

# Welcome!



- Please type your name and your location in the chat box.
- Hover your cursor along the bottom of the screen to find it
- Use the chat box to share ideas, comments, and to ask questions
- This workshop is being recorded

# Best Practices Using Utah Compose as a Formative Tool

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# Create a Graphic Organizer: Four Square Notes

**Surprising**

**Questions/Confusing**

**Key Details**

**Classroom Application**



## **Learn**

Learn how to use Utah Compose as an instructional tool



## **Learn**

Learn how to empower your students to revise and edit their writing



## **Learn**

Learn Utah Compose features that will assist you and your students

# Learning Intentions



The Utah  
Core  
Standards for  
Student  
Literacy

They demonstrate independence

They build strong content knowledge

They respond to the varying demands of audience, task, purpose, and discipline

They comprehend as well as critique

They value evidence

They use technology and digital media strategically and capably

They come to understand other perspectives and cultures

An essential question...

Who taught  
you how to  
write?

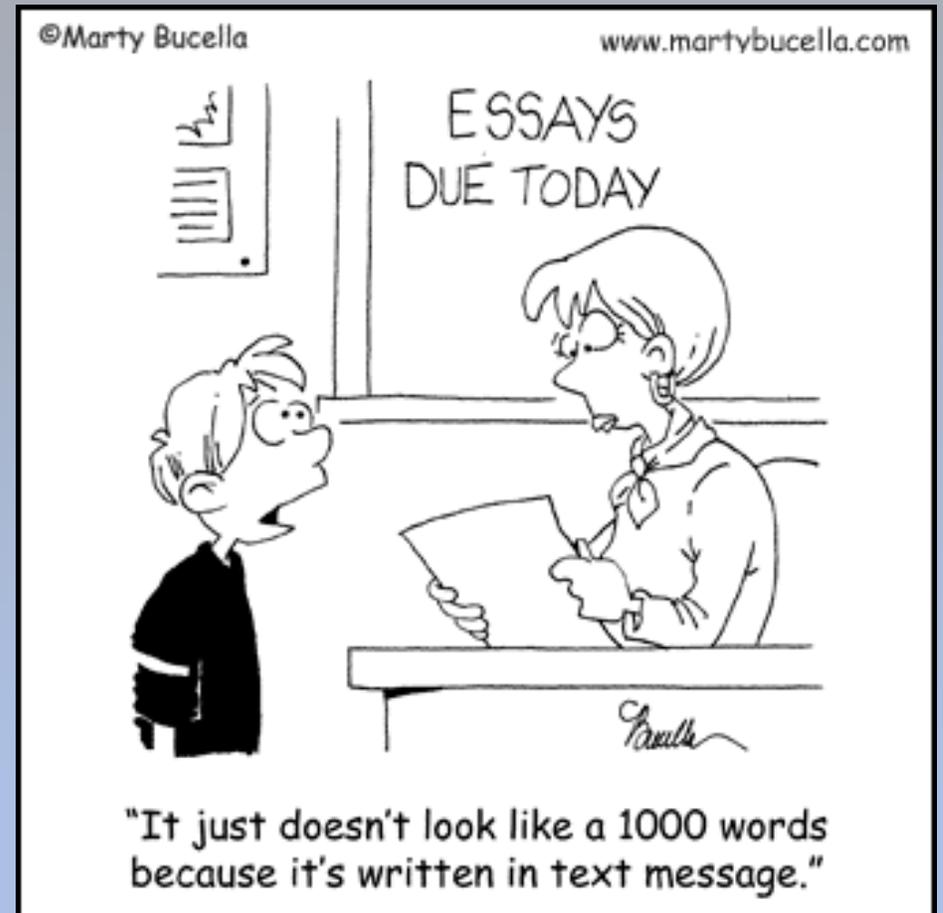


# Teaching writing is difficult!

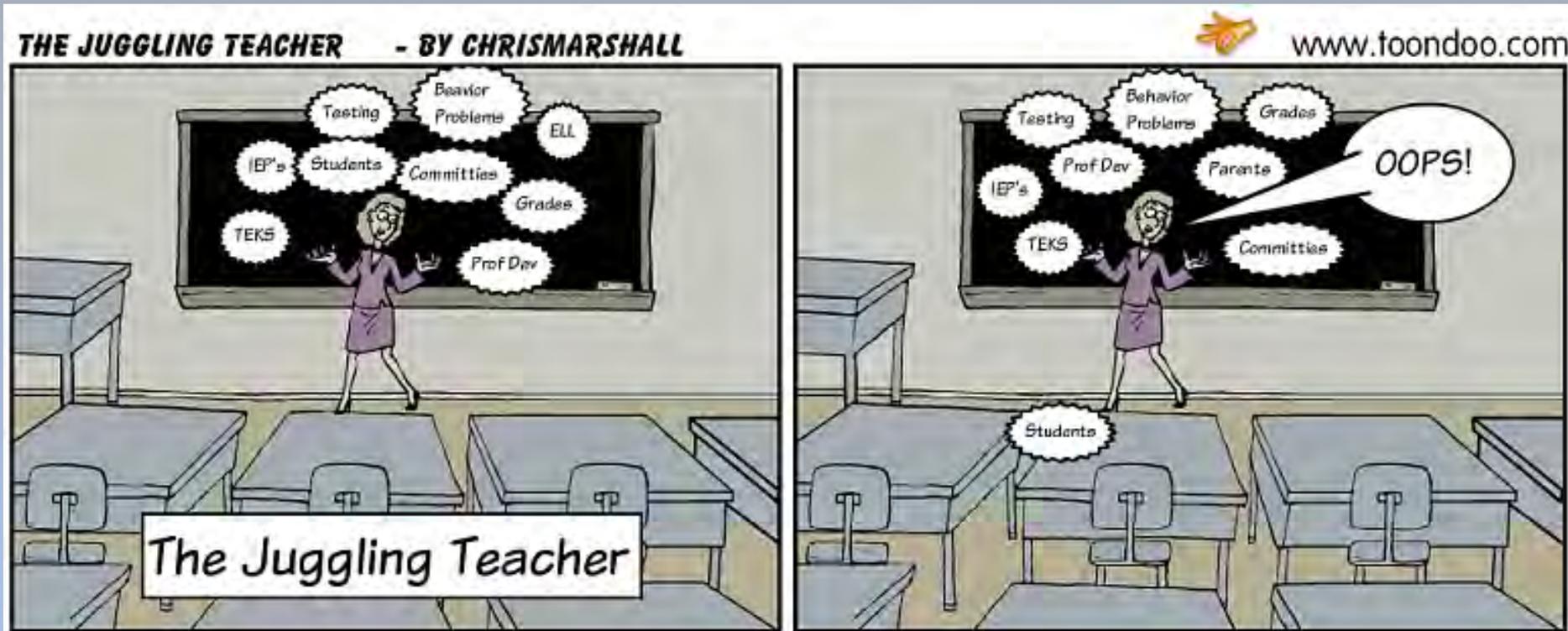


# What are the long-term implications for lack of writing instruction?

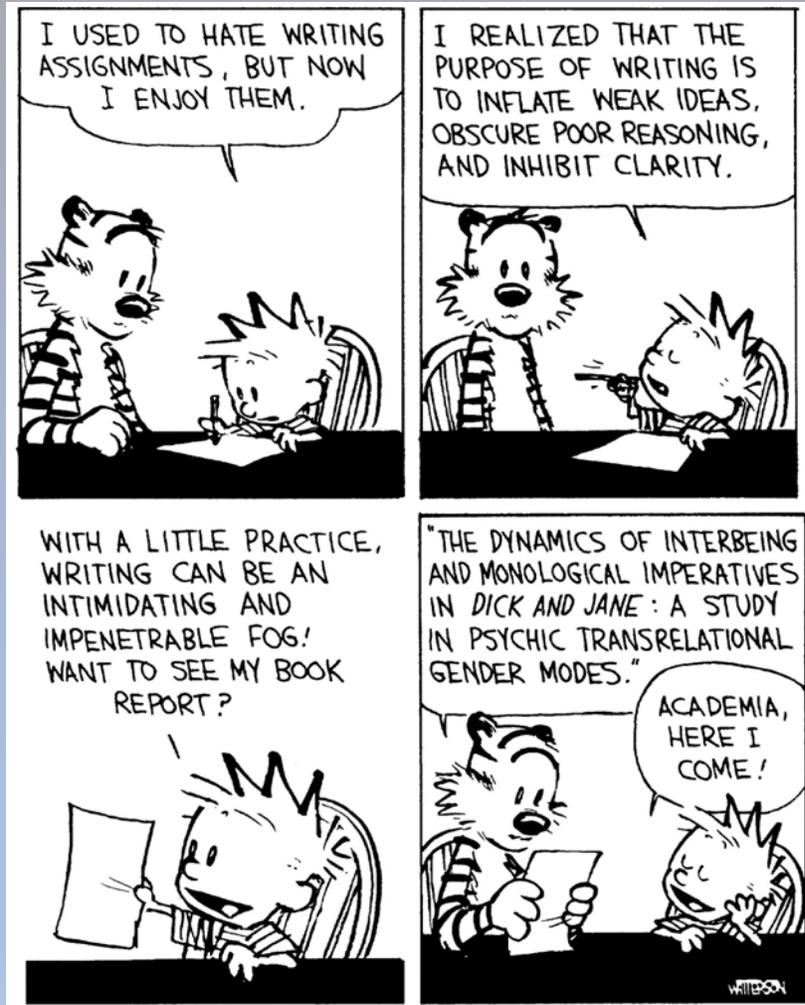
- 82% of employers say it's essential that employees have strong written communication skills
- In 2019, 41% of students who took ACT did not score well enough to meet readiness benchmarks for a college-level English composition class
- Employers find less than half of college graduates to be proficient writers



# When do your students write?



# How much time do students spend writing?



The Institute of Education Sciences (IES), based on research from the National Commission on Writing recommends 30 minutes per day of writing for kindergarten students and 60 minutes per day of writing for first graders for students to become competent writers

Picou, A. (2020). Are Schools Making Writing a Priority? Retrieved August 27, 2020, from <https://www.the-learning-agency-lab.com/the-learning-curve/are-schools-making-writing-a-priority>

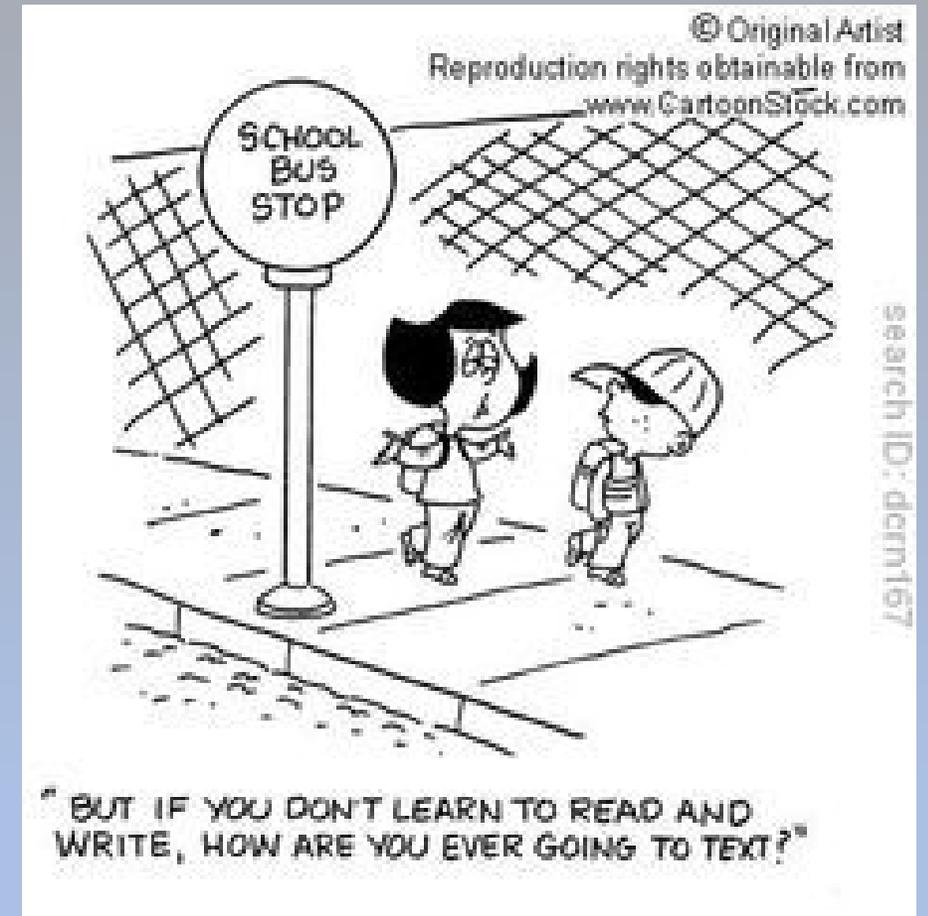
# How much time do students spend writing?

- 25% of middle school students and 31% of high school students write about 30 minutes a day
- 33% of middle schoolers and 34% of high schoolers write up to 15 minutes a day
- 41% of middle and 40% of high school students are only writing a page a week for homework



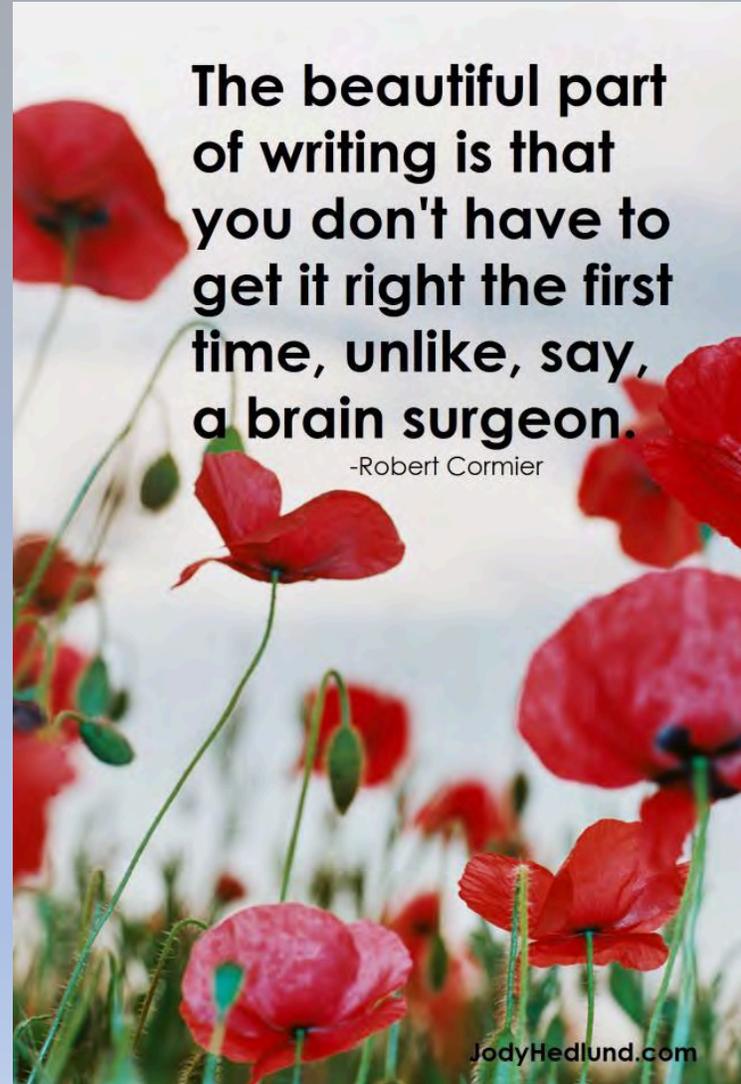
# When do students write?

- **Math:** 84% of 8<sup>th</sup> graders and 68% of 12<sup>th</sup> graders spend less than 30 minutes writing per week in math classes
- **Social Studies:** 82% of 8<sup>th</sup> graders and 68% of 12<sup>th</sup> graders write less than 30 minutes a day in social studies classes
- **Science:** 86% of 8<sup>th</sup> graders and 60% of 12<sup>th</sup> graders spend less than 30 minutes writing in science classes



Picou, A. (2020). Are Schools Making Writing a Priority? Retrieved August 27, 2020, from <https://www.the-learning-agency-lab.com/the-learning-curve/are-schools-making-writing-a-priority>

# Have you used Utah Compose?



# Utah Compose Enhancements

## For Teachers

- Teacher Modeling Account
- Teacher Adding Teacher to class
- Multi-select Print Option
  - Home tab—Writing History—Multi-select students—Print
- Prompt Assignment to Multiple Courses
- Require Graphic Organizer
- Prevent Essay Copy & Paste
- Assign Lessons
- Score Enabling (hide score)
- Updated Peer Review
- Report Sharing with Administrators

## For Students

- Ability to highlight/format text within graphic organizer
- Split screen revisions
- Split Screen Feedback now shows Writing Analysis
- Add Essay Titles
- Citation Box

# A Quick Look at Utah Compose Features

# Enrollment Procedure

- Teachers who have never logged onto Utah Compose will need to fill out a registration page. When a teacher logs on to [www.utahcompose.com](http://www.utahcompose.com) they will click on **Teacher Sign-up** on the Sign In page.
- Teachers must have a CACTUS ID and their Social Security number to register. Your name must match your CACTUS ID exactly—no nicknames allowed.
- When teachers fill out this information, they will be able to create their own username and password to log onto Utah Compose. **It is recommended to use T+CACTUS ID as your username. For example, T12345.**
- Teachers who have already logged onto Utah Compose and used their accounts will be able to log on with the same credentials used in 2020—usually TCACTUS.
- Teachers who don't remember their password have the option to click on the *Forgot your password?* link located on the Sign In page.
- Please contact Utah Compose Support for any inquiries: [support@utahcompose.com](mailto:support@utahcompose.com) (866)-691-1231 or Kim Rathke [kim.Rathke@schools.Utah.gov](mailto:kim.Rathke@schools.Utah.gov)

# New Teacher Sign-up Page: [www.utahcompose.com](http://www.utahcompose.com)

**UTAH COMPOSE**  
FORMATIVE WRITING TOOL

## Teacher Sign-up

Enter your information in the fields below to create a new teacher account.  
\* - Denotes a required field.

**Teacher Information**

**Cactus ID\***

**First Name\***

**Last Name\***

**Email Address\***

**Phone Number**

**Social Security Number Product\***

This number is calculated by multiplying all the non-zero digits of your Social Security number.  
For example if your Social Security number is **111-22-0333** you would multiply  $1 \times 1 \times 1 \times 1 \times 2 \times 2 \times 3 \times 3 \times 3 \times 3$  and enter **108** in the field.

**Birthday\***

January 1

**Gender\***

Undeclared

CACTUS ID

- First and Last name must match CACTUS ID records exactly
- No nicknames e.g. Tom for Thomas

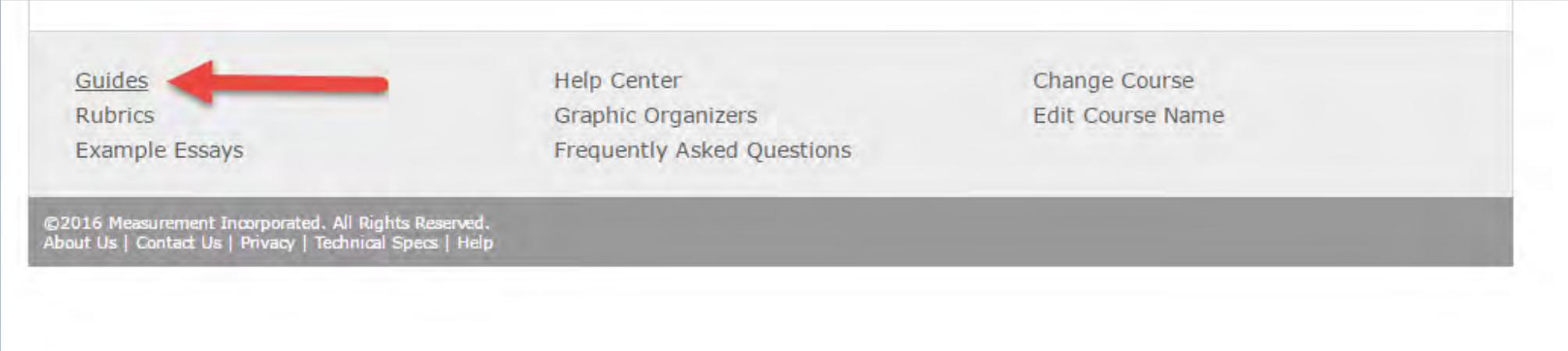
- Multiply your SSN by itself.
- Check your math!
- Ignore zeroes.
- Do not use commas when you enter the product of your SSN

# Utah Compose Student Log-in



- Student accounts are populated by UTREx via the school's SIS program. No students can be added manually.
- Students will log in with their SSID (7-digits) as their username and password, including three zeroes in front of their SSID e.g. 0001234567
- Students are prompted to create a new password during first login
- Teachers can view/change student passwords from the Students tab in Utah Compose

# Teacher Resources



The screenshot shows a navigation menu with three columns of links. A red arrow points to the 'Guides' link in the first column. The second column contains 'Help Center', 'Graphic Organizers', and 'Frequently Asked Questions'. The third column contains 'Change Course' and 'Edit Course Name'. Below the menu is a footer with copyright information and links for 'About Us', 'Contact Us', 'Privacy', 'Technical Specs', and 'Help'.

<a href="#">Guides</a>	<a href="#">Help Center</a>	<a href="#">Change Course</a>
<a href="#">Rubrics</a>	<a href="#">Graphic Organizers</a>	<a href="#">Edit Course Name</a>
<a href="#">Example Essays</a>	<a href="#">Frequently Asked Questions</a>	

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# Teacher Resources

4th Grade Demo Class	Active	8/3/2015	3561342	Grade 04
Grade 3 Demo Class	Active	8/3/2015	2616562	Grade 03
Guides	Help Center	Change Course		
Rubrics	Graphic Organizers			
Example Essays	Frequently Asked Questions			

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Step 1: Locate the "Guides" section at bottom of each page in Utah Compose.

## Resources

For Helpful Documents, Videos, and User Guides, please visit this section to view and download the most recent and relevant information available that is provided to help maximize your user experience while using Utah Compose in your Schools.

### Useful Links

- Known Issues
- Release Notes
- Videos

Step 2: Select "Videos" link.

## Videos

### Utah Compose Student Introduction

The screenshot shows a web browser displaying the Utah Compose Student Introduction page. The page title is "Utah Compose Student Introduction" and the URL is "https://write.utahcompose.com/Lessons/Lesson121/Play". The main content area is titled "Elaboration in Essays" and includes a "SUPPORT" section with a video player. The video player has a play button and a progress bar. The video content includes text about weather and techniques for describing it, such as "compare/contrast", "cause/effect", and "definition/example". A video thumbnail shows palm trees. The page also includes a "Back" button and a "See all Lessons" link.

Step 3: Review the Informational video. This is designed to be shown any user.

# Teacher Role: Teacher Modeling Account

## Select an Account

Select an account which you want to use.

Sign in as teacher

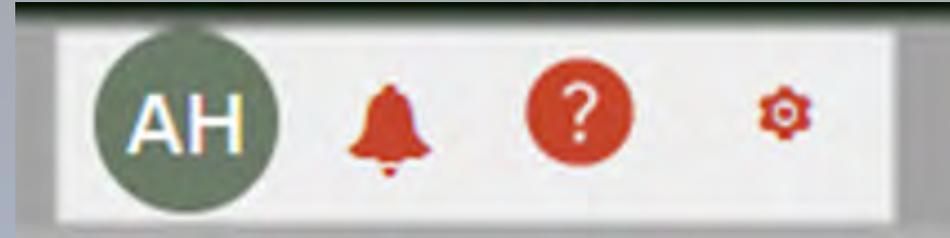
Sign in as student

- When teachers log into their accounts, they will be able log in using a teacher role or a student role
- The student role can be used for live instruction using Utah Compose and allows teachers to model and use program features with students

# Simplified Notifications

Located on Home Page in upper right-hand corner of screen

- Click on the bell for messages from administrators and students



CC   

## Select a Course

Click a course name to access its home page.

Course Name	Status	Created	Course Code	Grade
<a href="#">Third Grade, Period 1</a>	Active	8/28/2019	1377836	Grade 03

### Notifications

 Your School Administrator, **Kim Rathke**, has requested permission to view student reports for the following course: **Third Grade, Period 1**. Would you like to grant them access?

[View all notifications](#)

CC   

### Notifications

 Your School Administrator, **Kim Rathke**, has requested permission to view student reports for the following course: **Third Grade, Period 1**. Would you like to grant them access?

[View all notifications](#)

# Notification to Administrator

Spring Lake School

## Manage School Spring Lake School

Courses

Search...

Active Courses

Created	Name	Course Code	Status	Grade	Students
08/28/2019 5:12 PM	Third Grade, Period 1	1377836	Open	Grade 03	24
08/28/2019 5:10 PM	Fourth Grade, Period 1	2741410	Open	Grade 04	30
08/28/2019 5:08 PM	Third Grade, Period 1	1334658	Open	Grade 03	25
08/28/2019 5:07 PM	Third Grade, Period 1	5165214	Open	Grade 03	25
08/28/2019 5:06 PM	Sixth Grade, Period 1	3054347			
08/28/2019 5:06 PM	Sixth Grade, Period 1	3108126			
08/28/2019 5:06 PM	Fourth Grade, Period 1	7440654			

Notifications

CC Proctor Cheryl Cofie has accepted your request to view student reports for the following course: Third Grade, Period 1.

[View all notifications](#)

Notifications

CC Proctor Cheryl Cofie has accepted your request to view student reports for the following course: Third Grade, Period 1.

[View all notifications](#)

# Teacher Role: Teacher Adding Teacher Ability

Home Lessons Students Reports Prompts

Teacher / Language Arts 7A - 1330 / Home / Edit Course

## Edit Course

**Course Name\***

Language Arts 7A - 1330

Save Cancel

Teachers can change name of their course(s) here

### Add an existing teacher

Add Teacher

**Add Teacher**

**Name\***

Add Teacher

Teachers can only add Utah Compose registered teachers from their school to protect PII



# Students Tab: Differentiation with Utah Compose

UTAH COMPOSE  
FORMATIVE WRITING TOOL

teach one | My Account | Help | Sign Out

Home Lessons Students Reports Prompts

9th Grade Demo Class Home

Welcome to your personalized home page. Student results are listed below. Click a date to view a score report. To view results for one student, select a student in the drop down box below. Click tabs at the top of the screen to manage the student roster, view student portfolios, and access lessons.

### Student Writing History

All Students

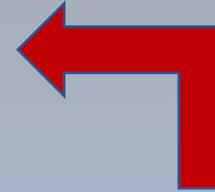
Date	Student	Prompt	Step	Status	Reviewed	Messages
No data available in table						

Helpful Documents: Teacher User Guide, Student User Guide, Rubrics, Example Essays, Graphic Organizers, 2 Stars and a Wish Guide

Helpful Links: Change Course, Edit Course Name

Frequently Asked Questions: How do I recover my password?, How do I access the teacher home page for a course?, How do I view a student's essay scores?, How do I view a class report?, What is PEG?, See All

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To adjust the scoring algorithm for individual students, first select the “Students” tab

# Students Tab: Differentiation with Utah Compose

UTAH COMPOSE  
FORMATIVE WRITING TOOL

teach one | My Account | Help | Sign Out

Home Lessons **Students** Reports Prompts

9th Grade Demo Class Students

### Find a Student

Students Groups

+ Add - Edit View Drafts Remove Print

Last Name	First Name	User Name	Password	Last Login
eight	student	1008	*****	8 days ago
five	student	1005	*****	Today
four	student	1004	*****	8 days ago
nine	student	1009	*****	8 days ago
seven	student	1007	*****	Today
Six	Student	1006	*****	Today
studentone	Demo	demostudent1	*****	Today
studentthree	demo	demostudent3	*****	47 days ago
studenttwo	demo	demostudent2	*****	254 days ago
Ten	Student	1010	*****	8 days ago

Displaying 1 - 10 of 10

Helpful Documents: Teacher User Guide, Student User Guide, Rubrics, Example Essays, Graphic Organizers, 2 Stars and a Wish Guide

Helpful Links: Change Course, Edit Course Name

Frequently Asked Questions: How do I recover my password?, How do I access the teacher home page for a course?, How do I view a student's essay scores?, How do I view a class report?, What is PEG?, See All

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 Select a student

UTAH COMPOSE  
FORMATIVE WRITING TOOL

teach one | My Account | Help | Sign Out

Home Lessons **Students** Reports Prompts

9th Grade Demo Class Students

## Find a Student

Students Groups

+ Add - Edit View Drafts Remove Print

Last Name	First Name	User Name	Password	Last Login
eight	student	1008	*****	8 days ago
five	student	1005	*****	Today
four	student	1004	*****	8 days ago
nine	student	1009	*****	8 days ago
seven	student	1007	*****	Today
Six	Student	1006	*****	Today
studentone	Demo	demostudent1	*****	Today
studentthree	demo	demostudent3	*****	47 days ago
studenttwo	demo	demostudent2	*****	254 days ago
Ten	Student	1010	*****	8 days ago

Displaying 1 - 10 of 10

Helpful Documents: Teacher User Guide, Student User Guide, Rubrics, Example Essays, Graphic Organizers, 2 Stars and a Wish Guide

Helpful Links: Change Course, Edit Course Name

Frequently Asked Questions: How do I recover my password?, How do I access the teacher home page for a course?, How do I view a student's essay scores?, How do I view a class report?, What is PEG?, See All

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Select the Edit tab. The screen *will change to...*

**Edit Student**

**First Name\*** Student

**Last Name\*** Six

**SSID** 1006

**Date of Birth** 10/1/2000

**Grade** Grade 03

**Scoring Level** *(Scoring levels are by grade bands: 3-4, 5-6, 7-8, 9-10, and 11-12. Be sure to choose a grade that is not already in the same band as the student's current grade level.)*  
Grade 09

---

**Account Settings**

**User Name** 1006

**Password** [Reset Password] [Show]

---

**Demographic Information**

Save Cancel

Use this dropdown menu to change the grade band for differentiated scoring

Student password reset

# Teacher Role: Lessons



Click the "Lessons" tab  
Select lesson for learning intention  
Click "Assign Lessons"

### Assigned Lessons

#### Lessons

Category: Development of Ideas Select Lesson Category Difficulty Level: All Levels Select Difficulty Level

**Developing Conclusions**  
Time: 13 minutes Level: Intermediate Read-aloud available  
A strong conclusion gives your reader a sense of closure as well as emphasizing and summarizing your essay's main points. This lesson gives you a model of an informative and argumentative essay.

**Elaboration in Essays**  
Time: 6 minutes Level: Intermediate Read-aloud available  
How do you get from point A to point B in your writing? Details are the "landmarks" that keep your focus - and a reader's interest - on track. This lesson shows you how to use organization and guide the reader from one sentence to the next.

**Elaboration in Essays**  
Time: 8 minutes Level: Beginner Read-aloud available  
In this lesson you'll learn how to make your main point stronger through the use of different kinds of support: cause and effect, examples...

### Assign Lessons

Search lesson:  Category: All Categories Search student:  Grade: All Grades

0 lessons selected

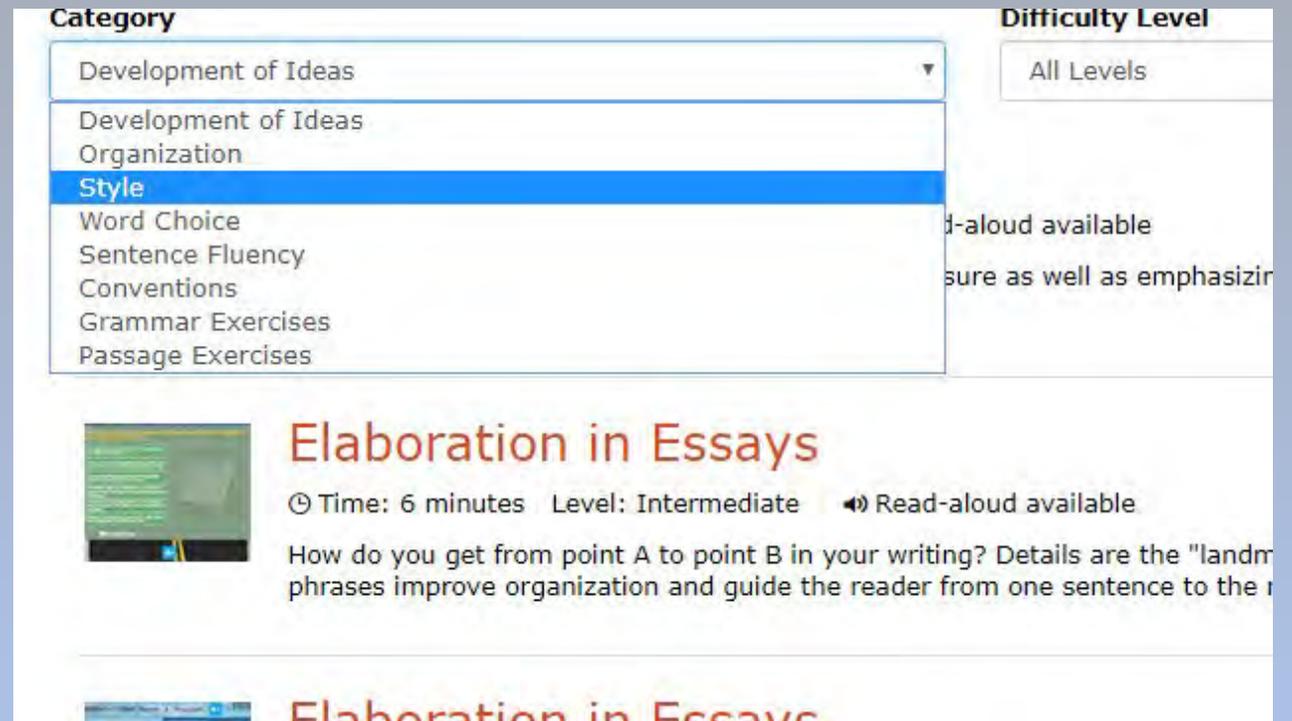
Name
<input type="checkbox"/> A Different Kind of Fun
<input type="checkbox"/> A Good Deed Rewarded
<input type="checkbox"/> A Stell-Ar Performance
<input type="checkbox"/> Active vs. Passive Verbs Set 1
<input type="checkbox"/> Active vs. Passive Verbs Set 2

0 students selected

Name	User Name
<input type="checkbox"/> William Brown	Demo.William.Brown1276
<input type="checkbox"/> Noah Davis	Demo.Noah.Davis1276
<input type="checkbox"/> Jane Doe	Demo.Jane.Doe1276
<input type="checkbox"/> James Johnson	Demo.James.Johnson1276
<input type="checkbox"/> Emma Miller	Demo.Emma.Miller1276

# Accessing the Lessons

- Lessons are arranged by grade level
- Students can access the lessons while composing essays
- Teachers can assign specific lessons to both individual students or to an entire class
- Read-aloud available



The screenshot displays a user interface for selecting lessons. At the top, there are two filters: a 'Category' dropdown menu and a 'Difficulty Level' button. The 'Category' dropdown is open, showing a list of options: 'Development of Ideas', 'Organization', 'Style' (highlighted in blue), 'Word Choice', 'Sentence Fluency', 'Conventions', 'Grammar Exercises', and 'Passage Exercises'. The 'Difficulty Level' button is set to 'All Levels'. Below the filters, a lesson card is visible. The card features a small video thumbnail on the left, the title 'Elaboration in Essays' in red, and the following details: 'Time: 6 minutes', 'Level: Intermediate', and 'Read-aloud available' with a speaker icon. The card's description begins with 'How do you get from point A to point B in your writing? Details are the "landm... phrases improve organization and guide the reader from one sentence to the r...'. A second, partially visible lesson card is shown below the first one.

# Instant Feedback Provides Lesson Suggestions

## Organization



You scored 5.0 out of 5

## Style



You scored 4.0 out of 5

## Word Choice



You scored 5.0 out of 5



## Evaluation

- You have organized your writing in a way that highlights your story's situation and makes it stronger.
- Your linking words and phrases are used in a smooth and expert way.
- Your story is carefully organized with well-placed details from beginning to end.
- Your writing is well-balanced and moves along smoothly.

## Feedback

- Add a title to let your reader know what your story is about.

## Lessons

- **Transition Phrases**

## Evaluation

- The reader gets a sense of who you are through your writing.
- Your interest and personal view is present throughout the entire story.
- Your use of language and literary techniques helps bring the story to life.
- Your writing fits the task, purpose, and readers.

## Feedback

- Try making your writing more lively by using more colorful language, dialogue and questions.

## Lessons

- **Understanding Audience**

## Evaluation

- Excellent word choice gives this essay power.
- Your words are used in an interesting, natural, and expert way.
- Your words make your writing especially clear.

# Assigning Lessons

Home Lessons Students Reports Prompts AH

Teacher / Grade 5 - 1330 / Lessons / Developing Conclusions

## Development of Ideas

### Developing Conclusions

Developing Strong Conclusions

#### Every Essay Needs a Conclusion

Just as every story needs an ending, every essay needs a conclusion. A strong conclusion summarizes your main points. It also helps the reader remember your main idea. A conclusion makes an essay feel finished. However, just repeating your main idea can get boring. Instead, restate your main idea and supporting points with fresh language. You want to make your conclusion sound as interesting as the rest of the essay.

In addition to summarizing your main points, a conclusion needs to answer the question, "So what?" In other words, why is your main idea important? When you include an answer to the "So what?" question, you help readers see why your ideas and information should matter to them after they have finished reading.

For example, suppose you are writing an essay about an organization that rescues large cats, such as lions and tigers, from circuses, roadside zoos, and private homes. The rescue organization then creates homes for them at a sanctuary resembling their natural habitats.

How would you answer the "So what?" question?

Click below to see a possible answer to the "So what?" question.

Example 1: So what?

Assign lessons to specific students for individualized support and instruction

Assigned students

Name	User Name	Time Spent	Completed Date
No data available in table			

Back See all Lessons

+ Add - Remove

# Prompts Tab: Advanced Options

**Advanced Options** ▾

**Graphic Organizer** Require the organizer or make it optional:

**Timer** Set the timer for your students' tests or disable it entirely:  
  
 minutes (between 30 and 90)

**Essay Drafts** Allow students to resubmit an essay a limited number of times:  
  
 revisions (between 1 and 99)

**Essay Format** Allow students to format an essay:  
  
 Hide Format until draft number (between 1 and 99)

**Essay Title** Require students to write an essay title:

**Cited sources** Require students to list sources:

**Grammar and Spelling Feedback** Hide grammar and spelling feedback until draft number  
 (between 1 and 99)

**Recommended**   
[Remove All](#) [Select All](#)

**Specialized Vocabulary List** Add uncommon technical or content-related words you don't want marked as misspelled.  
  
[Remove All](#)

**Essay Copy/Paste**

**Score enabling** Hide score until draft number  
 (between 1 and 99)

# Teacher Role: Graphic Organizer Assignment

Home Lessons Students Reports **Prompts**

Teacher ▾ / Grade 5 - 1330 ▾ / Prompt / Edit Prompt

## Edit Prompt

**Title** All About Dirt

**Description** Read about soil. Be sure to read all three articles, and to click on the Food Web button on the third page. Then write an explanation of why soil is so important to us. Use facts from all four sources to support your explanation.

**Genre** Informative/Explanatory

---

**Sub-Genre**

**Content Areas** 10 Science

**Status** Enabled 7/22/2019

**Stimulus Materials**

- Article: [What is Soil?](#)
- Article: [Soil Importance](#)
- Article: [Incredible Journey](#)

NOTE: Measurement Incorporated does not control any of the content on the stimulus material pages.

**Advanced Options** +

Save Cancel

### Advanced Options

**Graphic Organizer** Require the organizer or make it optional:  
Optional ▾

**Timer** Set the timer for your students' tests or disable it entirely:  
Enabled ▾  
60 minutes (between 30 and 90)

**Essay Drafts** Allow students to resubmit an essay a limited number of times:  
Enabled ▾  
30 revisions (between 1 and 99)

**Essay Format** Allow students to format an essay:  
Enabled ▾  
1 Hide Format until draft number (between 1 and 99)

**Essay Title** Require students to write an essay title:  
Not required ▾

**Cited sources** Require students to list sources:  
Optional ▾

**Grammar and Spelling Feedback** Hide grammar and spelling feedback until draft number  
1 (between 1 and 99)

**Peer Review** Enabled ▾  
For the reviewer, the name of the essay author is:  
Shown ▾  
For the essay author, the name of the reviewer is:  
Shown ▾

**Recommended**  
William Brown ✕ Noah Davis ✕ Jane Doe ✕ James Johnson ✕ Emma Miller ✕  
Sophia Moore ✕ John Smith ✕ Mia Taylor ✕ Alexander Williams ✕  
Olivia Wilson ✕  
Remove All Select All

**Specialized Vocabulary List** Add uncommon technical or content-related words you don't want marked as misspelled.  
Remove All

**Essay Copy/Paste** Enabled ▾

**Score enabling** Hide score until draft number  
1 (between 1 and 99)

Save Cancel

# Teacher and Student Role: Graphic Organizer Assignment

## Teacher View

The screenshot shows the 'Graphic Organizer' section with a dropdown menu set to 'Required'. A red arrow points to the 'Graphic Organizer' label. Below it, a 'Specify organizer:' dropdown menu is open, listing various options like 'Argument and Text Evidence', 'Snowflake', 'Venn Diagram', etc. A blue box highlights the text: 'Defaults to "Optional" Select "Required" to require a specific organizer or student choice Organized by genre'. Other labels like 'Timer' and 'Essay Drafts' are visible on the left side.

## Student View

The screenshot shows the 'Practice Writing Select an Organizer' page. It features a grid of 'Recommended' organizers including 'Detail Wheel', 'Asking the 5 W's', 'Events Web', 'Step by Step Organizer', 'TAP Count Planning Guide', 'The 5 Senses Map', 'Burger Chart', 'Cause and Effect', 'General Essay', 'Fact-Tracks', 'Venn Diagram', and 'Textual Evidence'. Below this is a 'Free-Write' option and a 'Compare and Contrast' option. A blue box highlights the text: 'Student View Optional default'. At the bottom, there is a section for 'Other Organizers' including 'Paw Print Web', 'Story Outline', 'Narrative Train', 'Characterization Chart', 'Snowflake', 'Story Planner', 'Opinion, Support, Evidence', 'Flower Pot Map', 'Story Pyramid', and 'Personal Narrative Map'.

This screenshot shows the 'Practice Writing Select an Organizer' page with the 'Required Organizer' section. It displays the 'Opinion, Support, Evidence' organizer icon. A blue box highlights the text: 'Student View Teacher set Required graphic organizer'.

# Teacher Role: Essay Copy & Paste Restrictions

**Advanced Options**

**Graphic Organizer** Require the organizer or make it optional:  
Optional

**Timer** Set the timer for your students' tests or disable it entirely:  
Enabled  
60 minutes (between 30 and 90)

**Essay Drafts** Allow students to resubmit an essay a limited number of times:  
Enabled  
30 revisions (between 1 and 99)

**Essay Format** Allow students to format an essay:  
Enabled  
1 Hide Format until draft number (between 1 and 99)

**Essay Title** Require students to write an essay title:  
Not required

**Cited sources** Require students to list sources:  
Optional

**Grammar and Spelling Feedback** Hide grammar and spelling feedback until draft number:  
1 (between 1 and 99)

**Peer Review** Enabled  
For the reviewer, the name of the essay author is:  
Shown  
For the essay author, the name of the reviewer is:  
Shown

**Recommended**  
William Brown ✕ Noah Davis ✕ Jane Doe ✕ James Johnson ✕ Emma Miller ✕  
Sophia Moore ✕ John Smith ✕ Mia Taylor ✕ Alexander Williams ✕  
Olivia Wilson ✕  
Remove All Select All

**Specialized Vocabulary List** Add uncommon technical or content-related words you don't want marked as misspelled.  
Remove All

**Essay Copy/Paste** Enabled

**Score enabling** Hide score until draft number:  
1 (between 1 and 99)

Save Cancel

- Teacher has ability to prevent students from copying and pasting text from outside sources into an essay or from within an essay
- Prevents direct plagiarism by students
- Must be set per prompt using Advanced Options
- Can be adjusted between writing sessions by teacher (enable and then disable on later drafts)
- “Disable It” is system default

# Prompts Tab: Adding Teacher-Created Prompts

prompts/Add

demo teacherone | My Account | Help | Sign Out

UTAH COMPOSE  
FORMATIVE WRITING TOOL

Home Lessons Students Reports Prompts

DT1\_2015\_G6 Prompt Add Prompt

## Add Prompt

**Title\***

**Description\***

**Genre\*** Please Select One

**Sub-Genre** Please Select a Genre

**Available Content Areas** Choose an area...

**Shared** No

**Advanced Options**

Remove Prompt Save and Add Stimulus Material Save Cancel

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Access from "Prompts" tab

Advanced Options tab

# Prompts Tab: Adding Teacher-Created Prompts

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demo teacherone | My Account | Help | Sign Out

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Remove Prompt Save and Add Stimulus Material Save Cancel

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The title is a brief description of the prompt.

The description is the prompt.

Select narrative, informational/explanatory, opinion/argument, or constructed response.

Select “yes” to enable prompt for all students and to allow other teachers in your school to see it.

# Adding a Prompt to Multiple Courses

## Courses

In order to add/remove this prompt from a course please check/uncheck the box next to the corresponding course. Then click Save.

- |                          |                                     |
|--------------------------|-------------------------------------|
| testC1                   | <input type="checkbox"/>            |
| English II Block B -1330 | <input checked="" type="checkbox"/> |
| Language Arts 7A - 1330  | <input checked="" type="checkbox"/> |
| Grade 5 - 1330           | <input type="checkbox"/>            |

Do you teach multiple courses and want to assign a prompt to all your students?

You can now add/remove a prompt from a course by selecting them from the list.

Save

Cancel

# Updated Peer Review

Teacher ▾ / Grade 5 - 1330 ▾ / Prompt / Edit Prompt

## Edit Prompt

**Title** How Roller Coasters Work

**Description** Read about roller coasters and watch the video. Roller coasters use energy, but not from an engine. In a paper you write for your classmates, explain how this can be. Use information from the reading and the video and from your knowledge of gravity and energy.

**Genre** Informative/Explanatory

---

**Content Areas** Science

**Status** Disabled

**Stimulus Materials**

- PDF - Reading: How Roller Coasters Work
- Video: Nat Geo Kids and How Roller Coasters Work!
- Video: How Roller Coasters Work

NOTE: Measurement Incorporated does not control any of the content on the stimulus material pages.

---

**Advanced Options** +

- Peer Review +
- Courses +

Save Cancel

A yellow box with the text "New features available!" has two red arrows pointing to a red oval. The oval encloses two yellow buttons: "Peer Review +" and "Courses +".

# Peer Review Questions

## Peer review questions

Required

What is one thing the writer does well?

What specific suggestion(s) do you have for the writer?

Choose up to six

- Does the introduction create interest in learning more about the topic of the essay?
- Does the writer clearly state the main idea of the essay, reveal its importance, and introduce the reader to the subtopics that will be developed?
- Does the writer include a variety of information such as facts, details, quotations, and examples from trusted sources to support the main idea?
- Does the writer organize information about the subtopics in sections to develop ideas and emphasize key points?
- Are the subtopic sections and information ordered in a way that supports the main idea from beginning to end?
- In the conclusion, does the writer restate the main idea and the important points?
- Is the essay written with an interesting, teaching tone using accurate words that help the reader understand the information?
- Does the writer give credit to sources used for information?
- Does the writer summarize and/or uses direct quotes where appropriate?
- Does the writer use a variety of transitional words and phrases to order and connect ideas?

# Student Role: Split Screen Revision

- When students revise an essay, the screens are split side by side
- Student no longer have to scroll up and down during revision
- Student have the option to turn off spelling and grammar feedback during revision

**A Special Memory**  
Write an essay about a memory that is important to you. Write the essay in narrative form. Help your reader feel the emotion you felt as you were living through this event.

Time Remaining 59:50

Writing Suggestions

Show Feedback

Camping in Colorado

I used to love going camping in Colorado with my family. We went every summer after visiting my relatives. I remember the Big Thompson river rushing down over the rocks and between the mountains. As soon as we saw the river, we knew we were almost there. There were always fishermen along the river with their hip waders and rods with reels. It was really pretty cold in the Rockies during the summer, so people had to wear jackets during the day and especially at night. I would try to look out the window to see the tops of the mountains

We'd set up the tent, and put all our sleeping bags, and clothes in the tent, and then my mom would get busy setting up her kitchen. We had a camp stove and a big cooler. Once a bear tipped it over and ate stuff out of it. My dad would look for wood to build a fire later, and my brothers and I would go check out the rest of the camp, the store, and the restrooms, and see if there was a playground, or place to swim.

There was something about being in the mountains that made us all so hungry, and we could hardly wait to eat. My mom would get impatient with us, and tell us to go do something, until it was ready. I would set the wooden picnic table, because, that way, I could sneak some food! Then we'd always have hamburgers, and fresh tomatoes, and corn on the cob. It was so good. Then we'd sit around the fire, and make somores and talk. We'd get tired early, and besides, there wasn't any light except for the fire and the lantern, so we'd go to bed, and in the morning, I was always cold and clammy, and always woke up hearing the tent door zip up and down. Then it was time for breakfast and a new adventure!

Cited sources:  
No sources entered.

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Cited sources:  
Cited Sources

Previous 325 words Save and Quit Submit

Your essay is autosaved every 60 seconds.

# Student Role: Split Screen Graphic Organizer with Highlighting

**Practice Writing**  
**Select an Organizer**

Select an organizer and click **Next** to begin the writing process. If you need a prompt, click on the organizer and an organizer will load.

**Recommended**

**Other Organizers**

Student View  
 (Optional selection set by teacher)

## A Favorite Activity

Describe an activity that you like to do in your free time. Explain what about this activity makes it something you choose to do. Use examples and descriptive details to help the reader understand your choice.

Time Remaining 57:30

**Writing Suggestions**

There are no right or wrong responses to the prompt. The essay must be long enough to develop your ideas about the topic and to allow scoring in each of 8 areas: Development of Ideas, Organization, Style, Word Choice, Sentence Fluency, Conventions (scored by the site) as well as Textual Evidence and Content Accuracy (scored by your teacher). Use details, facts, information, and examples to support your ideas.

When proofreading your essay, ask yourself the following questions:

- Is the essay well organized and developed?
- Is there an introduction and a conclusion?
- Is there sufficient evidence to support your choices?
- Are sentences clear, concise, and varied in format? Do they flow logically from one thought to another?
- Is the vocabulary specific and appropriate?
- Are the spelling, punctuation, grammar, and capitalization correct?
- Are you writing in standard American English?

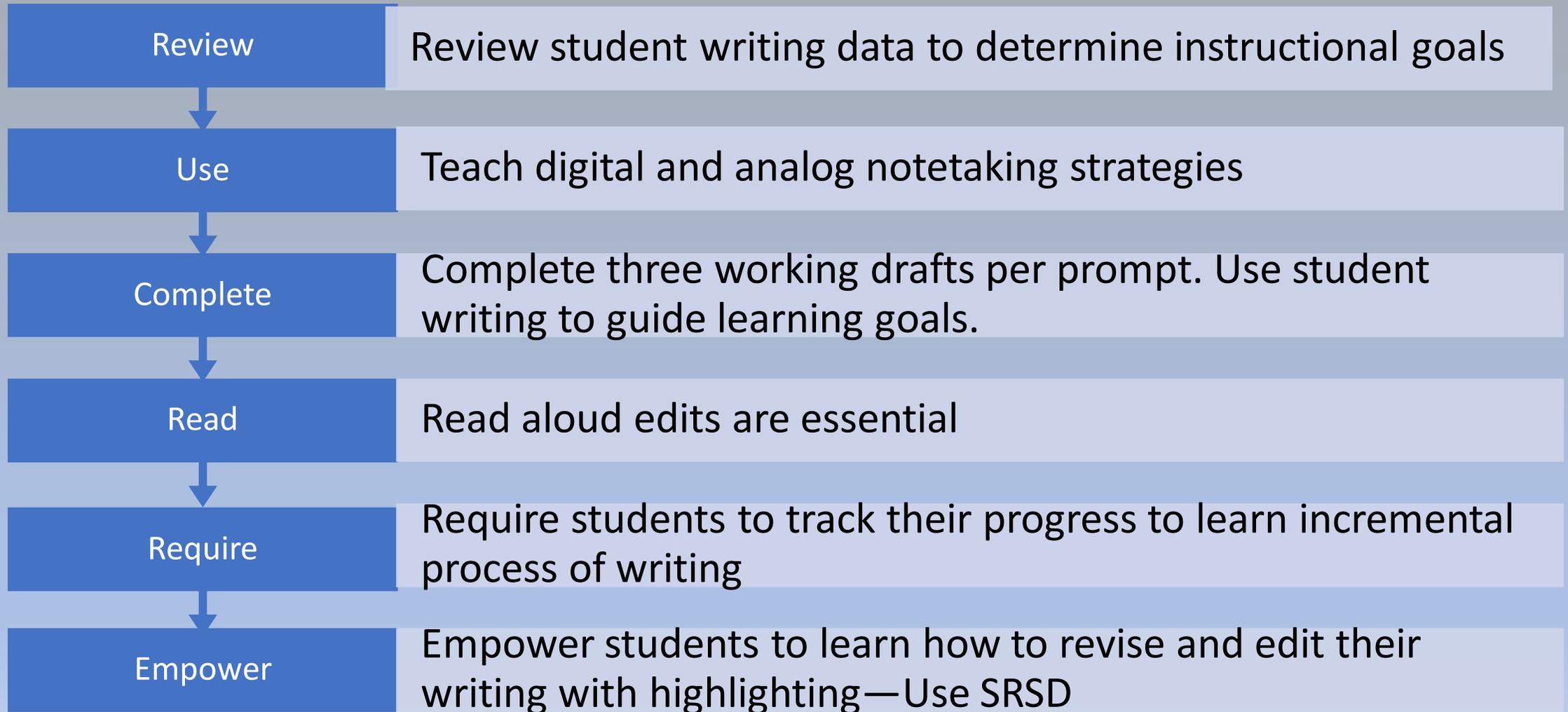
Use the boxes below to organize your ideas and evidence for your essay.

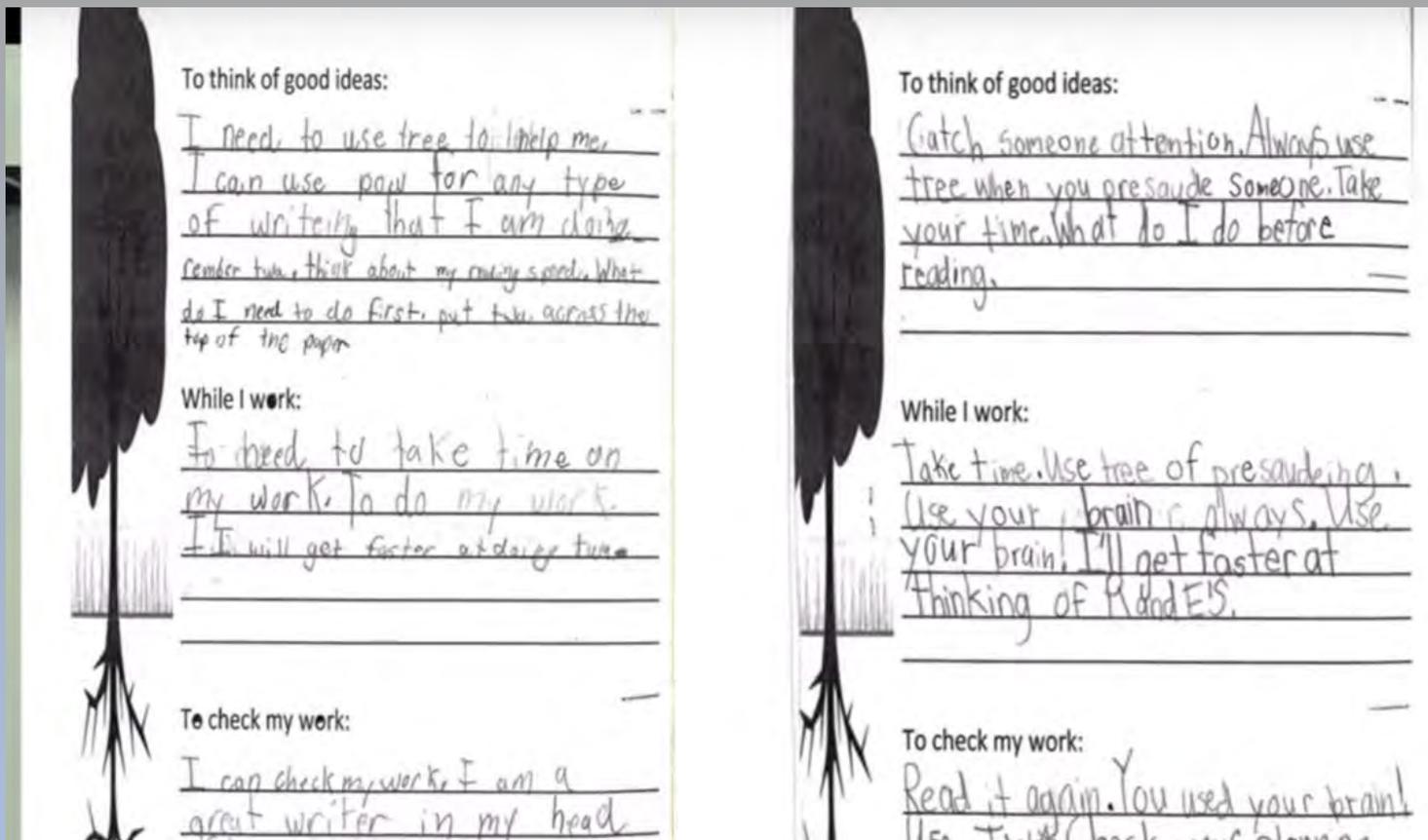
Topic or Thesis:	
Practice Graphic Organizer	
Main Points, Ideas, or Claims	Text Evidence/Source/Location
Camping is fun	Article from Backpacking
Checking out the highlighting feature	I like the color choices

Title

Essay

# Utah Compose as Formative Tool



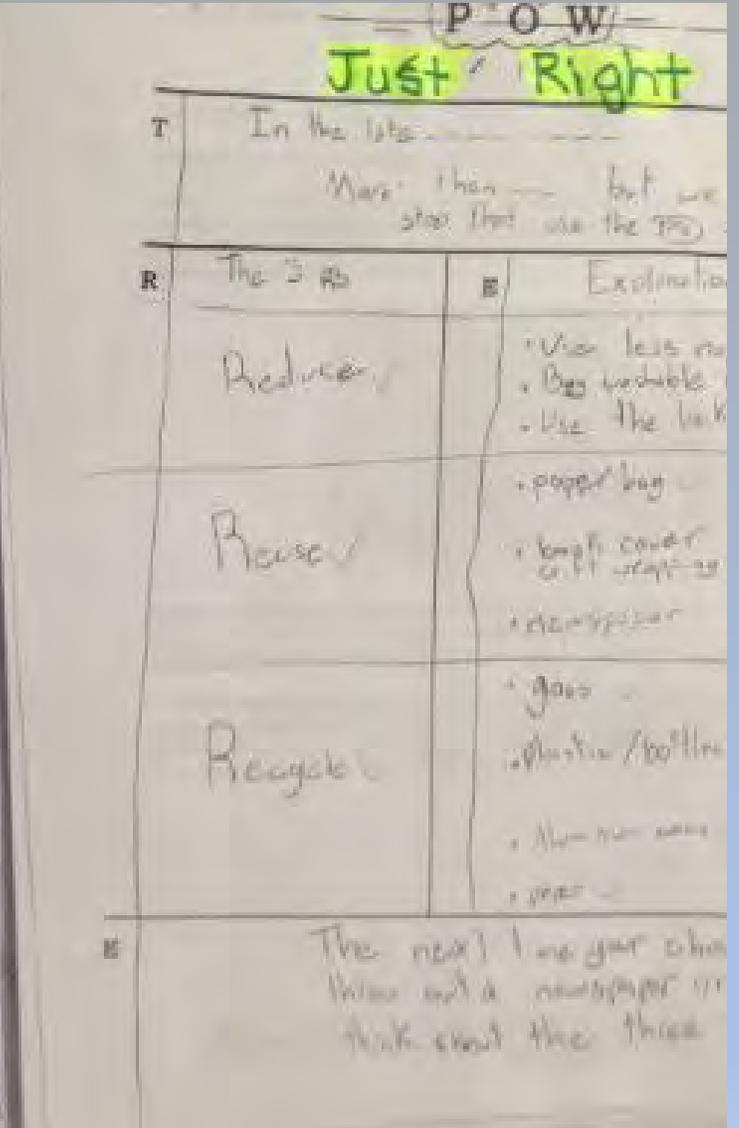
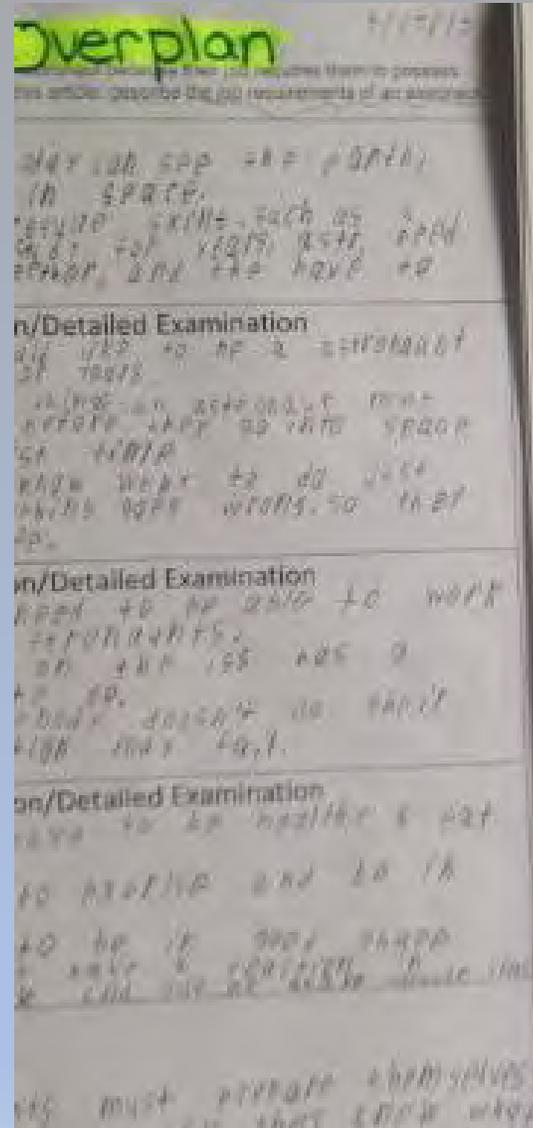


- Have students write, analyze, and set short-term writing goals using their own writing
- RISE Benchmark modules
- Use Utah Compose reports
- Utah Compose Student Portfolios
  - Have students review their writing from previous years
  - Help students create their own writing goals
  - Develop student-friendly methods of tracking progress

Review student writing data to determine instructional goals

# Teach digital and analog notetaking strategies

- Highlighting isn't annotating!
- Teach create graphic organizers from blank paper
- Model effective notetaking
- Use a variety of digital and analog texts



Complete three working drafts per prompt. Use student writing to guide learning goals.

- Design engaging and meaningful tasks that allow for choice
- Review curriculum connections and select Utah Compose prompts that match instructional goals
- Use the example essays in Utah Compose to familiarize students with writing tasks

The screenshot shows a web application interface. At the top, there is a navigation bar with tabs for 'Home', 'Schools', 'Reports', 'Users', 'Prompts', and 'Demo'. The 'Home' tab is selected and underlined. Below the navigation bar, the word 'Home' is displayed. A large banner image shows a school building with the text 'Home Page' overlaid on the right side. Below the banner, there are two red rectangular buttons. A text instruction reads: 'Use the tabs above to manage school, user, and prompt information.' At the bottom of the page, there is a footer area with a list of links: 'Guides', 'Rubrics', 'Example Essays', 'Help Center', 'Graphic Organiza', and 'Frequently Aske'. A red arrow points to the 'Example Essays' link. The date 'January 19, 2012' is displayed in the footer area.

# Utah Compose Example Essays

Every grade level has multiple examples at different scoring levels.

Home >> Resources >> Example Essays

Student Help Center Teacher Help Center School Administrator Help Center District Administrator Help Center

## Example Essays

Understanding the Standards - Types of Writing

- EXAMPLE ESSAYS**
- RUBRICS
- GRAPHIC ORGANIZERS
- MORE INFORMATION
- FAQ
- EXTERNAL RESOURCES
- RELEASE NOTES

### Grades 3 - 4

- Informative/Explanatory
- Narrative
- Opinion

### Grades 5 - 6

- Constructed Response
- Informative/Explanatory
- Narrative
- Opinion/Argumentative

### Grades 7 - 8

- Argumentative
- Constructed Response

### Grades 9 - 10

- Argumentative
- Constructed Response
- Informative/Explanatory
- Narrative

### Grades 11 - 12

- Argumentative
- Informative/Explanatory
- Narrative

# Utah Compose Example Essays

**Grades 5-6**

*Essay scores are produced for the following grade ranges: 3-4, 5-6, 7-8, 9-10, and 11-12. Thus a fifth grade essay is compared to models for both fifth and sixth grades.*

**Prompt for Essays 1-3:** Describe an activity that you like to do in your free time. Explain what about this activity makes it something you choose to do. Use examples and descriptive details to help the reader understand your choice.

**Informative/Explanatory Essay 1: My Favorite Free-Time Activity**

I like to play ball, all kinds. I am good and i can make baskets and i can takle and make tuchdowns and hit it so thats why i like free time.

I would play ball with my brother and frends and sometimes my cuzin but when i am home.

And my dad likes to watch football with me and my brother and my mom and we eat pizza when we watch. Its fun.

*Annotation:* This essay has an organizational structure. Adding details to develop the ideas would greatly improve it.

**Informative/Explanatory Essay 2: My Favorite Free-Time Activity**

When I have free time I like to play all kinds of sports. My dad got me into sports when I was really little, and I have loved it ever since. Sports are good for many reasons. They are fun and they keep me healthy. I get lots of exercise when I am running after a ball, kicking it, or hitting it. I run track and swim, as well, so that I get a lot of really good workouts. It is important to be active so that you can stay healthy.

Sports also are good because they teach you to play with others in a good way. Bad sportsmanship is really bad manners, and so if you learn how to be a good sport you will also learn good manners. You can't always get your own way when you are playing sports, just like in real life. When you don't play well with your teammates, you will not win the game.

Sports is a good activity because you can always play something. In spring and summer, you can swim or play baseball. In the fall you can play football or soccer. In the winter, there is basketball. Of course, there is also tennis, golf, track, and lots of other sports - really, something for everyone. Even when you grow up, you can play team sports on a city team or individual sports by yourself or with a friend or two.

*Annotation:* The writer has added good detail to support his ideas. Adding an introduction and a conclusion, as well as examples, would help improve the essay.

All example essays provide annotations to guide instruction.



Students can review, compare, contrast their own writing to the examples.

# Read aloud edits are essential

- Students need to “hear” their writing.
- Use the “Personal Whisper Phone” technique



# Empower students to learn how to revise and edit their writing with guided highlighting

- One key to using Utah Compose as a formative writing tool is student revision and editing.
- One effective method for helping students find areas needing revision is to use guided highlighting.
- Materials Needed: highlighters in multiple colors (green, yellow, pink, blue, purple, orange)
- **Green**: Think “Go!”—first words in sentences; claim/thesis; hook sentences
- **Yellow**: Think “Slow Down!”—reasons with examples and elaboration to follow
- **Pink**: Think “Stop!”—demonstrates student thinking—textual evidence/examples/elaboration
- **Blue**: Transitions—allows students to see connections between ideas/paragraphs
- **Purple**: Citations—Use to highlight article titles/author names
- **Orange**: Teacher Choice—Use for your writing pet peeves or to indicate application of writing lessons



# Suggestions for Writing Portfolios

## Organization is Key!

### In-person learning:

- If you teach multiple grade levels or multiple writing classes, use colored folders to differentiate between the classes.
  - Builds classroom/lab management
  - Allows for consistent information for students
  - Gives options for student self-reflection
- Provides “one stop shopping” for handouts, tracking sheets

### Remote Learning:

- Show students how to access their writing portfolios, including writing history
- Create PDF versions of handouts and include them with writing assignments.

## Suggested Writing Portfolio Content

- Tracking sheets
- Copies of “working drafts” (in-person)
- Student graphic organizers
- Student writing rubrics
- Student self-reflections
- Handouts that support writing
  - 13 Ways to Start a Sentence
  - “Reading With Your Pen” Palette

# Where do I begin?



# Pre-Assess Student Writing: Individual Student Method

1. Select a grade-level appropriate prompt with stimulus material
2. Students can write by hand or type in Word—do not use an online scoring program
3. Students will review their own writing to evaluate their strengths and weaknesses with guidance from the teacher
4. Focus first on message and purpose—minimize focus on editing.
4. Using the pre-assessment, students set goals for improving their writing.



# Pre-Assess Student Writing: Group Method



1. Select and print a grade-level appropriate essay that needs lots of revision. Print connected stimulus material so students can use it during review.
2. In pairs or groups of 4, students will review the writing and evaluate its strengths and weaknesses with guidance from the teacher. The groups list and discuss ways to revise the essay to make it better.
3. Focus first on message and purpose—minimize focus on editing.
4. Using the essay and discussion, students review one of their own essays, comparing it to the revision criteria and set individual goals for improving their writing.

# Effective Practice

**Draft. Draft. Draft. Draft. Draft. Draft.**

**Revise. Revise. Revise. Revise.**

**Edit. Edit. Edit. Edit. Edit. Edit. Edit.**

**Repeat. Repeat. Repeat. Repeat.**

**Draft. Draft. Draft. Draft. Draft. Draft.**

**Revise. Revise. Revise. Revise.**

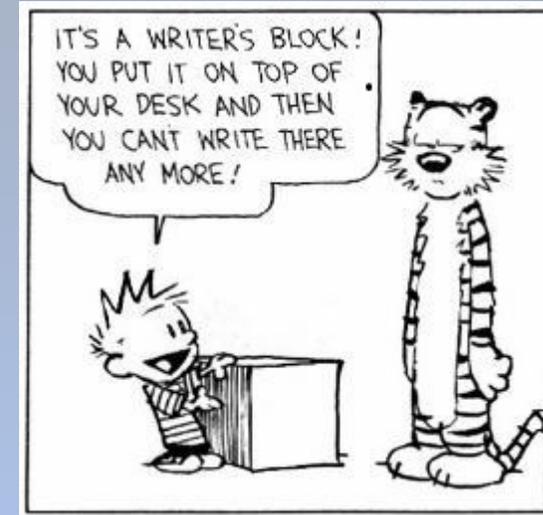
**Edit. Edit. Edit. Edit. Edit. Edit. Edit.**

**Repeat. Repeat. Repeat. Repeat. |**

# Preventing Writer's Block: from Extreme Writing

If students write 20 minutes a day for 10 days in a row, at least eight times a year from 4<sup>th</sup> through 9<sup>th</sup> grade, they will write an additional 9,600 minutes (160 hours).”

Diana Cruchley, *Extreme Writing*



# Exit Ticket

- In the chat box, please answer the following questions:
- What was the most surprising thing I've learned in today's session?
- What is the most important thing I've learned in today's session?
- How will I apply what I've learned in my own work as an educator?



# Additional Questions?



- Contact Kim Rathke [kim.rathke@schools.utah.gov](mailto:kim.rathke@schools.utah.gov)
- Utah Compose Support Desk [support@utahcompose.com](mailto:support@utahcompose.com) (866) 691-1231

## References

Bourque, P. (2016). *Close Writing: Developing Purposeful Writers in Grades 2-6*. Portland, ME: Stenhouse.

Picou, A. (2020). Are Schools Making Writing a Priority? Retrieved August 27, 2020, from <https://www.the-learning-agency-lab.com/the-learning-curve/are-schools-making-writing-a-priority>