

### **District Wide Write for October and April**

The District Wide Write (DWW) is a soft assessment and should not be an event. It is intended to be naturally integrated into your day(s). The focus of this write is on personal writing and not story writing.

The purpose of the October write is to assist teachers in **planning for instruction and developing their class profile/review**. The April write is to gather information about student growth and achievement.

All Grade 2-8 classes are required to participate in the District Wide Write. School staffs will need to plan for any supports or modifications that are required to support individual student needs (the same adaptations found in student IEPs and learning plans).

**For both October and April, school staffs choose a topic for the write.** As a staff, decide if the topic needs to be the same school wide; primary, intermediate or class by class. As you develop your topics, use the following criteria:

- Engage a wide range of students.
- Be open enough for every learner to develop or personalize the topic at their level of confidence.
- Be within the range of experience of all students.

Aim for open-ended topics that encourage high-level responses. High-level response items provide students the opportunity to show analysis, insight and originality (level 3 and 4 on the Performance Standards). Try to avoid 'hot' topics that are overly complex or emotionally laden (mindful of trigger topics within your group).

It is important for all students to participate in the pre-writing process. This may take the form of structured talk (A/B partner talk), brainstorming, webbing, outlining or other strategies that the students regularly use before writing. As this is naturally integrated, the process may take 1-2 days.

Please note that students should use whatever type of paper or technology that they are accustomed to using, including their journal or iPad. Their writing can then be stapled to the DWW cover sheet.

Teachers should not mark assessments on their own (see the attached marking information sheet). We recommend that teachers mark and share with others. This should be set up with your school. Validity is increased when you team mark. If you need any assistance please contact a member of the learning team.

Please ensure new staff members are up to date on the process and are aware of the BC Performance Standards for Personal Writing.

Teachers should submit a copy of their District-Wide Write class writing profile results for both October and April to their principal, as well as enter their DWW data in the Willocks (SSDAS) system (snapshots only) by the end of October.

**DISTRICT-WIDE WRITE**

**General Guidelines for Personal Response Writing**

Here is a suggested two or three consecutive day process for the school-wide write.  
Reminder: This should not be an event, but naturally integrated within the school day(s).

OVERVIEW OF THE PROCESS		
Lesson One	Lesson Two	Lesson Three
<ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Build background knowledge</li> <li>• Teacher modeled brainstorm /web (optional)</li> <li>• A/B partner talk</li> <li>• Debrief reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Review topic</li> <li>• A/B partner talk</li> <li>• Student brainstorm/web</li> <li>• A/B partner talk (optional)</li> <li>• Debrief/reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Review topic</li> <li>• Develop criteria</li> <li>• Goal setting (cover sheet)</li> <li>• A/B partner talk</li> <li>• Write</li> <li>• Brain break (optional)</li> <li>• Editing/proofreading</li> <li>• Debrief/reflection (cover sheet)</li> </ul>

1. Personal Response Writing:
  - Personal response writing includes any form of writing i.e. journal entry, letter, response to a personal experience or opinion. The BC Performance Standards for Personal Writing can be applied to all forms of personal response. Please refer to Quick Scales to clarify the difference between personal writing and stories. Stories are not personal writing.
  - 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.
2. Cover Sheet:
  - Have students record their goal for writing on the cover sheet at the top of their work. After the write, have students reflect on their writing and indicate what they are proud of and what they would like to improve. This can be done on the cover sheet or on their work.
3. Scoring:
  - The BC Performance Standards should be used to score all papers. The scoring rubric found on the cover sheet is meant to be used in conjunction with the Performance Standards (not as a substitute). The scoring rubric is also intended to support the quick transfer of information to the class writing profile.



**STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**Before the write:**

**My writing goal is:**

**After the write:**

**In my writing I am proud of:**

**I would like to get better at:**

		EMG	DEV	PRF	EXT
<b>Meaning</b>	• Ideas				
	• Word Choice				
<b>Style</b>	• Sentence Fluency				
	• Voice				
	• Beginning				
<b>Form</b>	• Middle				
	• End				
	• Flow				
<b>Conventions</b>	• Conventions				



**STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**Before the write:**

**My writing goal is:**

**After the write:**

**In my writing I am proud of:**

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		EMG	DEV	PRF	EXT
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	• End				
	• Flow				
	• Conventions				

Snapshot



## Marking of the SD79 District Wide Write for Fall and Spring

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.

### *Materials Needed:*

- A copy of the applicable BC Performance Standards for Personal Writing for all students
- A set of highlighters and pens
- Scrap paper

### *Prior-to-marking reminders:*

- Remember that this is **draft work**
- Be aware of your personal biases
- Focus on what students do well
- Score holistically

### *Set-up:*

- Have the staff move into grade groups or primary/intermediate groups (no one should be marking alone).
- To support the development of a common understanding of what a 1,2,3 or 4 means, as well as to ensure validity, groups should mark the same set of assessments together at the same time (i.e. a primary group will mark all grade 1 papers together, then mark all grade 2 papers, and then all grade 3 papers).
- After forming groups, review the grade specific B.C. Performance Standard for Personal Writing Quick Scales.
- Teachers highlight the BC Performance Standard descriptors that match the student responses and then transfer this information onto the scoring rubric found on each student's cover sheet.

### *Mark:*

- Have teachers mark in partners and together score one or two pieces of work from each teacher's class. This should give sufficient calibration to mark the assessment. If in doubt, teachers may refer to grade level student exemplars available with the BC Performance Standards.
- Encourage teachers to discuss as a group, any challenging pieces that may surface. This will improve the reliability of the scores that are assigned.

### *After the Mark:*

- The classroom teacher now transfers the information from the individual cover sheets onto the class writing profile (included in the DWW package).

The class writing profile and individual cover sheets assist the teacher in making whole class and personalized instructional decisions. It also helps to inform the class review process.

### After The Write (So What, Now What?)

How's the learning going? How do you know? What are you doing about it?

#### 1. Ways to Inform Your Instruction:

- Use class writing profile to record strengths and areas of concern
- Look for patterns
- Identify two or three key skills as a focus for whole or small group instruction
- Identify individuals who require personalized intervention or extension.
- Re-assess and review goals

#### 2. Ways to Support Learning:

- Provide descriptive feedback by highlighting examples of powerful writing and discussing those examples with the class
- Choose examples of proficient writing that demonstrates an identified area of need and use these examples to discuss and then set goals and co-create criteria for the students work to guide improvement
- Build exemplars
- Invite students to look at their writing collaboratively: revise their work, reflect with peers, set new goals.

The most powerful single modification that enhances achievement is feedback. Criterion referenced feedback tells students where they stand in relation to a target. Feedback needs to be timely.

Black and Wiliam, 1998

Asking students to keep working on a goal until they succeed enhances achievement.

Marzano, 2001



## Appendix to the General Guidelines (Writing Protocol)

This appendix provides further information about specific sections to the Writing Protocol.

- A. **Building Criteria**
- B. **Brainstorm/Webbing**
- C. **Structured Talk**
- D. **Suggestions for Adaptations and Modifications for Learning Disabled (LD), Mild/Moderate Intellectual Disabilities, English Language Learners (ELL).**

### A. **Building Criteria**

- Review Performance Standards for Personal Writing for your grade level, to determine what is required
- Co-generate the criteria with the students
- Post criteria in classroom

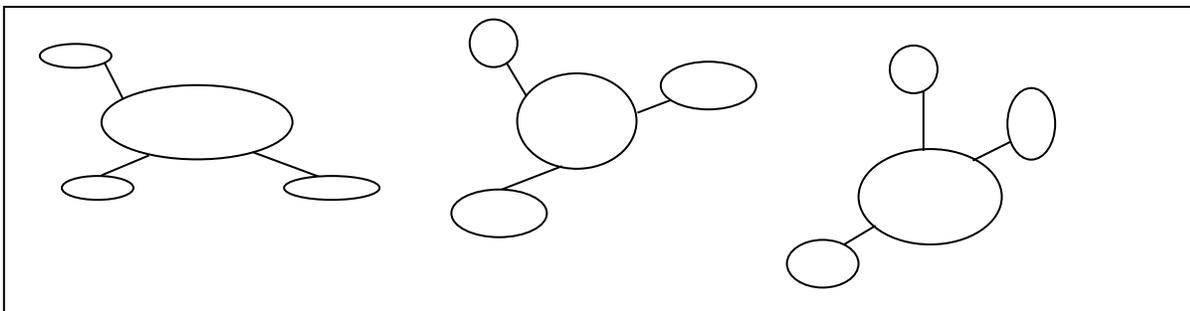
Prompts to think about when co-generating criteria. The following are reflected in the BC Performance Standards:

- Important, interesting ideas
- Details and explanations that support your ideas
- Ideas sequenced in a logical order
- Beginning/middle/end
- A beginning that hooks the reader and flows to a strong ending
- Words that are chosen to create a picture for the reader (sensory details)
- Few errors in punctuation and spelling
- Sentences that begin and connect in different ways
- Powerful, descriptive language

### B **Brainstorm/Webbing**

The purpose of brainstorming is to allow students to quickly express their ideas and then build upon these ideas. Students should be allowed to choose their own way to organize their thoughts. The following are some examples. These examples are suggestions only.

1. **Web/Cluster**  
Students organize their thoughts into common themes. This is a non-sequential explosion of ideas.



2. List  
Some learners find the non-sequential nature of the webs too abstract. Lists are more linear and sequential and may fit better with their thinking style.

<u>Problem</u>	<u>Setting</u>	<u>Characters</u>	<u>Solution</u>

OR

Problem		Solution	
Beginning	Middle	End	

3. Sketch  
An artistic student may find it easier to sketch their ideas. This is culturally friendly and works well for children who have not yet begun to write fluently. Teachers should stress sketching, not drawing, so students don't worry about artistic technique.
4. Four Quadrants  
Student thinking is organized into quadrants entitled "pictures", "feelings", "senses" and "words". This strategy is one that needs to be practiced if students are to use it effectively.

Pictures	Feelings/Emotions
Powerful Words	Senses

### C. Structured Talk

Structured talk, more commonly referred to as A/B partner talk, is extremely important in the pre-writing process. Current brain research emphasizes the necessity of student talk to access prior knowledge. Structured talk provides a focus for student thinking and a way to access more ideas and elaborate on the ones they have.

Students work in partners or small groups and are assigned a specific purpose for the talk. It is important that every student speaks about the topic even if the time he/she speaks is short.

Suggestions for Structured Talk:

- if students are accustomed to large group discussion as opposed to small groups or partners, assign the partners or small groups beforehand
- remind students about good listening behaviours
- keep the interaction time short: for instance, Partner A gets one minute to talk, Partner B gets one minute to talk
- practice beforehand with a topic or theme about which they have a great deal of knowledge (i.e. a unit they have just finished or a book they have just read)

Elicit ideas from several partnerships or small groups after their structured talk time to promote accountability.

## **D Possible Adaptations and Modifications for Learning Disabled (LD), Mild/Moderate Intellectual Disabilities, English Language Learners (ELL).**

All adaptations and modifications should be done before/while/during the process so the papers can all be marked using the same BC Performance Standards.

### **Suggested Adaptations and Modifications**

#### Pre Lesson One

Have students

- meet in small groups with a teacher (classroom teacher, resource, LA, EA, ELL, etc.) for pre talk about the topic – use model of talk students are used to (i.e. “talking circles”, A/B partner talk)
- practice A/B partner talk if unfamiliar
- practice brainstorming/sketching and labeling – if unfamiliar

#### Lesson One

- A/B partner talk – adult to help facilitate

#### Lesson Two

- A/B partner talk – adult to help facilitate
- brainstorming
- encourage sketch 1<sup>st</sup> then scribe to help turn add ideas in words

#### Lesson Three

- Brainstorm – add to what was previously done
  - possible scribe
  - possible adult to help child extend/enrich thoughts
- The Writing
  - scribe (if in child’s IEP/learning plan) needs to record it exactly as child tells it (i.e. incomplete thoughts, grammatical errors, no punctuation). Scribe, edit, proofread to change what child thinks should be added or changed. Some students will only need a scribe for thinking and editing – not the write
  - atmosphere – have students write in a location they are used to (i.e. resource room, guided writing groups, etc.)