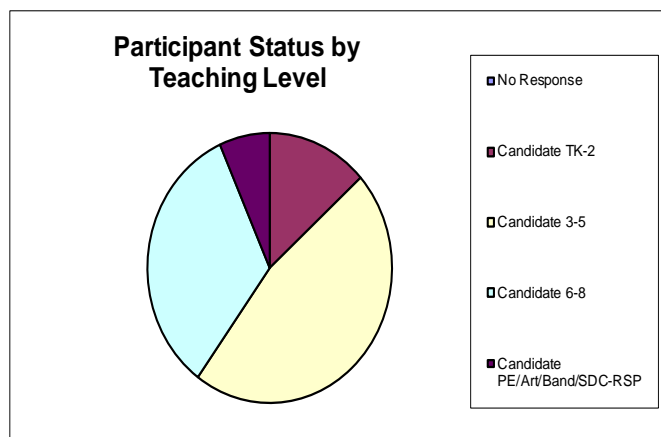


## HANFORD ELEMENTARY SCHOOL DISTRICT NEW TEACHER INDUCTION PROGRAM FEEDBACK REPORT

| Tracking ID | Goal | Name                                     | Date    |
|-------------|------|--|---------|
| SEW-21      |      | Creating Standards Based Writing Rubrics | 1-25-21 |

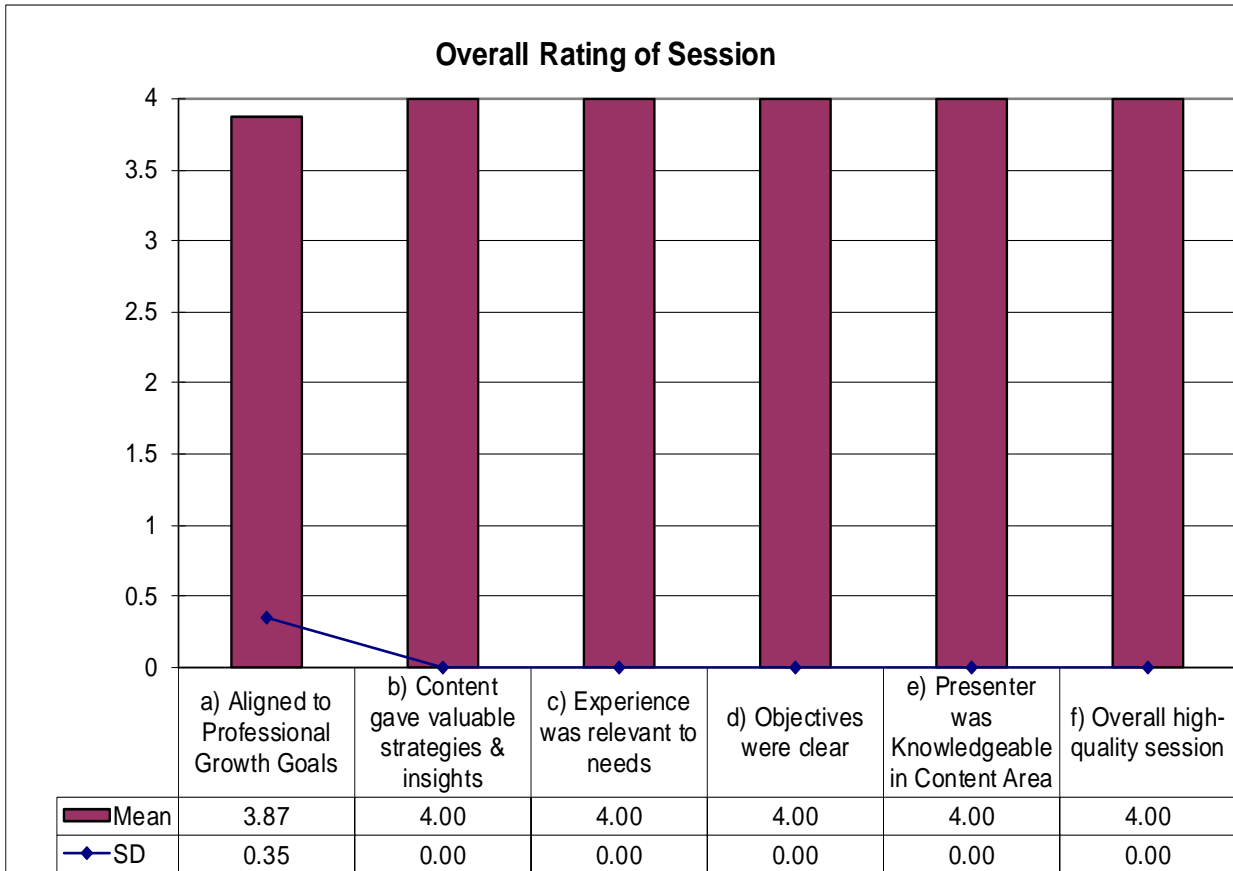
### Demographic Information

| Participant Status by Teaching Level | Number | Percentage |
|--------------------------------------|--------|------------|
| All Participants                     | 15     |            |
| Multiple Responses                   | 0      | 0.00%      |
| No Response                          | 0      | 0.00%      |
| Candidate TK-2                       | 2      | 13.33%     |
| Candidate 3-5                        | 7      | 46.67%     |
| Candidate 6-8                        | 5      | 33.33%     |
| Candidate PE/Art/Band/SDC-RSP        | 1      | 6.67%      |

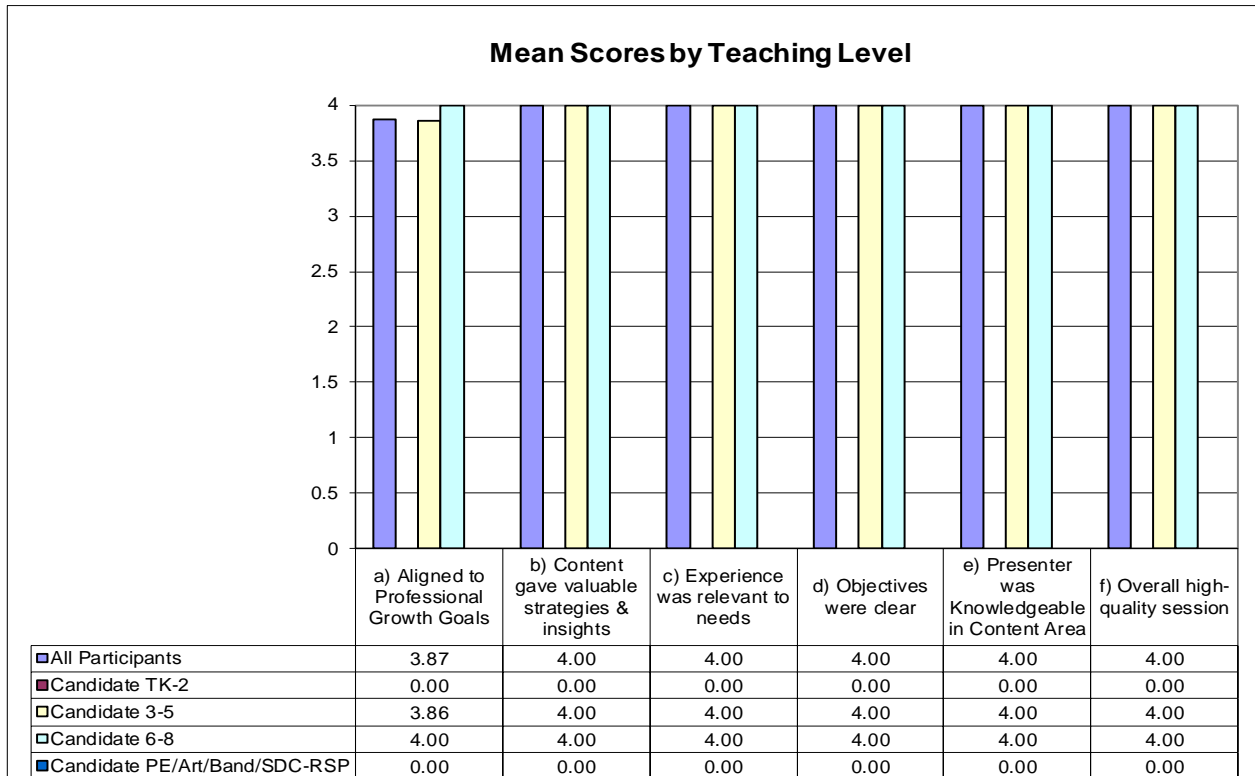


### Table of Responses

| Questions                                      | Frequency |       |        |         | Mean | SD   |
|--|-----------|-------|--------|---------|------|------|
|  | 1         | 2     | 3      | 4       |      |      |
| a) Aligned to Professional Growth Goals        | 0.00%     | 0.00% | 13.33% | 86.67%  | 3.87 | 0.35 |
| b) Content gave valuable strategies & insights | 0.00%     | 0.00% | 0.00%  | 100.00% | 4.00 | 0.00 |
| c) Experience was relevant to needs            | 0.00%     | 0.00% | 0.00%  | 100.00% | 4.00 | 0.00 |
| d) Objectives were clear                       | 0.00%     | 0.00% | 0.00%  | 100.00% | 4.00 | 0.00 |
| e) Presenter was Knowledgeable in Content Area | 0.00%     | 0.00% | 0.00%  | 100.00% | 4.00 | 0.00 |
| f) Overall high-quality session                | 0.00%     | 0.00% | 0.00%  | 100.00% | 4.00 | 0.00 |



### Disaggregated Responses



## Qualitative Question Results

### What are the key learnings you will take away from this experience?

- A key take away from today is making sure that my students are buying into the expectations for their writing. Also, that aligning the standards within a rubric will make my grading more efficient as well as make my mini lessons within a unit more effective.
- creating a rubric with students helps them understand what they are supposed to do, get a reference point, as well as allows students to be able to grade their own work.
- I enjoyed learning about the use of rubrics for writing. My inquiry last year was on writing and I also used a rubric to help guide student learning and mastery of skills. I would like to begin incorporating students in creating rubrics. in writing I provide students with rubrics that they can use to help guide their writing and this has greatly improved the quality of work that students are providing.
- I learned that rubrics are very important when grading writing assignments. Having students grade their own writing assignments, with a student friendly rubric, is one way to get students more involved in their writing.
- I really enjoyed the creating of rubrics and getting student buy in. I think that is especially important in this distance learning format.
- I really liked how Nikki demonstrated how to create rubric and so in turn I can backwards map of what the final writing piece should have. I liked Danielle's part of allowing students to take part in creating a rubric by looking at exemplars.
- It was really nice to see you again how to look at the pacing calendar that we use in HESD and be shown how to take key ideas from the standards and making them into possible mini lesson ideas.
- My key learnings from this NTN "the power of student buy in". By taking the time to use exemplars to create student generated rubrics will help my teaching with cohesive language and clear expectations. I hope this will provide a more individualized experience for each learner and build confidence in their learning.
- The key learning I have taken away from this experience is that rubrics are essential to scoring and evaluating writing. I feel another piece of essential information that was shared is that creating rubrics with students creates a sense of "buy-in".
- The key learnings I will take away from this experience is how to set up and use a student rubric. I liked how they went into detail about how to set up the rubric with students so they are able to self assess during their writing unit.
- The key learnings that I will take away from this experience is how to use rubrics to score student writing and how to create a rubric with the help of students.
- The key learnings that I will take away from this experience is to use rubrics when grading and teaching writing. It is a good idea to include students when creating these rubrics because students get to see exemplars of what good writing looks like. It also gives teachers a starting point on what to teach and where to go from there. When grading writing, teachers can also create a tally chart to see what areas a lot of student missed on to either create whole class reteach lessons or to create small groups to reteach those areas. Rubrics are create to help the teacher grade writing, provide students with feedback and talk to parents about progress. Also, it is important to only grade students on areas that have been taught and not to expect students to know skills that haven't been taught to them.
- The rubric creation is a great idea and allows students to understand expectations. Having students grade their own writing further accentuates student understanding.
- This was such a helpful NTN! One of the goals I currently have is to create rubrics to help guide my students in their writing! I also love that we are able to allow our students to create rubrics as well to uphold accountability for their writing as well.

- Ways to allow students to help make a rubric.

### **How will I apply what I have learned?**

- I have been using a rubric that I found online to grade my students work. I would like to get to a point where I'm making up my own custom rubrics for each genre of writing. I do like the idea of having the students grade their own writing with a student friendly rubric. My goal is to apply this when we start our opinion writing.
- I have realized that I need to spend more time planning and creating mini-lessons. I also need to provide more instructional time to create "student generated" rubrics and analyzing exemplars with the class.
- I plan on applying what I have learned by using the exemplars we evaluate during class to also help us create a student-friendly rubric. I will be amending rubrics each week to reflect the units and lessons.
- I plan to try this out in the next couple of weeks.
- I will apply what I have learned by including rubrics when grading writing. This year I started to use rubrics for grading, but I would grade students on all writing skills regardless if I have taught them or not. After being in this NTN, I really do think it is better to only assess areas that students have learned from me. Also, I like the idea of including students as part of the process of creating rubrics so that they are familiar with good examples of what writing should look like.
- I will apply what I have learned by making sure that I provide rubrics for writing and maybe even other content areas. I will make sure that I teach everything on the rubric through mini lessons to ensure that students know what is expected of them.
- I will apply what I learned by having my students help to create a rubric for our argumentative writing.
- I will be able to apply what I have learned by using it as a whole class rubric to find out what small groups I can create, what should be taught whole class, or what I can use as a mini lesson.
- I will be applying what I learned here when I create rubrics for my class. I also will be using student made rubrics and reflection sheets as they apply to my ILP goal.
- I will be looking at the pacing calendar to pull the writing standards that directly align with what I am expecting of my students. I have also been discussing with Joanna creating a "main idea" rubric, so I know this will be helpful for ELA as well!
- I will be using these strategies to plan during science when it is time to have students write CERs.
- I will create a student rubric at the beginning of my next writing unit. I liked how she showed how she jots down how many students are below and how she is assisting those students. She lists the lesson she taught to keep track of the whole lesson and makes sure they have what they need to be successful. I will use this to keep track of lessons and hold myself accountable.
- I will have my students help me create a rubric, that will also help them peer review and give feedback when needed. They are taking ownership of their writing and strategies that they have learned.
- I will search for kindergarten writing exemplars and through past student work to show students examples of what is expected of them. I think that providing student made exemplars may boost student confidence in writing.
- I would like to try and use the rubrics and student grading with my students.

### **What follow-up assistance would be helpful to you?**

- Follow-up assistance that would be helpful to me is how to create a single writing lesson that only address one skill. What practices do you give to students in order to make sure they are practicing the skill taught without having them write an essay every single time?
- Having access to the documents would be beneficial to implementing these strategies.
- I feel it would be helpful to have any additional resources, exemplars, or teacher-rubrics be shared with teacher candidates.
- I understand that I may ask questions if needed, but overall I feel confident in creating rubrics for my students as well as allowing the students to create rubrics for the class as well.
- I will be able to use the PowerPoint and resources for reference which is always helpful.
- I would definitely benefit from more writing and science NTN's.
- I would like a resource of exemplars for kindergarten writing. I believe this would be very helpful for students to connect and evaluate their own writing to the exemplars and rubrics.
- It would be really nice to have a practice round of going through the process of seeing some standards maybe not even in your grade level but picking out a mini lessons and practicing how to pull lessons from the standards then make a rubric of our own
- More clarification on navigating through Smart Balance and accessing exemplar writing pieces.
- Nonfiction writing.
- The presenters provided great resources to create my own rubrics with my class.

### **Additional comments...**

- Darpli and Nash were so knowledgeable and helpful when it comes to creating rubrics that not only benefit the students as writers but benefit me as a teacher and being able to create equity within my writing lessons.
- Great presentation! Learned about how useful rubrics can be in the classroom.
- Nikki and Danielle were both very knowledgeable their presentations mixed well and it was more comprehensible since they both have the same procedure but rubrics used for different things.
- Thank you for your knowledge and for walking us through how you create rubrics. This was very helpful and I plan on continuing to use rubrics to help guide student writing.
- This was a great and resourceful NTN!

## Response List:

| First Name | Last Name |
|------------|-----------|
| Scott      | Baldwin   |
| Jennifer   | Carrillo  |
| kathryn    | Coz       |
| Kristy     | Kairis    |
| Laura      | McCarty   |
| Anna       | Moreno    |
| Jonathan   | Oliveira  |
| Karina     | Ramirez   |
| Roxana     | Rodriguez |
| Mariah     | Romero    |
| Elizabeth  | Sanchez   |
| Jamee      | Serrato   |
| Amanda     | Sewell    |
| Cory       | Stewart   |
| Mario      | Tafolla   |