

Breathitt High School
Writing/Communication Policy
Grades 7-12

Date of review by Breathitt High School Writing Team: 11/08/18

Date approved by Breathitt High School SBDM: 12/10/18

Rationale:

The Breathitt High School promotes writing/communication skills for purposes and situations that may be encountered throughout a student's life. According to Senate Bill 1(KRS 158.6453) all public schools are required to develop a school writing program.

Writing Team and Plan

- The principal shall appoint a Writing Team responsible for guiding the school writing program. Members shall include the principal, writing lead teacher, collaborating special education teacher, a teacher from each grade level, as appropriate, at least one content area teacher.
- Classroom teachers will implement and monitor the Writing Plan.
- All stakeholders will invest time in research of strategies to improve literacy and stimulate creativity and collaboration.
- Principal and SBDM will ensure staff and schedule meets students' needs.
- Principal provides oversight and supervision and sustain the implementation of the Writing Plan.
- All stakeholders provide equitable access to quality learning tools, technologies, and resource.
- Classroom teachers ensure that the social organization of classrooms is student-centered and responsive.

Aligned Curriculum

- The Writing Team and District Curriculum Coordinator will ensure school curriculum is aligned to Kentucky Academic Standards (KAS).
- Writing Team will use (KAS) to ensure vertical alignment of the writing curriculum within the school to provide a fluid transition from class- to-class, grade-to-grade.
https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Middle_School_English_Course_Standards_Documents.pdf
https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High_School_English_Course_Standards_Documents.pdf
- Writing Team will ensure horizontal alignment of the writing curriculum and share information in PLC groups to ensure assessments and Kentucky Academic Standards are addressed and aligned.
- Classroom teachers implement and monitor a research-based, differentiated curriculum that allows for continuous progress for all students to meet their learning needs.
- Teachers embed explicit writing instruction across the curriculum.
- Teachers' unit and/or lesson plans will show intentional planning that fosters students' use of thinking and communication skills in the service of learning.
- PLC groups will focus curriculum on selected reading, writing and communication strategies implemented school wide.

- Teachers include curriculum that guides students' use of technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences.
- All stakeholders will reflect collaboration among all teachers.
- Teachers will include a balanced system of assessment with both formal and informal evaluation techniques.
- All stakeholders will challenge and develop students' abilities to think critically at high levels.
- Instruction is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects.
- Writing Team and building administrators will monitor, evaluate and review systemically.

Instruction

- All stakeholders emphasize the direct and explicit teaching of literacy skills:
 - Fluency
 - Vocabulary
 - Comprehension
 - Writing
 - 21st Century Skills including develop proficiency and fluency with the tools of technology; build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought; design and share information for global communities to meet a variety of purposes; manage, analyze, and synthesize multiple streams of simultaneous information; create, critique, analyze, and evaluate multimedia texts; and attend to the ethical responsibilities required by these complex environments.
- All teachers will employ Literacy Design Collaborative (LDC) resources to develop student task driven by various instructional purposes with different audiences for students to consider.
- Teachers will utilize curriculum resources from [Wit and Wisdom](#), [Eureka Math](#) and [Engage NY](#) in English and Math for instructional purposes wherein students write for a variety of purposes to a variety of audiences.
- Social Studies and Science teacher will utilize the QACE (read the question, answer, cite in the text, and explain the reasoning) and RUN (read the question, underline key words, number parts of the questions) methods for responding to constructed response questions.
- Social Studies and World Language teachers utilize and discuss during PLC the use of Nepris resources to communicate and connect with global communities.
- World Language classes use language in skills in performance area to write for a variety of purposes to a variety of audiences.

- Schools will provide extended time for writing across the curriculum by infusing writing in all content classes for a variety of purposes to a variety of audiences. Explicitly identify learning strategies and writing support strategies to be used across the curriculum as well as content-specific writing strategies.
- All teachers will use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs.
- Teacher will use appropriate resources writing driven by various instructional purposes with different audiences for the student to consider.
- All teachers will design instruction which includes 21st Century Skills: digital age literacy, inventive thinking, effective communication, high productivity.
- Teacher will include explicit instruction of content writing strategies.
- All will develop students' skills considered to be essential in the modern working environment, including the ability to:
 - communicate using a variety of media and formats,
 - access and exchange information in a variety of ways,
 - compile, organize, analyze, synthesize and present information,
 - draw conclusions and make generalizations based on information gathered

Motivation/Engagement

Teachers will include Principles of the Universal Design for Learning Framework:

- support recognition learning, provide multiple, flexible methods of presentation
- support strategic learning, provide multiple, flexible methods of expression and apprenticeship
- support affective learning, provide multiple, flexible options for engagement
- know discipline content (information literacy) and be able to locate additional information as needed
- be self-directed learners
- collaborate and cooperate in team efforts
- interact with others in ethical and appropriate ways

All stakeholders will enable innovative learning methods that integrate the use of supportive technologies, inquiry and problem-based approaches and higher order thinking skills.

Intervention

- All stakeholders will use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths.
- Teacher will teach, reinforce and support intensive and supplemental intervention strategies in content area classes, including individual and small group instruction based on needs.
- Schools will provide supplemental and/or intensive literacy instruction *beyond* the uninterrupted block for reading designed specifically to meet the individual needs of students below or above grade level.
- Schools will provide resources/materials to align to students' instructional levels.
- Teachers will provide multiple forms of evaluation with instructional feedback (i.e., ongoing formative, informal, formal).
- Teachers will emphasize useful feedback on student performance that is embedded into everyday learning.

Professional Learning

- Administrators will support professional learning experiences with adequate time and resources.
- Administrators will align professional learning to ensure students have the skills, knowledge and expertise to succeed in work and life in the 21st century.
- Administrators will utilize a variety of professional learning opportunities (e.g., professional learning communities, online, job-embedded, and coaching/mentoring) to enhance teacher practice.
- Administrators and teachers will analyze student work/ performance in meeting learning goals as a key facet of professional learning.
- Administrators will provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of literacy practices.
- District will facilitate and organize the school's literacy professional learning opportunities through the writing team leaders.
- Teachers will review the professional learning opportunities and recommend improvements to the Writing Plan through SBDM council, in collaboration with the writing team.
- Administrators will include professional learning resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum.

Literate Environment

- All stakeholders provide students with literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students.
- All stakeholders will share the value of reading, writing and communication as tools to help students understand the content.
- School and district literacy events will demonstrate how the staff's work supports the school-wide Writing Plan.
- Model the idea that improving the writing performance of students is the responsibility of all stakeholders.
- School will create an environment that makes learning irresistible (e.g., interactive, on-line communication and collaboration tools, multimedia production tools, use of physical and virtual space).
- Teachers will create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with respect.
- Library Media Center reflects literacy as a priority in the school.
- FRYSC Director will collaborate with families and caregivers to support home environments that promote literacy development.
- Library Media Specialist will ensure students have access to appropriate and engaging texts.
- Teachers will provide opportunities for students to see and hear fluent adults model reading, thinking and writing.
- Teachers will provide opportunities for students to interact with adults and peers in response to texts.
- Teachers will provide students with opportunities to write, discuss and speak for a variety of audiences and purposes, including beyond the classroom and school.

Multiple Assessments

- All stakeholders will provide for continuous progress for all students' individual needs through a differentiated curriculum.
- All teachers will allow students to demonstrate learning through varied and differentiated assessments.
- All teachers will provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals.
- All teachers will use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented.
- PLCs will design assessments in a collaborative process and embed within instruction.
- PLCs will design assessments to measure effective instructional practices.
- All teachers will use regular progress monitoring to demonstrate that students are progressing.
- Building administrators will ensure the school has a systematic schedule of assessment.

- All stakeholders will collect quantitative and qualitative data and analyze for screening and diagnosis of student achievement related to writing goals.
- Administration and teachers will make results of assessments available to families in a timely fashion.
- Teachers will use results of multiple assessments (formal and informal) to guide instructional decisions and selection of appropriate strategies.
- Teachers will provide students with multiple opportunities in different modalities (oral, written, performance, visual) to demonstrate their abilities.

Partnerships

- School personnel will inform and involve families when making decisions about their child’s learning.
- School personnel will develop reciprocal relationships with families.
- All stakeholders will provide opportunities for adults to read and write frequently with students.

Encourage community

- Employment requirements to reflect the importance of literacy skills.
- Building administrators and teachers will assist the Family Resource Youth.

Services Center

- FRYSC will form partnerships to bridge the gap between communities and schools.
- All stakeholders will establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students’ literacy development and career and college readiness.
- All stakeholders will promote literacy activities/events and make information available about community literacy organizations and events.

Breathitt High School will engage in the three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.

Writing to Learn

Teachers include writing to learn primarily as an **instructional tool to promote learning**. The goal in writing to learn is not to produce a formal composition; usually, writing to learn is an informal, single-draft writing. The goals are to use this writing to deepen the student’s understanding of subjects studied; to engage students in thinking, applying/ extending knowledge and

developing skills; and to help students reflect on themselves as learners. Writing to learn has great potential in helping students learn—as well as develop as thinkers, readers, and writers. Teachers can adapt this practice to serve their own goals, but considering some typical features can help teachers across the grade levels and study areas make decisions about how they will use writing to learn.

Writing to Learn:

- focuses on something relevant to learning and the learner
- is done regularly in the classroom (and sometimes outside of the class) as an instructional tool
- is an informal, single draft writing; length varies, but usually this writing is brief
- sometimes is held in a collection, such as a Learning Journal
- may be teacher- or student-prompted
- has as its audience primarily the learner but also the teacher and possibly classmates
- sometimes is shared and discussed to promote learning and understanding of content
- is not usually done for an “authentic” purpose and audience or in a “real-world” form
- emphasizes the student’s thinking and learning—not formal composition skills
- may use different ways to communicate and understand: diagrams, charts, lists, graphic organizers, as well as sentences, paragraphs, etc.
- is not “marked” for conventions
- is graded in different ways following a basic rubric, for example, through letter grades, points, check marks, scores for “best entries,” etc.
- demonstrates some degree of student ownership; is not merely a repetition of class lessons or an exercise that does not involve the student in using writing to develop thoughts

Kinds of Writing-to-learn Strategies:

- **Learning Journal, Learning Log, and Class Journal:** These are collections of writing-to-learn entries done by the student to prompts provided by the teacher or the student. Usually the journal or log is maintained as a regular instructional tool in the classroom and is used frequently to promote learning. A variation of such journals/logs is the **Traveling Log**, in which each day a different student writes to record thoughts, summarize ideas or lessons, etc. Sometimes the log is made available to students who have been absent. Another variation is a **Sketch Journal** that contains drawings and writings relevant to the student’s study: sketches of rooms for family and consumer sciences, plants in a science study, scenes from study of

history, and geometric figures found in the real world. Teachers also organize to use writing to learn in **Math Logs** and **Science Logs** or **Notebooks**.

- **Dialogue Journal:** In this approach, the writing becomes a conversation of learners. One student writes an entry or note, and another student replies. Or a page in the journal or log is divided, and one student writes on one side. Then another student writes on the other side, responding to the prompt AND to the classmate's entry.
- **Double-entry Journal/Split-page Journal:** Students divide journal pages in half and use each side for a different purpose (examples: one side for quoted lines from the text read and the other side for their response to the quote; one side for mathematical calculations and the other side for a written explanation of the process).
- **Reading-response Journal or Reading Responses:** This approach engages students in responding to reading materials relevant to their learning. Often, the teacher provides a prompt that is "open" in nature," meaning that the teacher makes a request or provides a question and the student is expected to approach the prompt as he or she thinks best, making decisions and developing and supporting his or her thoughts about something read.
- **Writer's Notebook:** This notebook includes a variety of entries relevant to the student as a writer. Entries may be single-draft writings done to a prompt, written exercises aimed at giving the student experience trying out a technique or writing strategy, clippings and quotes from reading materials, resources the student might use in developing as a writer, etc. Many options are available. Some students include a section devoted to language, grammar, usage and conventions. Sometimes a separate **Grammar Notebook** is used for this work.
- **Entrance (Admit) or Exit Slips:** Students may bring these writings to class or complete them just before leaving. Usually brief "quick writes," this writing can serve a number of instructional purposes:
 - focusing student attention on the lesson to be taught that day or the next
 - setting the tone for the class lesson
 - prompting students' thinking relevant to the lesson
 - helping students access prior experience/knowledge
 - troubleshooting
 - student reflection and self-assessment

- **Open Response practice:** Teachers may ask students to respond to open response type items in an informal way prior to using these kinds of questions as formal assessments. Students' responses may be in their journals or learning logs and can serve to prepare students for small group and whole group discussion of key concepts they need to master.

Writing to Demonstrate Learning

This type of writing is necessary in every classroom in order for a teacher to ascertain whether or not students understand the content and/or concepts being taught. Regularly asking students to think and write at the higher levels of Bloom's Taxonomy (i.e., analysis, synthesis, evaluation) can help students not only think through the content but also reveal what they know in more depth. Though this kind of writing certainly can promote learning, it is used especially to help teachers understand how well students are learning.

Writing to demonstrate learning to the teacher:

- is intended to help the teacher assess students' learning or ability to complete a task.
- is a response to a school exercise, question, prompt, or teacher assignment.
- focuses on content knowledge or ability to apply learning and use skills taught.
- may or may not lead students to demonstrate ownership; may lead all students to write pretty much the same thing, showing their knowledge, memory, etc. for a question or prompt.
- is usually in the form of a school exercise, not a form suitable for publication.
- typically has the teacher as the intended audience.
- may be a single-draft writing, though in some cases such writings are taken through the writing process.
- is graded, marked or scored by the teacher following a scoring guide, rubric, etc.; comments usually focus on the student's learning but may also address compositional skills.

Examples of Writing to Demonstrate Learning

- answers to open-response prompts
- answers to test questions
- summaries of reading or an activity
- explanation of a process or content
- research papers which primarily present information

- lab reports that summarize activities from an assigned experiment
- test essays

Writing for Publication

Writing for Publication includes pieces of writing that have been taken through the writing process completely and have the potential to be published. “Publication” suggests writing that has the potential to be put before its intended audience.

Authentic writing for publication may include writing in the classroom that approximates writing done in a variety of real-world settings such as workplace, academic, professions and trades, military, service as a citizen, etc. Pieces for publication are produced for an authentic audience and purpose and are also directly relevant to students’ learning. Ideally, students make decisions about audience, purpose, and/or form based on their interests, experiences or inquiry.

Writing for Publication writing:

- is written with a specific, authentic purpose, with awareness of authentic readers, in real world forms.
- is intended to help students develop skills in communication and also to promote their learning and thinking. Authentic writing assesses skills in communication and may assess understanding of content in the study area along with students’ abilities to apply learning and experiences to accomplish authentic purposes.
- indicates how well students communicate ideas about their learning, experience, and inquiry.
- reveals student ownership: purposes, ideas, methods of support, use of learning and experiences, choices about readers and forms, etc.
- shows students’ thinking; is not merely a summary, transcription, or record of an activity, or answer to test question.
- is usually taken through a full writing process—prewriting, drafting, revising, editing, publishing; sometimes is written in “on-demand” situations.
- may be written in response to a prompt provided by the teacher but also may be defined to some extent by the individual student.

Important features of Writing for Publication:

- authentic writing driven by specific purpose—what the student wishes to accomplish through the piece. Whether the piece is written to share human experience, to make a point through fiction, to persuade a readership to take an action or to help

readers gain a better understanding of a subject, the writer has an authentic reason for writing beyond that of simply demonstrating learning to the teacher.

- well-developed ideas that reflect the student’s thinking, understanding of content, and the ability to explain in order to help readers and to accomplish the purpose.
- a well-established, realistic context/need for writing particularly for transactive purposes.
- relevant, specific, knowledgeable support for ideas and purpose.
- well-founded ideas based on a student’s learning, experience, reading, inquiry/research, and ability to think about the needs of readers.
- awareness of authentic readers
 - In creating audience awareness, writers help readers by
 - providing details
 - conveying ideas of relevance
 - providing background information
 - revealing critical thinking to anticipate readers’ needs
 - employing appropriate tone
 - organizing ideas.
- Authentic form suited to the purpose and the audience and revealing the purposeful use of the characteristics of the selected form.
- Student ownership. When students make decisions about their own piece, when they use their own ideas, purposes, approach, experience, learning, inquiry, organization, etc., then they are truly taking ownership of the writing.

Writing for Publication may be written in many authentic, real-world genres (forms). However, it is advisable that teachers consider the criteria for evaluating the writing if it is intended to be placed into the writing portfolio. Not all pieces of writing suitable for publication may be intended for the writing portfolio.

Grade Level Guide

Main Types of Communication:	Grade 7	Grade 8
Writing to Learn (including literary, informational, and argumentative texts)	Regular responses to reading and class content. <i>Examples:</i> written and spoken responses, organizers, diagrams, quick writes, learning journals entries, reflections on learning.	Regular responses to reading and class content. <i>Examples:</i> written and spoken responses, annotated diagrams and other visuals, quick writes, learning journal entries, reflections on learning.

Writing to Demonstrate Learning	Student constructed responses to reading and content; Student presentation/report with visuals; Products for assigned task relevant to KAS	Student constructed responses to reading and content; Student multi-modal presentation/report; Products for assigned tasks relevant to KAS
Writing for Publication and Various Authentic Purposes and Audiences	Writing for realistic purposes; Letter; Article; Speech; Editorial; Proposal; Multi-modal Presentation; Fictional narrative or poem; Content-area non-fiction narrative; informative, or argumentative text	Writing for realistic purposes; Letter; Article; Speech; Editorial; Proposal; Multi-modal Presentation; Fictional narrative or poem; Content-area non-fiction narrative; informative, or argumentative text
Writing Relevant to State Writing Assessment	Letter, editorial or speech to inform or to persuade; Letter or editorial using narrative to inform or persuade; Constructed responses; On Demand;	Article, letter, editorial or speech to inform or persuade; Editorial or speech using narrative to inform or persuade; Essay relevant to reading or content; Constructed responses; On Demand;
Language Skills and Vocabulary	Students shall develop language skills and vocabulary, in alignment with KAS.	Students shall develop language skills and vocabulary, in alignment with KAS.
Speaking and Listening	Students develop skills in speaking and listening, in alignment with KAS.	Students develop skills in speaking and listening, in alignment with KAS.
Student Uses of Technology to Develop Communication Skills	Students use a relevant form of technology to develop some communication skills. <i>Examples:</i> Sharing and analyzing texts displayed through Technology; Texts with visuals, charts, diagrams; Multi-modal presentations; Using technology to communicate;	Students use a relevant form of technology to develop some communication skills. <i>Examples:</i> Sharing and analyzing texts displayed through technology; Production of exhibits with visuals/media; Recording texts for video/audio playback; Cameras to create visuals for texts; Computers to communicate;
Main Language Resources	Students use a variety of relevant resources to develop communication skills.	
Feedback to Students	Students at all grade levels and in all content areas shall have varied and effective feedback to communication skills.	
Assessment of Communication Skills	Teachers at all grade levels and in all content areas shall provide formative and summative assessments of students' communication skills, including district-required assessments.	

Main Types of Communication:	Grade 9	Grade 10
Writing to Learn (including literary, informational, and argumentative texts)	Regular responses to reading and class content.	Regular responses to reading and class content. <i>Examples:</i> organizers, written and spoken responses, annotated diagrams and visuals, quick writes, learning

	<i>Examples:</i> written and spoken responses, organizers, charts, quick writes, learning journal entries, reflections on learning; problem-solving and analytical writing	journal entries, reflections on learning; problem-solving and analytical writing
Writing to Demonstrate Learning	Student constructed responses to reading and content; Student presentation/report; Opinion essay for exam; Product for assigned task/projects relevant to KAS	Student constructed responses to reading and content; Student presentation or report with visuals or media; Argumentative essay for exam prompt; Product for assigned tasks/projects relevant to KAS
Writing for Publication and Various Authentic Purposes and Audiences	Writing for realistic purposes; Article; Editorial; Or presentation; Fictional narrative; Non-fiction narrative; Content-area narrative; Informative or argumentative text	Writing for realistic purposes; Article; Speech; Editorial; Or presentation with visuals; Fictional narrative or poem; Content-area non-fiction narrative; Informative or argumentative text
Writing Relevant to State Writing Assessment	Editorial or speech to inform or persuade; Constructed Responses; On Demand;	Article, editorial or speech to inform or persuade; letter or article using narrative to inform or persuade; essay relevant to issue, reading, or content study; Constructed Responses; On Demand
Language Skills and Vocabulary	Students shall develop language skills and vocabulary, in alignment with KAS.	
Speaking and Listening	Students develop skills in speaking and listening, in alignment with KAS.	
Student Uses of Technology to Develop Communication Skills	Students use a relevant form of technology to develop some communication skills. <i>Examples:</i> Sharing and analyzing texts displayed through technology; Texts with visuals, charts, diagrams; Multi-modal presentations; Using computers/technology to communicate	
Main Language Resources	Students use a variety of relevant resources to develop communication skills.	
Feedback to Students	Students at all grade levels and in all content areas shall have varied and effective feedback to communication skills.	
Assessment of Communication Skills	Teachers at all grade levels and in all content areas shall provide formative and summative assessments of students' communication skills, including district-required assessments	

Main Types of Communication:	Grade 11	Grade 12
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Writing to Learn (including literary, informational, and argumentative texts)	Regular responses to reading and class content. <i>Examples:</i> written and spoken responses, organizers, diagrams, quick writes, learning journals entries, reflections on learning. problem-solving and analytical writing, and argumentative writing to learn	Regular responses to reading and class content. <i>Examples:</i> written and spoken responses, annotated diagrams and other visuals, quick writes, learning journal entries, reflections on learning; analytical, problem-solving, and argumentative writing to learn
Writing to Demonstrate Learning	Student constructed responses to reading and content; Student multi-modal presentation or report with visuals or media; Argumentative essay for exam prompt; Product for assigned tasks and projects relevant to KAS	Student constructed responses to reading and content; Student multi-modal presentation/report; Reading and content based analytical or argumentative essay for exam prompt; Products for assigned tasks and projects relevant to KAS
Writing for Publication and Various Authentic Purposes and Audiences	Writing for realistic purposes; Article; Editorial; Proposal; Multi-modal Presentation; Fictional narrative or poem; Content-area non-fiction narrative; informative, or argumentative text	
Writing Relevant to State Writing Assessment	Passage-based editorial or speech to inform or persuade; Letter or article using narrative to inform or persuade; essay relevant to issue, reading, or content study; Constructed Responses; On Demand	Passage-based article, editorial, or speech to inform or persuade; Speech or editorial using narrative to inform or persuade; essay relevant to reading or content study; Constructed Responses; On Demand
Language Skills and Vocabulary	Students shall develop language skills and vocabulary, in alignment with KAS.	
Speaking and Listening	Students develop skills in speaking and listening, in alignment with KAS.	
Student Uses of Technology to Develop Communication Skills	Students use a relevant form of technology to develop some communication skills. <i>Examples:</i> Sharing and analyzing texts displayed through technology; Texts with visuals, charts, diagrams; Multi-modal presentations; Using computers/technology to communicate	
Main Language Resources	Students use a variety of relevant resources to develop communication skills.	
Feedback to Students	Students at all grade levels and in all content areas shall have varied and effective feedback to communication skills.	
Assessment of Communication Skills	Teachers at all grade levels and in all content areas shall provide formative and summative assessments of students' communication skills, including district-required assessments	

Writing/Communication Growth Portfolio

In each grade, 7-8, teachers will teach skills (planning, drafting, revising, editing, publishing, and reflecting) necessary for students to demonstrate characteristics of effective writing:

- Purpose/Audience: focus, intent, tone, voice, form, and thesis
- Idea Development: elaboration, reflection, development strategies, and logical development
- Organization: unity, coherence, meaningful order, transitions, and closure
- Sentences: Variety & construction
- Language: diction, conciseness, and correct grammar
- Correctness: usage, mechanics, and spelling

Inquiry and research skills should be embedded in all writing instruction while developing pieces. Introduction of MLA or APA

Text Type	Purpose	7	8
Argument (Opinion) (Writing for Publication)	Argument	*Speech	*Speech
Informational/Explanatory (Writing for Publication)	Clarify	Problem & Solution Essay or Analytical Essay	Problem & Solution Essay or Analytical Essay
Narrative (Writing for Publication)	Inform, instruct, persuade, entertain	Narrative (Real or Imaginary)	Narrative (Real or Imaginary)
Writing to Demonstrate Learning		Extended Response, On-Demand (In addition to Speech, i.e., Letter, Editorial, or Article)	Extended Response, On-Demand (In addition to Speech, i.e., Letter, Editorial, or Article)
OPTIONS FOR CONTENT AREA TEACHERS			
Content Connections to Literacy (Reading, Speaking, Listening) (Writing to Learn)	Select from purposes listed above	Feature Article, Journals, Memoir, Compare & Contrast, Poetry, Problem & Solution, Essay, Lab Report, Cause & Effect, Definition, Process, Myth, Graphic Novel, Comic Scene, Monologue, Script, Letter, T.V News Story, Research Paper, Editorial	Feature Article, Journals, Memoir, Compare & Contrast, Poetry, Problem & Solution, Essay, Lab Report, Cause & Effect, Definition, Process, Myth, Graphic Novel, Comic Scene, Monologue, Script, Letter, T.V. News Story, Research Paper, Editorial

In each grade, 9-12, teachers will teach skills (planning, drafting, revising, editing, publishing, and reflecting) necessary for students to demonstrate characteristics of effective writing:

- Purpose/Audience: focus, intent, tone, voice, form, and thesis
- Idea Development: elaboration, reflection, development strategies, and logical development
- Organization: unity, coherence, meaningful order, transitions, and closure
- Sentences: Variety & construction
- Language: diction, conciseness, and correct grammar
- Correctness: usage, mechanics, and spelling

Inquiry and research skills should be embedded in all writing instruction while developing writing pieces. MLA and APA should be taught and used appropriately.

Text Type	Purpose	9	10	11	12
Argument (Opinion) (Writing for Publication)	Argument	*Position Essay	*Persuasive Essay	*Argumentative Essay	*Problem & Solution Essay
Informational/Explanatory (Writing for Publication)	Clarify	Definition Essay	Compare/Contrast Essay	Cause and Effect Essay	Opinion Essay or Analytical Essay
Narrative (Writing for Publication)	Inform, instruct, persuade, entertain	Narrative (Real or Imaginary)	Memoir	Personal Essay	Post Graduate Application Essay
Literary Analysis (Specific to English)		Conflict, Symbol, Theme or Setting	Character, Symbol or Structure	Theme, Syntax or Structure	Stylistic Elements, Syntax or Structure
Writing to Demonstrate Learning		Extended Response, On-Demand Letter	Extended Response, On-Demand Article	Extended Response, On-Demand Editorial	Extended Response, On-Demand
Oral Communication		Informational Speech	Persuasive Speech	Multimedia Presentation (Text should be included)	Technology Enhanced Presentation/Culminating Project (Text should be included)
OPTIONS FOR CONTENT AREA TEACHERS					
Content Connections to Literacy (Reading, Speaking, Listening) (Writing to Learn)	Select from purposes listed above	Feature Article, Journals, Memoir, Compare & Contrast, Poetry, Problem & Solution, Essay, Lab Report, Cause & Effect, Definition, Process, Myth, Brochure, Resume, Cover Letter	Feature Article, Journals, Memoir, Compare & Contrast, Poetry, Problem & Solution, Essay, Lab Report, Cause & Effect, Definition, Process, Myth, Brochure, Resume, Cover Letter	Feature Article, Journals, Memoir, Compare & Contrast, Poetry, Problem & Solution, Essay, Lab Report, Cause & Effect, Definition, Process, Myth, Brochure, Resume, Cover Letter	Feature Article, Journals, Memoir, Compare & Contrast, Poetry, Problem & Solution, Essay, Lab Report, Cause & Effect, Definition, Process, Myth, Brochure, Resume, Cover Letter

***For the Essay in grades 9-12, include all process work. For all other pieces, include only the final copy.**

The Writing Team, working with teachers, determined a procedure for collecting students' work in digital school communication folder and passing the folder to the students' next grade throughout their time in the district.

School has developed procedures for electronic communication folder; wherein, students/staff may add pieces to a google folder. An English teacher per grade level is responsible for the sharing and analysis of the folder.

Designated English teacher shall organize grade level analysis of student work in writing/communication folder to identify strengths/areas of improvement in the school's writing instructional program.

Assessment and Feedback

Writing Team shall provide technical assistance with assessment to ensure horizontal alignment of curriculum.

Teachers shall refer to grade level guide to ensure vertical alignment of curriculum with respect to KAS.

Teachers shall monitor student progress regarding development of writing and communication skills consistent with grade level standards that include the following:

- Formative and summative assessments of students' communication skills provided regularly throughout the year.
- Appropriate grading practices indicated in teacher's lesson plans.
- Use of rubrics and scoring guides that reflect criteria used in state assessment, as well as criteria for classroom tasks.
- Formatively assess students' writing processes as well as products.
- Use of on-demand assessment prompts across grade levels.
- Opportunities for student reflection in order to set goals that are appropriate to them and meet writing standards.

All teachers shall provide descriptive feedback to students regarding their writing and communication skills that shall include the following:

- Feedback shall be focused and constructive and shall include students' own reflection, self-assessment, and planning; student use of models; feedback from peers and teachers.
- Feedback to students in their writing across the curriculum in a timely manner to enable students to take action to improve.
- Feedback from peers and teachers used by students to obtain goals.

See Scoring Rubrics on subsequent pages for assessment resources. See also.

<http://www.kentuckywritingproject.com/rubrics.html>

Kentucky Writing Scoring Rubric

0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development and Support				
<p>The writing:</p> <input type="checkbox"/> Lacks purpose	<p>The writing:</p> <input type="checkbox"/> Attempts to establish a general purpose; lacks focus	<p>The writing:</p> <input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus	<p>The writing:</p> <input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout	<p>The writing:</p> <input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout
<input type="checkbox"/> Lacks awareness of audience	<input type="checkbox"/> Indicates limited awareness of audience's needs	<input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone	<input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone	<input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone
<input type="checkbox"/> Lacks idea development; may provide random details	<input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre	<input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre	<input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre	<input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
<p>The writing:</p> <input type="checkbox"/> Demonstrates random organization	<p>The writing:</p> <input type="checkbox"/> Demonstrates ineffective or weak organization	<p>The writing:</p> <input type="checkbox"/> Demonstrates logical organization with lapses in coherence	<p>The writing:</p> <input type="checkbox"/> Demonstrates logical, coherent organization	<p>The writing:</p> <input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose
<input type="checkbox"/> Lacks transitional elements	<input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements	<input type="checkbox"/> Demonstrates some effective transitional elements	<input type="checkbox"/> Demonstrates logical, effective transitional elements throughout	<input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout
<input type="checkbox"/> Demonstrates incorrect sentence structure throughout	<input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure	<input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure	<input type="checkbox"/> Demonstrates control and variety in sentence structure	<input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning
0	1	2	3	4
CONVENTIONS				
Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation				
<p>The writing:</p> <input type="checkbox"/> Demonstrates lack of control in grammar and usage	<p>The writing:</p> <input type="checkbox"/> Demonstrates lack of control in grammar and usage	<p>The writing:</p> <input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication	<p>The writing:</p> <input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity	<p>The writing:</p> <input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning
<input type="checkbox"/> Demonstrates incorrect or ineffective word choice	<input type="checkbox"/> Demonstrates incorrect or ineffective word choice	<input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice	<input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose	<input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose
<input type="checkbox"/> Demonstrates lack of control in correctness	<input type="checkbox"/> Demonstrates lack of control in correctness	<input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication	<input type="checkbox"/> Demonstrates control of correctness relative to length and complexity	<input type="checkbox"/> Demonstrates control of correctness to enhance communication

Kentucky Writing Scoring Rubric

Scoring Criteria	Complete/Incomplete Portfolios
<p>Purpose/Audience: The degree to which the writer maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrowing the topic to establish a focus <input type="checkbox"/> Analyzing and addressing the needs of the intended audience <input type="checkbox"/> Adhering to the characteristics of the form (e.g., format, organization) <input type="checkbox"/> Employing a suitable tone <input type="checkbox"/> Allowing a voice to emerge when appropriate 	<p>A portfolio is incomplete if it does not contain</p> <ul style="list-style-type: none"> <input type="checkbox"/> A table of contents page* which indicates the following: <ul style="list-style-type: none"> • Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12th grade only]) • Required number of pieces in each category <ul style="list-style-type: none"> ○ 4th grade—3 pieces (1 in each category) ○ 7th grade—3 pieces (1 in each category) ○ 12th grade—4 pieces (1 in each category) • Required number of content pieces identified by content area class <ul style="list-style-type: none"> ○ 4th grade—no content piece is required to be identified ○ 7th and 12th—one content piece other than English/language arts identified by content area class <input type="checkbox"/> A signed Student Signature Sheet <p>A portfolio is also incomplete if any piece</p> <ul style="list-style-type: none"> • is proven to be plagiarized • is different from those listed in the Table of Contents • is written in a language other than English • demonstrates only computational skills • consists of only diagrams or drawings • represents a group entry <p>*Use of the Table of Contents page in the Kentucky Writing Handbook is recommended.</p> <p>If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category.</p>
<p>Idea Development/Support: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using</p> <ul style="list-style-type: none"> <input type="checkbox"/> Logical, justified and suitable explanation <input type="checkbox"/> Relevant elaboration <input type="checkbox"/> Related connections and reflections <input type="checkbox"/> Idea development strategies appropriate for the form (e.g., bulleted lists, definitions) 	
<p>Organization: The degree to which the writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience and establishing a context for reading <input type="checkbox"/> Placing ideas and support in a meaningful order <input type="checkbox"/> Guiding the reader through the piece with transitions and transitional elements <input type="checkbox"/> Providing effective closures 	
<p>Sentences: The degree to which the writer creates effective sentences that are</p> <ul style="list-style-type: none"> <input type="checkbox"/> Varied in structure and length <input type="checkbox"/> Constructed effectively <input type="checkbox"/> Complete and correct 	
<p>Language: The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word choice <ul style="list-style-type: none"> • Strong verbs and nouns • Concrete and/or sensory details • Language appropriate to the content, purpose and audience <input type="checkbox"/> Concise use of language <input type="checkbox"/> Correct grammar/usage 	
<p>Correctness: The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct spelling, punctuation and capitalization <input type="checkbox"/> Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources) 	

Kentucky Short-Answer Questions General Scoring Guide

Score Point 2

- You complete all components of the question and communicate ideas clearly.
- You demonstrate an understanding of the concepts and/or processes.
- You provide a correct answer using an accurate explanation as support.

Score Point 1

- You provide a partially correct answer to the question and/or address only a portion of the question.
- You demonstrate a partial understanding of the concepts and/or processes.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

Kentucky Extended-Response Questions General Scoring Guide

Score Point 4

- You complete all important components of the question and communicate ideas clearly.
- You demonstrate in-depth understanding of the relevant concepts and/or processes.
- Where appropriate, you choose more efficient and/or sophisticated processes.
- Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).

Score Point 3

- You complete most important components of the question and communicate clearly.
- You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.

Score Point 2

- You complete some important components of the question and communicate those components clearly.
- You demonstrate that there are gaps in your conceptual understanding.

Score Point 1

- You show minimal understanding of the question.
- You address only a small portion of the question.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.