

# Ockerman Elementary Site Based Policy 6.14

## Ockerman Elementary School Writing Policy

**Students' Writing Experiences:** In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, each grade level will engage students in three categories of writing experiences: Writing to Learn, Writing to Demonstrate Learning to the Teacher, and Writing for Publication. Examples of each type of writing:

**Writing to Learn:** Strategies to increase learning in content area (Learning Logs, Entrance/Exit Slips, Response Journals, etc.)

**Writing to Demonstrate Learning to the Teacher:** Summarizing, Exit Slips, ORQ (Open Response Question), On Demand Prompts, Analysis.

**Writing for Publication:** Incorporate into instructional units.

Teachers will provide multiple opportunities for students to experience the writing process at all grade levels through; planning, drafting, revising, editing, publishing, and reflecting upon writing. The writing should take place across the content strands.

- Experience writing in both on-demand and writing over time which focus on students being able to communicate authentically for multiple purposes (to narrate, to persuade, to inform, to describe) and using a variety of forms and media.
- Write as a natural outcome of the content being studied in all curriculum areas as evidenced by authentic experiences that incorporate with other disciplines (Respond to reading, etc).
- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use reading as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Use reflection on writing to set goals that are appropriate for them to meet writing standards.

**Instructional Writing Strategies Guidelines:** To provide multiple opportunities for students to develop complex skills for a variety of purposes, teachers will:

- Teach higher-order thinking skills
- Teach the traits of writing.
  - Teach the modes of writing.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic. Meaningful writing at all grade levels and all content areas:

- Writing for a variety of purposes and audiences.
- Experiences that reveal ownership and independent thinking.
- Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Teach the writing process at all levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments which focus on students being able to communicate authentically for multiple purposes (to narrate, to persuade, to inform, to describe) and using a variety of forms of media.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas as evidenced by curriculum documents that show continuity across grade levels and among schools.
- Teachers will focus on skill development through mini-lessons and specialized learning opportunities across content areas as evidenced by student work samples and examples of explicit writing instructional activities.
- Teachers' units and lessons reflect intentional planning that fosters students' use of thinking and communication skills in the service of learning (e.g., think-alouds, collaborative writing, discussions, and modeling).
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use reading as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Allow student choice and exploration (e.g., self-selection of questions, topics and how to communicate their learning).

**Schoolwide Structures and Monitoring:** To ensure every student has a ***communication folder that includes samples of work that show student choice and interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends,*** the Principal will:

- Develop a school wide approach to reviewing assessments for alignment with curriculum documents which includes representation across all grade levels and content areas.
- Ensure the plan includes guidelines for incorporating student and teacher ***use of technology tools*** as a way to enhance writing instruction and student communication.
- Ensure and monitor the implementation of the writing plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan each year.
- Ensure teachers and school leaders received professional growth opportunities needed to improve writing and communication skills appropriate for every content and student.

- Analyze student work as data, including formative and summative assessment data, demonstrating implementation of the school's writing and communication program to determine the writing program's effectiveness.
- School will offer elective and enrichment opportunities to enhance writing and curriculum.

**Reflection, Assessment, and Feedback:** Each grade will meet a minimum of three times a year to review student work in their communication folder as a grade level. Teacher discussion will take place during PLC meetings with discussions based around individual student growth for that 12 week period. Student assessment will take place in the homeroom setting with teaches assessing formatively and summatively both the students' writing processes as well as products. Summative assessments are aligned with state and national standards for writing/communication. Implementation of student and teacher co-developed rubrics will be used when appropriate to the lesson taught. Teachers will conference individually with students to strengthen literacy (writing, listening, reading, and speaking) skill deficits. Peer work that reflects feedback and/or revision.

Based on formative assessments of writing and conferencing students will be provided the opportunity to edit and revise their writing pieces on an on-going basis as evidenced by unit plans, including all assessments and descriptive feedback on assessments. Formative and summative assessments reflect a progression of skills within the classroom and across grade levels.

**Policy Evaluation:** We will evaluate the effectiveness of this policy through our School Improvement Planning process.

Policy 6.14 of the Ockerman Elementary School Council's Policies was adopted on

May 18, 2017 and signed by the following Council members:

Jordan Farmer \_\_\_\_\_  
Brittany Bramlage \_\_\_\_\_  
Katie Lynch \_\_\_\_\_  
[Signature] \_\_\_\_\_  
Chris Henson \_\_\_\_\_

**SBDM Secretary:**

[Signature]  
 Susan Bell