

School Wide Write Process

Nanaimo-Ladysmith Public Schools

Rational:

The School Wide Write is a form of Assessment FOR Learning. It is used in the Fall to inform teachers about what their learners' writing strengths and needs are as well as what to teach next. It is used in the Spring to reflect on their learners' growth. By intentionally looking at student writing samples and using the BC performance standards, teachers will be able to make decisions about the needs of each student and instruction for the whole group.

School Wide Writes are to be marked in a collaborative manner. Teachers work through the process to collect the samples from the students in their own classrooms, then they come together in grade groupings to collaboratively assess the writing. By working with other professionals around assessment, teachers are exploring their own understanding of the writing process and grade level expectations while validating the assessment.

Expectations:

- School wide writes should be collected in October and May for all grade 1-8 students.
- Staffs must plan for students to receive appropriate adaptations or modifications based on students' Individualized Education Plan.
- Students should use the type of paper or technology that they are accustomed to using.
- Staff should decide together if the topic needs to be school wide, primary/intermediate or grade specific.
- The School Wide Write needs to be marked collaboratively.
- School Wide Writes are typically in the "Personal Writing" format.
(ie. NOT story writing).

Purpose of the Assessment

Students are given a common topic and follow a similar writing process. The writing process includes co-constructing criteria, reviewing the rubric, focused discussion and brainstorming, planning, writing, revising, and proofreading.

Choosing a Topic

The topic needs to be broad enough to engage a wide range of students. Students should be able to make connections to personal experiences with the topic. The classroom teacher will build background knowledge on the topic to support the writing process.

Preparation

Prior to administering the assessment, teachers will need to prepare the suitable planning and writing sheets as well as the BC performance based standards specific to their grade(s).

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School Wide Write Protocol

Introduction and Criteria Development

- Talk to students about the purpose of the assessment and the importance of students working independently to show what they know as writers.
- Co-create or review previously co-created criteria for grade level writing expectations.
- With older students, teachers may want to share the rubric. Students should work together to examine the “fully meeting expectations” category.
- Introduce the writing prompt.

Pre- Writing

- Ask students to take some time to think about how they will be responding to the prompt. Older students should record some of their ideas on a planning page (using words or images).
- In pairs, have students share their idea. Encourage them to ask each other questions and develop their ideas further.
- Students should take some time to extend their thoughts on their writing plan after talking with their partner.
- Depending on the age of students, you may want to revisit the co-created criteria or rubric at this point.

Setting Goals (optional)

- Based on the criteria and the rubric (for older students), ask students to set a goal for their writing. The goal should be recorded at the top of their planning page or on the optional Goal Planning Sheet (Appendix A)
- When students are done writing they should revisit their goal to reflect on how they felt they did and how their goal may have changed.

Writing

- Provide students with suitable writing paper.
- Provide appropriate amount of time based on your students (15-30 minutes for primary; 30-45 minutes for intermediate).
- This is an independent writing time. Teachers/EAs are not to support with spelling, structure, ideas, etc. unless specific adaptations or modification have been discussed before the assessment.

Revising, Proof reading & Reflecting (may be done on a second day)

- Either later that day or the next day, have students revisit their writing.
- Encourage students to re-read their writing for meaning (does it sound right and does it make sense?) and conventions (capitals, punctuation and spelling).
- As a class, have a discussion reflecting on the process. What worked? What did students notice about themselves as writers?

Marking the School Wide Write

The BC Performance Standards should be used to score all papers. Below is a marking protocol that helps to standardize the assessment procedure. This type of protocol is important as it promotes calibration, validity and consistency within the marking and it also promotes consistent administration of the assessment.

Prior to marking, have a group discussion to acknowledge personal biases, expectations and the use of an appreciative lens for looking at student work.

Setting Up

- Gather the materials needed (student writing samples, BC Performance Standards for Personal Writing, whole class writing profile sheet, highlighters, pens, and scrap paper)
- Have the staff move into grade groups. No one should be marking alone.
- To support the development of a common understanding of what a 1, 2, 3 & 4 means, as well as to ensure validity, groups should mark the same set of assessments together at the same time (ie. a group of primary teachers will all mark the grade 1 papers at the same time).

Marking

- Teachers should read a piece of writing in its entirety before starting the assessment. Upon the second reading, teachers will highlight the areas where they feel the student is performing on the BC Performance Standard for Personal Writing page.

There are two options for marking. Choose the option that works best in your context.

- 1) Teachers get into pairs (or groups of 3). They sit together to read each piece of writing in their pile and work together to assess the writing.
 - 2) Teachers get into pairs (or groups of 3). They take a pile of student writing and individually assess the writing pieces in their pile. When they are done they exchange piles. Now the teacher is to read and assess the second set of papers (previously assessed by their partner) to see if there are any discrepancies.
- In both options, each student's writing should be assessed using the BC Performance Standard for Personal Writing by at least two teachers.
 - During marking, teachers are encouraged to discuss any challenging pieces that may surface as a group.
 - Keep in mind that the BC Performance Standards reflect achievement for the end of the year. Many students may be not yet meeting or minimally meeting the expectations in October.

After Marking

- The classroom teacher collects the writing samples from his/her class and records the information from the individual BC Performance Standards rubrics onto a class writing profile sheet (see Appendix B).
- Using the class writing profile sheet, teachers engage in a discussion around what they need to teach next at the whole class level and for individual learners.
- Teachers are also encouraged to use the Planning for Instruction sheet in Appendix C.

After marking the School Wide Write, each student will have a specific writing strengths and a goal.

Ideas for School Wide Write

The school wide write topic needs to be one that allows for students to provide a personal response. Personal Response Writing include a journal entry, a letter, a response to a personal experience, a response to literature or a personal opinion about a topic. A Personal Response Writing IS NOT story writing.

It is important for the School Wide Write topic to be something the students are motivated to write about, have background knowledge about and connect to. When providing students with a prompt, they will need time to discuss their ideas with each other as well as a class discussion to allow them to develop their ideas over time.

Examples:

- Have students respond to a field trip they have recently taken.
- Have students respond to a shared experience (ex. If you just have a special visitor to the class)
- Have students write their thoughts and feelings towards an upcoming event.
- Provide students with a prompt such as, “If I had a million dollars I would...”, “When I grow up I want to...”, “My favourite memory from the summer...”
- Read the book *If I Built a Car* or *If I Built a House* by Chris Van Dusen. Have students respond by creating their own blue prints and writing about their designs.
- Read the book *Friends* by Helme Heine. Have students respond about their own friendship experiences or about what makes a good friend.
- Read different non-fiction books (over time) about animals. Have students respond by writing about their favourite animal and reason why.

Additional Information

- Word walls, dictionaries, and thesauruses are NOT adaptations or modifications. ALL students may access these tools. If students regularly use word walls, dictionaries or thesauruses during writing, they should be encouraged to continue to do this.
- Students may have as much time as they need.
- Students do not necessarily have to write about the same topic. Teachers may choose to leave the topics more open ended. The topic students do write about needs to be Personal Writing from experience. They cannot create a story or poem.

References

BC Performance Standards

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/bc-performance-standards/writing>

School District 5 Literacy Website

<http://www.sd5.bc.ca/staff/literacy/writing/assessment/Pages/default.aspx>

School District 71 Literacy Website

<http://www5.sd71.bc.ca/literacy/writing/school-wide-writes-protocol/>

School District 73 Literacy Website

<http://sd73literacy.weebly.com/grade-or-school-wide-write.html>

School District 79 Assessments Website

<http://sd79.bc.ca/services/curriculum/curriculum-resources-k-12/district-assessments/district-wide-write/>

Appendix A

Optional Goal Setting Sheet

Student: _____

Grade: _____

Date: _____

Before the SWW

My writing goal is ...

After the SWW

In my writing, I want you to notice that ...

One thing I am still working on as a writer is ...

Appendix C



PLANNING FOR INSTRUCTION - SWW

Teacher: _____

Grade: _____

Date: _____

CLASS OVERVIEW

VERTICAL DATA

Looking at the data on a holistic level, and down each critical skill area (e.g. Ideas, word choice, flow, etc.), what area...

<u>Needs most attention:</u>	<u>Needs continued monitoring:</u>	<u>Is the strongest:</u>
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

HORIZONTAL DATA

Looking at the data holistically and across each student, who's reading instruction needs to be...

<u>Targeted with Intervention:</u>	<u>Monitored for progress:</u>	<u>Extended as appropriate:</u>
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

WHOLE GROUP INSTRUCTION - What critical skills do all the students require instruction on?

(Tier 1 – Classroom Teacher)

Meaning	
Style	
Form	
Convention	

SMALL GROUP INSTRUCTION - Which students can I group together to reinforce skills previously taught?

(Tier 1&2- Flexible & fluid groupings within the classroom where teacher supports students with further instruction and monitors progress with critical skills)

Meaning		
Style		
Form		
Conventions		

INDIVIDUALIZED INSTRUCTION - Which students need short term one-on-one support (intervention) to reinforce skills?

(Tier 2&3 - Short term intensive instruction focussed on specific skills; evidence of progress is supported by data)

<u>Student</u>	<u>Skill</u>	<u>Collaborative Partnerships</u>