

South Laurel Middle School

2018-2019 Writing Plan



South Laurel Middle School will develop a writing plan annually specific to each grade level. The plan will be adjusted based on the school's test data, classroom data, and program appraisal data to ensure that:

- the writing process includes prewriting, drafting, feedback, editing, and revision at all grade levels and in all content areas
- active participation of students in decision making about contents of the portfolio
- procedures for reviewing the portfolio are in place in order to determine strengths and weaknesses in student writing and overall communication
- guidelines are in place for incorporating student and teacher use of technology tools when available and when deemed appropriate to the writing task

For the 2018-2019 school year, each teacher will complete a minimum of two writing pieces each 9 weeks for every course (excluding academic plus). The writing pieces may be ERQs, On-demands, TCTs, DBQs, Short answers, essays, informative/ explanatory writing, argumentative writing, narratives, etc. The two writing pieces will be stored in the Student Writing Folder. Administration at the end of each 9 weeks will randomly choose 10 folders to analyze for completion.

Each Writing Folder will contain a grade level specific monitoring sheet (see attachment). The teams will determine which type of writing, as specified by the monitoring sheet, that each teacher will complete. The team plan for writing will be submitted to the administration.

Students are expected to write to proficiency. The writings submitted to the folder should include the first draft, rubric, and final version. The writing rubric will be a portion of the grade. The teacher will have discretion to the number of points that the writing rubric will count (samples are attached).

As a writing is completed, each teacher will provide a high, medium, and low writing sample from each class to the administration. The writing should include the first draft, rubric, and final version. Samples of writing will be returned as soon as possible (copies are not required, teachers are asked to please submit originals with student names visible) to then be filed in the Student Writing Folder.

6th Grade Writing Portfolio Monitoring Sheet

Name: _____ School Year: _____

Team or ELA Teacher: _____ School: NLMS SLMS

Samples to Include:

Writing to Learn (Minimum of 3)

Submissions may include samples such as:

- Opening Assignments, Admit/Exit Slips
- Response Journals, Learning Log, Dialogue Journal
- Note Taking
- Power Point Presentations
- Any writing done by the student to enhance learning

Writing to Demonstrate Learning (Minimum of 3)

Submissions may include samples such as:

- Essays, Summaries
- Speeches and presentations
- Research Reports, Book Reports, Lab Reports
- Open/Constructed/Extended Responses
- On Demand Writing
- Any writing assessment of content with the teacher as the audience and the purpose of demonstrating to the teacher what the student knows.

Authentic Writing (One from Each Category)

Informative/Explanatory

Argumentative

Narrative

- Evidence of teacher quality/specific feedback and student revision for Authentic Writing must include: Prewriting; Drafts at different stages of the writing process; Peer and/or Teacher Conferencing; Final Drafts
- Pieces in this category are intended for an audience and purpose beyond the classroom setting, though tied to the content being studied. The notions of an audience other than the teacher and a purpose other than to receive a grade are what make this sort of writing "authentic". Students make choices about audience, purpose and form for these pieces based on their interests.

Teacher Signature: _____

Date of Completion: _____

Notes:

7th Grade Writing Portfolio Monitoring Sheet

Name: _____ School Year: _____

Team or ELA Teacher: _____ School: NLMS SLMS

Samples to Include:

Writing to Learn (Minimum of 3)

Submissions may include samples such as:

- Opening Assignments, Admit/Exit Slips
- Response Journals, Learning Log, Dialogue Journal
- Note Taking
- Power Point Presentations
- Any writing done by the student to enhance learning

Writing to Demonstrate Learning (Minimum of 3)

Submissions may include samples such as:

- Essays, Summaries
- Speeches and presentations
- Research Reports, Book Reports, Lab Reports
- Open/Constructed/Extended Responses
- On Demand Writing
- Any writing assessment of content with the teacher as the audience and the purpose of demonstrating to the teacher what the student knows.

Authentic Writing (One from Each Category)

Informative/Explanatory

Argumentative

Narrative

- Evidence of teacher quality/specific feedback and student revision for Authentic Writing must include: Prewriting; Drafts at different stages of the writing process; Peer and/or Teacher Conferencing; Final Drafts
- Pieces in this category are intended for an audience and purpose beyond the classroom setting, though tied to the content being studied. The notions of an audience other than the teacher and a purpose other than to receive a grade are what make this sort of writing "authentic". Students make choices about audience, purpose and form for these pieces based on their interests.

Teacher Signature: _____

Date of Completion: _____

Notes:

8th Grade Writing Portfolio Monitoring Sheet

Name: _____ School Year: _____

Team or ELA Teacher: _____ School: NLMS SLMS

Samples to Include:

Writing to Learn (Minimum of 3)

Submissions may include samples such as:

- Opening Assignments, Admit/Exit Slips
- Response Journals, Learning Log, Dialogue Journal
- Note Taking
- Power Point Presentations
- Any writing done by the student to enhance learning

Writing to Demonstrate Learning (Minimum of 3)

Submissions may include samples such as:

- Essays, Summaries
- Speeches and presentations
- Research Reports, Book Reports, Lab Reports
- Open/Constructed/Extended Responses
- On Demand Writing
- Any writing assessment of content with the teacher as the audience and the purpose of demonstrating to the teacher what the student knows.

Authentic Writing (One from Each Category)

Informative/Explanatory

Argumentative

Narrative

- Evidence of teacher quality/specific feedback and student revision for Authentic Writing must include: Prewriting; Drafts at different stages of the writing process; Peer and/or Teacher Conferencing; Final Drafts
- Pieces in this category are intended for an audience and purpose beyond the classroom setting, though tied to the content being studied. The notions of an audience other than the teacher and a purpose other than to receive a grade are what make this sort of writing "authentic". Students make choices about audience, purpose and form for these pieces based on their interests.

Teacher Signature: _____

Date of Completion: _____

Notes:

	_____ points	_____ point per indicator	_____ points per indicator	Prediction
CAPITALIZATION	<ul style="list-style-type: none"> most sentences do not begin with a capital letter proper nouns and proper adjectives are not capitalized the pronoun "I" is not capitalized words are capitalized that should not be capitalized letters within a word(s) are capitalized 	<ul style="list-style-type: none"> most sentences begin with a capital letter some proper nouns and proper adjectives are capitalized the pronoun "I" is sometimes capitalized 	<ul style="list-style-type: none"> all sentences begin with a capital letter all proper nouns and proper adjectives are capitalized the pronoun "I" is always capitalized 	
PUNCTUATION	<ul style="list-style-type: none"> sentences do not have end punctuation commas are missing or misused/misplaced mostly sentence fragments and run-on sentences 	<ul style="list-style-type: none"> most sentences have correct end punctuation some commas are used correctly correct sentence structures; however, mostly simple sentences 	<ul style="list-style-type: none"> all sentences have correct end punctuation most commas are used correctly a variety of correct sentence structures and lengths 	
ORGANIZATION (paragraph structure, RACE...)	<ul style="list-style-type: none"> writing does not follow an organizational structure 	<ul style="list-style-type: none"> some attempt at following an organizational structure 	<ul style="list-style-type: none"> writing follows an organizational structure 	
PENMANSHIP	<ul style="list-style-type: none"> penmanship is not legible 	<ul style="list-style-type: none"> penmanship is not consistently legible 	<ul style="list-style-type: none"> penmanship is consistently legible 	
SUPPORT/ CONNECTIONS (examples, explanations, evidence...)	<ul style="list-style-type: none"> missing connections mostly unclear or irrelevant connections 	<ul style="list-style-type: none"> some clear and relevant connections 	<ul style="list-style-type: none"> points per indicator clear and relevant connections 	

Editing Marks

≡ / capitalize
≡ / lowercase

! ? end mark
Ⓢ comma

^ insert
— delete

¶ indent

Ⓢ spelling

| insert space
○ close space

Feedback for Revision
Annotated Notes/
Conversation

	0 points	2 point per indicator	4 points per indicator	Prediction
CAPITALIZATION	<ul style="list-style-type: none"> most sentences do not begin with a capital letter proper nouns and proper adjectives are not capitalized the pronoun "I" is not capitalized words are capitalized that should not be capitalized letters within a word(s) are capitalized 	<ul style="list-style-type: none"> most sentences begin with a capital letter some proper nouns and proper adjectives are capitalized the pronoun "I" is sometimes capitalized 	<ul style="list-style-type: none"> all sentences begin with a capital letter all proper nouns and proper adjectives are capitalized the pronoun "I" is always capitalized 	
PUNCTUATION	<ul style="list-style-type: none"> sentences do not have end punctuation commas are missing or misused/misplaced mostly sentence fragments and run-on sentences 	<ul style="list-style-type: none"> most sentences have correct end punctuation some commas are used correctly correct sentence structures; however, mostly simple sentences 	<ul style="list-style-type: none"> all sentences have correct end punctuation most commas are used correctly a variety of correct sentence structures and lengths 	
SENTENCE STRUCTURE	<ul style="list-style-type: none"> writing does not follow an organizational structure 	<ul style="list-style-type: none"> some attempt at following an organizational structure 	<ul style="list-style-type: none"> writing follows an organizational structure 	
PENMANSHIP	<ul style="list-style-type: none"> penmanship is not legible 	<ul style="list-style-type: none"> penmanship is not consistently legible 	<ul style="list-style-type: none"> penmanship is consistently legible 	
SUPPORT/ CONNECTIONS (examples, explanations, evidence...)	<ul style="list-style-type: none"> missing connections mostly unclear or irrelevant connections 	<ul style="list-style-type: none"> some clear and relevant connections 	<ul style="list-style-type: none"> 5 points per indicator clear and relevant connections 	
	0 points	3 point per indicator	5 points per indicator	

Editing Marks

≡ / capitalize
 ≡ / lowercase

! ? end mark
 , comma

^ insert
 — delete

¶ indent

Ⓟ spelling

| insert space
 ○ close space

Feedback for Revision
 Annotated Notes/
 Conversation

TO BE COMPLETED PRIOR TO FEEDBACK AND REVISION (I)

Title of Piece: _____

Student: _____

Date: _____

Teacher: _____

Total Points Possible: 50 Total Points Earned: _____

	0 points	4 point per indicator	8 points per indicator	Prediction
CAPITALIZATION	<ul style="list-style-type: none"> most sentences do not begin with a capital letter proper nouns and proper adjectives are not capitalized the pronoun "I" is not capitalized words are capitalized that should not be capitalized letters within a word(s) are capitalized 	<ul style="list-style-type: none"> most sentences begin with a capital letter some proper nouns and proper adjectives are capitalized the pronoun "I" is sometimes capitalized 	<ul style="list-style-type: none"> all sentences begin with a capital letter all proper nouns and proper adjectives are capitalized the pronoun "I" is always capitalized 	
PUNCTUATION	<ul style="list-style-type: none"> sentences do not have end punctuation commas are missing or misused/misplaced mostly sentence fragments and run-on sentences 	<ul style="list-style-type: none"> most sentences have correct end punctuation some commas are used correctly correct sentence structures; however, mostly simple sentences 	<ul style="list-style-type: none"> all sentences have correct end punctuation most commas are used correctly a variety of correct sentence structures and lengths 	
SENTENCE STRUCTURE	<ul style="list-style-type: none"> writing does not follow an organizational structure 	<ul style="list-style-type: none"> some attempt at following an organizational structure 	<ul style="list-style-type: none"> writing follows an organizational structure 	
PENMANSHIP	<ul style="list-style-type: none"> penmanship is not legible 	<ul style="list-style-type: none"> penmanship is not consistently legible 	<ul style="list-style-type: none"> penmanship is consistently legible 	
SUPPORT/ CONNECTIONS (examples, explanations, evidence...)	<ul style="list-style-type: none"> missing connections mostly unclear or irrelevant connections 	<ul style="list-style-type: none"> some clear and relevant connections 	<ul style="list-style-type: none"> 10 points per indicator clear and relevant connections 	

Feedback for Revision
Annotated Notes/
Conversation

Editing Marks

≡ / capitalize
≡ / lowercase

! ? end mark
① comma

^ insert
— delete

¶ indent

Ⓢ spelling

| insert space
○ close space