

School District 87 District Write

Overview: The District Write is meant to provide data on writing performance of our students across the District and reveal trends in performance needs that will guide efforts to support instructional strategies for student improvement. This supports formative assessment practices. More detailed process outlines can be found at <http://www.sd87.bc.ca/District%20Write> .

Teacher Preparation: Reading selections need to be gathered that are somewhat connected to a topic for the write. These topics can vary but need to be presented at the initial stage of the writing process. At the Primary level there may only be one reading selection, or the teacher may choose a second and third depending on students’ individual and collective needs and/or skills. For all other levels the expectation is to provide a fiction, non-fiction and poetry selection to allow students an array of material to make connections. For students who struggle throughout the process or are reluctant writers one or more of these reading selections could be the foundation for a response. We must keep in mind the purpose is to assess writing performance not abilities to think of new ideas to write about.

Writing Process Stages:

Stage One	Stage Two	Stage Three	Stage Four
<p>Activate: Writing activity, process, and topic are introduced. Reading selections are used to activate and acquire background knowledge in order to make sense out of the topic, make connections and begin thinking about possible writing angles. Students connect readings to the topic and discuss with partners and class.</p>	<p>Process/Plan: Criteria and possible types of acceptable responses (no poetry) are determined and discussed through partner talk and class conversations. Planning actual writing – the perspective and content – is completed through individual planning and supported by partner talk. Also artwork is a part of the graphic organization for planning. An actual plan and a writing goal are established.</p>	<p>Demonstrate: Topic, planning, criteria and personal writing goals are reviewed individually and through one last partner talk. Students complete their response to the topic in a reasonable time frame. Primary/Early Intermediate 20-45 minutes; Upper Intermediate/Secondary 45-60 minutes. Individual special needs or circumstances can influence these times.</p>	<p>Reflect: The T-Chart for criteria and evidence is a part of the Secondary ‘booklet’ and supports the development of future writing goals. This strategy can be used at all levels especially if the teacher wants to continue the writing process (edit & good copy) after drafts are scored and submitted. Reflections about thinking and the writing during the process support the metacognitive aspects of the ELA IRPs.</p>

Summary: This writing process is meant to provide an authentic sample of student writing performance during the months of March/April. This process should not be a stand-alone or one-time effort. Student familiarity with the process will create natural and relaxed conditions for writing along with practising and developing an understanding of the writing process. The most effective conditions are present when this process is recognized by students as just another writing assignment to assess skills to guide instruction.

Using the ‘booklets’ provided is not mandatory. However, following the process with accuracy is expected and considered to be quite important. If teachers want to change the look, please maintain the integrity of the process and share changes in advance with the Director of Instruction – this continues the collaborative development of this assessment tool. Materials submitted to the Director of Instruction need to include all student work that reflects participation in the process, copies of reading selections and students’ individually scored grade-appropriate Performance Standards Quick Scale for Impromptu Writing. Please submit these requirements no later than May 1st.