

Utah Compose

Introduction
Best Practices Using Utah Compose
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Maslow's Hierarchy of Needs for the 21st Century



Reflect on Your Practice

At your table, please discuss a typical writing assignment you would give in your classroom.

- How did you determine what the focus of the lesson and assignment should be?
- What parts of the lesson made it particularly successful?
- What kinds of feedback do you generally give on writing assignments?
- What are some of the limitations that keep us from having students write more often?



Utah Compose



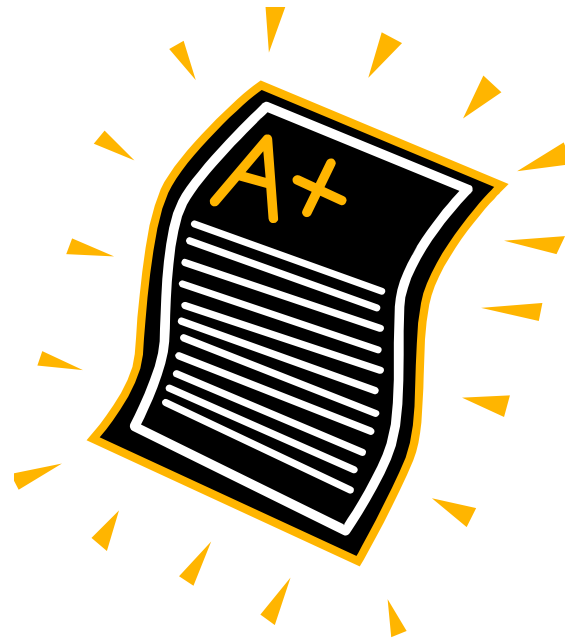
Utah Core Standards for Writing

- ***Write arguments*** to support claims in an analysis of substantive topics or texts...focused on discipline-specific content. (W.3-12.1)
- ***Write informative/explanatory texts*** to examine and convey complex ideas and information...specifically the narration of historical events, scientific procedures/experiments, or technical processes. (W.3-12.2)
- ***Write narratives*** to develop real or imagined experiences or events. (W.3-12.3)

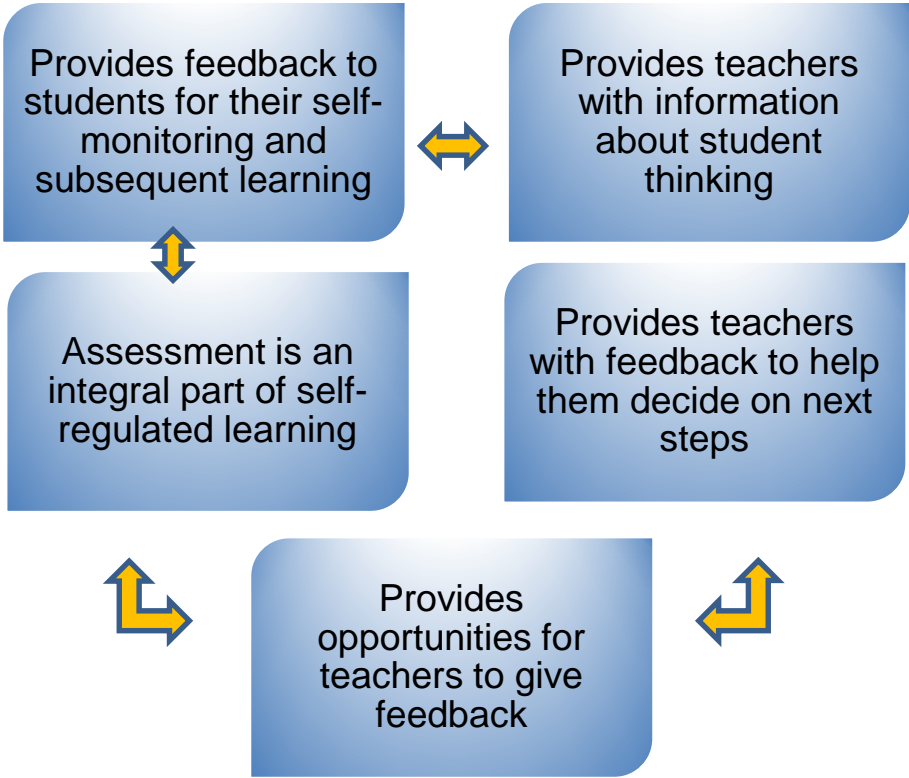


Goals for Utah Compose Writing

- Increase the amount of writing in all classrooms by all students
- Improve the quality of writing in all classrooms by all students
- Increase the Career and College Readiness level among students graduating from high school.



Formative Assessment and Utah Compose Writing



Research-based Assessment

- ✓ Research on formative assessment has shown that timely feedback is critical to improving student learning.

The Impact of Computer-Based Feedback on Students' Written Work. Khaled El Ebyary and Scott Windeatt, Newcastle University

- ✓ 2010 study found computerized scoring can be a valuable teaching tool because students react better to receiving edits from a computer than a human.

The Impact of Computer-Based Feedback on Students' Written Work. Khaled El Ebyary and Scott Windeatt, Newcastle University

- ✓ 2012 study found no significant differences between human and computer scorers.

Contrasting State-of-the-Art Automated Scoring of Essays Analysis. Mark D. Shermis and Ben Hammer, University of Akron



How Do Teachers Actually Assess Writing?



Utah Compose-Purpose

- Allow educators across all content areas to administer writing assessments using pre-built prompts and educator-created prompts that can be shared within/school and/or LEA
- Ability for districts/LEAs/teachers to upload and control created prompts that will be scored immediately
- Students track writing progress using online writing portfolios with tracking sheets that show incremental writing improvement
- Reports showing individual student progress allow teachers to target and differentiate writing instruction
- Reports allow teachers and administrators to disaggregate writing proficiency within content areas, across content areas, and across grade levels



Utah Compose Features

- Writing tool that provides immediate evaluation of student writing for narrative, opinion/argumentative, and informational/explanatory essays
- Ability to upload graphic organizers and stimulus material connected to prompts
- Tutorials that are tailored to individual student feedback once an essay is scored
- Grammar and Passage Exercises targeted for classroom and individual student practice
- Portfolio and Writing Progress tracking
- Teacher-directed Peer editing
- Ability to provide anecdotal feedback both during and after writing sessions



Utah Compose Features

- Essay exemplars for narrative, opinion/argumentative, and informative/explanatory writing
- Over one hundred interactive writing lessons/tutorials including targeted grammar and passage editing practice
- Ability to build teacher-created rubrics for content and textual evidence
- Student writing portfolios will move with the student
- Students will be uploaded automatically using UTREx
- Analytical reports with .csv export



How Does Utah Compose Support SAGE Summative?

- Seamless integration of reading and writing
- Reading passages will focus on science, social studies, and technical subject matter
- Reading passages will be accompanied by stimulus material including audio and images
- Students will be asked to utilize the reading and stimulus materials to synthesize their ideas
- Citing of stimulus material is expected in support



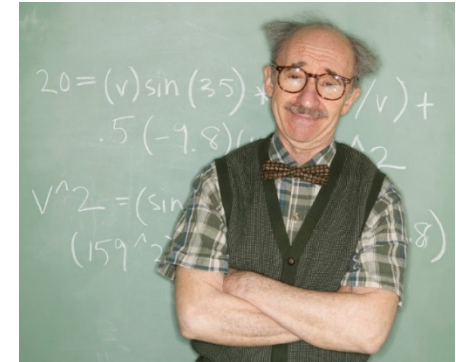
Accessing Utah Compose



- Teacher, student and course information will be downloaded beforehand
- When teachers and students log into the system, courses, students and teachers will be linked.
- This will enable students and teachers to get started right away and avoid the need for teachers to build rosters and courses manually.

Utah Compose Enrollment: Teachers

- Log into www.utahcompose.com
- Teacher accounts will be populated by CACTUS.
- Each CACTUS number will represent a unique account. User name will be "T" + CACTUS ID.
- Teachers need their name, CACTUS ID, date of birth, email address, and gender to setup account. Info must match CACTUS database.
- It is crucial that LEAs keep CACTUS data up-to-date. A teacher cannot access Utah Compose until the LEA gives them a CACTUS assignment.



Utah Compose Enrollment: Prefix + CACTUS ID

- **U** - USOE administrators + **CACTUS ID**
- **L** - LEA Administrators + **CACTUS ID**
- **S** - School administrators + **CACTUS ID**
- **T** – Teachers + **CACTUS ID**
- If any user does not currently have a CACTUS ID, please contact Measurement, Inc. directly to receive an alternate number.

For enrollment assistance
contact:

support@utahcompose.com

Utah Compose Hotline
(866) 691-1231

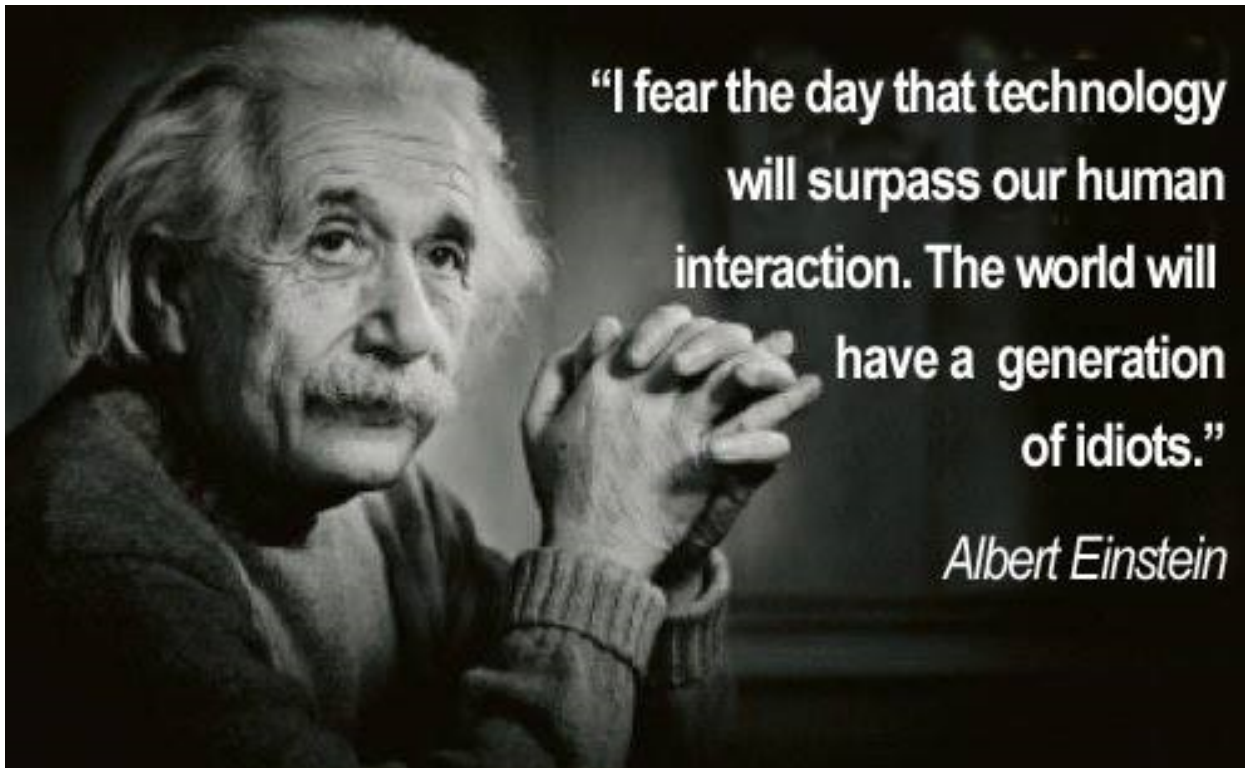


Utah Compose Student Log-in



- Student accounts will be populated by UTREx.
- Students will log in with their SSID (7-digits) as their username and password.
- Students will then select a new password after first login.

Best Practices with Utah Compose



Using Automated Essay Scoring

Film Cameras



Digital Cameras



Planning-Instructional Use-Reporting

- ✓ Social Studies teacher uses a prompt about a presidential election to determine student understanding of social studies standards, and provide immediate feedback to students on their writing skills
- ✓ School principal wants to evaluate writing proficiency at beginning and end of school year and uses student essay writing results to create professional development on writing across content areas for faculty
- ✓ PLC teams create a thematic unit and want to include a writing prompt as authentic assessment for the unit



Planning-Instructional Use-Reporting

- ✓ ELA department wants pre- and post-writing instruction data on argumentative, expository, and narrative essay writing. Grade-level teams select grade-specific prompts and have students write using these prompts
- ✓ Teachers, together with school administrators, use writing data from formative writing tool and compare it with assessment results from SAGE Interim and possibly SAGE Summative writing scores to develop school-wide literacy plan
- ✓ Administrators compile school-wide writing data from formative writing tool and SAGE Interim and give data to LEAs who use school-level reports to create a district literacy plan across content areas



Best Practices with Utah Compose

- **Classrooms & Utah Compose**
 - Writing folders
 - Printing essays
 - Read aloud edits
- **Addressing school schedules**
 - Traditional 7 period day—45-50 minute periods
 - 5x5 block schedule—70 minute periods
 - A/B block schedule—90 minute periods



Best Practices with Utah Compose

- **Scratch paper is your friend**
 - Two column notes
 - Three column notes
 - Four Square notes
- **Peer editing feature**
 - Three questions protocol
 - Assigning students as peer editors
 - Two stars and a Wish



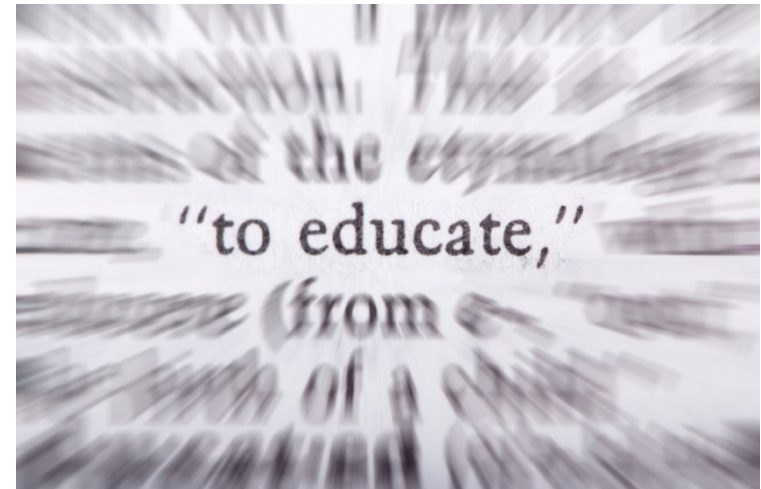
Best Practices with Utah Compose

- **Developing Lessons**
 - Targeted Instruction
 - Essay Examples
 - Rubric Review
 - Incorporating Tutorials
- **Grading and Utah Compose**
 - Assessing Growth
 - Using Actual Scores
 - Participation Factor



Reflection and Implementation

- At your tables, outline a model lesson you will use after your students have scored their first essay.
 - How will you incorporate what you've learned about essay tracking, tutorials, and feedback with your students?



Contact Information

For additional questions:

kim.rathke@schools.utah.gov

support@utahcompose.com

Utah Compose Hotline

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