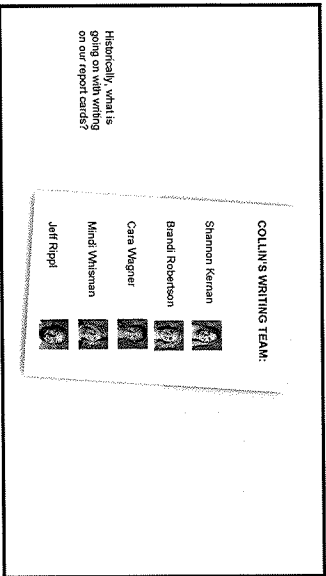


The key is to use differing materials/resources to different groups, not just teaching the same thing to different groups (Hattie, 2009, p. 94-95).
 A book in class, .. different DOK for different groups.



TYPE 1

- Cross Curricular
- K-12
- Timed
- Minimum # of Items
- Brainstorming-no wrong answers.
- Evaluable with a + or -

BUILD STAMINA

Examples:
 Johnny: Come Over in A While was absent again today. Please list and explain all the eight elements of today lesson in 5 minutes.
 Tell me one thing that you learned from last night's homework or three questions that it raised for you.
 Tell me a minimum of two things, you as a teacher, would like to concentrate on within your professional development. You have one minute. Leave on the side.

Historically, what is going on with writing on our report cards?

Effective Teaching Practices	Effect size	Less Effective Teaching Practices	Effect size
Providing formative evaluation	0.90	Time on task	0.38
Comprehensive interventions for learning disabled students	0.77	Computer assisted instruction	0.37
Reciprocal teaching	0.74	Adjunct aids	0.37
Feedback	0.73	Frequent/effects of testing	0.34
Spaced vs. mass practice	0.71	Simulations	0.33
Meta-cognitive strategies	0.69	Inductive teaching	0.33
Self-verbalization/self questioning	0.64	Homework	0.29
Problem-solving teaching	0.61	Programmed instruction	0.24
Teaching strategies	0.60	Special college programs	0.24
Cooperative vs. individualistic learning	0.59	Competitive vs. individualistic learning	0.24
Study skills	0.59	Individualized instruction	0.23
Direct Instruction	0.59	Teaching test taking	0.22
Mastery learning	0.58	Visual/audio-visual methods	0.22
Worked examples	0.57	Comprehensive teaching reforms	0.22
Concept Mapping	0.57	Aptitude/treatment interactions	0.19
Goals	0.56	Learning hierarchies	0.19
Peer Tutoring	0.55	Co/team teaching	0.19
Cooperative vs. competitive learning	0.54	Web-based learning	0.18
Keller's PIS	0.53	Teacher immediacy	0.16
Interactive video methods	0.52	Home-school programs	0.16
Questioning	0.46	Problem-based learning	0.15
Behavioral organizers/Adjunct questions	0.41	Mentoring	0.15
Matching style of learning	0.41	Distance education	0.09
Cooperative learning	0.41	Student control over learning	0.04

Hattie, 2009

Five Types of Writing

Type ①: Capture Ideas

Type One writing gets ideas on paper—brainstorming. Type One is timed and requires a minimum number of items or lines. Questions and/or guesses are permitted. Evaluated with a check (✓) or minus (-).

Type ②: Respond Correctly

Type Two writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question, graded as a quiz. *One draft.*

Type ③: Edit for FCAs

Type Three has substantive content and meets up to three specific standards called focus correction areas. It is *read out loud* and reviewed to see if the draft meets the following criteria: completes the assignment, is easy to read, and meets standards set by the focus correction areas. Revision and editing are done on the original. *One draft.*

Type ④: Peer Edit for FCAs

Type Four writing is Type Three writing that is *read out loud* and critiqued by another. *Two drafts.*

Type ⑤: Publish

Type Five writing is error free and of publishable quality. *Multiple drafts.*

For All Types

For all types, skip lines. For Types One and Two, label the type on top left-hand side of paper. For Types Three and Four, list focus correction areas on top left-hand side. Type Three and Four papers should be saved and used to practice editing skills.