

Helping High School English Learners Self-Regulate Their Writing Development
Through Formative Assessments

by

Pamela Madsen

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Capstone Project Facilitator: Kari Ross
Content Reviewer: Graham Litterst

PROJECT SUMMARY

This project was created to answer the question: *how can formative assessments help high school English learners self-regulate their development in writing?* The project format that developed from this question is a HyperRubric that, when used in a formative way, can drive student learning, facilitate differentiation, and help students develop a *focus on process* mindset.







The first part of this project is the HyperRubric itself. HyperRubrics are an assessment tool that was created by Language Arts teachers Jeff Frieden and Tyler Rablin as a more dynamic form of the traditional rubric. Rather than being focused on the number of errors students are making for each standard, the HyperRubric focuses on the learning progression students go through while mastering the standard. This removes unclear modifiers such as *somewhat* and *mostly* and replaces them with concrete skills based on Bloom's Taxonomy (Gonzalez, 2021). Frieden noted that traditional rubrics were not very helpful to students and the deficit language used often led to students feeling stigmatized and unmotivated (Gonzalez, 2021). Using *can do* statements, however, helped students focus on the process of learning and thus removed this stigmatization (Gonzalez, 2021). The characteristic that makes this rubric a *HyperRubric* is the inclusion of hyperlinked resources to support students as they develop their writing skills.

The HyperRubric I created is for the personal narrative unit in my Academic Writing class for high school English learners. The rubric includes eight standards which cover both content and language learning goals. Each standard is then broken down into a four-step learning progression with descriptors that specify what students *can do* at each







level. In addition, hyperlinked into each standard is a video lesson that provides an overview of the standard; instructional *level up* videos that model how students can revise their writing and move from one level to the next; and when appropriate, supplementary materials to aid students in their revisions.







The second part of this project is the document *Revision planning and reflection*. This document leads students through questions that align with the planning, performance, and reflection stages of the self-regulated learning cycle. It is expected that whenever students revise their draft, they will use this document to help them set clear revision goals, create a plan for learning, and explain the reasoning behind their revisions. The goal of this document is to make explicit the thinking patterns of self-regulated learners which will, at the same time, help them develop their own self-regulated learning skills.

Personal Narrative Rubric

	1	2	3	4
<u>Small Moment</u>	I wrote about many different events in my life.	I wrote about one big event in my life.	I wrote about a single, important event in my life.	I wrote about a single, important moment in my life using many details.
				
<u>Introduction</u>	<p>I start my story with the first event.</p> <p>I name my main characters or setting.</p>	<p>I start my story with a question about the plot.</p> <p>I name my main characters <u>and</u> setting.</p>	<p>I start my story with a question, visualization, action, dialogue, or sound effect.</p> <p>I name my main characters <u>and</u> setting. I include details about the plot <u>or</u> conflict.</p>	<p>I start my story with a visualization, action, dialogue, or sound effect that engages the reader and makes them want to read more.</p> <p>I name my main characters <u>and</u> setting. I include details about the plot <u>and</u> conflict.</p>
				

	1	2	3	4
<p>Description of Events *watch video until 2:31</p> <p>What is a climax?</p>	<p>I state the events in the order they happened. The level of excitement or tension stays the same throughout.</p>	<p>I state the events in the order they happened. My story gets more exciting as it reaches the climax.</p>	<p>I describe the events in the order they happened. I lead up to the climax by slowly building tension and excitement.</p>	<p>I describe the events in the order they happened. I lead up to the climax by slowly building tension and excitement and after the climax, the tension relaxes.</p>
<p>Conclusion</p>	<p>I end my story with some questions left unanswered.</p>	<p>I end my story with the last event that happened.</p>	<p>I end my story in a thoughtful way that wraps things up (may be a feeling, hope/wish, visualization, or lesson learned).</p>	<p>I end my story in a thoughtful way that wraps things up (may be a feeling, hope/wish, visualization, or lesson learned) and connects to my introduction.</p>

	1	2	3	4
<u>Sensory Language</u>	<p>I use the sense of sight to describe what my experience was like.</p>	<p>I use at least two senses (<i>smell, touch, taste, sight, hearing</i>) to describe what my experience was like.</p>	<p>I use at least three senses (<i>smell, touch, taste, sight, hearing</i>) to describe what my experience was like and that helps the reader feel like they're a part of my story.</p>	<p>I use multiple senses (<i>smell, touch, taste, sight, hearing</i>) to describe what my experience was like and that helps the reader feel like they're a part of my story.</p>
				
<u>Connectors</u> <u>Connectors Reference Sheet</u>	<p>I state what happened in the story without using connectors.</p>	<p>I use basic level connectors with different purposes (<i>sequence, time, clarifying, etc.</i>) to link my ideas.</p> <p>OR</p> <p>I use connectors for one purpose (<i>sequence, time, clarifying, etc.</i>) to link my ideas.</p>	<p>I use basic and intermediate level connectors with different purposes (<i>sequence, time, clarifying, etc.</i>) to link my ideas.</p>	<p>I use connectors of different levels (<i>basic, intermediate, advanced</i>) and purposes (<i>sequence, time, clarifying, etc.</i>) to link my ideas.</p>
				

	1	2	3	4
<p>Dialogue</p> <p>Dialogue Reference Sheet</p>	<p>I describe the events and characters in my narrative but don't include what people say.</p>	<p>I use dialogue in my narrative and use one or two different dialogue tags.</p> <p>OR</p> <p>I use dialogue in my narrative and sometimes use quotation marks and dialogue tags.</p>	<p>I correctly punctuate dialogue in my narrative. and use it to advance the plot and show what my character is like. I use a variety of dialogue tags.</p>	<p>I correctly punctuate dialogue and use it to advance the plot and show what my character is like. I use dialogue tags to clearly show how the speaker is speaking and to add interest.</p>
				
<p>Format</p>	<p>I begin each sentence with a capital letter and end with correct punctuation.</p>	<ul style="list-style-type: none"> • I begin each sentence with a capital letter and end with correct punctuation. • I use Times New Roman font, size 12, and the color black. 	<ul style="list-style-type: none"> • I begin each sentence with a capital letter and end with correct punctuation. • I use Times New Roman font, size 12, and the color black. • I begin paragraphs on a new line with an indent. 	<ul style="list-style-type: none"> • I begin each sentence with a capital letter and end with correct punctuation. • I use Times New Roman font, size 12, and the color black. • I begin paragraphs on a new line with an indent. • I double space all lines.
				

Revision Planning and Reflection

Step 1: Analyze your draft

1. Which standard are you revising? (small moment, introduction, description of events, conclusion, sensory language, connectors, dialogue, or format)	
2. What was your initial understanding of that standard? (1, 2, 3 or 4) and why do you think you were at that level?	

Step 2: Reflect on learning

3. After watching the LEVEL UP video in the rubric, what are one or two specific things you learned that can help you revise your draft?	
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Step 3: Set a goal

4. What are one or two specific revisions you will make to your draft based on what you learned? Be sure to use evidence from your draft.	
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Step 4: Plan for success

5. In the past, what environment has made it difficult for you to complete your revisions? What has helped you complete your revisions? (think about noise, who you work with, distractions, etc)	
6. Considering your answer to number 5, what type of environment do you want to work in this time?	
7. Is there any specific support you need from me?	

Step 5: Make your revisions

Using your answers to questions 1-7 above, make revisions to your draft. **Highlight** the areas where you made a change.

Step 6: Reflection

8. What level of understanding do you think your draft now shows? Explain your answer using evidence from your draft and the rubric.

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