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CUNY Curriculum Revision Project

Bottleneck in High School English: Conceptual Understanding in Writing

Writing is a core aspect of multiple required high school classes, yet students' writing does not sufficiently improve over their high school years. According to the most recent data from the National Assessment of Educational Progress, approximately 75% of 12th graders are not proficient in writing. The reality of this statistic has been reflected by my students' experience in AP Language and college classes; although the majority of the Energy Tech students passed the English Regents with a "college-ready" score (75 or above), they struggled in college level classes. Clearly, students are experiencing a bottleneck in achieving proficiency in writing.

After analyzing past English Regents data and collecting our 2018 baseline data, the Energy Tech High School English Department realized one of the weakest points in writing was the organization, style, and coherence aspect of the argumentative essay rubric. Through examining student work, it was determined that "organization, coherence, and style" would be a high leverage area for the improvement of student writing. [See Appendix A, 2018 baseline data charts] Related to this aspect of writing, we determined that an improved conceptual understanding of the task, text, purpose, and audience of writing would allow for students to grow in their pre-writing process, better focus revisions, think more deeply, and create their own system of writing organization that they could transfer to other tasks independently. [See Appendix B, Conceptual Understanding in Writing, Rubric]

Ideas presented in the students' essay are frequently jumbled and unclear. Paragraphs mention multiple seemingly unconnected ideas briefly, with no extended discussion of how or why the writer believes the points connect. In most student writing an argument is related rather than built; there is no

clear flow to the ideas, and that progression is what often separates acceptable writing from exceptional writing.

Students often think that essays have a required number of paragraphs, with a set number of sentences per paragraph. They believe that organization exists solely in transition words and in meeting the teacher's expectations about paragraph amount and page number. They resist pre-writing and revision strategies, and instead aim to write "perfectly" the first time. This means that students are not thinking of writing as a conversation, one that evolves, and has a different structure to suit purpose and audience. They conceive of writing as a box to be checked.

Based on the colleague interview process in the CUNY Curriculum Revision Project, which prompted an examination of my own process, I have come to believe that writing organization and flow suffers because of a lack of time and conceptual planning and thought before writing. The majority of the work of writing is recursive, and it begins before your pen hits the page. Considering my own process more deeply, I recognized that I undergo many steps *before* writing. Yet most of my students immediately begin to write, without undergoing any of this preparation or thinking. The steps I take include reading and rereading the prompt, developing areas of research or evidence I need to find before starting to answer the prompt, reflecting on the genre of the assignment and the likely expectations of the reader, examining model texts (if available), and creating an outline or plan specific to the task.

A lifelong culture of test prep has over-emphasized drafts as finished pieces of writing work. Students skip the thoughtful pre-writing steps because they often write in stressful, timed situations with little time to plan and no opportunity to rewrite or start over if desired. On the English Regents students are graded on drafts of two essays, written in pen (a test requirement). There is not the time, space, or expectation for much planning or revision. These testing essays are heavily emphasized in our

high school English curriculum in order to help students perform well on these important exams, but I have come to recognize that this over-emphasis negatively impacts their writing organization and flow, and above all, their conception of writing itself.

A conceptual understanding of the task allows students to take stock of everything they have and anything they will need to complete the assignment. In developing a thorough understanding of the assignment, students will be able to then more successfully organize their thoughts, address potential deficits, and bring in new insights during the organizational or pre-writing stage. More work on this stage of writing will lead to papers that are less formulaic, avoid the pitfalls of circular reasoning, and are more expressive of the writer's voice. This skill, once developed in high school courses, is easily transferable to their college English experience, where students are not provided with the same types of scaffolds they often receive in high school. The independence found in the ability to break down a task and organize what one needs is vital to success in writing.

In a desire to help students be successful on the test, we created a curriculum that too frequently asked students to write without thinking. In adapting curriculum, the question was, how do we add thinking back to the writing curriculum? Unfortunately, there are no clear-cut steps to create enhanced conceptual understanding in writing, nor is it an easy topic to assess. For this reason, I took a three-pronged approach to improve students' conceptual understanding in writing. Each part of this approach was designed to bridge the gap between the students' thinking and their writing, so their writing pieces would be more coherent and organized.

First, I embedded writing questions more throughout units, so each day's lesson, reading focus, and questions were building students' deeper understanding towards a writing piece over time. I also started to assign "freewrites" related to these topics, making it clear to the students that to "freewrite" was to write in order to elicit ideas, and it would not be assessed. When possible, I revised my

curriculum to give students more interesting assignments, and more choice in their writing assignments, so that they would have more investment in creating their writing piece. For example, in April of this year, after giving students an assignment sheet with three choices, all requiring synthesis of multiple class texts, I told them to pick their option and freewrite about it for five minutes only. When the five minute timer went off, many students wanted to keep writing. [see Appendix C for revised assignment options, and Appendix D for a student freewrite example] Allowing students to enter into the writing process in a low-stakes manner helped them access more ideas. Afterward students reported that this helped them go from feeling overwhelmed at the task and reluctant to do it to having an idea they wanted to pursue.

In addition to making the essay topic ideas more present in class, I added more think-alouds, more models of writing, more examples of revision, and more planning strategies for writing to my curriculum. These aspects were meant to reinforce the idea that writing is a process, and to create an expectation that writing pieces should be planned and revised. For example, when I assigned the culminating project mentioned previously (in Appendix C), I also provided students with three possible outline methods. [see Appendix E for outline examples made available to students] I then created two due dates for writing, one for the outline, and another for the essay. That way students would be required to do pre-writing work, and they would have a chance to receive feedback on their conceptual planning. I also modeled for the students the development of my own writing on the task, so they would fully recognize that even proficient writers must plan and revise to write effectively. [see Appendix F for my own example]

The final method I used to improve students' conceptual understanding of writing was to change my method of providing feedback. Previously, at the end of an assignment I would provide feedback regarding something the student did well and something they needed to improve on their

writing work, along with a rubric grade. However, I found this to be a relatively ineffective process. Many students would quickly examine their grade and then put their essay aside, not bothering to even read the comments I'd spend time crafting. If they did read them, it was unlikely they would fully recall the feedback when they received another writing assignment later in the unit.

This year I increased the time spent working on each major writing assignment in class, on average from one 90 minute class for writing an assessment to four 90 minute classes for mini-lessons and workshopping an assessment. In this time, the other teachers I work with and I conferenced with every student in the class about their writing work, to provide in-the-moment feedback, to address questions and misconceptions, and to motivate them to work more. In the conference, I asked students to reflect on their goals for this assignment, and I asked what they needed help with on their writing. These conversations were opportunities for students to take more ownership of their writing, and to motivate them to write more and care more about expressing their unique ideas. I kept a spreadsheet of the conferences so that over the course of the year, I had a record of what that student was working on and what feedback I had provided. [see Appendix G for conference sheet example] These conferences helped me assess the needs of the class and I was able to design mini-lessons based on this data to target students' needs in my teaching.

After the most recent essay was due, I gave students an anonymous "Writing Process Survey" to gather their thoughts on outlining and writing work. The vast majority of students responded positively regarding the outline assignment. [see Appendix H for all their responses regarding the outline assignment] For example one student said, "It helped me have a set idea for what I wanted to write in my essay instead of aimlessly staring at the paper without a clue of what I should write. I felt more prepared and found it much easier to have an outline because it was just copying and pasting while adding context and analysis." The outline required their thesis and evidence, which made the task of

actually writing the essay more manageable for students. It also gave me an opportunity to check the student's thinking before they moved to the next stage in writing. I prioritized conferences with those students who submitted outlines with weak theses. The usefulness of the outline was reinforced by a student who said, "This really benefited me in creating or rewriting my thesis so it would be stronger. I originally had simple thesis at the beginning. But when there was time to conference with the teacher it really was clear what I needed to do." By requiring an outline and implementing conferences in tandem, students have begun to shift their perception of writing from a one-step process to a multi-step process.

As of January 2019, there was growth in the students' writing in coherence, organization, and style, suggesting an enhanced ability to conceptually understand the writing task. Our midpoint English Regents data showed an increase in student performance on the Coherence, Organization, and Style rubric component of the Part 2 Argumentative Essay for a gain of approximately half a point; this pushed the average score on the Coherence aspect of the rubric from 2.5 to 3.1 in grade 9 and from 3.15 to 3.68 in grade 10. [see Appendix I for data chart] Of course, the students' growth in this aspect needs to be measured by more than the English Regents. True improvement in conceptual understanding would be shown by the development of the students' own identity as writers, and by their success in future written expression.

Engaging in the CUNY Curriculum Revision Project has been transformative, and dovetailed well with the work my English Department was doing. As an English Department we determined a need to work on "organization, coherence, and style" but this program helped give me a lens and space for reflection to determine how best to approach that work. The session in which we did the Interview Protocol around decoding expert thinking led to a key epiphany regarding the conflict between the process I undergo and the process required by the test-prep writing demanded of students. This led to

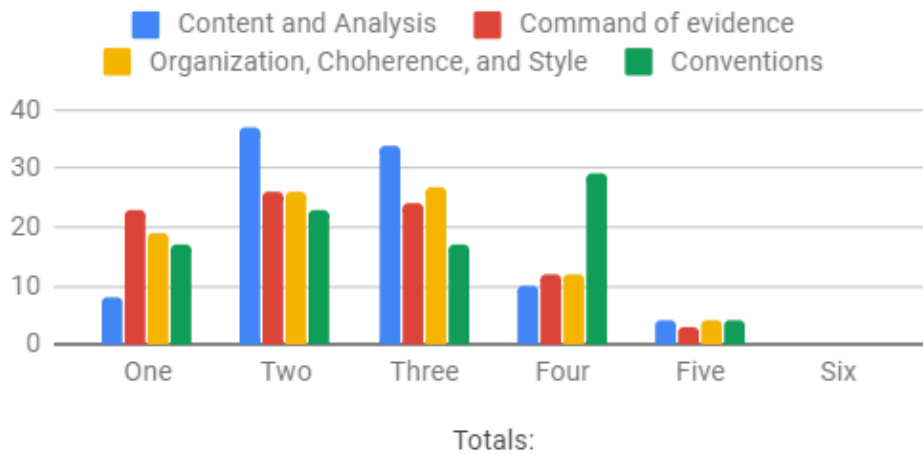
the major curriculum changes and drives me to change things more on a schoolwide level. This realization did, however, increase my resentment of the test prep educational climate. The curriculum gap between the deep thinking we desire on a college level and the rapid thinking we demand in a testing environment is an issue writ large through my 10th grade English curriculum. To truly serve our students, we should examine the larger educational climate and the way it measures and quantifies thinking in a manner that creates a bottleneck for college achievement.

Appendix A

Energy Tech High School Part 2 Argumentative Essay English Regents Data, 2018:

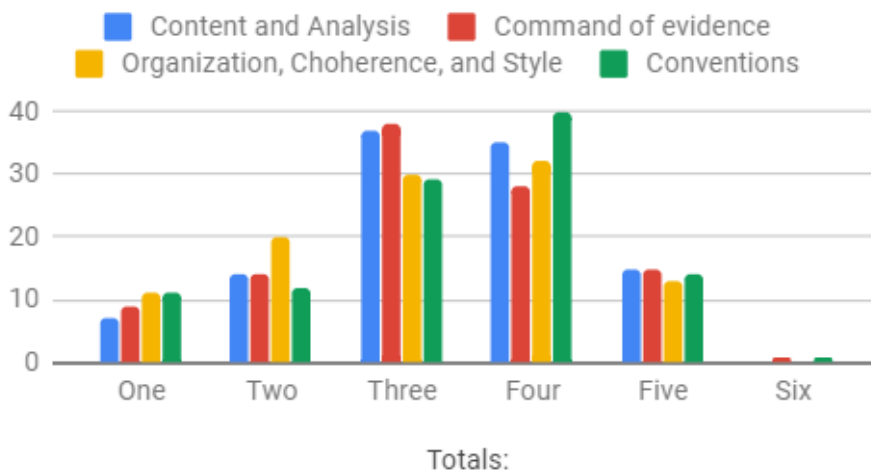
ELA Benchmark Data:

Content and Analysis, Command of evidence, Organization, Choherence, and Style and Co...



9th Results- Benchmark (above)

Content and Analysis, Command of evide...



10th Results- Benchmark (above)

Appendix B

Conceptual Understanding in Writing, Rubric

Competencies	Proficient/ Distinguished	Meets Standards	Developing	Unacceptable
Task Comprehension	The writing piece accurately and insightfully responds to the prompt, demonstrating a comprehensive and thoughtful understanding of the question and the expectations for the assignment	The writing piece accurately responds to the prompt, demonstrating a clear understanding of the question and the expectations for the assignment	The writing piece responds to the prompt, with some misunderstandings of the question or prompt that do not significantly hinder the development of the assignment	The writing piece attempts to respond to the prompt, but with clear misunderstandings that inhibit the development of the assignment
Structural Decisions	The structure of the writing piece fits the task appropriately and logically. Structure choices are adapted to individual style and enhance the goal of the writer and assignment.	The structure of the writing piece is deliberate and supports the overall goal of the writer and the assignment.	The structure of the piece of writing is formulaic and undeveloped.	The writing piece appears to have no deliberate structure, hindering the overall goal of the writer and assignment.
Thesis Development	The thesis is developed using a variety of explicit and implicit reasoning that ties together multiple perspectives and reveals the student's beliefs about the topic.	The thesis is developed using both explicit and implicit reasoning that ties together multiple perspectives.	The thesis is shallowly developed using explicit reasoning.	The paper contains a thesis statement. The thesis that is provided answers/addresses the task as a "yes or no" style question.
Cohesiveness	The paper continually provides background information that goes beyond a restatement/rephrasing of the task and reinforces a clear thesis, present throughout the body of the paper.	The paper provides some background information, usually found in the introduction, that may be a rephrasing of the task and leads the reader to a clear thesis, present throughout the body of the paper.	The paper provides some background information, usually found in the introduction, that is a simple restatement of the task. There is a thesis present, but it may not be discussed throughout the body of the paper.	The thesis is not discussed past the introduction. There are no clear reasons provided, either explicit or implicit, and little development of this idea through the body.

Rubric developed by Energy Tech English Teachers, Julie Edmonds and Ariana Radcliffe. Reviewed by Art Teacher, Alex Anastas, who helped us to break down categories further and clarify language (and adjust spacing).

Appendix C

Revised Assessment Options for 10th Grade Unit

Night Unit, Ongoing Major Assessment

Essay OUTLINE due April 12

FINAL ESSAY Due April 18th, *Turned In* on Google Classroom

TASK	Expectations
<p>Option 1: Research North Korea. How do elements of the current North Korean totalitarian regime reflect aspects of one of our prior texts (<u>Lord of the Flies</u> or <u>Fahrenheit 451</u>) and our current text, <u>Night</u>?</p>	<ul style="list-style-type: none"> ● Write in essay format (introduction, body paragraphs, counterclaim paragraph optional, conclusion) ● Research North Korea using at least 2 reliable sources ● Write an introduction that gives context and contains a thesis connecting North Korea and the governing forces in 2 of our 3 texts using “because” “but” or “so” to make thesis complex ● Use at least 4 pieces of evidence overall ● Cite your sources in MLA format (see back of this page) ● Heading should include name, date, class ● Paper should be in 12 point Times New Roman font, double-spaced
<p>Option 2: Trace the symbol of fire through all three of our class texts, <u>Lord of the Flies</u>, <u>Fahrenheit 451</u>, and <u>Night</u>, comparing and contrasting the symbolic nature of fire in all three books.</p>	<ul style="list-style-type: none"> ● Write in essay format (introduction, body paragraphs, counterclaim paragraph optional, conclusion) ● Create a complex thesis using “because” “but” or “so” regarding the symbolic nature of fire in the three main books we’ve read this year in English ● Cite direct textual evidence from all 3 books to support your thesis ● Cite your sources in MLA format (see back of this page) ● Heading should include name, date, class ● Paper should be in 12 point Times New Roman font, double-spaced
<p>Option 3: Relate one of the poems we have looked at, either “We Wear the Mask” by Paul Lawrence Dunbar or “No Man is an Island” by John Donne, to our three class texts, <u>Lord of the Flies</u>, <u>Fahrenheit 451</u>, and <u>Night</u>. How does the central idea from the poem connect to themes from our class texts?</p>	<ul style="list-style-type: none"> ● Write in essay format (introduction, body paragraphs, counterclaim paragraph optional, conclusion) ● Create a thesis using “because” “but” or “so” that connects the central idea of the poem you selected and the three books <u>Lord of the Flies</u>, <u>Fahrenheit 451</u>, and <u>Night</u> ● Cite direct textual evidence from the poem and all 3 books to support your thesis ● Cite your sources in MLA format (see back of this page) ● Heading should include name, date, class ● Paper should be in 12 point Times New Roman font, double-spaced

Appendix D, Student Freewrite Example

Jonathan J

I want to go for option 1
bc learning about the conflict
is NK is refreshing & interesting. However
the hard part is relating it 'Lord of the
Flies' in my opinion. I can make
similarities with might bc they're
both authoritarian. Maybe I could make
a connection with how certain people
like the North Koreans are power
hungry people whom are willing to
destroy or cause cause to benefit
their power. Lot F shows ~~the~~ a
similar aspect involving good
people who turn corrupt for the
necessity of power & survival.

Appendix E

3 Outline Possibilities (or you could create your own!)

Option A:

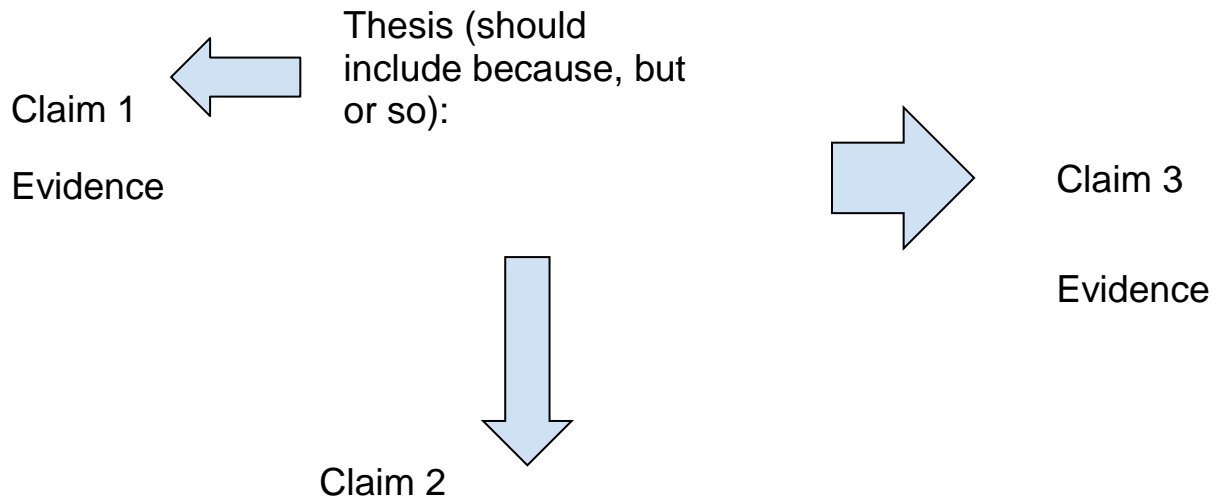
- I. Introduction
 - A. Hook
 - B. Introducing Texts
 - C. Thesis (should include because, but, or so)
- II. Claim 1
 - A. Context
 - B. Evidence
 - C. Analysis
 - D. Evidence
 - E. Analysis
 - F. Link
- III. Claim 2
 - G. Context
 - H. Evidence
 - I. Analysis
 - J. Evidence
 - K. Analysis
 - L. Link
- IV. Claim 3
 - M. Context
 - N. Evidence
 - O. Analysis
 - P. Evidence
 - Q. Analysis
 - R. Link
- V. Conclusion
 - A. Emphasize (repeat your main points)
 - B. Synthesize (bring your ideas together in a new way)
 - C. Be Wise (leave your reader with a big idea)

Option B:

THESIS (should include "because", "but", or "so")	
CLAIM 1	
Evidence:	
CLAIM 2	
Evidence:	
CLAIM 3	
Evidence:	
CONCLUSION Emphasize Synthesize Be Wise	

Option C:

Texts/ Topic Background:



Appendix F

Option B:

<p>THESIS (should include “because”, “but”, or “so”)</p>	<p>The poem “We Wear the Mask” reveals the conflict between the external and internal self, and the way in which people must uphold a fake self to deal with the world. This issue is at the heart of the texts <u>Lord of the Flies</u>, <u>Fahrenheit 451</u>, and <u>Night</u>; the protagonists in these difficult circumstances must create false exterior selves to protect themselves, but these “masks” can have detrimental consequences.</p>
<p>CLAIM 1</p>	<p>Ralph creates a false self because he cannot indulge his emotions regarding his terrible circumstances, but this prevents him from forming deep connections.</p>
<p>Evidence:</p>	<p>His initial careless reaction to being on the island</p> <p>The final scene where he is weeping about Piggy and the end of innocence</p>
<p>CLAIM 2</p>	<p>Guy Montag lives as a false self because the technology and censorship in his society doesn’t allow him to be realize how he feels until he meets Clarisse, someone real.</p>
<p>Evidence:</p>	<p>Quote about his smile melting away like a candle- he realizes he’s actually sad, and so is Mildred (attempted suicide)</p> <p>Part about Beatty explaining about society and what it has become- and how it doesn’t allow for thinking</p>
<p>CLAIM 3</p>	<p>Elie Wiesel’s hellish experience in the camp causes him to lose everything, even his self- the “mask” indicates he splits his mind from his body, as needed for survival</p>
<p>Evidence:</p>	<p>Quote about being “masters of the universe” (87)</p> <p>Final words at the end, looking in the mirror at “corpse” (115)</p>
<p>CONCLUSION Emphasize Synthesize Be Wise</p>	<p>To cope with reality, often people must wear a mask- they have a fake self to deal with a hard situation. The masks people create are an intentional form of protection, and are often effective, but they can have detrimental effects on the individual. These books provide a warning to readers; if you wear a mask too long, it can become indistinguishable from your “real” self.</p>

Appendix G Conference Spreadsheet Example

Initial Conference Date	Conference Topic	Wants to discuss	Conference next class: date/ anything we should discuss	Second Conference Date	Conference Topic	Wants to discuss/ comments	Conference Topic
12/5	introduction, themes	adding in themes to intro	analysis	2/11	great quotes- don't be afraid to go deep on analysis, talked about conclusion steps	4/15	confused on compare/contrast idea- also how to "be wise" in conclusion
12/10	don't bring in outside info; structure body paragraphs more intentionally	introduction structure	thesis	2/11	structuring more concrete evidence	4/17	thinking through big ideas and message of paper- strong on evidence and thesis
12/7	introduction should give thesis more clearly, body paragraph includes counterargument; separate them	connecting claims in body paragraphs, need help with articulating ideas in body paragraph 1	analysis	2/11	add context before quotes; take challenge option- connect to today	4/17/2019 ms H	organization, purpose of intro and conclusion, difference between concept, general theme and detail
12/5	introduction and themes		evidence selection	12/12	body paragraphs contain conflicting evidence; have a claim with supporting evidence only.	will come for lunch tutoring	2/12 Mr. L left comments
	(absent)		X				
12/10	formatting issues, strong intro	counterclaim and rebuttal	show mentor text	4/15	make thesis more complicated		
	great zooming in; needs to connect it more to book and add in more evidence in body	how not to be repetitive in claims and			add context; move away from "phrases such as"		great evidence and thesis for outline- take the "be wise" part of conclusion further

Appendix H
Writing Process Survey Results

Survey Question: In the *Night* synthesis essay, you were required to submit an outline before a paper draft. How did creating an outline before writing the essay influence your writing process?

The outline helped me find evidence beforehand to have a better flow between paragraphs it helped me in some ways but at the same time I felt like it was a lot of writing and thinking that I had to put into it but it was helpful

It was the essay before the essay was the essay, if that makes sense. The outline is the guide to the essay.

Not much sometimes I do it to convince myself it is not much so I don't crack under pressure.

It was nice to have a physical document to go back to while writing the essay. It made it a bit easier.

it influenced my writing process by it gave me evidence and which order I was supposed to put the evidence.

It let me expand my ideas

It confused me

Creating an outline before writing the essay helps influence my writing process because it allows me to get a sense of what I will be writing and help me organize my essay better to get the best grade possible.

It allowed me to organize my thoughts and know exactly what I want to write about.

It influenced it by being able to know accurately and not having to think about it as a I was writing it. It gave me a guide to go from which made the writing process overall easier.

It helped me have a set idea for what I wanted to write in my essay instead of aimlessly staring at the paper without a clue of what I should write. I felt more prepared and found it much easier to have an outline because it was just copying and pasting while adding context and analysis.

It helped me have basically the main idea of what I was going to write and helped organized my thoughts.

It helped me visualize my essay before writing it.

It like influenced my writing by knowing some of my mistakes and improving the writing

It's easy because when you write you know what to write in full sentence you can tell the purpose about it .

It influenced my writing process by helping me organize my ideas and know where to start in my essay. Also it allows me to use it as a guide if I get confuse since my initial thoughts were written there.

I made my claims and found evidence to support

We created an outline to help us with our essay. Personally, I always create a draft outline because it helps me write my essay. Writing an outline influenced my writing process by knowing what I was going to write so I just assembled everything into paragraphs which saves time. Its basically like a draft for your essay.

It made the essay much easier to right.

It made it an easy flow and timeline of what I want to put, where I want to put it.

It helped me to organize my ideas before writing so I can plan my essay easier.

It influenced my writing in every single aspect of the essay. I just elaborated a bit more.

This really benefited me in creating or rewriting my thesis so it would be stronger. I originally had simple thesis at the beginning. But when there was time to conference with the teacher it really was clear what I needed to do.

It helped me because all I did after was put it all together since I had all the evidence and just need the analysis to add.

Survey Question: When you receive a new writing assignment, what steps do you take BEFORE you start writing?

I think about what im gonna write in my head nothing else

I gather all the evidence that I'm going to use just because it makes it easier for me

Read instructions then create an outline.

Whine about it but then start thinking of what I'm going to write about and make sure I understand the prompt

I usually try to start drafting once I get the assignment, and in most cases that causes me to turn in essays days before due dates. Recently, however, I haven't done this as often.

I make sure I have all my evidence for each paragraph

I analyzed the text

Nothing

When I receive a new writing assignment I usually just read he question and forget about the outline, I just go straight into the essay. In class if it is mandatory for the outline then I will create an outline.

I usually just try to find evidence.

Create an outline, making a thesis, gather important information, refer back to the text and search for important things that may be valuable to my writing.

Read the prompt and the rubric to see what I should be writing.

I usually write down my claims, my thesis and my evidences so I know what I will write .

Gathering evidence

Looking for evidence and quotes relating to the main idea

Choose the thesis or find central ideas you writing about

First I will brainstorm ideas and think of ways to organize the essay. Also look back at the worksheets that were given in class and then see other assignments to see what I do good in and what I don't do good in.

I think of my thesis and what pieces of evidence i can use to support it

I always create an outline of the evidences I will be using for my paragraphs and I also write the elaboration/analysis. Also, I make sure I have a stable claim.

I first try to set aside a clear claim then find pieces of evidence to support it.

Look for what is moderately needed to pass and work harder from there.

I plan on what I have to do. For example, look at the documents, take a central idea from each document and gather evidence. Once I've gathered the central idea's, I make a thesis and plan my claim and paragraphs.

I ussaully start to highlight evidence that will help my claim during the essay.

I sometimes look at the rubric and read the prompt. Most importantly I answer the prompt and then find evidence throughout the passage or text.

Do some research and find evidence that would go with the assignment

Survey Question: What do your teachers need to do to help you to become a better writer?

Make me do outlines

help me improve with my analysis

N/A

Continue giving my feedback on how to improve my writing.

It would be cool if we got interesting writing prompts for either classwork or homework, and every time we did them we had to include certain literary elements (or other writing tools) in our responses. That would be fun, and it would really give us a way to remember things we could use in our own writing.

they need to help me with starting the essay.

I don't know

?

Just help us part by part when writing an essay. Like help us get a sense of what we need to do.

Provide feedback for writing.

To continue showing different ways of writing and overall review basic writing methods.

While writing essays, the one on one conferences really help me because I get feedback on my writing.

Possibly go over tips and tricks to catch grammar mistakes and I personally need help with organization and structure especially in my latest essay so possibly they can talk to me about other ways I can improve it.

Provide like a bit more quotes from the books for the others who dont have the book

Check work and give feedback

The teachers should help us by working with our writing every once a week and check how we are processing. Also gathering us in a group based on the writing skills to helps us improve.

help me learn to develop a stronger thesis

Conferences to check if I am writing my essay that reaches a high grade.

Help me outline quicker and better.

Have more closer help with revising or making a piece of work by doing 1-on-1's

Just help me and your fine.

I would like more practice in class, Like actually writing essays not as a test but like classwork were the teachers help you.

Practice on thesis!

I think it's just me trying harder but maybe practice a bit more on that

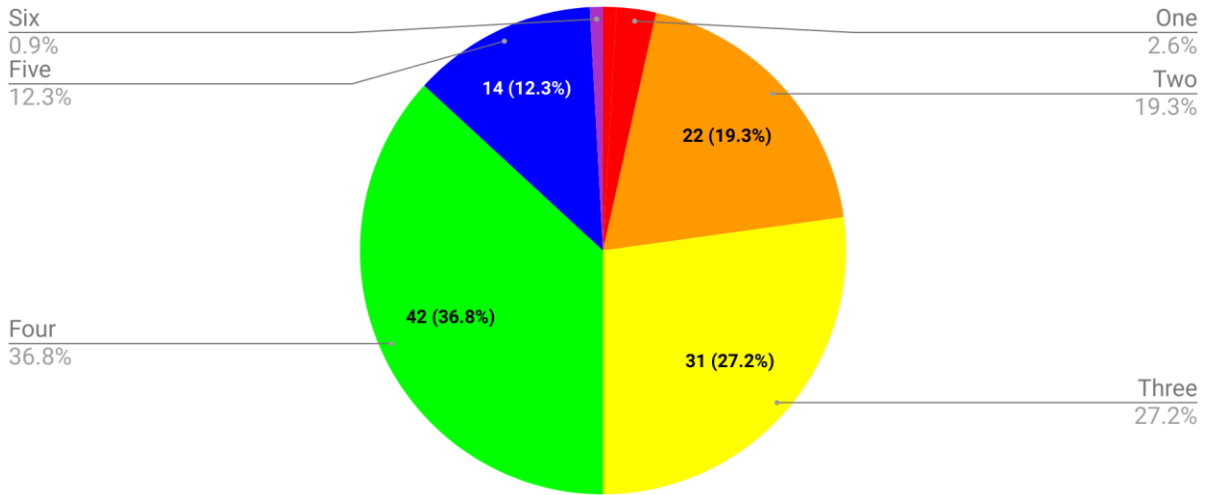
Appendix I

Midpoint Goal Progress:

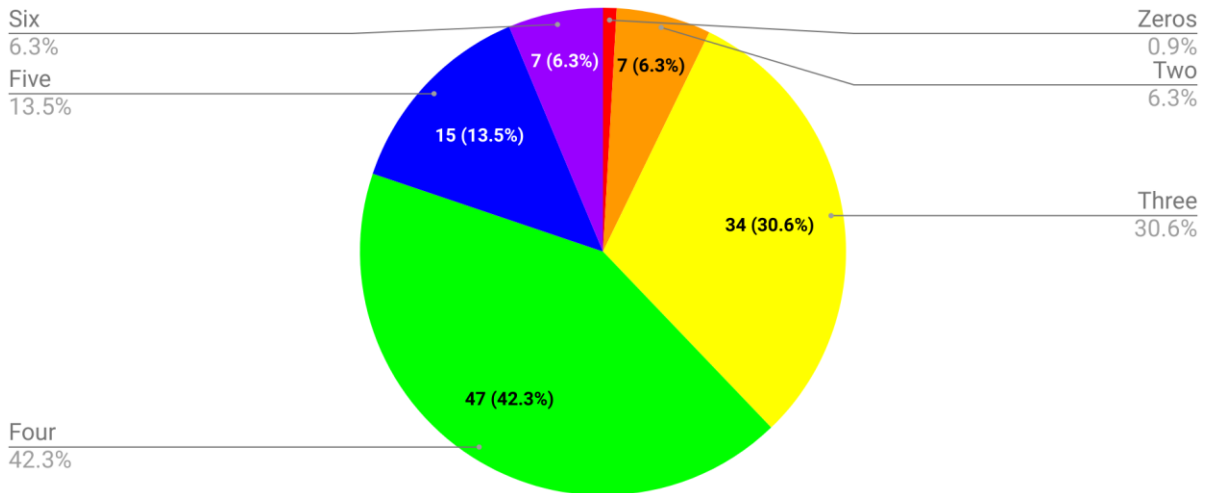
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ELA Midpoint Data:

Coherence, Organization, and Style Midpoint Data 9th Grade



Coherence, Organization, and Style Midpoint Data 10th Grade



Organization, Coherence, and Style Progress

