

## **Glenn O. Swing Elementary Writing Policy**

In order to meet the requirements set forth in the Writing Program Review and to ensure that students have the variety of writing opportunities set forth by the Common Core Standards, stakeholders will have the following responsibilities. This policy will be evaluated and revised yearly based on the results of student assessment and writing program reviews.

### **Administrative Responsibilities:**

- Ensure that knowledgeable teachers are available to serve as resources and mentors for the planning and implementation of writing instruction
- Develop a monitoring system to provide feedback to teams for instructional growth
- Assess professional development needs in the area of writing for staff
- Provide professional development opportunities that meet the needs of the staff
- Review writing lesson plans on a regular basis and provide feedback to teachers.
- Review writing assessments prior to administration to ensure rigor and congruency to the Common Core Standards
- Provide common planning time for the evaluation of student writing
- Ensure that all teachers are trained in the 3P method and the Six Traits of Writing
- Ensure that all teachers are using common scoring standards for analysis of student writing
- Supervise the collection and movement of working writing folders
- Ensure that students are provided opportunities to write in all content areas and for a variety of purposes
- Ensure that the writing curriculum is aligned vertically and horizontally
- Ensure enrichment opportunities are provided to students

### **Teacher Responsibilities**

- Provide students opportunities to write to learn and to demonstrate learning i.e. ICN entries, note taking, open response, admit slips, exit slips, blogs, wiki entries, research projects. Provide writing opportunities that are natural extensions to learning in the content areas
- Plan writing opportunities to allow students to write for a variety of purposes such as writing to narrate, inform, describe or persuade (the purposes found in on-demand writing assessments)
- Provide students with opportunities to publish written work within the classroom, the school and beyond
- Plan collaboratively with team to write common grade level summative assessments (i.e. Monthly On Demand Assessments)
- Provide students with specific feedback in writing based on the rubric/scoring guide used to assess writing
- Provide students with the criteria in which they will be assessed prior to and during the writing process

- Assess student writing with team and submit analysis to administration during the writing process and after summative assessments
- Complete grade level focus pieces to be included in the working writing folders
- Administer monthly common grade level on-demand summative assessment
- Provide opportunities for and encourage students to write about topics in they find interesting
- Communicate writing expectations to parents and families prior to and throughout the writing process
- Create lesson plans that allow a variety of authentic communication opportunities and that teach these communication skills
- Provide students opportunities to use technology to enhance their writing and to create products unique to their communication needs
- Allow students opportunities to share their writing in a variety of forums i.e. classroom presentations, communicating to others via technology, parent meetings, public meetings, school websites
- Maintain student working writing folders and utilize work existing in the writing folders
- Provide explicit instruction in the 3P method and Six Traits Writing
- Allow students to work a piece through the writing process
- Allow students opportunities to conference with peers and adults and to revise their work based on these conferences
- Provide students opportunities to reflect on writing and how their writing has improved
- Model all types of writing for students i.e. writing to learn, writing to demonstrate learning, authentic writing, etc...
- Attend professional development as needed
- Reflect on instruction and student performance

### **Writing that can be included in working folders**

- Opinion papers or presentation
- Informative/explanatory writing
- Narrative writing (fiction and non-fiction)
- Poetry
- Writing completed to narrate, persuade, inform or describe (purposes found in on-demand writing assessments)
- Research projects completed in content areas
- Writing to learn, to clarify thinking, or to demonstrate learning generated in content areas (ICN entries)
- Summative Assessments

