**Rob:** Good afternoon everyone. Hi, my name is Robert Pelychaty and I currently work at the department in the Office of Student Assessment and my role as a manager of inclusive assessment. If you're here today, it's because you're registered for the session to know more about how to administer the alternate assessment for students with the most significant cognitive disabilities and specifically the writing portion for the English Language Arts. We know that for writing, for example, assessing expressive communication in the form of writing can be very challenging for this population. And because of that we have reserved some additional training, developed additional training for you specifically to provide some guidance. I'm just here today because I want to introduce our somewhat famous, we'll say, well-known former colleague, Deb Hand, who's agreed to provide some great training to everyone. Deb has years of experience with the M-C-A-S-L. She's accumulated a lot of knowledge, not only just from working with students with disabilities for years, but also for interacting with educators who have worked with this population and who have provided some great assessments and great way of collecting information for students with that particular, these particular type of challenges in assessing this writing domain. We're also joined by Kevin Froton, who is the contractor at Cognia. And what Kevin does is a program manager. I mean while that's his title, but he does so much more in terms of really providing some, a lot of supports in terms of how to use the alternate assessment system in forms and graphs, making sure all the materials are ordered correctly, making sure your schools get the material and really providing that technical support to make sure this program comes together. So hopefully as educators, you can get the documents you need and use that to assess the students with as much ease as possible. We know this is a big lift for a lot of you and we would provide as much support as possible. So we have Deb hand who comes providing most of the training. Kevin Froton is going to be help out. We have two educator consultants that will be in the background, Patty Sprano and Laura Hines who all have great experiences and they're going to be providing some support to the Q and A that probably won't be on the camera, but they'll just let you know that they're here to support you. And we have two a SL interpreters here today who are going to help provide some accessibility for those who requested it. So I thank you a ASL interpreters for providing that support. I don't want to take up too much of your time, I just wanted to give a little introduction to everyone and I'll let Deb and Kevin take it from here. And again, thank you for signing up for this training. I hope you really find it worthwhile and helpful.

**Deb:** Thank you Rob. That was a lovely introduction. I hope I can live up to it now. Thank you very much. All right, so we are here because ELA writing has some unique requirements, different from the core concepts. So if you came to the core concepts yesterday, you know, was we had, we talked about things like data charts and brief descriptions. So this ELI writing is about expressive communication and they have different requirements for that. So let, let us start with what exactly it is. because when we hear ELA writing, many of us think, wait a minute, my student can't write, I can't do that. But we're going to talk about expressive communication. How are students able to share their experiences to talk about their preferences, maybe think of new ideas and give us some facts, perhaps discuss books that they like or that you read articles, videos, poetry and imagery works so well with our students. And then for them to be able to share that knowledge with an audience like their peers or their family. What ELA writing does not assess is the student's ability to hold an instrument, a writing instrument that's not what we're looking for. Or copying letters. And definitely not tracing over letters or words. I am asking you not to do that to the, to the students. If they have given you information and you write it for them, please don't make them trace over it or re-copy it, leave that for the OTs. You want to get as much information from our students as possible. So what is your student's primary mode of communication? We have a long list here. I'm sure that when you look at it, you can find some way in which your student communicates. Do they speak? Are they able to write? Do they make sounds? Do they use symbols, perhaps objects? Maybe they make gestures. Do they use sign language, eye gaze? Do they use a high tech or low tech device? So you need to know how your student communicates in order to assess them with expressive, communicate with expressive communication. We need to assess them. They have to have some form of communication. So let's take a look at the requirements for writing. First of all, just like if you were at the core concepts, every strand needs a skill survey. So you're going to have one skill survey for the writing, one baseline. And this baseline is like the student's first attempt. And if they're able to write, it could actually be writing or if they're going to tell you and you're going to scribe, it's just a baseline. It can be brainstorming activity. You can do an outline, a draft graphic organizer. But it's that first attempt and it should be dated before your other samples. You're going to have three different final writing samples and there'll be different topics. If you're using photographs or pictures, you want those to be different pictures. They you need to have three pre-scored state provided rubrics. And that's one for each of those final samples. And then those final writing samples, just like all the other evidence, is going to include the student's name, a valid date and the percentage of independence. And that's going to be based on a word or sentence. You notice I didn't say you need accuracy and independence, I just said you need the percentage of independence, the final sample for students using access skills. And we talked about what access skills were yesterday. And hopefully you have had time to go look at that video of if your students using access skills, you're still going to need a written product. And that can be produced by the teacher or by peers. And you are just going to capture the student's participation in create in that creation. And we'll show you some examples. And at the end, Kevin will show you how this all works in forms and graphs. So here's our ELA writing skills survey. And as you can see, it's set up the same as the other ones with A, B, C, D, or E. And you're just going to fill this out. And if you read it carefully, it'll tell you exactly what you need to know for your student, fill it out accordingly. And then you will put it behind your strand cover sheet. You are going to look to see where your student is needs the most help. Usually you can find it in the BS or sometimes to C, but you might want to stay with the BS and see if you can find something that the student isn't able to do that you want to work on and assess. And this is just a visual of all the required elements. So for some of you who like to have a visual, I always like to see what does it look like completed. So in this case you have your skill survey, then a work description for the baseline, and then your baseline writing. In this case the student was able to write. Then we have three work description labels. Write one for each of the final writing samples. And in the middle we have the three distinct writing samples. And then to the right of that, you have three pre scored rubrics. Now you want to make sure that the final sample has the date and that date should correspond to the work description as well as the pre-scored rubric. So whatever date you're doing your the student is done doing the writing sample, you want to make sure that they all have the same date. When you do your writing samples, you can use any of these text types, argument and opinion, which is just stating a claim or a preference. And that can be based on a text or a topic, informative or explanatory, which conveys facts. Students, especially students that you know, they want to tell you all the facts they know about dinosaurs or ideas and or a narrative or prose that tells a story or poetry. So narrative also includes poetry. And I want to make sure you know this, this is one of those highlightable moments when you're using entry points. There is only one measurable outcome for entry points. And Kevin will show you this, but I just want to point this out to you so you don't think something's wrong and have to call the department. So it will, the measurable outcome will say student will use his or her primary mode of communication to express or create a writing sample that is a narrative text. And then you're going to add your independence with 75% independence. Now where I have it highlighted, that will change according to the text type you choose. You may do any of those text types, you can do all three final samples in the same text type if you'd like. But perhaps you're working on opinions and you want to do an opinion one. But then later you're working on a narrative you can change and have two be on a narrative and one be on opinion. The only thing that it will do is create a new strand cover sheet. And sometimes teachers get a little concerned like, why do I have another strand cover sheet? It's just the way that the program works and Kevin can show you that. But feel free to use any of those text types or just one of the same. So what you're going to do is you're going to pre-score your final writing samples. Now below you see there are two examples of graphic organizers. If they, if you're using something like this, that would be considered a baseline probably you would use that for a baseline, not your final. And that doesn't need a rubric. Rubric. You're only going to complete a rubric for the final writing sample. And scores will verify your scores. So let's talk about the scoring rubric for a minute. What does it include? It's going to include the level of complexity. And that level of complexity is either going to be access skills or entry points. That's all you need to worry about on that first line. I'll show you, I'll show it to you in a moment. The next area is called the demonstration of skills and concepts. This is where we're going to get the accuracy from. These four areas are what we're going to really focus on. And you're going to look at that criteria in each of those areas. So we have expressions of ideas and content, knowledge of conventions, text structure and use of vocabulary. The independence would be by the word or the sentence. So you're going to do that by, if the student is only using four or five words, you would probably do your prompts based on the per word. However, if your student maybe is able to tell you and perhaps write able to give you a full sentence, you may want to do your prompts by the sentence. Self-evaluation is not on the rubric, it's separate from the rubric. There is room on the work description label that you can say, see attached or the student chose the topic or however you want to tell us. Or you can give us a separate piece of paper with a self-evaluation. And we have, if you remember, if you came to the core ideas, we have a long list of self-ways to self-evaluate. So this is what the rubric looks like. And you'll see at the top what I was talking about that level of complexity. It's either a two for access skill or a three for entry point. And those four areas, the demonstration of skills, those are the areas you're going to look at that criteria. So you're going to review each of the criteria on that rubric. And I would do that kind of first. See what you're looking for. And your student may be a one, but you know, maybe by the end of the year they could be a two. This is the only time I'm going to tell you, you should do your baseline like tomorrow and then take your time collecting those final samples. There's plenty of opportunities between now and March to get three final samples. So you want to try to keep working on the student, helping them to grow and maybe move up from a one to a two. But you'll have ample opportunities to do that if your student is working on access skills or if the student is only able to fill in the blank on a worksheet or you single words or pictures. Then the score will be a one in all four of those demonstration of skills and concepts. And we'll show you what that looks like in a moment. And the percent of independence, as I said, is based on the number of prompts relative to the total number of words or sentences. And how that works is, let's say you, this is a great time of year and the kids have gone to the pumpkin patch and so they're going to come back to the classroom and they're going to talk about what they saw. And so some kids are drawing, some kids are writing, some kids are telling you things. If you help the student to get more words or more information on the paper than they had, that would be a prompt. Prompt. So for example, the student writes pumpkin. And so you say to the student, well was it a big pumpkin? Was it a small pumpkin? You are helping them to fill in those blanks, right? You're giving them more information on the paper than they would've had, which is great. You're teaching them how to do that, but it's a prompt. Okay? So that's how you are going to do, do your percentage of independence. And the scores are based on the student's contribution, not on what you are able to do or your paraprofessional that's working with them. And the only thing that scores will do is they're going to verify the teacher's score. So you must fill out that rubric because the scores are going to verify the teacher's score. You are there with your student, you know how this evidence came about. But if the, if the scores don't align with the evidence, say you're just doing single words and you give them scores of four, we will change those scores to reflect the evidence. So we're going to give you a chance to fill out the rubric so you get a little bit of an idea of what it would be like. So let's say Lacey is in your class and she comes back from the Thanksgiving holiday and you're going to describe for her and she says, I eat potatoes, Turkey, apple pie. That's your writing sample. That's one of your final writing samples. So here's our rubric, okay? And I'm going to, we're going to do a poll. So you're going to be working just on that demonstration of skills and concepts. We already know it's entry points, so you don't have to worry about that. This is what the poll's going to look like. We're going to do one at a time. So we have the writing sample in the right hand corner, and then we're going to start the poll with the expressions of ideas and content. So you're going to read each of those criteria and when the poll comes up, you'll determine whether you would give this a 1, 2, 3, or four. And then we'll come back and check and see what, what my thought is on that. So if Kevin, if you don't mind, and I think you can move the box around if it's in your way so you can move it to the right or left. All right, so it looks like we, we ended at 79%. So I will share the results. 15% of you thought it would be a one 57% of you thought it would be a two 24% of you thought it would be a three. Ooh. And we had a very small amount thinking it would be a four. So let's take a look. Did I share that? I think I did everybody see that? So let's take a look at each of those criteria. No main idea, point of view event. Was it unclear or off topic? I would say no, I would move on from one. All the text was not provided because it was scribed and that's the what they, Lacey told the teacher. Two says it was related minimally only one detail or description. Eh? It's a, did they use pictures? No. Figurative language? No. because it wasn't poetry. So I would say it was related to the assignment minimally and included, no. Or one detail. So I, if I was scoring this would give it a two. That would be mine. It can't be a four because it wasn't three or more accurate relevant facts and it can't be a three, right? Limited use of facts. C, detail L or descriptions. Repetitive off topic. No, but if you gave it a three, we wouldn't change it, but I would, I would give it a three, two. Excuse me. So let's work on the next one. Let's go to knowledge of conventions. Read those and then fill out your poll based on that criteria. See how many of you we can get, let's get up to 80%. At least that's my criteria for mastery for all of you. Just can't make 80%. Okay. Oh we did 80%. Yay. Okay, let's share these results. So we had a small percentage thought of one, the majority thought of two is 1% thought four and three, 17% use three. So let's take a look. This is knowledge of conventions. So little or no original text. Well that's not true, right? because a student told us what it was. General meaning could be understood though use of grammar was limited and or contained errors. I'd say that's where I would stop. That would be me because it does three has complete sentences with some errors error. It does have one correct noun and verb agreement. I would, I would've stopped at two. That would've been where I stopped. Okay, let's go on to the text structure. What do you think you would give it for the text structure? Okay, 79% share the results. And you can see overwhelming majority went to two. And I totally agree when you read two sentence fragments phrases or one complete sentence used to express ideas, that's perfect. That's where I would've stopped, right? And one more. So hope, hopefully you get the idea we're onto the use of vocabulary. Okay, so what do you think? And this vocabulary piece. So as you can see we have overwhelming on two and about 19% on three and nobody gave it a four. That's good. So I'm going to stop sharing. And I, if you look at this one, the two was related to the assignment, but word choice was limited. It's not inappropriate, but it was definitely limited. I could see some of you giving it a three because it is functional and with basic common words, but it doesn't have any descriptive language. Like if they had said, you know, sweet potatoes or you know, I don't know, something to something added to it. So I personally would've given it a two. But I bet if I asked the panel that there might have been some threes in there. But again, we're only going to verify what you score. But you must score these rubrics, we can't score them for you. Okay? Hopefully you feel a little better about what that rubric is all about. Now if you have a student that is working at the excess skill level, your measurable outcomes are going to be different. They're going to be more than one. You'll have multiple ones because your student's working at a different outcome. So in this case, the measurable outcome says that the student will activate a device within 15 seconds of the initial queue in an activity related to the creation of a written product. So do you see that in an activity related to the creation of a written product? So the brief description tells us that within the 15 seconds of the initial cue, the student activated a switch with prerecorded sentences to compose a narrative on her winter vacation. So the student was not writing, the student was activating the switch, but you have a permanent product here. This could go up on the board with the other student's writings that she talks about. He talks about what, what the winter break was like and it looks like they need more practice on activating the switch because they were 25% independent. In this case, if you are working with a student where the, you are providing the information and the student may be working on something like activating a switch when you go into the program, and Kevin, I'll show you this in a moment. As soon as you click on two for access skill, my student is addressing writing through access skills, it will automatically pre-populate the demonstration of skills and concepts as a one because you are providing the text you all in all areas. So it will automatically be a one in all those areas. Some of our students using a dynamic display are learning how to put words together. And it is helpful for us for scores to see the supporting documentation by taking a screenshot. Students are just learning how to get into these displays, learning how to pick the category and then find what they're looking for. It needs, they need a lot of practice to learn how to do this. So sometimes giving us the supporting documentation and then showing us like how the, how they marked it, where the help was, where the prompting was, it's helpful. You'll still have your final writing sample, but this is great supporting documentation. So just kind of want to summarize in some reminders that there's no data chart. So if you came yesterday or last week when we did the core concepts, we talked a lot about data charts chart. The writing requirements are no data charts. You're going to make sure you have a work sample description label for each of the writing samples. You must have the student generate the communication, the expressive communication, work with your speech and language person, have them help you get some techniques, let them get some samples for you. Students at the access skill level are still going to have a final written product that represents how the student participate, participated in that creation, that sample. And I think we nip this in the blood but, but no samples including bathroom related routines are going to be scored and they won't be counted towards the minimum requirement. I know that bathroom routines are very important for your students, but they're not to be included in our assessment pieces. And this is just some funny ones. And then I'll turn it over to Kevin and he'll show you all the all, all the ways to get into the forms and graphs. But this teacher gave her students pictures, funny pictures and let them caption them. So I, it's written underneath so you can read it. It's a little tricky to read. Their students obviously wrote the first one says the cat is not happy with her suit, the back of her tail looks like them, things you dust with. And the next one is, oh no, the lunch lady, the kids are going to eat me and the students are so hungry, I'm not like the other cafeteria food and my favorite, it's when I first got potty trained, didn't go as planned. I tried hold myself up and I just literally fell in. So you can see the teacher had some fun with them, captioning pictures, I'm sure this is something they worked on. I, they probably didn't come out of the gate with all of that information but they did a good job at the end. So Kevin, I'll turn it over to you and you can show them how this all works.

**Kevin:** Thank you Deb. Good afternoon everybody. So once again, give me just a moment and I'm going to change gears. I'll stop the PowerPoint and I'll bring up forms and graphs and we can take a look at how to create all the things Deb just told you about for writing. So one moment. Okay, so here we are back on the login page for forms and graphs. I'm not going to walk through all the steps that we did previously to create account and build students. This is just going to focus straight on what you need to do for writing. But just a reminder and I'll drop this in the chat after a good site to bookmark, not just for getting to forms and graphs, but this is the DESI site for the resources for MCAS-Alt. So you've got your resource guides, your manuals, and then just a reminder down here at the bottom is where that link for forms and graphs lives. But for now let's just log in and we still got our friend Alex Keaton sitting here from the math sample we built ELA writing is a requirement for all grades three through eight and at 10 for high school. So we'll use Alex at grade five as our example. So let's select the student we have, we'll jump into Alex. And just a reminder, the core content, this is where you can get at the cover sheet, the overall kind of demographics for the student. And then where you go most of the time is the skill survey and the strand covers. So we know every strand needs a skill survey. So that's where go, excuse me, where we're going to start. So we'll click skill survey list. I've already done this the other day, let's pretend that that's not there. So I'll get that out of there. So coming to this, if you haven't done writing for the student, you'll first need to add a skill survey. So let's click add a new skill survey and then you get a new generic line that you can launch. And you'll notice there's three different choices for ELA. We've got language writing, excuse me, reading and then writing. And it's not going to offer a separate skill survey for the text type of narrative or any of that. There's just one generic skill survey that covers all of it. So for writing we will select writing and then we'll go. So we'll give it a date. And then just like all the other skill surveys we looked at for math and the other ELA strands, this time we only have nine different skills to make a selection on. And remember you have to make a choice in this case for each of the nine that you see here. So you have to make a choice from either column A, B, C, or D depending on what the student is able to do. So let's just drop some in so we can get past this. So we've made a choice for each of these and we can save. And just a reminder, when you save or leave this page and come back, if you've made a choice, they'll turn green's. A nice way to find if you skipped one it won't turn green. So just to make sure you've met the requirement of making a choice for all of them. It's just a nice visual cue. But now let's go back to our table of contents and we've done our skill survey. So now we can start to create a writing strand. So let's open the strand list. We've got our math that we've already worked on, but let's add a writing. So I clicked add a new strand in the red bar. I know I want English language arts. And here we do have a choice. So it's not just generic writing. Now we see it broken down by those text types of opinion, argument, informative and narrative. They do all work the same, it's just about the content that wraps around them. So I'll show you one, but no, the choice is yours. We'll do it all in one and then I'll show you if you want to mix and match how you can do that at the very end. But just for sake of demonstration, let's go with opinion argument. So select it. And so far it's kind of looking the same of what we're used to. We've got the top of the strand cover sheet filled out. It's started with what it knows of what strand we're in, what content area. We still have our list of learning standards. There's not very many depending on what text type you're in. You can open the full resource guide and look at those learning standards. But since there's so few, you can also just make a selection. Click get LS text. And then once you see that text drop in, that's how you know which is which and what you've saved to your strand cover sheet. Just remember big red button, like get LS text and it'll drop in that learning standard text. We will skip level of complexity again, you remember when we did that math, it'll do it for us and it'll do the same thing here. But it is a little bit different in the sense of entry points and access skills. I still have this measurable outcome box, but when I click find entry points, it's going to look a little different. Gone are all those grade tabs from high school down to pre-K I only have one tab that's generic for all grades because you'll notice there's only one entry point. As Deb pointed out, it's the primary mode of communication. In this case it's a opinion argument. But if you are doing access skills, so entry point, you only have that one choice, but you'll notice the access skills because it's about that particular access skills. Are they moving materials? Are they activating a device? So it's, you have choices for access, skills of exact exactly how you're going to approach the, the skill with the student. So you have quite a lengthy list to scroll down for your access skills. But no switching between tabs. You don't need to spiral up or down. The only choice you have to make is entry points, which are most students. And then access skills if they so choose. So we'll go with entry points and it's just as simple as clicking entry points and it'll function similarly. It'll grab the student's first name, tack on will. And the slight differences, instead of saying XX accuracy and XX independence, it's just asking for independence because we get that accuracy by way of you completing the rubrics for each of those three final samples that you do. So we'll oops, we'll give it a 80% independence goal. And again, here's box six. And maybe you use this, maybe you don't, maybe more commonly used in writing if you know you're scribing everything or if there's an approach that you're doing with their form of communication, you can describe it here. Remember it doesn't have to be everything that's in their IEP, it's just about related to the evidence that you are submitting for this particular sample and strand that you're in. But it is just a text box for you to give us some descriptive language about any of these accommodations or their communication system or any of the sort of helpful description that you can that clues in somebody from the outside looking at the samples that that have been created. It's just a big text box. So then we get down to the bottom and this is where the real function of this page comes in. Notice all we have is three different things. No data charts. You don't have to do data charts. It's not even giving you the opportunity to create a data chart because it's not needed. All you need to do is you remember the, if we're going to stick with opinion, argument, I need to do one baseline and then three final work descriptions with evidence and then a rubric for each of those three. So let's build out kind of what that would look like to set up. So we do a baseline, I click on baseline and I get a baseline. And then I know after that baseline I need to do a final and then a rubric and then a final and then a rubric and guess what? A final and then a rubric. So in kind of the layout, that's a complete submission for ELA. Obviously you still need to go and complete those and do the work and score the rubrics. But as far as what's required, you're, you're looking right at it. You have a baseline notice, no rubric on the baseline, just be it a graphic organizer, rough draft, whatever that first sort of attempt that you do a baseline just as a sample, no rubric needed for it. And then your three finals with your three rubrics. So let's take a look what's required on each of these. We'll look at baseline and file. Just know they're functionally the same. It's just one says baseline and one says final. So when we go in, ask for, remember we're looking at the baseline here at the top. So we'll pretend we did it today and then describe what had happened. How, how did the student, what meth, what method did you use to create whatever sample that you're attaching for that baseline. And then if you're scribing, it's a great place to put it there. A lot of people say that it was scribed in this description. And then on the physical sample itself, they write scribe just to make it obvious that it's clearly in somebody other than the student's handwriting or generated a different way. Scribe is a good thing to put in multiple places to really drive it home. And then self-evaluation, again, you can describe a choice a student made or if you've got that separate sheet you can say see attached and, and attach it there. But that's really about it other than naming the independence that the student had when creating that sample. So date, independence, description and self eval is all you need to do to fill that out. And that's the baseline, excuse me. So let's say this, we'll go back to the string cover sheet here in the red bar and it'll take us right back to where we were. And then let's look at a final. So we'll do one, one sample of a final with a rubric. This is where I didn't point it out in baseline because you only have one of them, but this little, my description box is probably the most helpful in writing. And all this does is it's just there for you to know a little breadcrumb for yourself to have some idea what, what that that work description label is linked to. So in Lacey's case, maybe we write Thanksgiving and I'll show you quickly. If I save, I go back to that strain cover sheet. Anything I write in that little yellow box it just puts here. So I know this one's that sample and then maybe I have my second one's about snowman or, and then the third one's about something else. So it's, you don't have to use it, that's its only purpose is for you to, to know which one of these is, is what, because they're all generically named work sample final. So that's the whole purpose behind that, my description. But let's go back in and we'll see what else it's asking for. And you'll notice it's asking for the exact same thing. But the baseline, the only difference is that this is a final and the baseline was a baseline, but functionally the same. You've got a big text box to describe what the student did to create that writing sample and any supports or process that was used, you've got your date and then self eval again. So pretty straightforward. Not that much different than any of the other work samples, description, labels that we've, we've used in other strands. But the thing that is different is the idea of that rubric. So let's go down, so we've got our Thanksgiving sample and then let's go into the rubric. Let's write under it. So a lot of people like to kind of match it just so that they know one rubric from another. You don't have to if you, if you know, if you just assume that whatever you, you had underneath your sample attaches to that. But that's the whole point of that description. If you want to give yourself a little id, then you certainly can. So in the rubric date should always match whatever the date of the sample was. I'm just using today's date as an example. But whatever you put on that work description label should go here as well. And then we've got the rubric. So you've seen it in the PowerPoint. The, the only real difference is now it will function based on what I click. So if you'll notice, if I hover over, might be hard to see in your zoom, but it changes to a little hand. So I can just hover and click and it'll turn this kind of purple-ish blue color. And that's how you select, I know I was working on entry points, so I'm going to select live all complexity. Then we get down to those four areas that you did in your polls that make up demonstration of skills and concepts of expressions, knowledge, text structure and vocab. And then same idea, you just hover, click, click, click, click, and it's all hover and click until you come to independence. You can hover notice I don't even get my little hand. You can hover and click all you want on independence. It will not select it. The reason why is we need that actual percentage of independence and their average across all three samples. So we don't want just the rubric bands. So we average the actual percent independence. So we need to know the actual percent for the sample we do 85%. It'll automatically select the rubric for you. So just remember if you just hovering and clicking and it's not happening, look left underneath independent, you'll see that dropdown and that's where you give it the, the actual percentage and it'll select the, the rubric score for you. So that's it for the rubric. So let's pop back to the strand cover sheet and we'll go down to the bottom. So now we've got our first sample with our rubric and you repeat that two more times. I just want to point out if you are doing access skills, obviously we set this up to be entry points, but I want to demonstrate what happens if you do select an access skills. So let's use that second writing rubric. Let's pop in here. We'll ignore everything else, but just I want you to see what happens. As soon as I click Access skills zinc, it's going to automatically select one for all these because if you're truly working on access skills, you should not be scoring outside of a one. It will not let you make any selection other than one. If you click it by accident, you can just select entry points again and then you can change. But every time I click access skills, it's going to automatically select one for you. So don't be surprised if that happens. That's by design. So truly access skills, you're in one and then obviously you still give it whatever the proper independence is. But these are linked together for access skills. So let's go back to our strand list. So we'll take a, a quick gander at this again and again, this is all you'd have to do if you built all these out. We do three final samples each with a rubric and then just that one baseline you're done. In this case we did it all within one text type. The question comes up, well what if I want to mix and match? So let's, let's pretend let's get these, these two guys outta here and we're left with almost done but not quite. So we still got our baseline. We've got one final work description with the rubric and another final with a rubric, both with the writing samples attached. And this is where it, you gotta kind of take a step back to finish it out if you're going to mix and match what you need to do. So remember we're doing opinion argument. So let's say we want to do that third one on a narrative. We've done some great work with the student creating narratives and we want to include that in. All you have to do is you go back and instead of just having this one strand, you add another strand. And in this case we'll do ELA narrative. The learning standards we have a little bit more this time, but they all changed to match to narrative, which is the, the one change. But the real change is just about getting that new entry point where you notice now it says that is a narrative and this question comes up a lot. We'll give it the same goal. Do I have to do a baseline again? Absolutely not. If you mix and match, you only have to do one baseline. It doesn't matter which text type it occurs in you, you don't. I mean this, you, you could if you wanted to, but it's not required. It's, don't worry about if you do multiple text types as long as you did a baseline and at least one of them. That's all you have to do. So in this case, I can skip right over this. All I need to do is one final and one rubric. So I fill those out for, in this case we're working on a narrative and then you just need to stitch that all together when you combine it with the work and, and, and everything else. So this case I have two, but that's because I'm, I'm mixing in and matching. You don't have to do three of each. It just has to be three finals amongst any of those three sort of type of text types. One of each all in one, two in one. It's up to you. Whatever, whatever's meaningful for the work that you're doing and the communication you're doing with your student. This let's pop back into opinion argument. I just want to point out, obviously it won't look across the strands if you do multiple, but you still do have this print multiple. And what this will do right at the top, it'll stitch it together of my strand cover sheet. If you do this for both of those strands, you'll get two of the skill surveys. You don't have to put them in twice. You can if you, you want to, but you only need one skill survey. It's going to be the same. And then I've got that baseline that I created and I've got my final and my final, remember we only did two for this text type. And then to print the rubrics up here, kind of like the bar graphs and line graphs and everything, it'll open those on a separate tab. So stitched together a little differently. And here I have my completed rubrics. So you assemble all that. A lot of people stick with the one text type and it'll stitch it all together for you in that one. But if you mix and match, you just have to sort of piece it together on your own. because you're going to have two, two separate paths of strands going. But that's really it. Just remember the overall, you've got your string cover sheet, you've got your skill survey one baseline in any of those text types you want to do, just have to have one. And then three separate final examples, description, labels with a rubric for each one of them with the actual work attached. So that's pretty much the building blocks of writing. I'll hand it back to Deb now who will finish it off and then we'll get a chance to look at any questions that might be out there. So back to you Deb.

**Deb:** Thanks Kevin. So, so here we are today, right? The writing. So hopefully you've done the core concepts. If you are new, you really need the core concepts before you dive in. So if you haven't been able to go in about maybe two weeks a week to close to two weeks, you'll have the opportunity to do the recorded version. But you really need that. Use your educator's manual if you want to get started with your skill survey and go to the forms and graphs and set up your students, but make sure you have the core concepts. So the only thing we have left is tomorrow we have science and technology engineering. And that is from one to two 30. And that's for grades five eight in high school. And civics is also tomorrow, but it's tomorrow morning at nine 30. And that's only grade eight. Only grade eight has to do that. And that's the end of the fall. So if you haven't heard me say, there will be winter sessions where you can actually bring your portfolios. So keep an eye on your inbox and you'll get a, a message, an update about when they are going to happen and how you can register for those. But they'll be coming up next. So let's see what we have for questions. Okay, Matthew, I think Kevin answered this. Do you have a baseline for every strand? Nope, just one baseline for the writing. Just one. And then the three final writing samples we don't need. There isn't a baseline for reading or writing unless you're talking about a skill survey. If you're mixing that up, there's a skill survey for every strand, but writing is the only one that has a baseline. And you can get all this information in the educator's manual and it'll, it's very clearly written out for you. I, I think, you know, it's important we talked about yesterday at the core concepts is that you want to integrate it into your daily instruction so it's not an extra add-on, you know, our, our teachers are always doing ELA and working with their students to read to them and, you know, doing all the academic pieces of it. They just want to incorporate it, our assessment right in there. So it, it's not an extra burden the have to take time to input the data, but that's, that's something we talked about yesterday as well. You know, go to your administrator and get some time to input your information once a week. All right, I think we can answer any questions that come offline. We'll stay here until two 30, which is when we're supposed to end. But I think we're, I think we got the bulk of our questions.

**Robert:** Well, and I know you've mentioned this Deb, and so did Kevin, but I, and, but we really want to thank everyone for paying attention, for setting up for this training. We really do hope you find the information valuable. At least part of it. We, you know, it's our effort to try to make this as, as approachable as possible. And, you know, and thank you for attending. If you have questions, like I said, certainly email them or you know, use some of the website from the email address that Deb provided. But we wish you a, a great fall and hopefully you can enjoy the rest of the day.