

Exploring Upper Primary Students' Writing Using the STAR Framework as a Form of Feedback

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English in a Future-ready Singapore

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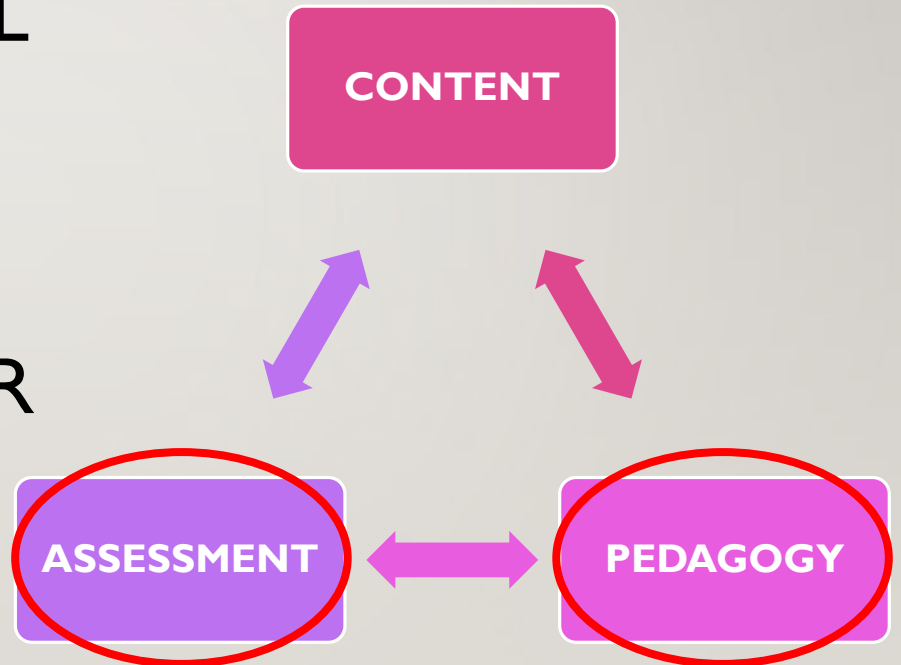
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QUALITATIVE DATA (END 2014)

DATA-DRIVEN REVIEW & ANALYSIS OF STUDENTS' NEEDS & LEARNING GAPS

- STUDENTS' INDIVIDUAL WRITING SAMPLES
- TEACHERS' REFLECTIONS ON THEIR OWN TEACHING



PROFESSIONAL DEVELOPMENT (2015) - ELIS Learning Programme: Budding Writers, Exploring Writing: Teaching Writing (Pri)

*P3 – P6 EL
teachers trying
out the
strategies to
teach idea
generation at the
pre-writing stage
in the workshop*



PROFESSIONAL LEARNING COMMUNITY (2015)

- Upper Primary EL teachers
- explore ways of using feedback to improve students' writing
- extended support from ELIS
- MTT Mrs Soo Kim Bee



3 BIG IDEAS

#1 Ensuring that students learn

#2 Building a culture of collaboration

#3 Focusing on student outcomes

PROBLEM STATEMENT - THE IDEAL SITUATION

- an interactive process & not so linear
- should be authentic and meaningful so that the student is motivated and wants to learn
- Teaching writing is:
 - a complex process
 - essential for students to learn the process skills of how to plan, draft, edit and revise their written piece before the final publication

PROBLEM STATEMENT - IN REALITY

- an uphill task for primary school teachers who have to juggle with a big class size of conferencing with feedback for every piece of writing

PROBLEM STATEMENT - IMPLICATIONS

- allow students to take ownership of their work
- writing process (generating and organising ideas, editing and revising) should not be undermined
- student motivation in learning and writing
- collaborative learning strategies for writing

WHAT GOOD WRITERS DO (GALLAGHER)

Elements of Craft	Elements of Editing	
<ul style="list-style-type: none"> • Strong voice • Sentence sense/ variety • Word power (vocabulary/ use of metaphors/ show not tell) • Strong verbs • Paragraphing for effect • Effective introductions/ conclusions • Clear thesis • Flow (sequence/ coherence) • Development/ complexity of ideas • Effective transitions • Special narrative strategies (eg. Flashbacks, time shifts etc) • Strong dialogue 	<ul style="list-style-type: none"> • Sentence boundaries • Run-on sentences • Fragments • Common errors • Subject-verb agreement • Quotation marks • Pronoun agreement • Pronoun vagueness 	<ul style="list-style-type: none"> • Capitalisation • Apostrophes • Semicolons • Colons • Italics • Numbers • Parenthesis • Word choice • Spelling

RESEARCH QUESTIONS

- Will the use of **STAR** as feedback enhance P5 students' writing?
- To what extent does the use of **STAR** (Substitute-Take out-Add-Rearrange) as feedback enhance P5 students' development of ideas in their writing?

USING **STAR** AS A STRATEGY FOR FEEDBACK TO ENHANCE STUDENTS' WRITING

2015 (July)	2016	2017
<ul style="list-style-type: none">• Rolled out to all P5 classes• 5A; 5C; 5E classes as sampling<ul style="list-style-type: none">▪ 5A - High Progress▪ 5C - Middle Progress▪ 5E - Low Progress	<ul style="list-style-type: none">• Rolled out to all P5 & P6 classes• Random sampling of P5 high-progress (HP), middle-progress (MP) and low-progress (LP) students• Explored the use of ICT tools	<ul style="list-style-type: none">• Rolled out to all P4 - P5 classes• Random sampling of P4 high-progress (HP), middle-progress (MP) and low-progress (LP) students• Explored the use of ICT tools for P5

Source: Hughes, J.M. (n.d.) *The Writing Process*. Retrieved from <http://faculty.uoit.ca/hughes/Writing/WritingProcess.html>

METHODOLOGY- USING STAR

FOUR MAJOR WAYS TO TRANSFORM AN ESSAY (KELLY GALLAGHER)

S Substitute	T Take things out	A Add	R Rearrange
<p>Replace</p> <ul style="list-style-type: none">•Overused words•Weak verbs with strong verbs•Weak adjectives with strong adjectives•Common nouns with proper nouns	<p>Take out</p> <ul style="list-style-type: none">•Unnecessary repetitions•Unimportant or irrelevant information•Parts that may belong in another piece	<p>Add</p> <ul style="list-style-type: none">•Details•Descriptions•New information•Figurative language•Development•Clarification of meanings•Expanded ideas	<p>Rearrange</p> <ul style="list-style-type: none">•The sequence to produce a desired effect•The order for a more logical flow

Source: Gallagher, K. (2006), *Teaching Adolescent Writers*, Portland, Maine, USA: Stenhouse Publishers (p. 60)

SCHEME OF WORK FOR WRITING AND LESSON ACTIVITIES

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A panoramic view of the Singapore skyline, featuring several prominent skyscrapers and modern buildings along the waterfront. The sky is a clear blue, and the water in the foreground reflects the buildings. The image is part of a banner at the bottom of the slide.

No. of Periods	Writing Process	Lesson Outcomes	Suggested Activities/Resources
2-4	Pre-Writing	<p>Providing the learning experience of the topic/theme/context for writing.</p> <p>Task Analysis – Breaking down what is required of the learning task.</p>	<p>Digital Resources</p> <p>Parallel Texts</p> <p>Daily Life Encounters</p> <p>Class Discussion</p> <p>Group Discussion</p>
	Pre-Writing	<p>Explicit Teaching of 5/6 Traits of Good writing and Writing Process Cycle</p>	<p>Teaching Slides</p> <p>Marking Rubrics</p>
	Writing Draft I	<p>To complete first draft of writing</p>	<p>Teacher Modelling</p> <p>Class writing</p> <p>Group Writing</p> <p>Pair writing</p> <p>Individual Writing</p>

No. of periods	Writing process	Lesson Outcomes	Suggested Activities / Resources
2-3	Responding	To provide feedback to inform writing using STAR	Teacher – led Conferencing Peer – Conferencing Focussed Assessment for Content Revision
	Revising	Pupils are able to give themselves Just-in-Time Feedback by applying STAR strategy	Class Reformulation Group Reformulation Pair Reformulation Individual Reformulation
2	Writing (Draft 2)	Pupils are able to give themselves Just-in-Time Feedback by applying STAR strategy	Class Reformulation Group Reformulation Pair Reformulation Individual Reformulation
	Editing	Formative Assessment of Content and Language	Peer Editing Rubrics
Published Writing			

I DO, YOU SEE

Teacher-modelling (Think Aloud protocol)

- Asking the right questions
- Using **STAR** to **respond** to & **revise** writing

Original text	Questions (STAR)
<p> A "Yay!" shouted Sally. We were on our S </p> <p> A way to the campsite, where we were going A </p> <p> A to sleep. "I even brought my stuffed kitten, A </p> <p> A it's so fluffy!" I exclaimed excitedly. After A </p> <p> A about fifteen minutes of walking, we finally A </p> <p> A reached the campsite. S </p> <p> S We put our bags down and helped A </p> <p> A instructor Jeff set up the tents. Soon A </p> <p> A enough, we started exploring. We had A </p> <p> A packed plenty of food for this camp. A </p>	<p>(A) – Why was Sally shouting?</p> <p>(S) – Who were 'we'? Replace it with words or names to show exactly whom you are referring to.</p> <p>(A) – What campsite? Any name? Where was the campsite located?</p> <p>(A) – When was the camp held? How long was the camp?</p> <p>(A) – Why have you brought your stuffed toy to the camp?</p> <p>(A) – Where were you walking from?</p> <p>(S) – Who were we? Please be more specific.</p> <p>(A) – Where exactly did you set up the tents?</p> <p>(A) – What did you explore?</p> <p>(A) – Why have you packed plenty of food?</p>

Original text

“Yay!” shouted Sally. We were on our way to the campsite, where we were going to sleep. “I even brought my stuffed kitten, it’s so fluffy!” I exclaimed excitedly. After about fifteen minutes of walking, we finally reached the campsite.

We put our bags down and helped instructor Jeff set up the tents. Soon enough, we started exploring. We had packed plenty of food for this camp.

Reformulated

“Yay!” shouted Sally, **looking forward to a great outdoor adventure.** Sally, the rest of our **classmates and I** were on our way to the **Junior Adventure** campsite, where we were going to **stay for the following three days.** “I even brought my stuffed kitten, it’s so fluffy!” I exclaimed excitedly. **I was so used to having my stuffed toy next to me in bed that I could not imagine sleeping at the camp without it.** After about fifteen minutes of walking **from where the school bus had dropped us off,** we finally reached the campsite.

We put our bags down and helped instructor Jeff set up the tents **in the open field.** Soon enough, we started exploring **the lush greenery around the campsite.** **Knowing that we would be famished after all the exciting activities,** we had packed plenty of food for this camp.

WE DO TOGETHER

Class Discussion

- Asking the right questions
- Using **STAR** to **respond** to & **revise** writing

Original text**Questions (STAR)**

We had early dinner and it was getting dark. Instructor Jeff lit the campfire using two sticks. All of us were amazed by how instructor Jeff lit the campfire so quickly. Unfortunately, we were careless to set it too close to a pile of dry leaves. We were split into two groups, group A and group B. I was in group A with Sally, Michelle, Daphne and Kelly. Instructor Jeff took group B for an exploration through the jungle. Group A stayed at the campsite.

Original text**Reformulated**

We had early dinner and it was getting dark. Instructor Jeff lit the campfire using two sticks. All of us were amazed by how instructor Jeff lit the campfire so quickly. Unfortunately, we were careless to set it too close to a pile of dry leaves. We were split into two groups, group A and group B. I was in group A with Sally, Michelle, Daphne and Kelly. Instructor Jeff took group B for an exploration through the jungle. Group A stayed at the campsite.

YOU DO, I SEE

Part 1 – Pair Work

- Asking the right questions
- Using **STAR** to **respond** to & **revise** writing

Asking the
right
questions

Using
STAR to
revise
writing

- Read the rest of the composition.
- Write your comments and questions.
- Annotate with S, T, A, R.
- Remember to REVISE the writing and not to edit.

Original text

We were playing and dancing around
the campfire when suddenly, the fire spread
to a big pile of dry leaves. We were shouting
and screaming for help. Group B must have
heard us, they came running back. Some of
our bags got swallowed up in the thick black
smoke. We started pouring and splashing
bottles of water at the fire hoping that we
will be able to put it out. After about twenty
minutes of hard work, we finally managed to
put the fire out.

Questions (STAR)

- (A) – Where was the campfire?
(A) – How did the fire spread to the big pile of leaves?

(A) – Did the instructor come with Group B to help?

(A) – Where did the thick black smoke come from?
(A) – Where did they get the bottles of water from?
(A) – Was the fire big?

(A) – What did they do after they had put out the fire?

Original text

^A We learnt not to be so ^A careless when we do things. Till now ^A it is seared into my ^A memory. It is unforgettable and will not be ^T forgotten. But still, I am happy I had a chance ^A to experience ^A this.

Questions (STAR)

- (A) – Who were “we”?
- (A) – What did they do that was so careless?
- (A) – What exactly was seared into your memory?
- (A) – How long had it be since the incident?
- (A) – Why was it unforgettable?
- (T) – “will not be forgotten” is the same as “unforgettable”
- (A) – Why were you happy to experience this?
- (A) – What does “this” refer to?

Original text

We were playing and dancing around the campfire when suddenly, the fire spread to a big pile of dry leaves. We were shouting and screaming for help. Group B must have heard us, they came running back. Some of our bags got swallowed up in the thick black smoke. We started pouring and splashing bottles of water at the fire hoping that we will be able to put it out. After about twenty minutes of hard work, we finally managed to put the fire out.

Questions (STAR)

We were playing and dancing around the campfire near the lake when suddenly, the fire spread to the big pile of dry leaves that was next to the campfire. We were shouting and screaming for help. Group B must have heard us, they came running back to the campfire with their instructor. Some of our bags got swallowed up in the thick black smoke. We ran to get bottles of water from our bags and started pouring and splashing water at the fire hoping that we will be able to put it out. The fire was so big that it took about twenty minutes of hard work to finally put the fire out.

Original text

^A We learnt not to be so ^A careless when we do things. Till now ^A it is seared into my ^A memory. It is unforgettable and will not be ^T forgotten. But still, I am happy I had a chance ^A to experience this. ^A

Questions (STAR)

My friends and I learnt not to be so careless when **handling dangerous objects like fire or sharp objects**. Till now, **the disaster** is seared into my memory. **The sight of the flame and horrific thick black smoke** is unforgettable. But still, I am **grateful** I had a chance to experience the fire incident **because I have learnt to be prepared in a similar situation**.

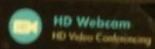
YOU DO, I SEE

Part 2 – Individual Work

- Asking the right questions
- Using **STAR** to **respond** to & **revise** writing

Feedback - Responding to your friend's text

- Read your partner's composition.
- Write your comments and questions in pencil.
- Annotate with S, T, A, R.
- Remember to REVISE the writing and not to edit.



B / **I** / **U** / **S** | [List Icons]

1. <https://titanpad.com/5C-rideon1-2>

2. It was a **hot(S)** sunny day. Ah Beng(**Sp:spelling**) and Ah Long(**A: How are they related?**) was bored(**A: Where were they?**) and decided to go to a shopping mall where it is cold and chilly (**A: a airconditioned place**) Ah Beng and Ah Long lived nearby to the same shopping centre and decided to meet up there(**A: Met up where?**) (**A: why did they decide to meet up there?**)

3. They first went to the arcade and played (**T: What did they play?**). Secondly, they went to a fast-food restaurant(**T: Which fast food restaurant did they go to, to eat?**) Lastly, they went and watched a movie which is located on the highest(**A: Where did they watch the movie?**) The watched the movie till 4.00 (**A: is it in the afternoon or in the morning?**) They were (**Sp:exhausted.**) and wanted to go home (**A: Why did the want to go home?**) While they were taking the lift **the lift** suddenly stopped (**A: Why did the lift stop?**) Just then they realised that the mall was having an **electric cut down** (**A: How did the mall have an electrical**

Mdm Aslinda

- group 6
- group 7
- Group 8
- Group 9

Share this pad

May 16, 2016

GROUP10: hi	0:39
Group 8: hi	0:41
group 7: dont ay hi	0:41
group 6: hi	0:42
Group 8: hello	0:42
group 6: hi	0:45



DATA COLLECTION & ANALYSIS (2016)

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RESEARCH QUESTIONS

- Will the use of **STAR** as feedback enhance P5 students' writing?
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DATA COLLECTION & ANALYSIS (2016)

- 3 participants per P5 class (HP/ MP/ LP) were selected to monitor for qualitative data for pre and post analysis.
- Quantitative data were collected for pre and post analysis (P5 & P6).
 - Pre-intervention data → SAI Results (Writing)
 - Post-intervention data → SA 2 Results (Writing)

MOVING FORWARD

- P4 2017
- Review of the teaching package to pitch at middle primary
- Key formative assessment strategy for writing

THANK YOU