

## ***New!* Five-Tier Writing (5TW) Assessments and Reports**

### **Purpose**

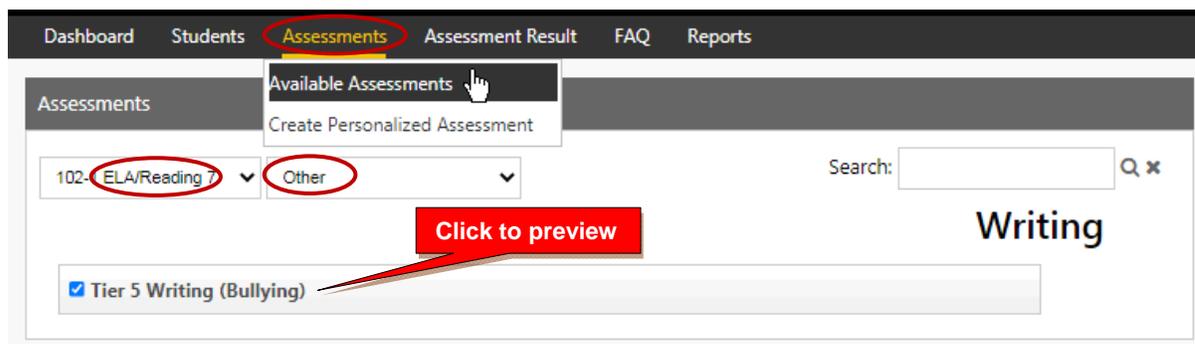
- Students demonstrate **both** their **writing** and **reading** skills through a written response.
- The difficulty (**Depth of Knowledge**) increases as the students think about a given theme as they progress through the assessment.
- Students **learn and improve their skills** as they take this assessment.
- Students **gain experience** that is similar to ODE writing assessments.
- Students are provided opportunities to **revise/edit their written responses**.
- Teachers can **learn more about their students' writing and reading skills** than they do from a multiple-choice assessment.
- Students use the **skills inherent in more than one standard** as they respond (reading AND writing).
- The provided scoring rubric allows for **holistic scoring** AND **notations of the success and weaknesses** teachers see from the student responses.
- Teachers are provided information about their students that helps them enhance future instruction.

### **Teacher Preview of the 5TW Assessment**

The teacher logs-in as usual (*see Section J of the Pro-Core User Manual*)

From the teacher's menu bar **Assessments** tab, select ...

1. **Available Assessments**
2. an **ELA/Reading** class,
3. **Other**
4. the **Tier 5 Writing** Assessment



The teacher preview layout allows the teacher to view the directions and information contained in each tier writing assessment window.

**ProCore Assessment Preview**

Test Description: Tier 5 Writing (Bullying)  
Subject: ELA/Reading 7

[Comment on this assessment | Print](#)

[Click to view each tier](#)

[Comment on this Question](#)

TIER ONE - DOK 1 | TIER TWO - DOK 2 | TIER THREE - DOK 3 | TIER FOUR - DOK 3 | TIER FIVE - DOK 4

Bullying has been a topic that people have discussed in the past and in the present. Think about what you know about bullying.

Choose one of the writing prompts below. Click on it and respond to it in one or two paragraphs in the space provided.

**PROMPT # 1**

Write one or two paragraphs in which you discuss the reasons why a person bullies others. Explain what you know about what causes a person to be a bully.

**PROMPT # 2**

Write one or two paragraphs in which you explain how a bully affects the person being bullied. Explain what you know about the effect bullying has on that person.

**PROMPT # 3**

Write your response here:

## Students Locate and Select the 5TW Assessment

Students log-in as usual (see *Section L of the Pro-Core User Manual*)

From the students' menu bar **Assessments** tab, they select ...

1. **Assessments**
2. their **ELA/Reading** class
3. **Other Assessments**
4. the **Tier 5 Writing** Assessment

Assessments | My Assessments | Reports

Available Assessments | ELA/Reading 4 | Mathematics 4 | Science 4 | Social Studies 4

Other Assessments | Accelerated: 60% - 70% | Proficient: 40% - 60% | Basic: 30% - 40% | Limited: < 30%

[Select 5TW assessment](#)

Key: S=Saved/Sent for Grading; G=Graded

Writing

Tier 5 Writing (Bullying) | 1  3  4  5

Search:

The boxes to the right of the 5TW title will show the student's progress through the activity.

## TIER 1

### **Purpose**

As students engage in the Tier 1 activity, they respond in writing to one of the provided prompts. They use prior knowledge (recall-DOK 1) to respond. It is through this activity that they begin thinking about the overall theme of the Five-Tier Writing Assessment.

### **Directions**

Tier 1 provides students with three different writing prompts related to the theme of the entire Five-Tier assessment.

- Instruct the students to read all three writing prompts and to respond to the one for which they believe they have the most knowledge or experience.
- Provide the students with approximately 15 minutes to respond to the prompt in writing. They are to write their response in the box provided at the right.
- This response is NOT scored. The purpose is to get the students *THINKING* about the theme.

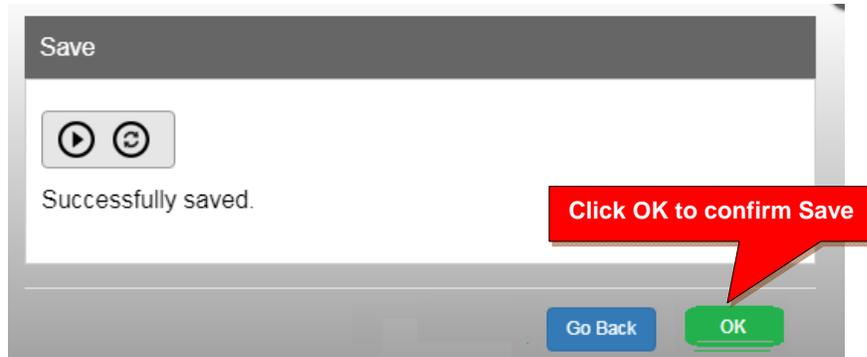
Below is a sample of what the students see in Tier 1.

*Note that there is a **tab** for each five-tier activity with Depth of Knowledge (DOK) level listed.*

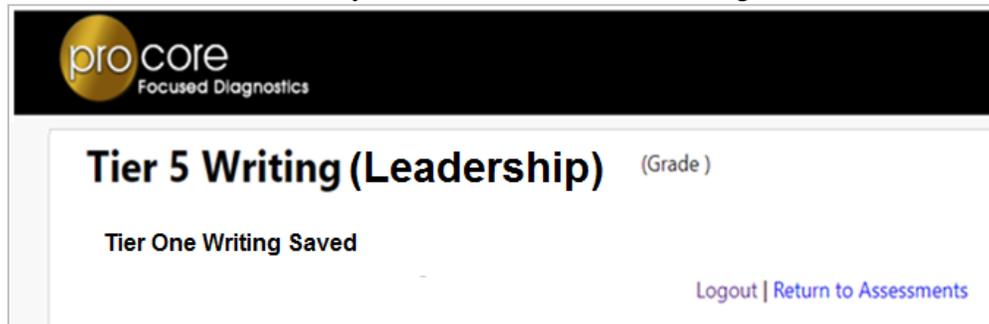
The screenshot shows a web-based writing assessment interface. At the top, a dark grey header bar contains the text "Tier 5 Writing (Leadership) (DOK: 1)" on the left and a row of utility icons (Line Reader, Masking, Full Screen, Zoom Out, Zoom In, Save) on the right. Below the header, a horizontal navigation bar features five tabs: "TIER ONE - DOK 1", "TIER TWO - DOK 2", "TIER THREE - DOK 3", "TIER FOUR - DOK 4", and "TIER FIVE - DOK 4". A red callout box labeled "1. Tier 1 Directions" points to the "TIER ONE - DOK 1" tab. The main content area on the left contains the following text: "Thinking about what makes a good leader has been a topic that people have discussed in the past and in the present. Think about what you know about good leadership. Choose one of the writing prompts below. Click on it and respond to it in one or two paragraphs in the space provided." Below this are three prompts, each in a box: "PROMPT # 1: Write one or two paragraphs in which you discuss the reasons why a person would want to be a leader. Explain what you know about a person who wants to become a leader." "PROMPT # 2: Write one or two paragraphs in which you explain what makes a good leader. Explain what you know about the characteristics of a good leader." "PROMPT # 3: Write one or two paragraphs in which you explain how good leadership affects the people being led. Explain how good leadership positively affects others." On the right side, a section titled "Write your response here:" contains a rich text editor with a toolbar (B, I, U, list, link, unlink, undo, redo) and a large text input area. A red callout box labeled "2. Student writes response" points to this input area. At the top right of the main content area, a red callout box labeled "3. Save response" points to the "Save" icon in the utility bar.

When students have completed their responses in the right window, they should click “**Save.**”

A message will show:



When the students click “OK,” they will be taken to the following information window:



## **TIER 2**

### **Purpose**

The purpose of the Tier 2 activity is to engage students in reviewing information that can be used to support their ideas presented in future Five-Tier activities (comprehend, identify-DOK-2).

Tier 2 includes several sources that provide information about the theme of the Five Tier Writing Assessment. The information is presented in texts, videos, charts, etc. This provides students opportunities to learn the value of researching a topic to enhance their ideas/conclusions about a theme.

The Tier 2 activity is NOT scored. The purpose is to get the students *THINKING* about the theme.

### **Directions**

The Tier 2 activity can be administered in two different ways:

- Students may take 20-30 minutes to review the sources.
- Students may take an entire class period to review and take notes about what they learn from the sources. They can use the notes the next day as they engage in Tier Three, when they will respond to an extended writing prompt.

Ask students to think about the main ideas of each source as they view them.

Let the students know that they will be able to refer back to Tier 2 as they write an essay later in the Five-Tier activity.

Tier 2 Sample

Tier 5 Writing (Leadership) (DOK: 1)

Line Reader Masking Full Screen Zoom Out Zoom In Save

1. Tier 2 Directions

TIER ONE - DOK 1 TIER TWO - DOK 2 TIER THREE - DOK 3 TIER FOUR

3. Select "Tier Three" when ready

DIRECTIONS:

Read the following sources about leadership. Then watch the short video that follows.

Source 1

2. Read sources, see videos, take notes

What is Leadership?

Most leaders are recognized by others... who is important. Therefore, many people dream of becoming a leader. These people believe leadership provides them... respect. Who are these people who want to be leaders?

Some people crave to be admired... leaders. They feel they somehow deserve recognition for being the persons they are. They often developed these feelings when... were little children. Perhaps this comes from seeing a variety of leaders on television, in the news, and in schools. They somehow... these leaders.

Not all leaders want... and recognition. Many of them see issues they truly believe they can help solve. They educate themselves about the issues and... plans that can help others. Through the encouragement of their friends, family, teachers, etc., they eventually pursue opportunities to... It is very important that people choose leaders who will be positive influences on others.

Source 2

What are the Goals of Leaders?

Leaders need to encourage others to do something positive. There are many types of leaders whom people might follow. The chart below describes three types of leaders.

Types of Leadership	Purpose
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### **TIER 3**

#### **Purpose**

The purpose of the Tier 3 activity is to provide students an opportunity to write an extended response to share their knowledge about the theme of the Five-Tier activity. They will be asked to respond to a writing prompt related to the theme of the Five Tier assessment (application, analysis, synthesis-DOK 3).

#### **Directions**

Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do.

**Read:** Write an essay in which you **discuss** the requirements and effects of good leadership. **Use the information** from the sources in Tier Two to **support** your ideas.

**NOTE:** *By locating the verbs within the above writing prompt, the students learn that they are to “discuss” the theme, “use information” to “support” their ideas.*

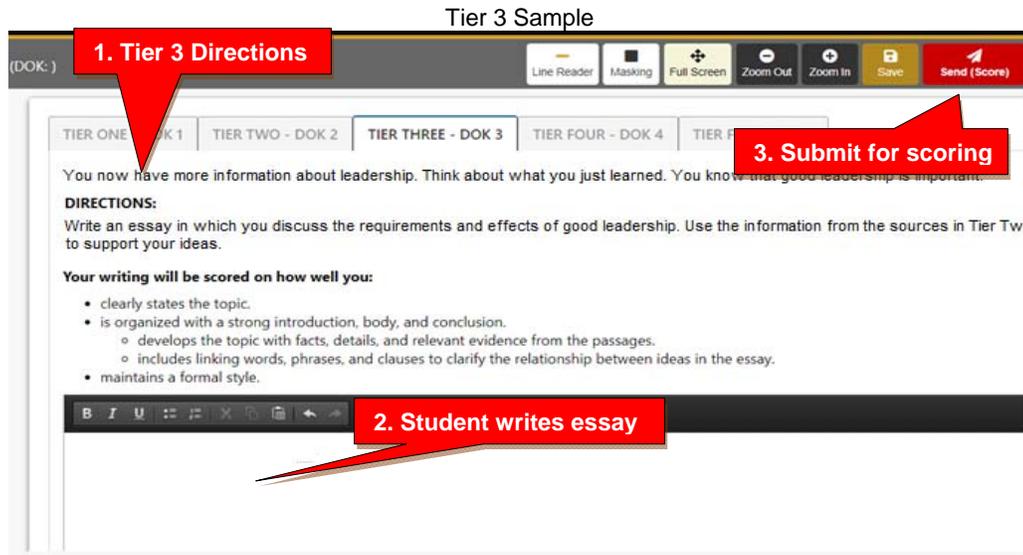
Tell the students to do their writing in the box provided at the bottom of the page. Tell them that if they get to the bottom of the box, it will get larger to accommodate their writing.

It is recommended that you read aloud the criteria of a well-written informational response, which is below the prompt to remind them of how it will be scored.

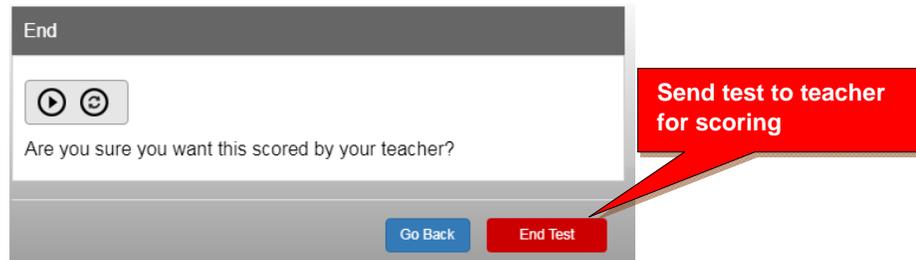
**Your writing will be scored on how well you:**

- Clearly state the topic,
- Organize your essay with a clear beginning, middle, and conclusion,
- Develop the topic with facts, details, and relevant evidence from the passages,
- Include linking words, phrases, and clauses to clarify relationships between ideas in the essay, and
- Maintain a formal style.

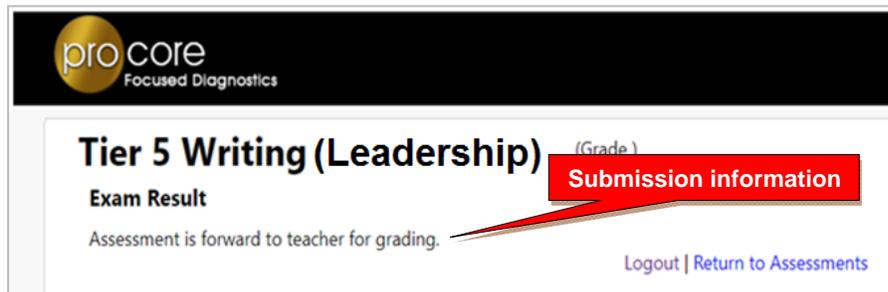
Most students need 20-40 minutes to complete the extended writing response. This depends on the level of students and the difficulty of the topic. For this reason, many educators take two class periods to complete a Five-Tier writing activity.



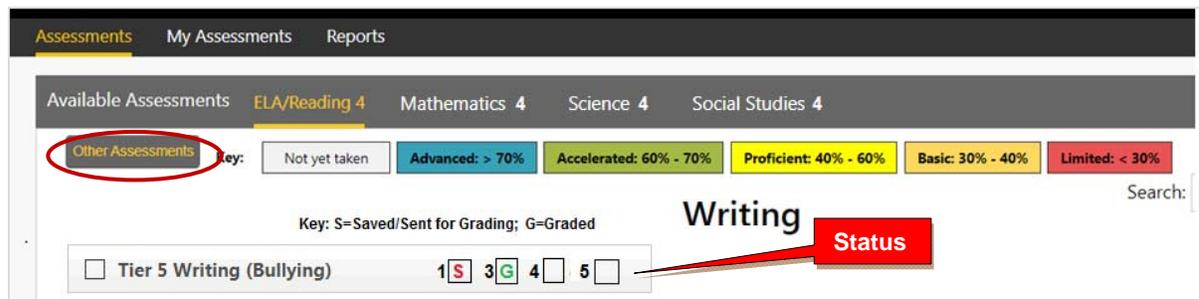
When students have completed their essay, they should click “**Send (Score).**” A message will show:



Selecting “End Test,” the student will see an information window that shows the essay has been sent to the teacher.



In the student's **Other Assessments** window, the 5TW assessment will show the status of the assessments **Saved** or **Sent** to the teacher and/or scored (**Graded**) by the teacher.



Writing scores are available to the student in the student's Report Card (*later below*).

### The Teacher Locates the Tier Three Writing for Grading

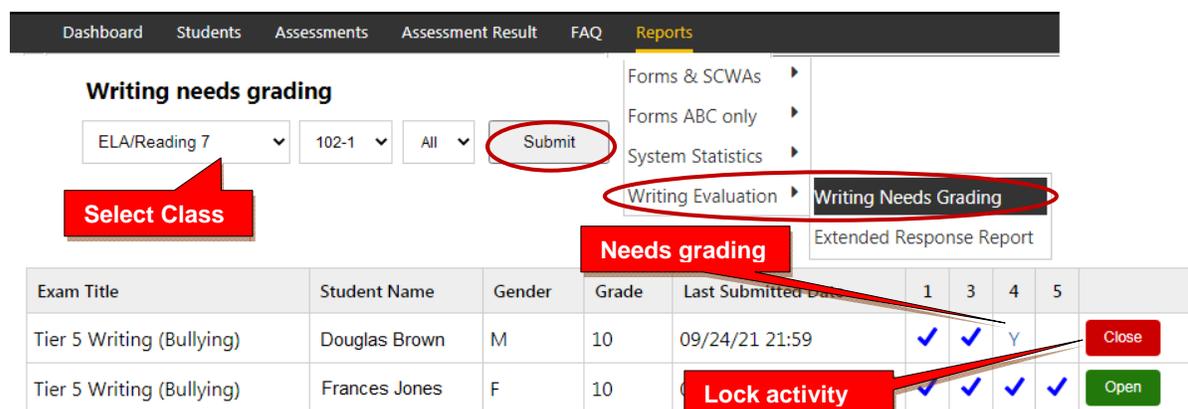
The teacher logs-in as usual (*see Section J of the Pro-Core User Manual*)

From the teacher's menu bar **Reports** tab, select ...

1. **Writing Evaluation**
2. **Writing Needs Grading**
3. Select the ELA Reading class, and
4. Click "**Submit**."

The 5TW title will appear along with the selected class list of students.

The tier 1 writing will show a *checkmark* if the student has saved it. A tier with a "Y" needs grading. To score each student's essay, click the "Y" under the tier#, and it will take you to the student's response.



The first response you see will be the student's response to "**Tier 1**." Tier 1 will not be scored. You may lock the student activity at any time by clicking the **Close** button. The button will change to **Open** if you wish to re-open the activity.

## Grading the Tier 3 Essay

The Tier Three written responses should be scored holistically. A score of 0-4 is given based on the criteria within the rubric that is included within the teacher’s view of the response.

When you click on the “Tier Three” tab, the Pro-Core rubric will appear on the left.

Tier 3 Scoring Page Sample

**1. Rubrics**

**4. Submit Score**

**2. Strengths -Weaknesses**

**3. Teacher Comments**

1. Once you have determined the score of the response, click on that Score on the rubric.

**Note:** Many essays may appear to be between two score points. When this happens, assign the score in which the essay mostly falls.

2. Select the essay Strengths and Weaknesses.

3. You may add Teacher Comments if you wish.

4. Click the “**Send (Student)**” button to save and submit the student’s score.

The following message will appear:

**Tier 5 Writing (Bullying)** (Grade )

Response is sent to student. **Submission information**

[Logout](#) | [Back to Writing Report](#)

## The Scoring Page Rubrics (*see above*)

Below are the available rubrics categories and scores for Tier Three. Written responses should be scored holistically. A score of 0-4 is given based on the criteria within the rubric.

<p><b>4</b> Effective</p>	<p><b>The writing <u>clearly</u> introduces the topic and</b></p> <ul style="list-style-type: none"><li>• <b>fully</b> develops <b>relevant</b> facts, <b>concrete</b> details, and <b>precise</b> references to sources.</li><li>• <b>purposefully</b> and <b>logically</b> organizes ideas, including a <b>satisfying</b> introduction and conclusion.</li><li>• uses <b>effective</b> transitions to clarify the relationships among ideas and concepts.</li><li>• <b>maintains</b> a formal writing style, includes a <b>variety</b> of sentence types, and contains <b>few, if any</b> errors in the conventions of written English.</li></ul>
<p><b>3</b> Adequate</p>	<p><b>The writing <u>adequately</u> introduces the topic and</b></p> <ul style="list-style-type: none"><li>• <b>adequately</b> uses <b>relevant</b> facts, details, and <b>general</b> references to sources to develop ideas.</li><li>• provides a <b>general</b> progression of ideas, including an <b>adequate</b> introduction and conclusion.</li><li>• uses <b>adequate</b> transitions to clarify the relationships among ideas and concepts.</li><li>• <b>mostly uses</b> a formal writing style; includes <b>some</b> sentence variety; contains <b>few</b> errors in the conventions of written English; errors do <b>not</b> cause confusion.</li></ul>
<p><b>2</b> Partial</p>	<p><b>The writing <u>partially</u> introduces the topic and</b></p> <ul style="list-style-type: none"><li>• uses <b>some</b> facts, details, and references to sources to develop ideas.</li><li>• <b>partially</b> organizes ideas; includes a <b>brief</b> introduction and/or conclusion;</li><li>• uses <b>some</b> transitions to clarify the relationships among ideas and concepts.</li><li>• <b>partially</b> uses a formal writing style; includes <b>few</b> sentence types; contains <b>many</b> errors in the conventions of written English; errors <b>may</b> cause confusion.</li></ul>
<p><b>1</b> Minimal</p>	<p><b>The writing <u>minimally</u> introduces the topic and</b></p> <ul style="list-style-type: none"><li>• uses <b>few</b> facts, details, and references to sources to develop ideas.</li><li>• <b>minimally</b> organizes ideas; includes a <b>limited</b> introduction <b>or</b> conclusion.</li><li>• <b>may lack</b> transitions to clarify the relationships among ideas and concepts.</li><li>• uses an <b>inconsistent</b> writing style; lacks consistent control at the sentence level; <b>may</b> contains <b>several</b> errors in the conventions of written English; errors <b>may</b> cause confusion.</li></ul>

<b>0</b> No Credit	<p><b>The writing <u>fails to</u> introduce the topic and</b></p> <ul style="list-style-type: none"> <li>• <b>fails to</b> use facts, details, and references to sources to develop ideas.</li> <li>• <b>fails to</b> organize ideas and <b>lacks</b> an introduction and conclusion.</li> <li>• <b>fails to</b> use transitions to clarify the relationships among ideas and concepts.</li> <li>• <b>fails to use</b> a formal writing style; <b>lacks</b> control at the sentence level; contains <b>many serious</b> errors in the conventions of written English; most errors cause confusion.</li> </ul>
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These options are listed at the bottom of the rubric.

OFF TOPIC	Fails to address topic at all	Mostly Copied	Most of the essay is copied from the passages	Blank	No response is given
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When reading a response, an overall **strength or weakness** of the response may be obvious. When this happens, the teacher can check of the appropriate box which is located at the end of the rubric. Check off as many boxes that are appropriate. (*see below*)

ESSAY STRENGTHS	ESSAY WEAKNESSES
<input type="checkbox"/> Development <input type="checkbox"/> Organization <input type="checkbox"/> Use of Transitions <input type="checkbox"/> Writing Style <input type="checkbox"/> Conventions of Written English	<input type="checkbox"/> Development <input type="checkbox"/> Organization <input type="checkbox"/> Use of Transitions <input type="checkbox"/> Writing Style <input type="checkbox"/> Conventions of Written English

At the end of the Five-Tier assessment, the number of boxes checked will be on the teachers Writing Report. This information is valuable in that it can be used to enhance instruction.

### The Teacher’s Extended Writing Report

The teacher logs-in as usual (*see Section J of the Pro-Core User Manual*)

From the teacher’s menu bar **Reports** tab, select ...

1. **Writing Evaluation**
2. **Extended Response Report**
3. the ELA Reading class
4. the 5TW topic, and
5. Click **“Generate Report.”**

The 5TW title will appear along with the selected class list of students.

Below is an example of the report generated:

Student Name	Writing Score	STRENGTHS					WEAKNESSES				
		Development	Organization	Use of Transitions	Writing Style	Conventions of Writ/Enq	Development	Organization	Use of Transitions	Writing Style	Conventions of Writ/Enq
Brown Dick	2 1 2 Partial			✓					✓		

Teacher class totals are shown at the bottom of the class report.

## TIER 4

### Purpose

The purpose of the Tier 4 activity is for students to draw conclusions and analyze what they learned about the topic. To be successful, they must synthesize the information into a plausible conclusion (analysis, draw conclusions-DOK 3) about what they have learned about the topic.

### Directions

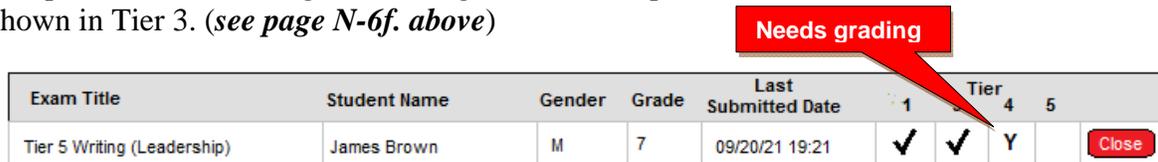
Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Three prompt). They should be given approximately ten minutes to respond to this prompt.

Tier 4 sample

When students have completed their response, they should click “**Send (Score).**” As in Tier 3, a message will show that the writing has been sent to the teacher. (*see page N-5f. above*)

### Locating and Grading the Tier 4 Responses

The procedure for finding and scoring the Tier 4 response is the same for the teacher as shown in Tier 3. (*see page N-6f. above*)



Exam Title	Student Name	Gender	Grade	Last Submitted Date	1	2	3	4	5
Tier 5 Writing (Leadership)	James Brown	M	7	09/20/21 19:21	✓	✓		Y	<a href="#">Close</a>

If the student has submitted a response, a “**Y**” will show under Tier 4. Clicking on the **Y** will take you to the student’s response under the Tier Four tab.

The scoring guide/rubric will appear to the left of the student’s response. Click on the response’s score on the rubric as you did in Tier 3. (*see page N-7f. above*)

Below are the available rubrics categories and scores for Tier 4. Written responses should be scored holistically. A score of 0-2 is given based on the criteria within the rubric.

## Tier 4 Scoring Guide

### SCORE POINT 2

**Accurately** responds to the prompt.

**Effectively** supports ideas with **relevant** examples/details.

### SCORE POINT 1

**Provides minimal** statements related to the prompt.

**Fails to** support ideas with relevant examples/details.

### SCORE POINT 0

**Fails to provide, or partially provides** statements related to the prompt.

**Fails to** support ideas with relevant examples/details.

## TIER 5

### **Purpose**

The purpose of the Tier 5 activity is for students synthesize what they learned into a paragraph about how the writing process used in the Five Tier activities can be used the next time they write an informational or argumentative essay. *To be successful, they must evaluate the value of the steps taken to help them produce a writing response* (evaluate-DOK 4).

## Directions

Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Four prompt. They should be given approximately 10-15 minutes to respond to this prompt.

Tier 5 sample

Tier 5 Writing

1. Tier 5 Directions

Line Reader Masking Full Screen Zoom Out Zoom In Save Send (Score)

TIER ONE - DOK 1 TIER TWO - DOK 2 TIER THREE - DOK 3 TIER FOUR - DOK 3 TIER FIVE - DOK 4

Write a paragraph explaining what you learned about

- bullying.
- how to support what you are writing.
- what you will do next time you write an information essay.

2. Student writes response

3. Submit for scoring

When students have completed their response, they should click “**Send (Score)**.” As in Tier 3, a message will show that the writing has been sent to the teacher. (*see page N-5f. above*)

## Locating and Grading the Tier 5 Responses

The procedure for finding and scoring the Tier 5 response is the same for the teacher as shown in Tier 3. (*see page N-6f. above*)

Exam Title	Student Name	Gender	Grade	Last Submitted Date	1	3	Tier 4	5	
Tier 5 Writing (Leadership)	James Brown	M	7	09/20/21 19:21	✓	✓	✓	Y	Close

Needs grading

End activity

If the student has submitted a response, a “**Y**” will show under Tier 5. Clicking on the **Y** will take you to the student’s response under the Tier Five tab.

The scoring guide/rubric will appear to the left of the student’s response. Click on the response’s score on the rubric as you did in Tier 3. (*see page N-7f. above*)

Below are the available rubrics categories and scores for Tier 5. Written responses should be scored holistically. A score of 0-2 is given based on the criteria within the rubric.

## Tier 5 Scoring Guide

### SCORE POINT 2

**Accurately** responds to the prompt.

**Effectively** supports ideas with **relevant** examples/details.

### SCORE POINT 1

**Provides minimal** statements related to the prompt.

**Fails to** support ideas with relevant examples/details.

## **SCORE POINT 0**

**Fails to provide, or partially provides** statements related to the prompt.  
**Fails to support** ideas with relevant examples/details.

### **Ending the 5TW Assessment Activity**

You may *end* the 5TW student activity at any time by clicking the **Close** button. This will prevent students from changing their final response after it has been scored. The button will change to **Open** if you wish to re-open the activity.

### **The Student's Report Card**

Students log-in as usual (see *Section L of the Pro-Core User Manual*)

From the students' menu bar **Reports** tab, they select ...

1. **Report Card**
2. their ELA/Reading class
3. **Writing**
4. Click "**Generate Report.**"

Assessments My Assessments **Reports**

**Report Card** Standards Detail  
Report Card

102 ELA/Reading 7 Writing Standards  Include all subjects

Generate Report Select Class Select Writing

Keys:  = Completed  = Incomplete  
Tier 3: 4 = Effective; 3=Adequate; 2=Partial; 1=Minimal; 0=No Credit  
Tiers 4 & 5: 2=Good; 1=Satisfactory; 0=Unsatisfactory

Pro-Core Student Report Card Scores

Smith Jeremy (233000)

Exam Title	Subject	Tier Scores			
		1	3	4	5
- Tier 5 Writing (Leadership)	ELA/Reading 7	✓	4	2	X
T3 Teacher Comment:					

The student report card shows the status and/or scores in each tier.

## Suggested Extended DOK 4 Activities

Students are put into group, and each group is given a task that relates to the theme of the Five-Tier activity. The groups are asked to perform any one of the following tasks:

- Create a poster that includes one word and a sentence that expresses the main idea of the theme. They **MUST** do further research about the theme, and they should add two or three sentences at the bottom of the poster that relates to the **new** information they found. The poster should include at least **ONE** visual. The purpose of the poster would be to educate others about the theme.
- Conduct a survey about the theme that includes four or five questions. Survey approximately 25 students who are not in the class. They can record or video tape it, or they can hand a paper copy to the students and ask them to respond in writing. Then, have the group create a chart or graph that shows the responses. Then, they should report their findings and their conclusions to the class.
- Create a talk show in which they 1) research the theme for new information, 2) stage a make-believe talk show in which there is a host and two or three guests, 3) interview the guests about the theme, 4) draw conclusions about what they heard during their interviews. The talk show could be performed in front of the class.
- Make a video that includes students as they respond to the theme. The group must do further research to discover **new** information about the theme. This information should be addressed in the video. The group should assume the audience would be other students. Its goal would be to educate others about the theme.
- Locate three or four new pieces of information about the theme from further research. Have each person present one of the new findings to the rest of the class. Each presenter must create a visual (a chart, poster, etc.) to support their ideas.

## Future Five-Tiered Writing Assessments

In the future, Pro-Core will provide more five-tiered writing assessments in English-language arts, social studies, and other disciplines. The assessments will vary according to theme and/or content.

In English-language arts, there will be two types of five-tiered writing assessments. One will ask students to write informational pieces, and the other one will ask students to write argumentative pieces.

In social studies, the passages will focus on various content areas covered during instruction.

Contact Ben Hemingway for more information: [Hemingway@pro-core.us](mailto:Hemingway@pro-core.us)