very different types. Type "A" shows security in the known: the writing is simple, repetitive, and fairly easy to understand ("I run. I go home. I eat dinner.") Type "B" writing shows a willingness to experiment, even at the expense of correctness. Type "B" writing includes a variety of sentence patterns but is difficult to understand because the student has not mastered these new patterns. Both types of writing show that students are attempting to use English word order and continuing to experiment with pronouns, articles, adjectives, and punctuation. A "topic" begins to emerge in the writing at this level, but stories are limited to descriptions of events or feeling of characters.

Level 6

Category	Description
Meaning	Message fairly easy to reconstruct—reconstruction problems may be due to context dependency, no sense of audience Unified topic *Detail
Linguistic Features	*English word order predominates, lack of control of some structures *Attempts a variety of sentence patterns *Uses cohesive elements *May include successful use of verb tense Successful use of pronouns predominates Attempts articles Adjectives Adverbs
Conventions of Writing	Conventional spelling predominates Successful capitalization predominates Attempts punctuation Spaced as discourse
Story Development	Feelings of characters/character motivation Description or narrative with simple story structure

Level 6: Writing is fairly easy to understand. This is probably due to increased competency with English word order, even with a variety of sentence patterns, more detail, and a cohesive quality to the writing. In general, more grammatical and conventional features are used correctly, including pronouns, adjectives, adverbs, and capitalization. Use of articles and punctuation still reflect experimentation. Stories at this level begin to demonstrate simple structure (beginning, problem, solution) including more information about characters' feelings

Level 7	**Meaning**	*Message easy to reconstruct; a few details may be unclear Unified topic Detail *Emerging control of content, e.g., insights, sense of audience
	Linguistic Features	*Grammatical English predominates *Some sophisticated language use, e.g., introductory adverbial clauses, multiple verb phrases, passive, expletives, embedded noun phrases Uses cohesive elements *Successful use of verb tense predominates Successful use of pronouns Successful use of articles predominates Adjectives Adverbs
	Conventions of Writing	Successful capitalization predominates Some successful punctuation
	Story Development	Feelings of characters/character motivation Narrative with simple story structure Literary conventions

Level 7: Writing shows more control of the content. Dialogue carriers, exclamation marks, introduction of setting and characters in stories all indicate an increased awareness of the audience. These new skills, plus increasingly sophisticated, grammatically correct English language use make the writing easy to understand. The writing is detailed, unified, and cohesive.

At this level there is continued success with all the grammatical and conventional features conquered at the previous level, with the addition of consistent success with verb tense, articles and punctuation. Stories at this level incorporate some literary conventions into the structure.

Level 8		
	Meaning	*Message easy to reconstruct Unified topic Detail *Control of content, e.g., sophisticated lexicon or linguistic structures, insights, strongly stated theme, surprise ending, omniscient or unusual point of view, sense of audience, attempt to involve reader
	Linguistic Features	Grammatical English predominates *Sophisticated language use Uses cohesive elements Successful use of verb tense predominates Successful use of pronouns Successful use of articles Adjectives Adverbs
	Conventions of Writing	Successful capitalization predominates Successful punctuation predominates
	Story Development	*Character development, i.e., feelings of characters Narrative with simple story structure, literary conventions *Reflection of value system

Level 8: Writing is fluid, sophisticated, grammatically, and conventionally correct. Stories at this level are distinguished by their control of content (insights, sense of audience, themes, etc.). Evident, too, is a reflection of the writer's value system—passing judgment on characters and events—and the development of characters as individuals.

STAGES OF LITERACY

Starting with Assessment also includes *Stages of Literacy Development* that were designed to help develop *Individual Literacy Profiles* as well as promote assessment and instruction of multiple areas of development in literacy; help teachers establish instructional goals that are developmentally appropriate for individual students; reveal longitudinal patterns of literacy development.

Stages of Literacy Development Checklist
Emerging Literacy
Typical Age/Grade Levels: PS-K

Communicative Competency

☐ uses signed or spoken language appropriately when interacting with others in a variety of contexts

☐ communicative competency spans Levels 2-5 as measured with the Kendall Conversational Proficiency Levels (P-Levels)*

☐ demonstrates communicative competency at Level 5 on the P-Levels rating scale by the end of this stage of development*

* See **Appendix B**: Kendall Conversational Proficiency Levels (P-Levels)

Motivation to Read

☐ picks books to look at, has favorite books

☐ displays interest in books, asks for books to be read aloud (storytelling)

☐ enjoys seeing recognizable print (name, familiar signs)

Text Knowledge/
Reading Comprehension Strategies

☐ understands that print has meaning; that "talk" can be represented with print, asks that things be read, asks what things "say" or mean: (books, written signs, labels, etc.); will pretend to read own marks

☐ realizes that print is used for different purposes

☐ recognizes that print is a stable record of language (i.e., unlike conversation, written text is permanent)

☐ knows some letter names*

☐ has some understanding of conventions of print (how books and print work)*

☐ recognizes symbols (trade names, "stop" signs)

☐ indicates comprehension of appropriate stories read aloud (with sign or speech) *

☐ identifies "who" and "what" in a story

☐ can retell a familiar story with pictures after repeated listening

*See **Appendix C**: Early Reading Checklist

Background Knowledge: Application to Reading

☐ uses personal knowledge to understand meaning of signs, environmental print, stories, etc. when read aloud

☐ makes up stories (tells about pictures)—ideas may be different from actual text

Social Interactions: Reading

☐ looks at books with others (engagement may be brief, one-on-one event to share pictures)

☐ enjoys being read to (told story from book)

☐ discusses books and stories with others

(French, p. 3,6)

DEVELOPING A LITERACY PROFILE

Use the *Kendall Conversational Proficiency Levels (p-Levels), Reading Checklists,* and *Kendall Writing Levels* to complete the *Individual Literacy Profile Form.*

- Record identifying information

- Determine and record current level of functioning

- Identify & describe strengths

- Determine & record long-term instructional goals- target areas to develop

- Determine & record short-term instructional goals- target competencies to develop

Individual Literacy Profile Form

Student's name and age: _____ Teacher(s): _____ School Year: _____

Primary conversational language used and understood (circle):
American Sign Language   Spoken English   Other (specify/describe): _____

Current level of functioning:
- ► Record:
  - Current P-Level_____   Reading Comprehension Grade Level_____   Kendall Writing Level, current average_____
- ► Check the student's current level of development—the stage of development that best matches the student's present competencies:
  - _____Emerging   _____Developing (minimum independent reading comprehension grade level: grade two)
  - _____Beginning   _____Maturing (minimum independent reading comprehension grade level: grade four)

Summaries of Stages of Literacy Development: Major Developmental Tasks

Emerging Literacy (typical age/grade levels: birth – kindergarten)
Major developmental tasks: achieving competency in conversational language and acquiring conceptual knowledge through experience and social interaction; understanding the purposes of written language—reading and writing—through observations and interactions with others, age-appropriate experiences with print, and exposure to society (media, signs, etc.)

Beginning Literacy (typical grade levels: kindergarten - grades 1,2)
Major developmental tasks: becoming interested in details of print and motivated to learn to read and write; identifying commonly used words in the environment; beginning to read simple texts: easy, predictable books; beginning to express thoughts in writing using invented and conventional spellings and simple sentences.

Developing Literacy (typical grade levels: grades 2, 3, 4)
Major developmental tasks: becoming a fluent reader with increasingly complex texts; dramatically increasing the number of words recognized automatically in print; beginning to develop and apply strategies to monitor and assist in comprehension; developing control over putting ideas in print.

Maturing Literacy (typical grade levels: 4-6, 7, 8)
Major developmental tasks: conversing more abstractly than at previous stages (develops adult-like language use); using reading and writing to study, learn, and for pleasure, e.g., comprehending increasingly complex texts of different kinds (subject area texts, encyclopedias, complex narrative); learning to succinctly express thoughts with complex written language and effective organizational techniques.

- ► Use the following key to record current competencies/instructional needs on a copy of the appropriate Stage(s) form. Mark "C" or "A" to the left of demonstrated competencies; follow up later with "N" to indicate areas of need.

C: Consistently demonstrates   A: Attempts to demonstrate   N: Needs to learn (is used later to mark short term goals)

SAMPLES

Writing & Language samples can be very indicative pieces of information when evaluated adequately. To secure the most accurate information, it is recommended to:

o Obtain several (three to four) unaided samples of the student's writing within approximately the same time frame (e.g., within a month). Use a story prompt.

o Assess each sample as you would to obtain a holistic score.

o Determine the average score (level) for current level of functioning.

The Magic Ride
"I was outside on a wintery day. It was icy cold and light white and the sky was white like snow. I was having fun in the cold snow when I saw a gold and silver thing with bright purple, green and blue diamonds and it stood on an open platform. It seemed to have wheels on the bottom of it. It started to move and I wondered why. I felt like sitting and I wanted to sit on it so I did.

Suddenly it moved and I was riding down a hill like a rocket. Wow! Suddenly a steering wheel and a seat belt came up. I held on tight. Suddenly somehow I did a flip. Cool! Ouch! I fell off in so much pain I could hardly get up. But I did. I got on again and held tighter and didn't fall off. That was a fun ride but I was getting tired. I told it to take me home and it did. I went inside and I'll never forget that day."

What Am I Looking for?

Presence, Absence, or Misconceptions related to Developmentally Appropriate English.

5 Aspects of Written Language

Phonolgy, Morphology, Syntax, Semantics & Pragmatics
https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-language/

Yoshinaga-Itano and Snyder (1985) proposed the following criteria for analyzing the writing of deaf and hard of hearing students:

(1) Number of sentences and words used in the composition

(2) Complexity of syntactic form used and composition development

(3) Analysis and categorization of errors made in composition

(4) Quantitative use of different parts of speech

(5) Quantitative analysis of types of transformational grammar structures.
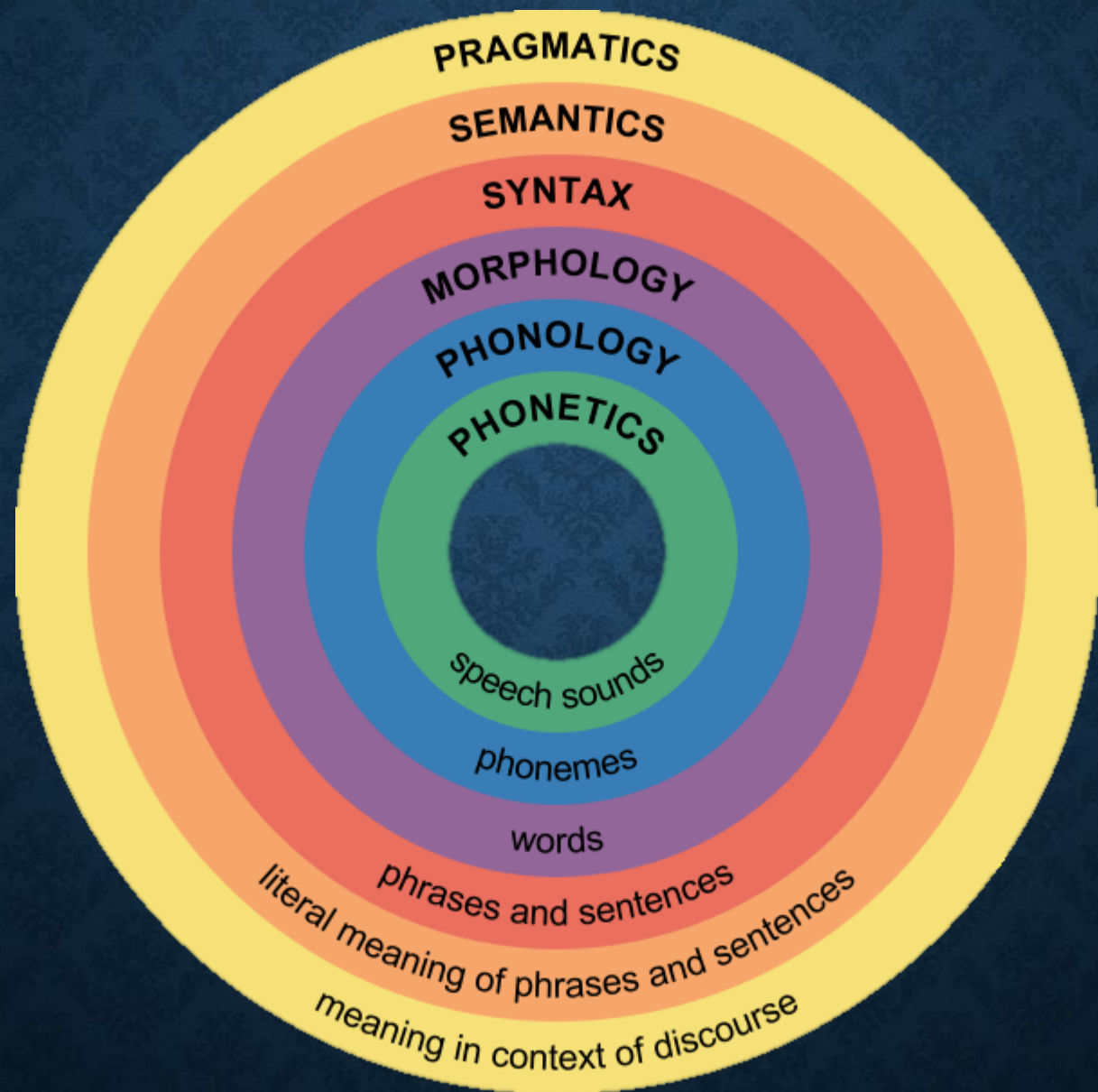
SALT SOFTWARE

Computerized Language Sample Analysis

Why Language Sample Analysis?

- LSA assesses spoken language naturally and authentically
- LSA correlates with Core Standards
- LSA is compatible with RtI
- LSA augments standardized measures, often giving the most functional results
- LSA is valid, reliable, and repeatable
- LSA is evidence-based
- LSA is non-biased

Why SALT?

- SALT takes less time than many standardized tests
- SALT is easy to use with a simple transcript format and analyses in seconds
- SALT is the only LSA tool that automates comparison to typical peers
- SALT provides performance levels across syntax, morphology, semantics, discourse, fluency, and speaking rate
- SALT generates comprehensive language assessment results to inform intervention
- SALT supports bilingual assessment

SALT tools are designed to save time and increase accuracy

- Create a rectangular data file by selecting from all SALT variables across sets of transcripts
- Design your own coding schemes
- Generate lists of words, bound morphemes, and/or codes across transcripts
- Search sets of transcripts for any feature
- Insert codes across transcripts and call them up in data files, in isolation, or in context
- Build your own reference databases

INSTRUCTION

As Peter V. Paul stated in 1998 at least two major themes can be inferred from the research "(1) Most students who are deaf are operating with a rule-governed, albeit inadequate, system of English, and (2) similar to their reading difficulty, the students are struggling with both low-level (e.g., mechanics) and high –level (e.g., organizational) skills" (Paul, 1998, pp. 106-107).

Motivate

Encourage

Support

Albertini & Shannon "found that informal writing outside of school was quite common among deaf children and generally was seen as quite comfortable. That is, if students are writing for a particular purpose and focusing on the content, the process can be more positive and interesting. Correction and gradual shaping of students writing to conventional forms can come later, once it becomes less anxiety producing" (Knoors & Marschark, p. 178).

Anita, Reed, & Kreimeyer (as cited by, Knoors & Marschark, 2014, p. 177), suggest that "emphasis on correct writing can interfere with students motivation to write and their creating of coherent and meaningful text."

"For older students, more directed or purposeful writing can be helpful in making writing serve a personal and creative function that is more appealing to young deaf writers" (Knoors & Marschark, p. 177).

Motivate   Encourage   Support

DeVries quotes Zumbrum and Krause (2012)

"Through passion and enthusiasm for writing, as well as their own writing practice, teachers can show students that writing is valuable and important."

Effective Writing Instruction:

- Motivates & engages students in meaningful writing experiences

- Begins with the goal for the end of the year and makes sure that all writing lessons work towards that goal

- Includes substantial blocks of time for writing each day because writing is a skill that demands daily practice

- Includes scaffolding the writing of individual students and responds to them in class

PLANNING FOR WRITING
WHAT IS NEEDED TO BEGIN?

- Assessment Data (current functional levels)

- Appropriate accommodations

- Understanding of individual abilities & strengths

- Understanding of conversational language/ability (expressive & receptive)

- Understanding of vocabulary/lexicon

- Understanding of students' background knowledge

- Language/mode of communication for learning

- Students' preferred learning styles & interests

- Parent & student expectations/goals

- Short-term & long-term goals

- Classroom curriculum & lessons

- Setting/time/frequency for instruction

- Strategies to implement

- Means of measure and monitoring

- Plan for ongoing assessment

TIME TO PLAN

DHH UNIQUE CONSIDERATIONS

o What skills & information, beyond the Common Core Standards, need direct instruction that won't otherwise be addressed in their general classroom?

o How will you integrate instruction of those skills & information without compromising instructional time and grade level standards?

o How will you incorporate deaf & hard of hearing peers into instruction?

o How will you prepare students for writing under testing conditions with consideration of the writing process & traits/dimensions of writing?

Strategic & Interactive Writing Instruction (SIWI)
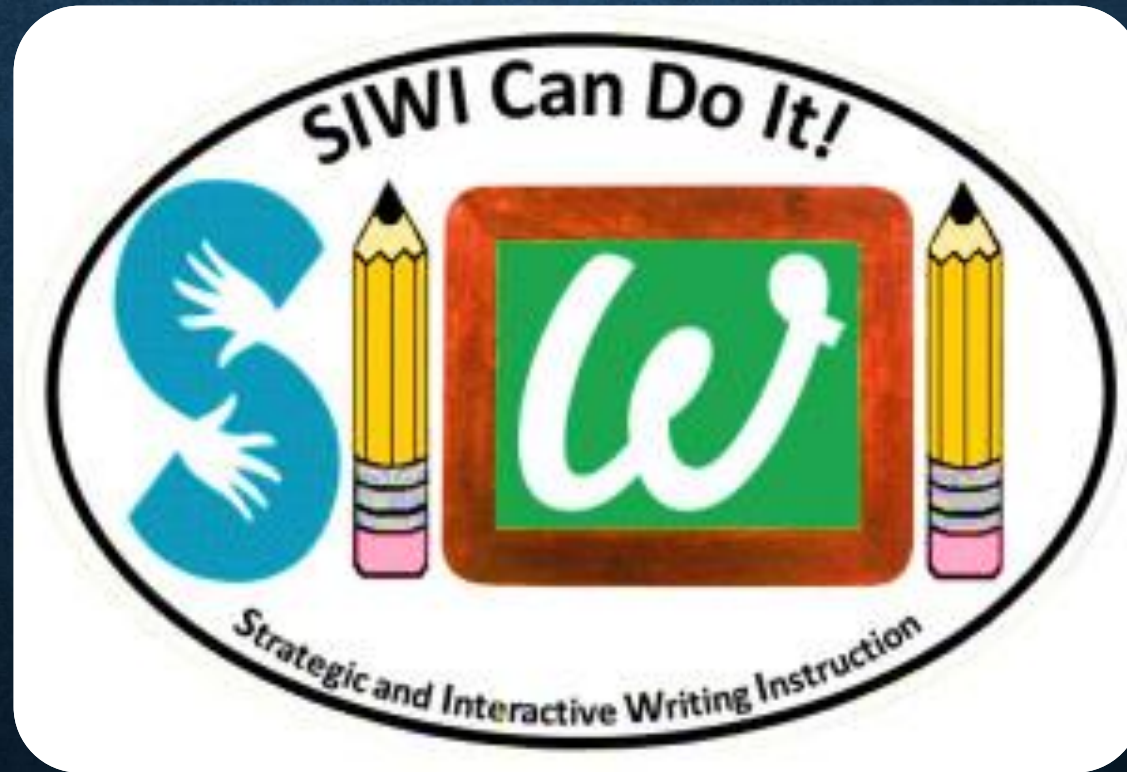
There are three main driving principles behind SIWI.

- Strategic instruction. This refers to explicitly teaching novice writers the processes and strategies used by expert writers and may include the use of word or symbol procedural facilitators.

- Interactive instruction, meaning that students and teachers share ideas, build on one another's contributions and jointly decide writing actions when carrying out guided or shared writing exercises.

- Metalinguistic knowledge and linguistic competence, which refers to developing the American Sign Language (ASL) and/or English language ability of students through both explicit learning and implicit acquisition. Importantly, every SIWI lesson provides opportunities for both learning routes.

STRATEGIES
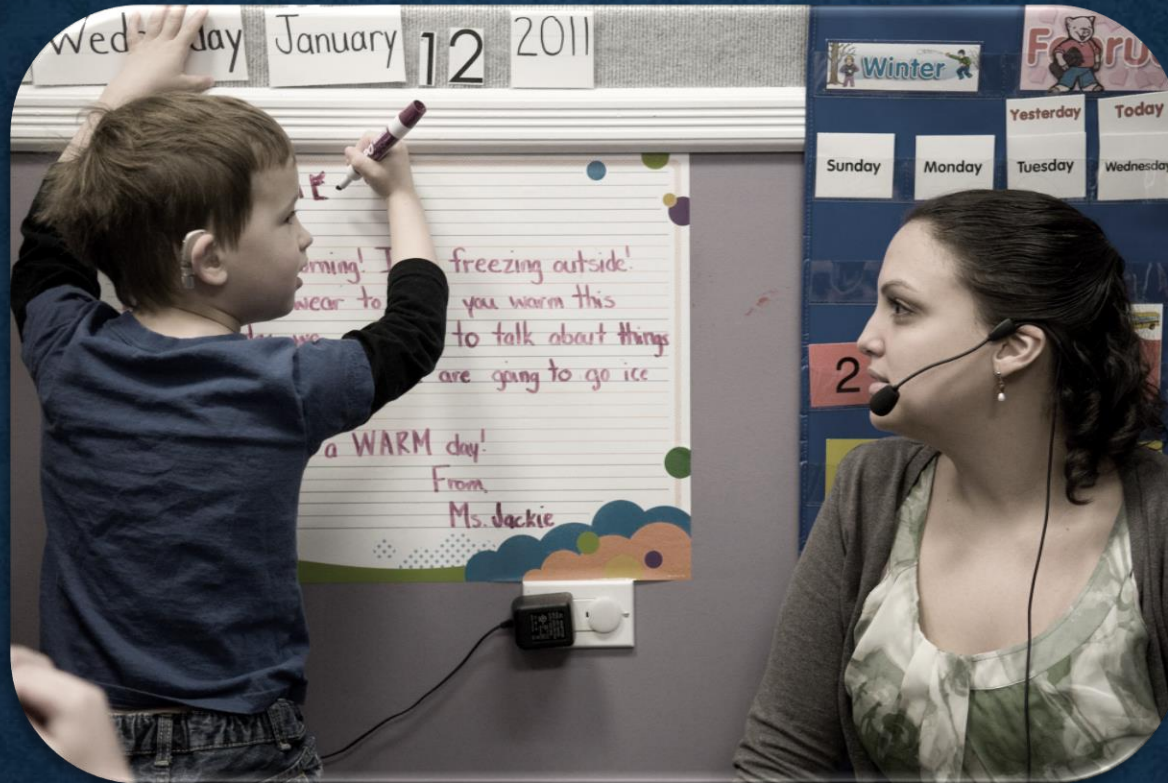
"By allowing deaf learners to explore writing rather than constantly criticizing what they produce, the activity can become more personal and rewarding" (Knoors & Marschark, p. 178).

Writing Aloud

Demonstrate writing for students. Write where they can watch you and talk about your writing as you do it. Focus on why you are writing and what you will say. Demonstrate your own writing for personal purposes ("I need to make a list of things I need to do today."). Talk about why you write (purpose) and how you decide what to write (ideas).
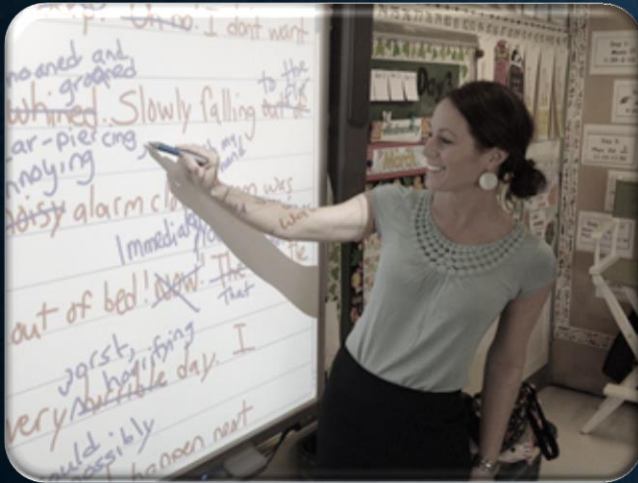
As students become developing and mature writers, Writing Aloud can be used to demonstrate choosing or narrowing topics, planning, revising, how ideas expressed in ASL are written in English, and how to write *well*, rather than how to write.

Talk about the differences between written English and ASL in natural context situations, according to the students' readiness & interest. (French, p. 95)

Shared Writing

Teacher writes but the group decides what to say and how to say it. Writing about group experiences is a good match for this activity. The students describe what they want to say and how to say it, and the teacher writes down their ideas. Be sure to capture the intended meaning. If necessary, reread the text in ASL. **Capturing meaning is priority over features of English/** Take the lead from the students about how much detail to provide about features of writing. Use natural opportunities to make distinctions between ASL and written English.

Use Shared Writing to explore and demonstrate concepts students need to improve their writing. As students develop and mature as writers, students learn "how to" and it can be a great way to introduce a new concepts and can they can explore different ways to organize, different perspectives, different endings, etc.

Many students enjoy learning in this social context and benefit from the expertise of others.

Guided Writing

Students write on their on with teacher guidance though means of support, instruction, and evaluation. By the developing and mature stages of writing, there should be focus on process strategies, thinking about meaning and alternate ways of saying things, more complex ideas and language structures, techniques for translating ideas from ASL to written English. Students at the mature stage of writing have internalized the writing process and may flex in and out of the stages rather than follow in a linear manner. Again, at this stage the focus should be on writing *well*, not how to write.

Having students record their ideas using ASL and/or voice and then translating it into written English is good practice and a good way to discuss the similarities and differences. This is also a method that can be utilized during testing if utilized consistently throughout the year.

Independent Writing

Materials are available for students to explore, time is allotted and a space is designated, and teachers convey an attitude that encourages engagement. Teachers observe and talk to students as the create. This can also be achieved through the use of journal correspondence between teacher and students. This is more of a time for free-writing, learning logs, literature responses, etc. The purpose is to build fluency , establish writing habits, make personal connections, explore meanings, promote critical thinking, and use writing as a natural, pleasurable, self-chose activity.

WRITING STRATEGIES
(Tompkins, p. 34-35)C

Strategy	Description	Activities
Elaborating	Writers expand their ideas by adding vivid details.	Brainstorm ideas. Locate more information in books. Do the Explode the Moment activity. Complete the Snapshots activity.
Evaluating*	Writers review and evaluate their compositions and judge how well they met the goals they set.	Complete rubrics and checklists. Write self-reflections.
Formatting	Writers design the layout for their final copies and ensure that their writing is legible and their illustrations enhance the text.	Decide on a title. Make final copies. Use word processing software.
Generating	Writers collect words, sentences, and ideas for writing, often using their background knowledge, information they've collected through research, or other classroom resources.	Make a list. Draw pictures. Create a cluster. Read or reread books. Search the Internet. Talk with classmates.
Monitoring*	Writers monitor their progress and coordinate writing strategies.	Reread rough drafts. Ask self-questions. Get feedback from classmates and the teacher.

Strategy	Description	Activities
Narrowing	Writers limit their topics so they're specific and manageable.	Use five "W" questions. Create clusters or other graphic organizers. Examine books and Internet articles.
Organizing	Writers group, sequence, and prioritize ideas for their compositions.	Create a graphic organizer. Use Kidspiration® or another graphics program. Make an outline.
Proofreading	Writers carefully reread their writing to identify errors in spelling and other conventions.	Reread rough drafts. Proofread with a classmate. Work at editing centers. Use a red pen to edit.
*Questioning**	Writers ask themselves questions as they develop their compositions.	Have question-and-answer conversations with themselves.
Rereading	Writers review their writing to check the flow of ideas and determine whether they're meeting their goals.	Reread part or all of rough drafts.
Revising	Writers add words and sentences, make substitutions and deletions, and move text around to communicate more effectively.	Participate in a revising group. Work at revision centers. Use a blue pen to revise.
*Setting Goals**	Writers set action-oriented goals to direct their writing.	Make a list of goals.

Teaching Writing: Balancing Process and Product states, "because the most significant <u>difference between capable and less capable writers is their</u> **strategy use**, it's essential that students learn to apply writing strategies and self-regulate their use. The goal is to teach novice writers to think strategically about writing: Not only do writers need to know about the strategies, but they need to understand why they're important and how and when to use them" (Collins, 1998; McArthur, 2007).

"Effective strategy instruction is especially important for struggling writers because many students have difficulty using writing strategies, especially generating, organizing, and revising" (Tompkins, p. 48).

CHECKLIST: *Strategy Instruction*

❏ **Minilessons** Teach minilessons as part of writing workshop to introduce or review a writing strategy.

❏ **Explanations** Present step-by-step explanations so that students understand how and when to use a writing strategy.

❏ **Demonstrations** Model how capable writers use a strategy, and share your thoughts during writing by thinking aloud.

❏ **Strategy Charts** Create a chart with students for each strategy.

❏ **Mentor Texts** Share books and other writing samples that illustrate the strategy being taught and talk about how the author's use of the strategy affected the quality of the text.

❏ **Practice Opportunities** Provide collaborative writing activities so students can practice the strategy they're learning with the support of classmates.

❏ **Independent Application** Ensure that students transition from using the strategy in practice activities to applying it when they're writing independently.

THINK ALOUDS

- "It is difficult to make thinking visible, but think-alouds are an essential tool for sharing what someone's thinking."

- "As they think aloud, teachers can model any writing strategy during any stage of writing process; for example how they narrow topics during prewriting, ask self questions during revising" , etc.

- "After a teacher models a strategy, students use think aloud procedure as they participate in guided writing activities. Once they know how to think aloud, teachers can use this procedure as an assessment tool."

(Tompkins, p. 48)

WRITING WORKSHOPS

"Teachers introduce strategies as they provide guided practice during minilessons, and then students independently apply the strategies in their writing projects."

"As they participate in authentic writing activities, the responsibility for applying writing strategies gradually shifts to students as they become more adept at monitoring and managing their own writing." (Tompkis, p. 52)

6 Essential Elements of Writing Workshop

o Schedule regular, sustained writing sessions

o Give students choices

o Give teacher and peer feedback

o Establish structure

o Build a cooperative learning community

o Provide mini-lessons for direct, explicit instruction

(DeVries, p. 301)

RAFT

"RAFT is an effective way to differentiate instruction by providing tiered activities; projects on the same book or topic can be adjusted according to students' achievement levels, English proficiency, and interests" (Tompkins, p. 289-290)

EXAMPLE

STEP-BY-STEP RAFT

1. **Establish the purpose.** Teachers reflect on what they want students to learn through this activity and consider how it can enhance their learning.

2. **Prepare a RAFT chart.** Teachers prepare a RAFT chart of possible projects by brainstorming roles, choosing audiences, identifying genres and other formats for projects, and listing topics.

3. **Read the book or study the topic.** Students read and discuss a book or learn about a topic before they create RAFT projects.

4. **Choose projects.** Sometimes teachers assign the same project for all students, but at other times, they vary the assignment for small groups or let students choose a project from the RAFT chart.

5. **Create projects.** Students create their projects and get feedback from the teacher as they work.

6. **Share completed projects.** Students share their projects with small groups, the whole class, or other audiences.

| Role	Audience	Format	Topic
Holling and William Shakespeare	Our class	Interview	Explain "To thine own self be true" and other life lessons.
Mrs. Baker	Her son, a U.S. soldier in Vietnam	Letter	Tell why you took such an interest in Holling.
You	Our class	Poster	Describe the cultural and political uproar of the 1960s.
You	Newbery Award committee	Persuasive essay	Present reasons why this book should win the Newbery Award.
Bullies	Students at Camillo Junior High	Speech	Research bullying, and explain how to deal with bullies.
Mai Thi (Holling's classmate)	Our class	Digital scrapbook	Share information about Vietnam and the war's effect on you and your home country.
Holling	Mrs. Baker	Letter, written when Holling is 30 years old	Explain how you've followed Mrs. Baker's advice: "Learn everything you can—everything. And then use all that you have learned to be a wise and good man."

GRAPHIC ORGANIZERS

In regards to differentiated instruction, Tomlinson (as cited in Witherell & Mcmackin, 2009, P. 4) "explains that teachers can modify three basic areas: content, process, and product. When we differentiate by using leveled graphic organizers, we are modifying the product".

"Visual Learning Improves Performance.

Research to support the use of specific teaching and learning techniques has long been a key part of every educator's decision-making process."
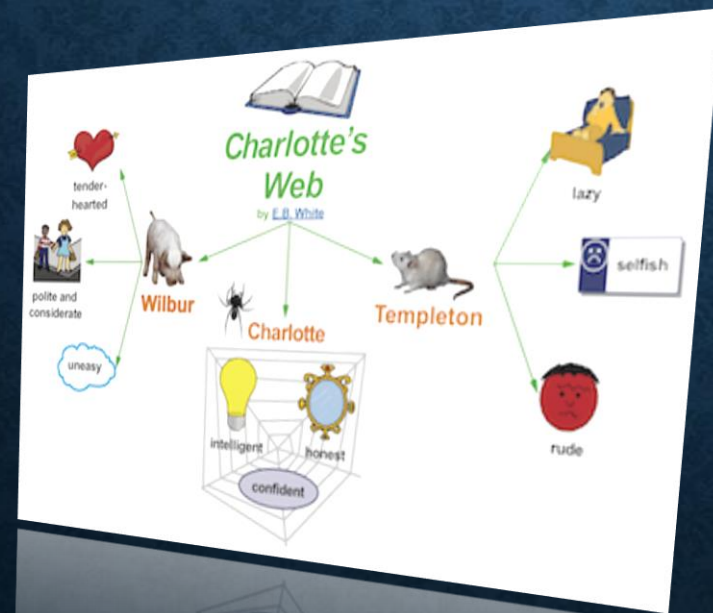
" <u>Visual Learning Techniques</u> are used widely in schools across the country to accomplish curriculum goals and improve student performance. The institute for the advancement of research in education (IARE) at AEL has completed a research study entitled graphic organizers: A review of scientifically based research. In the report, twenty-nine studies were identified and evaluated as scientifically based research (SBR). The studies provided evidence in support of the instructional effectiveness of the use of visual learning techniques."

http://www.inspiration.com/Resources/Research

Scientifically based research cited in the literature review demonstrates that a research base exists to support the use of visual learning techniques for improving student learning and performance in the following areas:

Reading Comprehension

Student Achievement Across Grade Levels

Diverse Student Populations And Content Areas

Seeing Patterns And Relationships

Categorizing Ideas

Retention

Thinking And Learning Skills Such As Organizing And Communicating Ideas

The Study Also Describes How Visual Learning Supports Implementation Of Cognitive Learning Theories: Dual Coding Theory, Schema Theory And Cognitive Load Theory.

http://www.inspiration.com/Resources/Research

How does visual learning help students?

Visual learning helps students clarify their thoughts
Students see how ideas are connected and realize how information can be grouped and organized. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge.

Visual learning helps students organize and analyze information
Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns.

Visual learning helps students integrate new knowledge
According to research, students better remember information when it is represented and learned both visually and verbally.

Visual learning helps students think critically
Linked verbal and visual information helps students make connections, understand relationships and recall related details.

Visual thinking and learning utilize graphical ways of working with ideas and presenting information. Research in both educational theory and cognitive psychology tells us that visual learning is among the very best methods for teaching students of all ages how to think and how to learn.

http://www.inspiration.com/visual-learning

software tools, Inspiration®, Kidspiration®, Webspiration Classroom™, and InspireData® are based upon proven visual learning methodologies that help students think, learn and achieve. With the powerful combination of visual learning and technology, students in grades K-12 learn to clarify thoughts, organize and analyze information, integrate new knowledge, and think critically.

http://www.inspiration.com/go/kidsmaps

There are countless graphic organizers available to help organize and guide writing. The key is knowing your students, their strengths, abilities, learning styles, and interests. Different formats will be more appropriate and applicable based on the task, the content, the students ability, age, as well as student and teacher preference.

SEMANTIC FEATURE ANALYSIS

It is often difficult for students to retain information and keep it organized enough to apply to writing. Semantic Feature Analysis can help students keep information organized and support clarity and fluency in writing.

	Arrived in the 1600s	Arrived in the 1700s	Arrived in the 1800s	Arrived in the 1900s	Came to Ellis Island	Came for religious freedom	Came for safety	Came for opportunity	Were refugees	Experienced prejudice
English	+	+	-	-	-	+	-	+	-	-
Africans	+	+	+	-	-	-	-	-	-	+
Irish	-	-	+	-	-	-	+	+	+	+
Other Europeans	-	+	+	+	+	-	+	+	+	+
Jews	-	-	+	+	+	+	+	-	+	+
Chinese	-	-	+	-	-	-	-	-	-	+
Latinos	-	-	-	+	-	-	-	+	-	+
Southeast Asians	-	-	-	+	-	-	+	+	+	+

Code: + = yes
  - = no
  ? = don't know

Power Writing

"Often deaf students struggle with prewriting skills where they are to formulate and organize their ideas before writing. This is the most creative step in the writing process. Many of our deaf students have wonderful ideas and it's at this stage they become motivated to write. Once their ideas are organized, they are then ready to write, but English syntax, grammar, and word order complicate the process often leading to the student's frustration and loss of interest in writing."

"Power Writing is a writing strategy adapted from J.E.Sparks *Write for Power.* It is a framework or strategy that can be used by teachers at all grade levels and across all content areas to teach writing. Through the implementation of graphic or visual organizers, Power Writing develops organization and communication skills while providing a consistent formula for writing paragraphs. "

Each paragraph contains:

- 0 – Background
- 1 – Main Idea
- 2 – Details
- 3 – Supporting Details

Power Writing has 4 steps/writing levels. Elementary age deaf students start on Step 1 and gradually move up to Step 2 by grade 3.

<u>Step 1, beginning paragraph writing:</u>
The student writes about the main idea, adds 3 detail sentences, and concludes with a closing remark about the main idea.
The student follows the 1-2-2-2-1 format.

1. Junk Food I Enjoy (Main Idea)
2. Brownies (Detail)
   2   Pizza (Detail)
   2   M&M's (Detail)
   1   Favorite Foods (Main Idea Restated)

I really like three kinds of junk food. I love brownies. I also like pizza. I think M&M's are awesome. I love junk food.

Step 2, adding more details .
When a student has become proficient at Step 1; he/she is ready to add more details to writing. It's time to go to Step 2. Step 2 introduces number 3 which is another supporting detail. It follows a 1-23-23-23-1 format.

1. Junk Food I Enjoy (Main Idea)
2. Brownies (Detail)
3. Lots of Chocolate (Supporting detail)
  2   Pizza (Detail)
  3   Pepperoni (Supporting detail)
  2   M&M's (Detail)
  3   Red ones (Supporting detail)
  1   Favorite Foods (Main Idea Restated)

   I really like three kinds of junk food. I love brownies.
They have lots of chocolate in them. I also like pizza.
Pepperoni is the best! I think M&M's are super. I always
eat the red one first. I love junk food.

Step 3, adding background information and more details.
It follows a 001-233-233-233-133 format.

0   Night (Background)
0   Hungry (Background)
1   Junk Food I Enjoy (Main Idea)
2   Brownies (Detail)
3   Lots of Chocolate (Supporting Detail)
3   Warm Inside (support Detail)
2   Pizza (Detail)
3   Pepperoni (Supporting Detail)
3   Thick Crust (Supporting Detail)
2   M&M's (Detail)
3   Red Ones (Supporting Detail)
3   Bags and Bags (Supporting Detail)
1   Favorite Foods (Main Idea Restated)
3   Eating all day (Detail)
3   Tastes great (Detail)

It was late at night. I was really hungry. I thought about the three kinds of junk food I like to eat. I love brownies. They have lots of chocolate in them. They make me feel warm inside. I also like pizza. Pepperoni is the best. I like pizza with a thick crust. I think M&M's are super. I always eat the red ones first. I could eat ten bags of them. I love junk food! I could eat these foods all day. They taste great.

There is a Step 4 for more proficient writers that follows a 001-2333-2333-2333-1333 format.

1. **First, the Prewriting Format:** The student fills in the visual, graphic organizer with a single word or picture to depict his ideas. 1 is the main idea and the 2's are details.
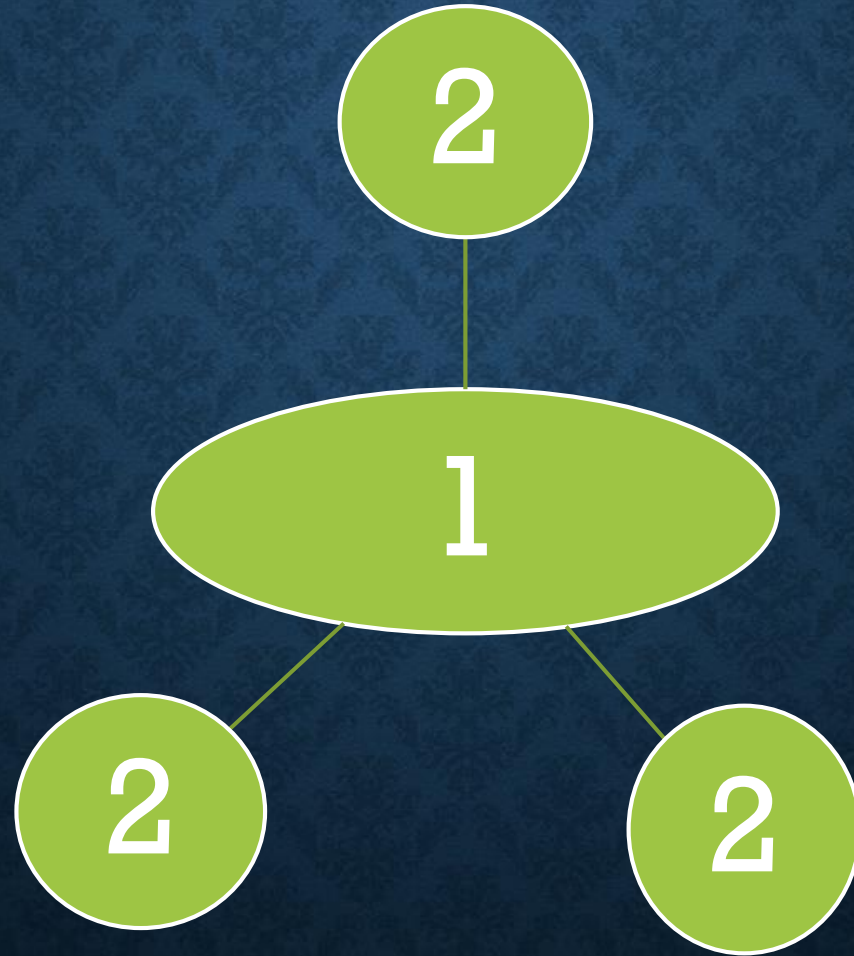
2. Second, the Draft Stage: The student writes a sentence for each circle in the visual organizer. Don't worry about English grammar or spelling. Have the student put his ideas into sentences and then read them back to you. Together, edit the sentences for errors.

1	
2	
2	
2	
1	

3. Third, the Publishing Stage:
Once the sentences have been edited, the student can copy them onto regular wide ruled notebook paper or use a word processor to type in the sentences in paragraph form. My students enjoy drawing an illustration to accompany their stories.

Because this writing strategy is so visual and follows the same format story after story, my students have been able to write paragraphs with amazing ease. After teacher modeling as a shared writing activity, deaf students quickly become familiar with the format. Once the writing topic is given, they can now easily follow the format on their own.

PROGRESS MONITORING

Barrs, Ellis, Hester, & Thomas state, "teacher's professional knowledge and their effectiveness are enhanced by careful observation and regular record keeping" (as cited in French, 1999)

1. You need tools for recording data

2. Time to conduct the assessment

3. Ways to record and analyze data (best suit requirements & needs)

4. Consider specific techniques that will make assessment manageable

(French, p. 125)

KINDS OF INFORMATION TO GATHER

o Patterns of growth according to broad stages of the development of writing, including strengths and weaknesses in different components

o Data about progress in these components from assessment of short-term instructional objectives- day to day, week to week, month to month, using a variety of types of assessment but relying heavily on descriptive assessments or alternatives to measurement

o Input from the students themselves, parents, and other professional staff members who work with the students; in this way others share the responsibility of assessment

Means of Gathering

Portfolios

Journals

Dialogue Journals

Process Rubrics

Product Rubrics

Checklists

Interviews

Surveys

Conferencing

Observation

Writing Samples

Product Samples

Authentic Tasks

Performance Based

Student Monitoring

Closed Set Probes

Open Set Probes

Juxtaposed Products

Classroom Products

Picture Prompts

Writing Prompts

Wordless Books

Determine what you will measure, how you will measure, when you will measure and how often you measure. This will help guide the most appropriate means of gathering and the format in which you will record your data. This information will serve as a guide for your planning and instruction.

Understanding the relationships between research, assessment, instruction, & progress monitoring is crucial to being an effective teacher. This understanding, along with understanding the strengths and needs of each individual student, has the potential to optimize the success and progress in writing that a student can experience.
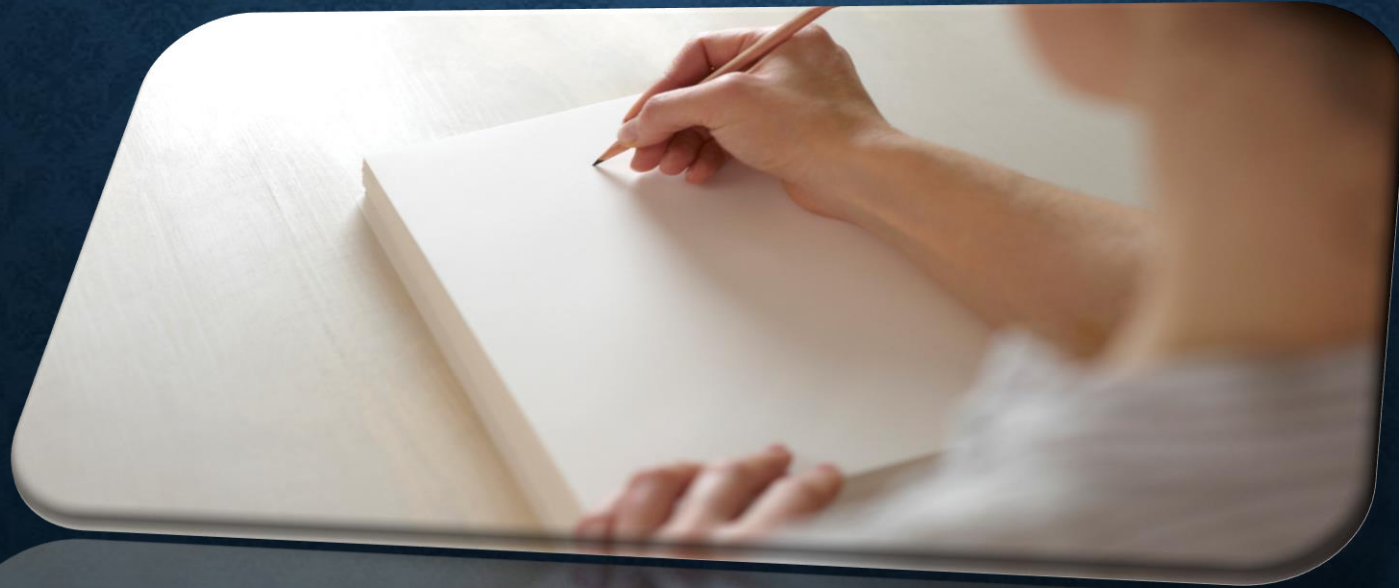
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