

Writing Assessment: the Bridge Observational Rating Scale & the Developmental Writing Scale

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What is writing?

What is writing?

Translating an idea into text

- * Introduce the Bridge scales and the Developmental Writing Scale, tools for authentic, dynamic, portfolio, observational assessment of emergent students.
- * Provide examples of how authentic, portfolio assessment strategies can help us describe a student's baseline, set developmentally appropriate goals, and monitor progress.
- * Distinguish between how we teach a skill and how we assess it.

Today's Webinar

Today's webinar in the 5 STEPS

Targets	
Teaching	
Tools	
Testing	The Bridge observational rating scales, Developmental Writing Scale
Team	

What is writing NOT?

- Tracing
- Copying
- Scribbling
- Making a choice from a closed set of symbols or pictures

Is this writing?

Student uses app called Write My Name to trace her name.

Is this writing?

Student texts a string of random letters to Mom's supervisor from her cell phone.

Is this writing?

With hand-over-hand support, student traces a highlighted or dashed-line version of her name.

Is this writing?

The student scrawls a mark with a pencil on the name line of the sign-in sheet before every speech therapy appointment.

Is this writing?

Student scribbles with a crayon all over the grocery list.

Is this writing?

The student stamps her name on the name line of the sign-in sheet before every speech therapy appointment.

Is this writing?

The teacher provides a sentence frame, "I like to go to...", to her class and the student uses her AAC to answer "Burger King."

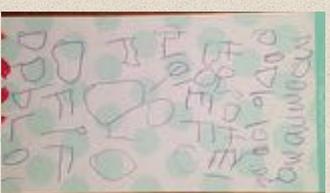
Is this writing?



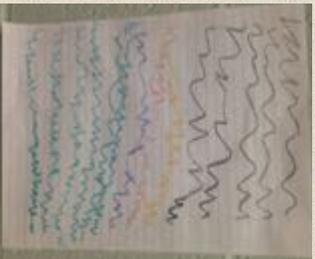
Is this writing?

Using her AAC, the student and a peer brainstorm what they did that weekend. The peer writes two sentences about their weekend. The student then uses a letter board to select "atgf." The peer scribes this, too.

Is this writing?



Is this writing?



Is this writing?



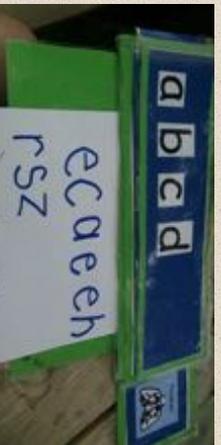
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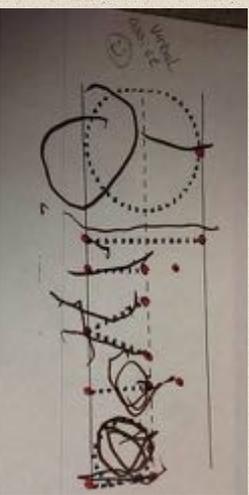
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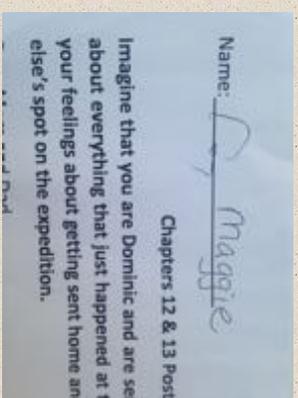
Is this writing?



Is this writing?



Is this writing?



Is this writing?

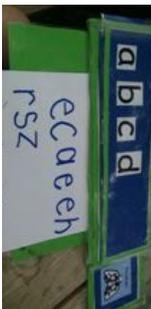


The Bridge

Foundations of writing

4. How does _____ use print? (Cognitive/Physical level)

Exploration	1	2	3	4	5	6
Uses writing	Writes letters with beginning strokes	Writes letters with greater purpose	Writes letters to form drawing	Writes letters to form words	Writes letters to form words and letters	Writes letters to form recognizable words



The Bridge

5. How does _____ use print? (Cognitive/Physical level)

Exploration	1	2	3	4	5	6
Uses symbols to communicate	Uses [] drawings to represent meaning	Uses symbols to represent meaning				
Uses many written words (developmental and conventional spelling) to tell a message, make a list	Writes a few words	Writes a few words	Writes a few words	Writes a few words	Writes a few words	Writes a few words

The Bridge

5. How does _____ use print? (Cognitive/Physical level)

Exploration	1	2	3	4	5	6
Uses symbols to communicate	Uses [] drawings to represent meaning	Uses symbols to represent meaning				
Uses many written words (developmental and conventional spelling) to tell a message, make a list	Writes a few words	Writes a few words	Writes a few words	Writes a few words	Writes a few words	Writes a few words



How do we **teach** this?

- Daily models of writing: writing FOR the student
- Daily opportunities to write using a variety of tools: regular and alternative pencils
- Structured shared writing experiences, such as journaling

How do we **teach** this?

- Use the student's AAC to write a grocery list, then invite the student to add something
- Think aloud using your phone to send a text, then invite the student to send a message
- Think aloud using your iPad to select a photo and post a status update, then invite the student to post something too

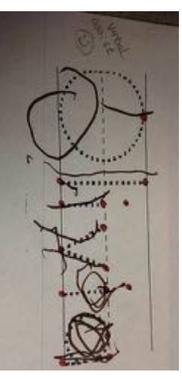
The Bridge

6. How does _____ write his/her name? (Motor and cognitive level)

Exploration	1	2	3	4	5	6
Makes an attempt to write his/her name	Makes an attempt to write his/her name	Makes an attempt to write his/her name	Makes an attempt to write his/her name	Makes an attempt to write his/her name	Makes an attempt to write his/her name	Makes an attempt to write his/her name
Makes many written words (developmental and conventional spelling) to tell a message, make a list	Writes a few words					

Name: *D Maggie*

Chapters 12 & 13 Post
Imagine that you are Dominic and are sent about everything that just happened at your feelings about getting sent home another 5 spot on the expedition.



How do we **teach** this?

- Provide lots of opportunity and lots of options for tools for drawing and scribbling
- Invite student to select photos or clip art or emoticons to illustrate their writing
- Not essential. Don't belabour this for students with significant motor impairment.

DWS Level 3:
strings of letters not grouped into words



DWS Level 3:
strings of letters not grouped into words



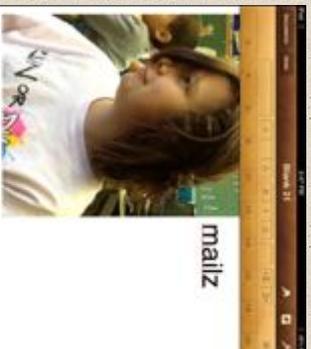
DWS Level 4:
wordlike groupings,
no recognizable words



DWS Level 3:
strings of letters not grouped into words



DWS Level 5:
strings of letters
with one possible real word




angelman
SYNDROME FOUNDATION

angelman
syndrome
foundation

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