Using e-asTTle for writing in the ALL project

ALL schools that focus on writing are expected to use the e-asTTle writing tool as part of the intervention. The data from this tool can inform this intervention programme at a number of levels. This tool can:

- provide great information on current student strengths and weaknesses,
- inform the intervention model
- monitor the progress of target students and
- evaluate the effectiveness of the ALL project.

As part of the ALL intervention, schools report on their ALL students' achievement. The schools that focus on writing collect their ALL students' e-asTTle writing data and other data sets and submit them to NZCER.
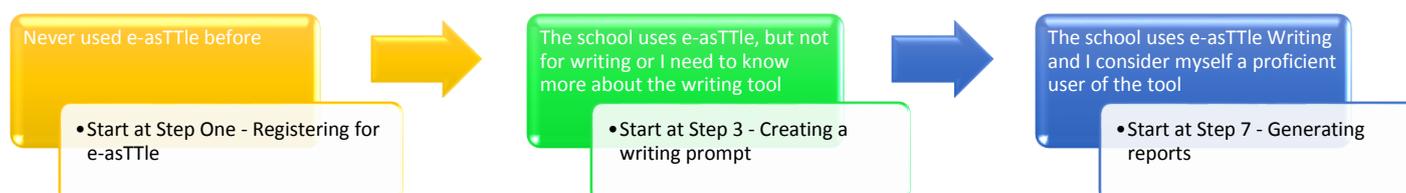
School expectations for e-asTTle writing data for 2016

Year on programme	No. of teachers directly involved with the intervention	No. of students targeted for intervention	Assessment tool for writing	Evaluation expectation*
First year ALL school	1 teacher	6 to 8 students	e-asTTle Writing	Send tabular report for these student twice - prior to and after intervention
Second year ALL school	2 to 5 teachers	• 3 students per teacher • Students targeted in 2015 monitored	e-asTTle Writing	• Send tabular reports for all students part of the intervention twice – assessment taken prior to prior to and after intervention. • Send tabular report for 2015 students at the end of 2016.
Third year ALL school	6 or more teachers	3 students per teacher	e-asTTle Writing	Send tabular reports for all students part of an intervention twice – assessment taken prior to and after intervention.

* check the NZCER support documents for details on dates and process

Using e-asTTle for writing

Some schools in the ALL programme will be familiar with and/or current users of the e-asTTle writing tool. Other schools may have never used e-asTTle before. This document has been developed to provide support and advice to every school in the ALL programme so entry points to this document will vary. The chart below will help you determine your starting point.

Never used e-asTTle before	The school uses e-asTTle, but not for writing or I need to know more about the writing tool	The school uses e-asTTle Writing and I consider myself a proficient user of the tool
• Start at Step One - Registering for e-asTTle	• Start at Step 3 - Creating a writing prompt	• Start at Step 7 - Generating reports

Step One: Registering for e-asTTle

If you are not registered for e-asTTle then you will need to register. Before registering it is useful to know if anyone from your school has already registered for e-asTTle in the past. That will determine which path to take on this link to register. Note: There is no cost involved as e-asTTle is free to all New Zealand schools.

Once you have registered you should get an email sent to you within one or two days. If it does not turn up then check your spam filter first, as the email sometimes get caught in there. Use the links, the username and temporary password in your email to log in. Once you have done this you will be asked to develop some challenge questions. Allow 10- 15 minutes to do this.

Having troubles with the registration process? – get support from the Education Service Desk on 0800 422 599 or service.desk@education.govt.nz.

Step Two: Getting student data into e-asTTle

This is a necessary step as you need to import student information so tests can be assigned to students and reports generated. The best, easiest and most accurate way to do this is to export a file from your Student Management System and then import it into e-asTTle. For details on how to do this please click here. It gives information on eTap, Musac (including Edge) and Kamar.

Step Three: Creating a writing prompt

Now that you can log in and have student information in e-asTTle you can create a writing prompt. e-asTTle Writing is a standardised tool so it is important to use one of the prompts provided. Follow the process below.

a) Choosing an appropriate writing purpose and prompt – You will need to see which purposes and prompts are available first. You can see this here. You need to think about a purpose and prompt that will give the students a good opportunity to show a wide range of their writing skills. You need to think about how abstract the concepts are and how complex the structure is likely to be. A good check to see whether they will match your learners is to have a look at the specific exemplars. If the first couple look much too high or low, then this prompt may not be appropriate. The examples below show the lowest scoring specific exemplar for a recount and a narrative. Obviously the recount would be a far better match for young students.
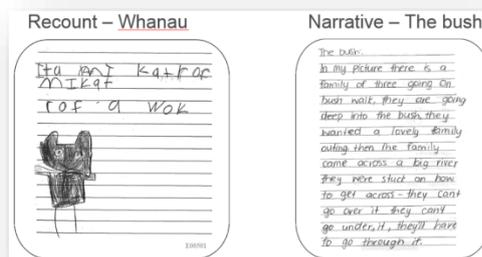
b) For further guidance on choosing a prompt please refer to Page 15 of the e-asTTle writing manual.

c)

Click on either **'Create New Test'** or **'Create Test'**.

On the new page choose the second option on the right **'Create Writing Tuhituhi Prompt'.**

d) The following screen will appear. Enter a test name that gives details of the purpose, prompt and the date administered. For example, NarrWhisperMar16 (Narrative, I heard a whisper but no one was there, administering to students in March 2016).

Please note: *In the example below I have specifically made a test for the ALL intervention students. This is only needed if the ALL timeline does not fit with your school's e-asTTle writing testing. If it does, there is no need to test these students twice. Use the data from your schoolwide testing and create a separate group for ALL students in e-asTTle (see H below for details).*

Note: *If you are not sure which prompt you are choosing at this stage the test name can be edited later.*

e) On the next screen choose the writing purpose and attitude domain that you want in the assessment. (It's a good option to choose the same attitude set for both pre and post intervention tests to gauge attitudinal change).

f) Choose the prompt you want and click **'Continue'.** Click **'Create Test'.** Check the test by clicking **'View Test'.** If you are happy with the test, then click **'Accept Test'.**

g) Assigning the test to students – Click **'Assign test'**.

h) Choose the class/year which some/all of the intervention students are in. Click on the students you want and click **'Add'**. Once all are done click **'Save'**. Repeat in other classes/groups until all intervention students are assigned to this test.

Note: *If you are only testing the intervention students you may find it easier to make a new group. Click on Manage Students and under Group details click **'New Group'**. You can work through this process and make a group with only your intervention students in it and call it something like **'ALL 2016 group'**. The test can then be assigned to this group rather than having to find each individual in the assignment process.*

Step Four: Administering the writing prompt

To ensure the dependability of your assessment data it is important to keep the administration of these assessments as standardised as possible. Please read the administration guidelines before administering the test.

Important points include:
- Oral time prior to the assessment to clarify the purpose, prompt and process.
- Up to 40 minutes to complete the assessment (the completion of attitude questions is not included in this time)
- No dictionaries, thesauruses, word cards etc.

Step Five: Marking the scripts

The rubric was developed by analysing student scripts and describing typical stages of development for each element (i.e. Ideas, Spelling etc.). This design was chosen to make marking as easy as possible. To mark a script, an R or rubric score is chosen for each element.

Be aware that rubric scores do not describe or align to a curriculum level. Curriculum level is only revealed once all R scores are input into e-asTTle.

The use of the exemplars in conjunction with the rubric is essential to make accurate comparative judgments. There are two types of exemplars in e-asTTle writing.

1. **Prompt specific exemplars** – These are exemplars developed from the prompt you have chosen. They are good for making direct comparative judgments and we suggest you get to know these well and refer to them before the generic exemplars in the marking process. These exemplars are produced along with the prompt when you make an e-asTTle writing test, or you can find them here.

2. **Generic exemplars** – This set is used every time you mark a set of scripts. As the name describes they are non-specific as they are related to different prompts. They provide good reference points and suitable comparisons. The bottom line of each rubric refers to relevant generic exemplars.

Both sets of exemplars should be used and referred to during the marking process.

Structure and language notes

Six of the seven elements to be marked in e-asTTle are common to every purpose. Only the Structure and Language element changes according to the writing purpose chosen. For the five different purposes for writing (Narrate, Recount, Explain, Describe and Persuade) a separate sets of notes pages is available for the Structure and Language element and they can be found here. The other six elements are not related to the purpose of writing so should be marked without a focus on the script's appropriateness. In other words, if a script does not write to purpose the only area that penalises this is the Structure and Language element.

A word on the notes

The purpose of the notes in the rubric is to provide additional information that may help you decide between two adjacent scores. They describe features that may be present in students' writing but they are not compulsory to be at that R score (for example in Punctuation 'other punctuation' is described in the notes at R2 but this is not required in the descriptors until R4). Ultimately your marking decisions should be in relation to the descriptor, not the notes.

For more guidance in the marking process please refer to Page 19 of the e-asTTle writing manual.

Step Six: Entering the scores

Having marked the scripts, the R scores need to be entered into e-asTTle. Once logged into e-asTTle, click on 'Mark Test' and choose the test which you have assigned to these students. A scoring grid (as in image below) appears with the first student ready to have scores entered. Enter scores by simply clicking on the relevant number. Do the attitude scores first. In the image below Hannah is being marked. The greyed out numbers are her scores. For example, she has scored R3 for Ideas (ID), R3 for Structure and Language (ST), R4 for Organisation (OR) and so on. Once complete click **Save** and choose the next student. This is normally a quick and easy process.

Note: *To provide a true reflection of when the testing was done it is necessary to change the date to when the test was administered. By changing the date at the top and then click **'Change All'** you can easily do this for all students.*
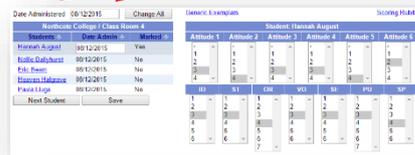

Step Seven: Generating reports

This will differ depending on whether you are using whole school testing data or a test generated only for the ALL students.

If you are using a whole school test the easiest way to generate a report for the ALL students is to create a group for these students (Refer to Step Three).

In the image below the whole school has been tested but I only want the data for the ALL students. I choose this group from the group area (red star) and then click on the **'Tabular'** image.
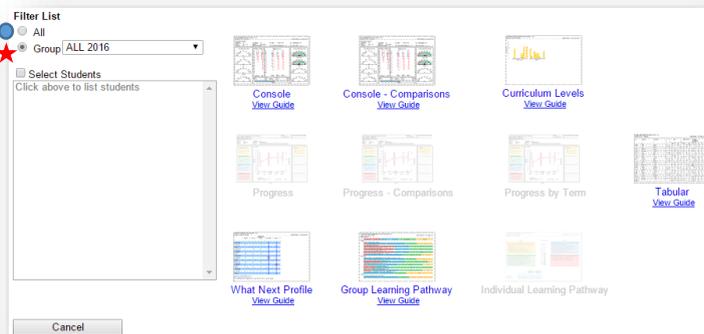
If I had only tested the ALL intervention students with this test I would leave the filter list on All (blue circle) and then click on the **'Tabular'** image.

A new screen will appear. It is important with writing to choose the **'Tabular Report by Group'** as this will generate scores below level 2B (1B, 1P or 1A) rather than just producing scores of <2B.

Click on **'View Report'** and the report should be downloaded. If the file location is not immediately evident either check that your pop-up blocker has not stopped this opening, check the 'downloads' area of your browser or browse your desktop.
Still not working? Try clearing your browser history and try again.
Still no luck? Give the service desk a ring (08002255428 Option 4) or send them an email - service.desk@education.govt.nz.

Once you have got the tabular report, this can be opened using Microsoft Excel or most other spreadsheet applications. If you have checked and it only has the scores of the ALL intervention group, then this file can be submitted to NZCER for data analysis.

Step Eight: Use other reports

You can use the tabular report, and other reports such as the Individual Learning Pathway, to inform you further about the students' writing and progress. The marking process itself will provide you with the best information, but the reports will assist in confirming any noticeable individual and group trends. If you are not sure how to interpret any of the reports click on the **'View Guide'** link below the report names to find out about these reports.

Note: To be able to view individual reports you must first tick the **'Select students'** button. Highlight an individual to see one report or click on the first student, hold the shift key down and click on the last student to generate individual reports for all of the students. In this image the shift key has been used, so all three individual reports will be generated.

For further help using e-asTTle please refer to the e-asTTle help site in the first instance. There is a huge amount of useful information available for viewing.
http://easttlehelp.vln.school.nz/