



Multilingual & Multicultural Education Department  
**STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)**



<b>Name:</b>	<b>Date:</b>
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<b>Overall ELPAC:</b>	<b>Year:</b>	<b>Overall Progress Report Mode Scores (EM EX BR) Collaborative:</b>	<b>Interpretive:</b>	<b>Productive:</b>
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<b>ELD/Language Objective:</b>	<b>Teacher Prompt:</b>
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<b>STEPS:</b>	<b>DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:</b>	<b>DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:</b>	<b>DIMENSION 3 Sentences are logically organized and connected:</b>
<ol style="list-style-type: none"> <li>1. Attach the writing sample and list date.</li> <li>2. Write the score and a brief rationale for the scores on the back of this form.</li> <li>3. Refer to the CA ELD Standards and guiding questions to develop instructional implications.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>4</b> First sentence clearly helps readers understand what the idea will be</li> <li>• <b>3</b> First sentence satisfactorily helps readers understand what the idea will be, with some lack of clarity</li> <li>• <b>2</b> First sentence vaguely gives readers and idea of what the idea will be</li> <li>• <b>1</b> First sentence is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4</b> Next sentences effectively clarify and/or use evidence to support the first sentence</li> <li>• <b>3</b> Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity</li> <li>• <b>2</b> Next sentences vaguely clarify and/or use evidence to support the first sentence</li> <li>• <b>1</b> Next sentences do not clarify and/or do not use evidence to support the first sentence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4</b> Sentences are effectively organized and connected (e.g., using transitions)</li> <li>• <b>3</b> Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity</li> <li>• <b>2</b> Sentences are somewhat organized and connected (e.g., using transitions) with a lack of clarity</li> <li>• <b>1</b> Sentences are not organized nor connected (e.g., using transitions)</li> </ul>

**STEP 1 –Write what a student expresses in response to a complex prompt in this section (Attach additional pages if needed)**



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**STEP 2 – Score and Rationale: *Provide a brief rationale for each dimension***

**DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:**

<b>Score:</b>	
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**DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:**

<b>Score:</b>	
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**DIMENSION 3 Sentences are logically organized and connected:**

<b>Score:</b>	
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**STEP 3 – Instructional Implications: *Refer to the CA ELD Standards and list instructional implications for the student***

**GUIDING QUESTIONS** - *Consider the language the student produced: What is the student able to do? How did the student address each dimension? At what proficiency level? What instruction does the student need to continue their progress? What prompts or models might I consider? Use language from the ELD Standard to plan future instruction.*

**Instructional Implications for Student:**