

# Kentucky Writing Handbook

*Helping Students Develop as  
Proficient Writers and Learners*

**Part I: Writing Development  
Part II: Scoring**



**Kentucky Department of Education**

**Jon Draud, Commissioner of Education  
2007-2008 Update**

# Introduction

This handbook was developed to help Kentucky educators build a strong writing program culminating with the development of students as independent writers.

This handbook, *Kentucky Writing Handbook: Helping Students Develop as Proficient Writers and Learners*, is divided into two parts. “Writing Development” (Part 1) of the handbook discusses issues important to instructional practice, methods of teaching writing across the curriculum and grade levels and suggestions to improve an overall writing program within a school. “Scoring” (Part 2) contains scoring materials used in the assessment of Kentucky writing portfolios at grades 4, 7 and 12 and the Kentucky on-demand writing assessment at grades 5, 8 and 12.

## **The development handbook can be especially useful to**

- plan and develop schoolwide writing programs;
- help teachers embed writing in standards-based units of study;
- determine focus of professional development sessions related to writing instruction;
- help teachers and administrators understand writing and the assessment of writing; and
- help clarify Kentucky’s expectations of writing instruction in the public schools; and
- answer commonly-asked questions about the Kentucky writing instruction.

## **The scoring handbook can be especially useful to**

- help teachers and administrators understand Kentucky’s writing criteria;
- help teachers and administrators assess on-demand and portfolio writing;
- help cluster leaders prepare cluster trainings and scoring sessions;
- determine focus of professional development sessions related to scoring;
- provide student samples to be used for instruction, training sessions, and scoring sessions; and
- answer commonly-asked questions regarding writing assessment.

We encourage you to copy pages and use them with students, parents and other educators as you see fit.

# Kentucky Writing Handbook

## Part 1: Writing Development

# Part 1: Writing Development

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As you assist your students in attaining writing proficiency, we encourage you to use this handbook and the additional resources referenced here to support your own professional growth and the growth of your students as writers and learners.

More resources can be found at the KDE Writing Resources Web site:

<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/default.htm>

# *Acknowledgements*

The Kentucky Department of Education would like to thank members of the Writing Advisory Committee (WAC) and the Scoring Accuracy Assurance Team (ScAAT) for their valuable contribution updating the *Kentucky Writing Handbook*. We would like to extend a special thanks to Dr. Charles Whitaker and Elizabeth Dick for their continued assistance in developing this handbook and their dedication to Kentucky teachers and students.

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# *Developing a Successful*

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## *Schoolwide Writing Program*

**Section 1:** *Developing a Schoolwide Writing Program* focuses on providing information and strategies to help schools create successful writing programs that promote independent student writers.

- **Chapter 1: *Cornerstones of Kentucky's Writing Program*** highlights the state-mandated rationale for a school writing program and important parts of the framework upon which Kentucky's writing program is based.
- **Chapter 2: *Guidelines for a Successful School Writing Program*** helps administrators and teachers plan and coordinate an effective schoolwide writing program. This chapter highlights guidelines to oversee planning and developing a schoolwide writing program.
- **Chapter 3: *Three Types of Writing to Include in a Schoolwide Writing Program*** includes examples and strategies to promote learning across all content areas.
- **Chapter 4: *Writing Developed through Units of Study*** provides suggestions for embedding writing into standards-based units of study.
- **Chapter 5: *Learning from Student Work to Improve Classroom Instruction*** introduces three methods of examining student work to improve instruction.
- **Chapter 6: *Alerts: A School Concern beyond the Writing Program*** provides examples of alert situations and appropriate action to be taken.

## Cornerstones of Kentucky's Writing Program

**Learner Goal 1:** Students will use their communication skills for purposes and situations they will encounter in their lives.

**Academic Expectation 1.11:** Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Kentucky's writing program is based upon Learner Goal 1 and Academic Expectation 1.11 set forth during the Kentucky Education Reform Act of 1990. From this goal and expectation, five important cornerstones form the foundation for Kentucky's program. Schools should consider these cornerstones when organizing and implementing their writing programs. The five cornerstones are

- 703 KAR 5:010 Writing Portfolio Procedures
- 704 KAR 3:303 Program of Studies for Kentucky Schools
- 703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program
- Research-based practices
- On-going Evaluation

### Cornerstone 1

#### 703 KAR 5:010 Writing Portfolio Procedures

Legislative measures enacted during 1998 -1999 required the Kentucky Board of Education to help teachers reduce the amount of time spent on writing portfolios. 703 KAR 5:010, the Writing Portfolio Procedures regulation, was enacted to provide guidance for educators in managing the amount of time spent on writing instruction and assessment.

During 2005-2006, this regulation was revised to include additional research-based strategies and clarification of terms and the updated writing assessment information.

In examining 703 KAR 5:010, schools and districts should note the following:

- Schools and districts shall develop a procedure for collecting and transitioning working folders across grade levels throughout a student's academic career.
- Schools shall identify cluster leaders who have had experience in writing instruction and have exhibited leadership skills.
- Writing tasks shall promote learning in the content area.
- Conferencing partners shall understand and be familiar with the writing needs of the student.

**703 KAR 5:010 is included here in its entirety to inform and support your school's writing program.**

1 **Education Cabinet**

2 **Kentucky Board of Education**

3 **Department of Education**

4 **(Amendment)**

5 **703 KAR 5:010. Writing portfolio procedures.**

6 RELATES TO: KRS 158.6453

7 STATUTORY AUTHORITY: KRS 156.070, 158.6453

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the

9 Kentucky Board of Education to promulgate an administrative regulation which reduces  
10 the teacher and student time involved in preparing a writing portfolio. This administrative  
11 regulation establishes procedures to accomplish that goal and establishes standards to  
12 ensure that writing portfolios are a valuable component of teaching and learning.

13 Section 1. Appropriate Use of Time. (1) A school and district shall implement practices  
14 that reduce teacher and student time in preparing a writing portfolio by implementing a  
15 vertically aligned writing curriculum based on the Program of Studies, 704 KAR 3:303,  
16 using writing instruction (including writing to learn) across the curriculum, and  
17 instructing students to make decisions regarding the use of the writing process.

18 (2) A school shall allow for an appropriate amount of time for writing development  
19 throughout all grade levels and content areas. A classroom teacher shall limit the amount  
20 of time spent on a single portfolio entry and the number of revisions of a single writing  
21 portfolio entry.

1 (3) Development of writing assignments shall not limit instruction of skills and concepts  
2 in content areas, but shall be designed to support and enhance a student’s content  
3 knowledge.

4 (4) Beginning in the 2006-2007 school year, a school or district shall not schedule a class  
5 for the sole intent of producing an accountability portfolio. Writing instruction shall  
6 serve as a component of literacy instruction and shall not be isolated for the purposes of  
7 state assessment and accountability.

8 (5) A school shall implement practices that use time efficiently and comply with this  
9 administrative regulation.

10 Section 2. School and District Writing Programs. (1) A school shall provide writing  
11 instruction and authentic writing opportunities at all grade levels and shall develop a  
12 procedure to collect working folders that include writing pieces at non-accountability  
13 levels for possible inclusion in the accountability portfolio. This writing shall align to all  
14 portfolio categories and the content areas being studied. A school shall not wait until the  
15 accountability year to instruct the types of writing appropriate for inclusion in the writing  
16 portfolio.

17 (2) A writing piece in the working folder may be revised or edited by the student for  
18 inclusion in the accountability portfolio or it may be used as a finished product and  
19 included in the accountability portfolio.

20 (3) A writing piece in a working folder shall comply with the Program of Studies, 704  
21 KAR 3:303.

22 (4) A district shall assist schools in managing working folders by enabling transition from  
23 one school level to the next (elementary school to middle school to high school). When a

1 student transfers to another school or district, the working folder along with the student's  
2 transcript shall be sent in a timely manner to the receiving school.

3 (5) A school shall identify a writing cluster leader for each writing portfolio assessment  
4 level at the school (grades 4, 7, and 12). The writing cluster leader shall be a lead teacher  
5 with experience in writing instruction and leadership skills but is not required to be a  
6 teacher from the assessment grade levels. The cluster leader shall not be an intern  
7 teacher.

8 (6) A school and district shall provide opportunity for teachers across the curriculum and  
9 across grade levels to engage in professional development focused on writing instruction  
10 across the content areas and the types of writing assessed in the portfolio. Professional  
11 development shall support a teacher's ability to link content to writing opportunities and  
12 shall assist teachers with facilitating the writing process of all students.

13 (7) A school council shall review the instructional needs of all programs when making  
14 decisions regarding use of resources. Adequate resources (for example, staff, extended  
15 school services, technology, space) shall be used to support the instructional needs of the  
16 school as determined by data collection and needs analysis.

17 Section 3. Writing Instruction. (1) A teacher-assigned writing task shall relate to  
18 standards-based units of study so that writing is relevant to and promotes learning in the  
19 content area. A teacher shall not assign writing that does not promote, support, or  
20 demonstrate learning in the content area being studied.

21 (2) A writing task shall link assignments and instructional practices to authentic situations  
22 with genuine opportunities for student choice in writing and for publication to real  
23 audiences in order to enable a student to develop as an independent writer and thinker.

1 (3) A teacher shall choose content-area readings that represent the kind of writings the  
2 students are asked to include in the portfolio, allowing the integration of content and the  
3 discussion of writing form (for example, editorial, article, academic paper) to occur at the  
4 same time.

5 (4) A teacher shall allow time for instruction and use of the writing process (focusing,  
6 prewriting, drafting, revising, editing, publishing, reflecting) in the classroom as part of  
7 instruction and may allow some student work outside of class; however, portfolio pieces  
8 shall not be entirely completed at home or with no evidence of the writing process.

9 (5) A writing conference and a revision shall be directly linked to the skills being taught  
10 during the instruction of the writing assignment. A writing conference shall be used as an  
11 instructional tool to support a student's learning of particular skills associated with a  
12 writing assignment. A teacher may use individual, small group, or whole group  
13 conferencing sessions to address common patterns of errors (for example, literacy  
14 techniques, organizational problems, and confusion about conventions). A teacher and  
15 other conferencing partner shall limit a conference's focus to one (1) or two (2) areas of  
16 need, addressing patterns of errors or problems that occur frequently in an individual  
17 student's writing.

18 (6) A conferencing partner shall understand and be familiar with the writing  
19 needs of the student and shall address the instructional needs of the student writer  
20 during conferences but shall not take ownership of the student's writing process  
21 by requiring an arbitrary number of revisions. A teacher and other conferencing  
22 partners shall respect the individual student's preferences when encouraging  
23 revisions so that the student retains ownership of the work.

1 (7) A teacher or other conferencing partner may indicate the type and position of  
2 errors (for example, circle errors, highlight mistakes, put checks in margins of  
3 lines where errors occur) on student writing; however, a teacher and other  
4 conferencing partner shall not correct errors on papers that might be included in  
5 the accountability portfolio.

6 (8) A teacher shall allow students to use word processing during the development of  
7 writing pieces (for example, during revision or editing) or allow students to submit pieces  
8 in their own handwriting. If a student uses a word processing program to produce the  
9 student's writing, all formatting shall be completed by the student unless otherwise  
10 allowed by the student's Individual Education Program, 504 Plan, or Program Services  
11 Plan. If a student is not given access to technology during the writing process, the school  
12 shall not require that the entries in the accountability portfolio be word processed.

13 (9) The development of the writing portfolio shall not limit the use of a technology or  
14 media center as it is used to meet the needs of all students.

15 Section 4. Portfolio Design and Scoring. (1) Beginning with the 2007 Commonwealth  
16 Accountability Testing System (CATS) assessment, a four (4) piece portfolio shall be  
17 produced in 12th grade, a three (3) piece portfolio shall be produced in 7th grade, and a  
18 three (3) piece portfolio shall be produced in 4th grade.

19 (2) A school and district shall implement procedures for scoring of student portfolios that  
20 include an adequate number of teacher scorers on the school scoring team to limit the  
21 number of portfolios scored by any one (1) teacher to thirty (30), unless a teacher agrees  
22 to score a larger number of portfolios.

- 1 (3) The classroom teacher primarily responsible for overseeing the completion of a
- 2 student's writing portfolio shall not serve as a scorer of record for that student's
- 3 accountability portfolio.

## *Cornerstone 2*

### **704 KAR 3:303 Program of Studies for Kentucky Schools**

As a regulatory document, the *Program of Studies* encompasses the minimum curriculum plan that should be taught to all Kentucky students, grades P-12. The *Program of Studies* is an “umbrella” document containing all of the concepts, content and standards that should be taught in Kentucky schools. Not all of the standards in the *Program of Studies* are assessed. However, the content standards in the *Program of Studies* that are not assessed are prerequisites for students to master so they understand the next level in the standards that may be assessed.

*Core Content for Assessment 4.1* is a document that indicates the content standards which may be assessed on the Kentucky Core Content Test. Skills and concepts from the Core Content are aligned with the *Program of Studies*. **As a result, curriculum planning and units of study should be developed from the *Program of Studies* document and not *Core Content for Assessment 4.1* only.**

## *Cornerstone 3*

### **703 KAR 5:080 Administration Code for Kentucky’s Educational Assessment Program**

“This document describes the practices considered appropriate in preparing students for the assessments, in administering them, and in providing for proper security of the assessment materials” (703 KAR 5:080). Specifically, this regulatory document describes practices appropriate (and inappropriate) in developing and scoring student portfolios. Sections of this document discuss the inclusion of special populations and Alternative Portfolios. (See Appendix F).

## *Cornerstone 4*

### **Research-based Practices**

Kentucky’s writing program is based on practices supported through research studies and promotes these best practices in writing instruction. Kentucky’s program continually assesses and implements the latest in research in writing instruction and supports those practices through on-going work with writing cluster leaders and district leadership. Examples of research-based practices are described in depth throughout this handbook.

## *Cornerstone 5*

### **On-going Evaluation**

Through analysis of student work and the Kentucky Writing Assessment, Kentucky’s writing program measures progress in student achievement and then uses that data to drive its goals in providing quality writing instruction to all Kentucky students. Methods of evaluating schoolwide writing programs and analyzing student work are explained in depth in Chapter 5 of this handbook.

## *Guidelines for a Successful School Writing Program*

**Kentucky’s Learner Goal 1:** Students will use their communication skills for purposes and situations they will encounter in their lives.

**Academic Expectation 1.11:** Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

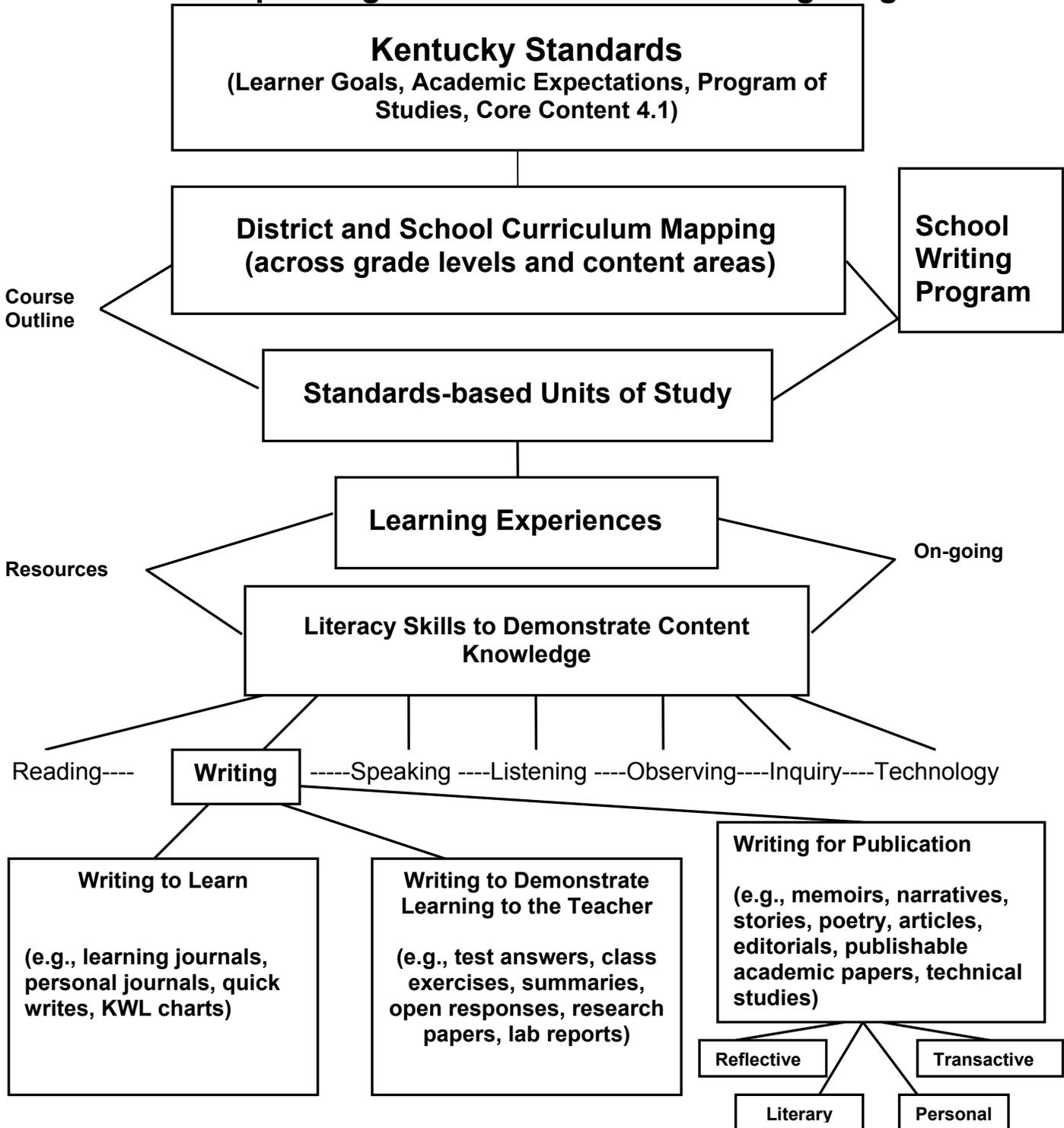
**703 KAR 5:010 Writing Portfolio Procedures:** This administrative regulation establishes procedures to reduce the teacher and student time involved in preparing a writing portfolio and establishes standards to ensure that writing portfolios are a valuable component of teaching and learning.

Schools and districts should develop writing programs to help students develop as writers, readers, learners, thinkers—and to prepare students for Kentucky’s assessment system, as well as their lives beyond school. Developing such a program is consistent with Kentucky’s Learner Goal 1, which states that “students will apply communication skills for purposes and situations they will encounter in their lives.” Likewise, Academic Expectation 1.11 states that “students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.”

The *Kentucky Program of Studies* describes what will be taught in Kentucky’s public schools. This document specifies that **writing will take place at all grade levels and across all content areas**. The *Core Content for Writing Assessment 4.1* specifies the content standards that will be assessed in the area of writing. It also indicates the expectations for a vertically-aligned, schoolwide writing program even though state assessment of writing will only take place at designated grade levels. Of course, teachers at different grades and in different study areas may include different kinds of writing, **but it is important for teachers in all schools and districts to address Kentucky’s Learner Goals and Academic Expectations, adhering to 703 KAR 5:010, and thus, preparing students through well-designed writing programs.**

A diagram of a sample schoolwide writing program follows which shows how all three categories of writing develop from Kentucky standards. All three types of writing should be included in all Kentucky classrooms to improve learning and literacy and to play a key role in on-going assessment. See discussion of this diagram on the next page of this handbook.

### Sample Diagram of a Schoolwide Writing Program



## Explanation—Sample Diagram

This diagram illustrates how writing should develop from **Kentucky standards**. Our standards, which align to the National Standards, are contained within the Kentucky Learner Goals, Academic Expectations, *Program of Studies* and *Core Content for Assessment 4.1*. Since the Learner Goals and Academic Expectations form the umbrella for the *Program of Studies* and the *Program of Studies* is regulatory, it is important for teachers and administrators to understand that the Core Content is based on the *Program of Studies* and is used to define the content standards of *Program of Studies* that may be directly assessed. However, the *Program of Studies* contains more content information than the Core Content, so ultimately, teachers should be aligning their curriculum with the *Program of Studies*.

From the standards, districts and schools should complete their **curriculum mapping** to identify specifically where and when certain *Program of Studies* content will be taught at the different grade levels. **A school's writing program** and **specific course outlines** are derived from that curriculum map to determine what **standards-based units** teachers should develop for their classes. Given the nature of standards-based units, they are often very unique to the teacher writing them. Several teachers may teach the same course and content, but they may approach the material differently within standards-based units given the needs and interests of their students.

Standards-based units provide multiple **learning experiences** for students. Many of these learning experiences may be individual lessons and concepts; some may be projects and presentations. However, any good standards-based unit will include the various types of writing to support the learning. Various **resources** and **on-going assessment** inform those learning experiences and help teachers modify and refine the lessons to make certain all students' needs are met. Likewise, among the various kinds of learning experiences, students may demonstrate their content knowledge in many ways, one of which is through literacy skills.

Under the heading of **literacy**, teachers should expect students to demonstrate content knowledge through a variety of methods and a connection to all literacy skills: **reading, writing, speaking, listening, observing, completing inquiry projects** and **using technology**. While various strategies exist to help students improve in each of these areas, **writing**, specifically, can be developed in many ways, all of which are important and necessary in a strong schoolwide writing program.

Teachers may have students complete various **Writing to Learn** activities such as journal entries or reading responses. This type of writing is important for students to practice so that they can write to see what they think about a topic or what questions they have about the lesson. Students use this type of writing to connect personally to the content being studied.

**Writing to Demonstrate Learning**, one of the most common types of writing in any classroom, enables students to demonstrate what they have learned during the unit. Students may complete such writing activities as summaries or textbook exercises to demonstrate their understanding of content knowledge. They may also write researched-based pieces to demonstrate their understanding of a concept or a lab report to show the teacher they have mastered a scientific

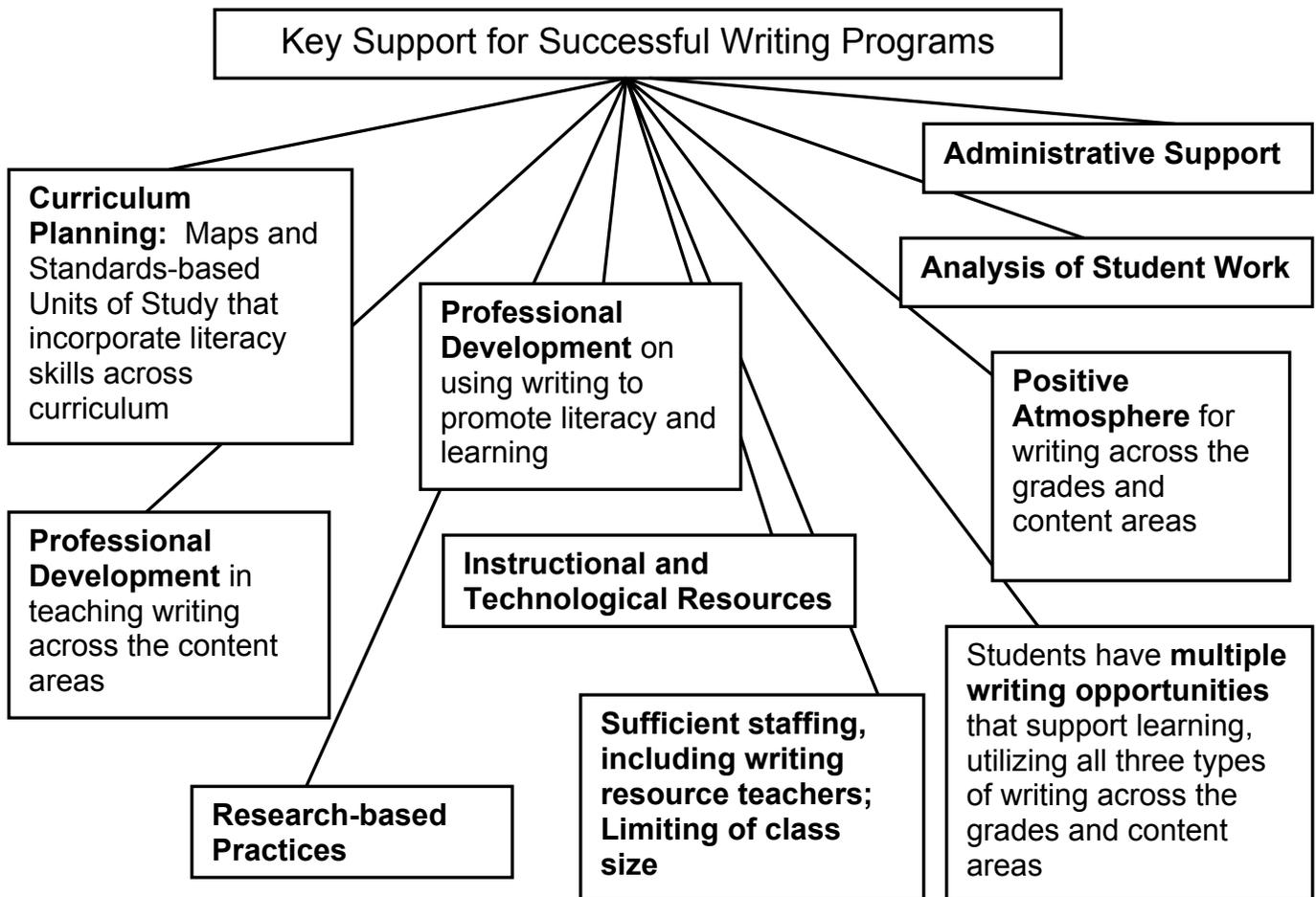
principle. If the purpose of the writing activity is to demonstrate learning to the teacher, that activity would fall under this heading. The purpose of this type of writing is commonly misunderstood and is not writing that is completed for publication—for an authentic purpose and an audience beyond the classroom teacher (and thus, appropriate for the Portfolio). Teachers should understand that Writing-to-Demonstrate-Learning activities may provide the basis for a piece of writing for publication, but it cannot be substituted directly into a student’s writing portfolio.

**Writing for Publication** suggests that the writing is directed to an authentic audience larger than the classroom teacher (though the teacher may be a part of that larger audience). It is written for an authentic purpose (e.g., persuade a reader, inform an audience, entertain the readership) that should be, in large part, determined by students’ interests and needs in writing. This type of writing is individual to the student given that he/she made particular choices about it (ownership). In other words, because the students should be making many of the choices during the writing, not all students should have identical pieces (or nearly identical pieces) when a writing cycle is complete. **Writing that is potentially publishable—that is, able to be put before its intended audience (beyond the audience of the teacher)—is the only type of writing appropriate for Kentucky’s Writing Portfolio assessment.** Writing suitable for publication may fit into a variety of categories including **reflective, personal, literary** and **transactive**.

Following the components of the flow chart, teachers and administrators will understand that the schoolwide writing program should support learning. The Writing Portfolio Assessment measures the success of that schoolwide writing program that supports learning. **We do not write because there is an assessment; rather, we assess because we write and learn.**

## Forming the Foundation: Key Support for Writing Programs

In order for a schoolwide writing program to provide the support for the learning, it is important that administrators, particularly—both district and school-level—understand that key supports must be in place for the program to function adequately. The diagram that follows illustrates the support that is necessary to provide a strong foundation for a school’s writing program.



The following list offers specific guidelines for teachers and administrators to follow in developing their schoolwide writing programs.

## Guidelines

1. Consult the *Program of Studies* and *Core Content for Assessment 4.1*, and the *Kentucky Writing Handbook*, and develop curriculum maps to address what is indicated in these important documents (Cornerstone 2).

The map indicates the standards to be addressed at different grades and in different content areas over an academic year. By creating a curriculum map, schools and districts ensure that instruction is focused on Kentucky's standards. The map is a useful tool for teachers in designing units of study and in planning instruction and assessment. **Maps should indicate how schools will include writing across grade levels and across the curriculum.**

2. Bring together teachers and administrators to plan a writing program.  
Sample questions to consider in developing a schoolwide writing program:

- How will teachers at all grade levels include three types writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication?
- How will teachers, including teachers in content areas other than English/language arts, embed writing in their standards-based units of study so that writing is relevant to students' learning, reading, inquiry and life experiences?
- How will teachers arrange for students to have experience in writing for publication under time limits (on-demand) as well as in writing developed over time?
- How will teachers at different grade levels help students understand and apply criteria for effective writing, including criteria relevant to content, structure, use of language and correctness?
- How will teachers at different grade levels help students understand and apply the writing process, producing a variety of pieces for a variety of purposes and audiences?
- How will teachers at different grade levels help students understand and apply characteristics of a variety of forms?
- How will schools arrange for samples of students' writing to be passed to the next grade level?
- What professional development and resources are needed to support a writing program?
- What administrative support is needed to support a writing program?

- ❑ How will the school and district assess and revise the writing program as needed?
- ❑ What are effective ways to communicate with parents and the community about students' performance and the school's program?

### 3. Determine important components to include in a schoolwide writing program.

#### Examples of Components of a Schoolwide Writing Program:

- ❑ a positive atmosphere for writing and writers
- ❑ school or district curriculum maps that include three types of writing at all grades: writing to learn, writing to demonstrate learning, and writing for publication
- ❑ curriculum design through standards-based units of study that include reading and writing at all grade levels; organization for meaningful writing relevant to students' experiences, their lives and their learning
- ❑ writing in content areas other than English/language arts, including writing relevant to the state's assessment
- ❑ use of research-based practices for teaching writing (see list on page 18)
- ❑ reading of a variety of print and non-print materials relevant to students' learning and their lives, including persuasive, literary, informational and practical/workplace materials
- ❑ students' use of the writing process to produce writing in both on-demand and writing-over-time conditions
- ❑ reading and discussion of prompts relevant to the state's assessment (open-response and on-demand)
- ❑ production at all grade levels of writing like that called for in the writing assessment: on-demand and for publication (portfolio-appropriate)
- ❑ instruction in language and conventions in the context of the student's own writing and provision for students to gain experience revising and editing writing, including use of multiple choice items for assessing revising and editing skills
- ❑ study and application of criteria indicated in the *Kentucky General Scoring Guide* (used with open-response items) and the *Kentucky Writing Scoring Rubric* (used with on-demand writing and the Writing Portfolio Assessment)
- ❑ resources for use in writing and teaching writing
- ❑ professional development in teaching writing and using writing to promote learning and literacy

- ❑ professional development relevant to writing instruction and the state’s writing assessment, including the Code of Ethics in the generation of writing appropriate for the assessment, scoring procedures, writing criteria and anchor papers, contents of the Writing Assessment Portfolio and the types of prompts used in the on-demand writing test
- ❑ administrative support for writing (including monitoring the school’s writing program for appropriate practices, assistance in developing appropriate policies, assistance in arranging schedules and class sizes, etc.
- ❑ regular involvement of teachers and administrators in analysis of students’ work, including results of students’ performance in the state’s assessment
- ❑ communication with parents and others in the community about students’ writing

**4. Arrange for teachers to apply attributes of effective standards-based units of study in developing their own units, including writing relevant to the students’ study and to writing relevant to expectations in the writing assessment.**

The Kentucky Department of Education recommends that teachers at all levels develop units of study that address Kentucky’s standards for public schools. A complete list of attributes may be found at the KDE Web site.

**5. Provide administrative support for the school/district writing program.**

Research conducted by the Appalachian Educational Laboratory (AEL) in collaboration with the Kentucky Department of Education has shown that **the most significant factor contributing to a successful writing program is district and administrative support** (see Appendix C at the back of this handbook).

**6. School and district administrative support for writing programs may include**

- ❑ allocating resources for on-going, job-embedded professional development in teaching writing and in using writing to promote learning and literacy (e.g., study groups, mentoring, writing project—school partnerships).
- ❑ establishing and regulating a policy that requires schoolwide contribution to the writing program, including writing relevant to Kentucky’s writing assessment and including writing in content areas other than English/language arts.
- ❑ establishing working folders for all students and monitoring the development of these non-accountability writing folders that follow students each year (see final part of this chapter).
- ❑ arranging for teachers to create curriculum maps that organize for writing that is relevant to students’ learning and experiences and that is relevant to Kentucky’s assessment system.
- ❑ compensating writing cluster leaders through released time or additional pay.

- ❑ providing and supporting opportunities for teachers to meet together regularly to discuss instructional strategies and to analyze students' work.
- ❑ arranging for administrators to participate in professional development in writing instruction and assessment.
- ❑ encouraging teachers to develop inquiry-based, standards-based units of study that integrate writing as a natural outcome of students' study.
- ❑ establishing a plagiarism policy to support teachers' instruction in research and documentation.

**7. Include three types of writing relevant to the unit of study that help students develop as writers, readers, learners and thinkers and that prepare students for the state's assessment.**

Teachers in all grade levels and content areas should be integrating all three types of writing into their standards-based units: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. **Only the last of these types—writing for publication—should be considered for portfolio development.**

For further information on the three types of writing, please see **Chapter 3** of this handbook.

**8. Arrange for teachers to understand and apply research-based practices in teaching writing and using writing as a tool for learning across the curriculum.**

**Examples of Research-based Practices for All Teachers:**

- ❑ maintain a positive, supportive environment for writing and for writers.
- ❑ help students focus on writing opportunities, for example, through helping students reflect on their experiences, discuss realistic issues, problems, questions and draw on their learning, reading, and inquiry. Focusing, an important step in the writing process, means establishing a meaningful basis for writing, a reason for writing beyond simply completing a type of writing relevant to state assessment.
- ❑ organize for writing across the curriculum (e.g., a writer's notebook, writing workshop, writing centers, writing time, writing-reading workshop, standards-based units of study that include writing).
- ❑ arrange for students to write for varied, meaningful purposes—ones relevant to their interests, experiences, inquiry, learning and lives.
- ❑ focus on strategies and techniques that will help students develop as writers so that they can apply their skills in a variety of situations in their lives: academic, workplace, civic life and personal life.
- ❑ include three types of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.

- ❑ provide opportunities for students to write regularly—across the content areas and grade levels.
- ❑ provide students opportunities for conferencing throughout the stages of the writing process.
- ❑ engage students in writing processes: focusing, planning, drafting, revising, editing, publishing and reflecting.
- ❑ respond to student writing and provide the opportunity for students to respond to the writing of others.
- ❑ involve students in reading a variety of materials and connect writing to reading.
- ❑ involve students in reading and talking about their writing and about materials they read.
- ❑ arrange for students to write independently and collaboratively in on-demand and writing-over-time conditions.
- ❑ promote student ownership of their writing (e.g., decisions, choices, their own purposes and ideas).
- ❑ arrange for students to be engaged in authentic research and inquiry projects that connect to their interests and course material.
- ❑ model writing and arrange for others to model.
- ❑ conduct mini-lessons on writing (i.e., strategies, criteria, methods of development).
- ❑ instruct students to evaluate resources, utilize source material in their writing and document correctly to avoid plagiarism.
- ❑ help students understand and apply criteria for good writing.
- ❑ provide students with resources for writing (i.e., checklists, diagrams, examples).
- ❑ assess writing and help students reflect on their growth as writers and assess their work and the work of others.
- ❑ help students read and talk about writing similar to that they are asked to write.

**Note:** For writing that is intended for students to use for the state’s writing assessment portfolio, practices must be in compliance with *703 KAR 5:010 Writing Portfolio Procedures*, ensuring student ownership of work they submit for assessment. A schoolwide writing program will demonstrate use of practices in compliance in the generation of student work for the Writing Assessment Portfolio. See **Chapter 8** in this handbook for more information.

## Working Folders

Students at all grade levels must have working folders. (Section 1 of 703 KAR 5:010 *Writing Portfolio Procedures*).

### **703 KAR 5:010 Writing Portfolio Procedures**

#### **Section 2: School and District Writing Programs**

- (1) A School shall provide writing instruction and authentic writing opportunities at all grade levels and shall develop a procedure to collect working folders that include writing pieces at non-accountability levels for possible inclusion in the accountability portfolio. This writing shall align to all portfolio categories and the content areas being studied. A school shall not wait until the accountability year to instruct the types of writing appropriate for inclusion in the writing portfolio.**
- (2) A writing piece in the working folder may be revised or edited by the student for inclusion in the accountability portfolio or it may be used as a finished product and included in the accountability portfolio.
- (3) A writing piece in a working folder shall comply with the *Program of Studies, 704 KAR 3:303*.**
- (4) A district shall assist schools in managing working folders by enabling transition from one school level to the next (elementary school to middle school to high school). When a student transfers to another school or district, the working folder shall be sent to the receiving school along with the student's transcript.

#### **What is a working folder?**

A working folder is a collection of a student's work in which the student and others (e.g., principals, teachers) can see evidence of growth in writing over time. Since a working folder is a place students keep samples of their work as they move from grade to grade, **each working folder is a collection over time**, one that shows evidence of alignment of a school's writing program to the *Program of Studies* and evidence of a student's growth as a writer over multiple grades. It is important that a working folder follow a student from one grade level to the next.

The working folder should include a variety of **dated** samples that address a variety of writing tasks and allow students and teachers to use past writing experiences as teaching tools for current and projected instruction. Most often this folder contains multiple drafts of a piece of writing. On a regular basis, the student should review and reflect on what has been placed in the folder in order to make decisions about what to keep for further development. The pieces in the working folder may become the basis for the generation of possible portfolio entries. Students might also select to write new pieces to be included in the assessment portfolio. Not all entries in a working folder are full process pieces.

Students in grades 4, 7 and 12 should turn to this collection of pieces produced year after year as they put together their accountability year writing portfolios. After several grade levels pass, it may be that the students simply look to the working folder for a place to pull ideas rather than samples. Students should be encouraged to look at their work over time. Likewise, teachers should allow appropriate time to reflect regularly on their growth in writing over time. Teachers should always strive to help students write at the appropriate developmental levels.

### **Must working folders be cumulative?**

Yes, working folders should be cumulative in the sense that they are continually updated from year to year. **This is not the same “Cumulative Folder” kept by school administrators showing many kinds of information about the student.** Working folders **may** be selectively purged at the end of grades 4 and 7 (or at appropriate transitions between elementary and middle school or middle school and high school) but should retain a small collection of “best” pieces to show growth. Students should select pieces for inclusion in the working folders that they feel demonstrate their growth in writing over time (though they may confer with teachers and others about the selection process). Some schools may choose to have one working folder follow students K-12 with multiple drafts of many pieces and samples of writing across all categories. However, schools might also choose to have a working folder with various samples of student pieces **and** have another classroom writing folder for current work. This way, the school would have evidence of the student’s growth over time in the working folder, but the current classroom writing folder might help students manage their current writing more effectively. In this case, students should have access to their working folders and their current classroom working folders across all of the grades.

**What should be added to the working folder in each grade?** *The Program of Studies* states that students in all grade levels will write for “a variety of authentic purposes and audiences” to include samples in all categories (reflective, personal, literary and transactive) across those grade levels. It is important that, each year, students have multiple publishing opportunities to meet this *Program of Studies* requirement and include them in the working folders. At selected times, a school district may determine a student should purge the folder and include his or her best work to pass on to the next level of the student’s schooling.

This folder may contain various types of writing including writing samples for publication—drafts and pieces that were taken through the final stages in the writing process.

## Working Folders: Primary and Elementary School

Given the *Program of Studies* expectation, students will be writing across the various categories during each grade level. During Grade 4, students will have many samples of reflective, personal, literary and transactive pieces from which to choose to revise and edit for the Grade 4 writing assessment portfolio. Students might also create new pieces during the fourth grade year for inclusion in the portfolio.

After the assessment year or before students move to the next level of their education, students would purge the working folder selectively to include the best samples that show progress in writing. A sample working folder at the primary and elementary level may look something like this:

**Primary and Elementary**

Through primary and elementary school, students should have multiple opportunities to write for **many purposes and audiences across the various categories of writing**: reflective, personal, literary, transactive. This cumulative folder should contain evidence of some pieces that are **publishable** and some pieces that are still “**draft**.” There should be evidence of the **history** of many pieces (dated, multiple drafts showing evidence of conferencing and revision). **Evidence of the writing process** is clear and shows a student’s growth over time during these grade levels. A possible configuration after the selection of a student’s best examples to show growth in writing could look something like this:

The diagram shows a light yellow folder with a tab at the top labeled "Primary and Elementary". Inside the folder, there are four stacks of papers, each representing a category of writing. Each stack is labeled with a category name and a description of the samples. The categories are: Reflective (Multiple samples—early grades), Personal (Multiple samples of various genres—early grades), Literary (Multiple samples of various genres—early grades), and Transactive (Multiple samples of various genres—early grades). Each stack of papers is depicted with a slight shadow and a folded corner, suggesting a stack of documents.

- Reflective**  
Multiple samples—early grades
- Personal**  
Multiple samples of various genres—early grades
- Literary**  
Multiple samples of various genres—early grades
- Transactive**  
Multiple samples of various genres—early grades

**It is difficult to place actual numbers on the required samples as this will depend upon the school’s curriculum map:** What content is taught at each grade level? What units of study develop from the content (subjects/courses)? What opportunities are available for students to engage in the different types and categories of writing? **The important point is that schools, administrators and teachers understand that all types and categories of writing should be going on across all of the content areas and grade levels.** The number of samples each student has in the cumulative folder may vary given the circumstances, and the requirements of the *Program of Studies* **should not be treated as a checklist.**

## Subdomain: Writing Process

To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.

### Primary Program of Studies: Primary (K-3) Skills and Concepts

Primary students will

- write for a variety of authentic purposes and audiences to
  - communicate about personal experiences
  - communicate through authentic literary forms to make meaning about the human condition
  - communicate through authentic transactive purposes for writing (e.g., informing, describing, explaining)
  - communicate reflectively
  - recognize and address needs of intended audience
  - adjust the writing style (formal, informal) for intended audience
- communicate purpose, focus, and controlling ideas authentic to the writer
- develop ideas that are logical, justified and suitable for a variety of purposes, audiences, and forms of writing (e.g., beginning with meaningful drawings, symbols and letters, and moving to use of appropriate written language—words/labels, phrases, sentences, paragraphs and whole texts)
- select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
- communicate understanding of ideas or events
- provide sufficient details for clear understanding
- use and sustain suitable voice or tone

**NOTE:** Teachers may use the appropriate grade level *Kentucky Marker Papers* (writing continua for different genres and sample pieces) to analyze students' working folders throughout the year to determine the development level of writers and plan appropriate instruction.

## Working Folders: Intermediate and Middle School

A student should continue writing in the next grade levels, most likely grades 4, 5, 6, 7 and 8, with various opportunities to publish. They should complete pieces in all categories across those grades and content areas. The courses and units of study that students participate in will determine the number and kinds of pieces that students will have in their working folders. After the Grade 4 or 7 assessment, or before students move on to the next level of their education, students could purge the work completed during those grades and select the best pieces from each grade level that show their writing growth.

While pieces written in earlier grades may provide ideas for students, students should select pieces that show the maturity of their writing ability for revision and inclusion in the Grade 4 or 7 Portfolio Assessment.

After the selection, this work would then be left in the working folder (or added to it if the school has decided to use a classroom folder in addition to the working folder). A sample working folder at this stage may look something like this:

### Intermediate and Middle Grades

Through the intermediate and middle grades, students should continue to have multiple opportunities to write for many **purposes and audiences across the various categories of writing**: reflective, personal, literary, transactive. This working folder should contain evidence of the best work from the primary and elementary years. The folder should contain some pieces that are **publishable** and some pieces that are still “**draft**.” There should be evidence of the **history** of many pieces (dated, multiple drafts showing evidence of conferencing and revision). **Evidence of the writing process** is clear and shows a student’s growth over time during these grade levels. A possible configuration after the selection of a student’s best examples to show growth in writing could look something like this:

**Best work selected from primary and elementary grades**

#### Reflective

Multiple samples—intermediate and middle grades

#### Personal

Multiple samples of various genres—intermediate and middle grades

#### Literary

Multiple samples of various genres—intermediate and middle grades

#### Transactive

Multiple samples of various genres—intermediate and middle grades

**It is difficult to place actual numbers on the required samples as this will depend upon the school's curriculum map:** What content is taught at each grade level? What units of study develop from the content (subjects/courses)? What opportunities are available for students to engage in the different types and categories of writing? **The important point is that schools, administrators and teachers understand that all types and categories of writing should be going on across all of the content areas and grade levels.** The number of samples each student has in the cumulative folder may vary given the circumstances, and the requirements of the *Program of Studies* **should not be treated as a checklist.**

### **Subdomain: Writing Process**

To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.

## **Intermediate *Program of Studies*: Grades 4 and 5 Skills and Concepts** (Grade 5 additions are underlined)

Students will

- write for a variety of authentic purposes and audiences
  - communicate about the significance of personal experiences and relationships
  - communicate through authentic literary forms to make meaning about the human condition
  - communicate through authentic transactive purposes for writing (e.g., informing, describing, explaining, persuading, analyzing)
  - analyze and communicate reflectively about literacy goals
  - analyze and address needs of intended audience
  - adjust the writing style (formal, informal) for intended audience
  
- communicate purpose, focus, and controlling ideas authentic to the writer
- develop ideas that are logical, justified and suitable for a variety of purposes, audiences, and forms of writing
- select and incorporate ideas or information (e.g., from research or reading), explaining reflections or related connections (e.g., identifying relationships and one's own experiences, offering support for conclusions, organizing prior knowledge about a topic)
- communicate understanding of ideas or events
- provide sufficient details for clear understanding from different viewpoints
- use and sustain suitable voice or tone

**Middle School *Program of Studies*: Grades 6, 7, and 8 Skills and Concepts** (additions for grades 7 and 8 are underlined; an addition for Grade 8 only is underlined and italicized)

Students will

- write for a variety of authentic purposes and audiences
  - communicate about the significance of personal experiences and relationships
  - communicate through authentic literary forms to make meaning about the human condition
  - communicate through authentic transactive purposes for writing (e.g., informing, describing, explaining, persuading, analyzing)
  - analyze and communicate reflectively about literacy goals
  - analyze and address needs of intended audience
  - adjust the writing style (formal, informal, business) for intended audience
- communicate purpose, focus, and controlling ideas authentic to the writer
- develop ideas that are logical, justified and suitable for a variety of purposes, audiences, and forms of writing
- select and incorporate ideas or information (e.g., from research, reading, discussion, other content areas), explaining reflections or related connections (e.g., identifying interrelationships, drawing conclusions, making predictions, offering support for conclusions, organizing prior knowledge about a topic)
- communicate understanding of a complex idea or event from multiple perspectives
- provide sufficient details and appropriate depth of elaboration for clear understanding
- use and sustain suitable voice or tone

**NOTE:** Teachers may use appropriate grade level anchor papers and the *Kentucky Marker Papers* (Skills Lists and sample pieces) to analyze students' working folders throughout the year to determine the strengths and needs of writers and to plan appropriate instruction.

## Working Folders: High School

A student should continue writing in the next grade levels, most likely grades 9 through 12, with various opportunities to publish. They should write pieces in all categories across those grades and content areas. The courses and units of study that students participate in will determine the number and kinds of pieces. Seniors should be able to look at this working folder to see evidence of their writing development throughout their years in school. While pieces written in earlier grades may provide ideas for students, they should select pieces that show the maturity of their writing ability for revision and inclusion in the Grade 12 Portfolio Assessment. A sample working folder at this stage may look something like this:

### High School

Throughout high school, students should continue to have multiple opportunities to write for many **purposes and audiences across the various categories of writing**: reflective, personal, literary, transactive. This working folder should contain evidence of the best work from the primary through middle school. The folder should contain some pieces that are **publishable** and some pieces that are still “**draft**.” There should be evidence of the **history** of many pieces (dated, multiple drafts showing evidence of conferencing and revision). **Evidence of the writing process** is clear and shows a student’s growth over time during these grade levels. A possible configuration after the selection of a student’s best examples to show growth in writing could look something like this:

**Best samples selected from primary, elementary, intermediate grades and middle school**

#### Reflective

Multiple samples across content and grade levels—high school

#### Personal

Multiple samples across content and grade levels—high school

#### Literary

Multiple samples across content and grade levels—high school

#### Transactive

Multiple samples across content and grade levels—high school

**It is difficult to place actual numbers on the required samples as this will depend upon the school's curriculum map:** What content is taught at each grade level? What units of study develop from the content (subjects/courses)? What opportunities are available for students to engage in the different types and categories of writing? **The important point is that schools, administrators and teachers understand that all types and categories of writing should be going on across all of the content areas and grade levels.** The number of samples each student has in the cumulative folder may vary given the circumstances, and the requirements of the *Program of Studies* **should not be treated as a checklist.**

### Subdomain: Writing Process

To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.

## High School *Program of Studies*: Grades 9-10 and 11-12 Skills and Concepts (additions for grades 11-12 are underlined)

Students will

- write for a variety of authentic purposes and audiences
  - analyze and communicate the significance of a relationship, one's own experience and/or the experiences of others
  - analyze and communicate through authentic literary forms to make meaning about the human condition (e.g., short stories, poetry, plays/scripts)
  - analyze and communicate through authentic transactive purposes for writing (e.g., explaining, persuading, analyzing, synthesizing, evaluating)
  - analyze and communicate reflectively about literacy goals
  - analyze and address needs of intended audience (e.g., anticipating potential misunderstandings, providing sufficient details for clarity and revising to delete unnecessary details)
  - adjust the writing style (formal, informal, business, technical) for intended audience
- develop and communicate purpose, focus, and controlling ideas authentic to the writer
- develop ideas that are logical, justified and suitable for a variety of purposes, audiences, and forms of writing
- select and incorporate ideas or information (e.g., from research/inquiry and reading) and explain reflections or connections (e.g., making inferences, predicting conclusions, evaluating contradictions, analyzing interrelationships, offering support for conclusions, organizing prior knowledge about a topic)
- communicate understanding of a complex idea or event from multiple perspectives
- provide sufficient details and appropriate depth of elaboration for clear understanding
- use and sustain suitable voice or tone

**NOTE:** Teachers may use appropriate grade level grade anchor papers and the *Kentucky Marker Papers* (Skills Lists and sample pieces) to analyze students' working folders throughout the year to determine the strengths and needs of writers and to plan appropriate instruction.

## Three Types of Writing to Include in a Schoolwide Writing Program

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“ELA (English/Language Arts) courses also require students to use the writing process and criteria for effective writing included in the “Big Ideas” of Writing Content, Structure, and Conventions. The central idea of the writing standards is *effective communication*. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and learning experiences. As well, students will write in authentic forms for authentic purposes and audiences” (Writing for Publication).

### *Program of Studies*

Teachers and administrators should realize that writing is a mode of learning and can serve as an effective teaching tool in any study area. A school-wide writing program will help students develop as writers and also will help them learn. Such a program will arrange for students at all levels and across the curriculum to engage in three types of writing that will serve the goals of a unit of study. Teachers of different content areas will include various types of writing. All of this writing should be directly relevant to learning in the standards-based unit of study, as well as a way of preparing students for the state’s assessment (open-response items, multiple choice assessment, on-demand writing, and portfolio development). In all classrooms, students should be provided opportunities to experience three types of classroom writing:

- **Writing to Learn**
- **Writing to Demonstrate Learning**
- **Writing for Publication**

All three types of writing are important and may be used by teachers in different ways. **Though all three types of writing obviously will involve students in writing, the purposes of the three types of writing differ, and teachers should prepare tasks and prompts relevant to these different purposes.** A prompt for open-response work will differ from a prompt for an on-demand writing test. A writing task for students developing pieces for publication would ideally allow students choices about purposes, audiences, and/or forms. An effective school-wide writing program will demonstrate awareness of the need to include three types of writing and will demonstrate an understanding of the different purposes served by the different writing.

### **Writing to Learn**

Teachers include writing to learn primarily as an **instructional tool to promote learning**. The goal in writing to learn is not to produce a formal composition; usually, writing to learn is an informal, single-draft writing. The goals are to use this writing to deepen the student’s understanding of subjects studied; to engage students in thinking, applying/ extending knowledge and developing skills; and to help students reflect on themselves as learners. Writing to learn has great potential in helping students learn—as well as develop as thinkers, readers, and writers. Teachers can adapt this practice to serve their own goals, but considering some typical features can help teachers across the grade levels and study areas make decisions about how they will use writing to learn.

## Writing to Learn

- ❑ focuses on something relevant to learning and the learner
- ❑ is done regularly in the classroom (and sometimes outside of the class) as an instructional tool
- ❑ is an informal, single draft writing; length varies, but usually this writing is brief
- ❑ sometimes is held in a collection, such as a Learning Journal
- ❑ may be teacher- or student-prompted
- ❑ has as its audience primarily the learner but also the teacher and possibly classmates
- ❑ sometimes is shared and discussed to promote learning and understanding of content
- ❑ is not usually done for an “authentic” purpose and audience or in a “real-world” form
- ❑ emphasizes the student’s thinking and learning—not formal composition skills
- ❑ may use different ways to communicate and understand: diagrams, charts, lists, graphic organizers, as well as sentences, paragraphs, etc.
- ❑ is not “marked” for conventions
- ❑ is graded in different ways following a basic rubric, for example, through letter grades, points, check marks, scores for “best entries,” etc.
- ❑ demonstrates some degree of student ownership; is not merely a repetition of class lessons or an exercise that does not involve the student in using writing to develop thoughts

## Kinds of Writing-to-learn Strategies:

- ❑ **Learning Journal, Learning Log, Class Journal:** These are collections of writing-to-learn entries done by the student to prompts provided by the teacher or the student. Usually the journal or log is maintained as a regular instructional tool in the classroom and is used frequently to promote learning. A variation of such journals/logs is the **Traveling Log**, in which each day a different student writes to record thoughts, summarize ideas or lessons, etc. Sometimes the log is made available to students who have been absent. Another variation is a **Sketch Journal** that contains drawings and writings relevant to the student’s study: sketches of rooms for family and consumer sciences, plants in a science study, scenes from study of history, and geometric figures found in the real world. Teachers also organize to use writing to learn in **Math Logs** and **Science Logs** or **Notebooks**.
- ❑ **Dialogue Journal:** In this approach, the writing becomes a conversation of learners. One student writes an entry or note, and another student replies. Or a page in the

journal or log is divided, and one student writes on one side. Then another student writes on the other side, responding to the prompt AND to the classmate's entry.

- ❑ **Double-entry Journal/Split-page Journal:** Students divide journal pages in half and use each side for a different purpose (examples: one side for quoted lines from the text read and the other side for their response to the quote; one side for mathematical calculations and the other side for a written explanation of the process).
- ❑ **Reading-response Journal or Reading Responses:** This approach engages students in responding to reading materials relevant to their learning. Often, the teacher provides a prompt that is “open” in nature,” meaning that the teacher makes a request or provides a question and the student is expected to approach the prompt as he or she thinks best, making decisions and developing and supporting his or her thoughts about something read.
- ❑ **Writer’s Notebook:** This notebook includes a variety of entries relevant to the student as a writer. Entries may be single-draft writings done to a prompt, written exercises aimed at giving the student experience trying out a technique or writing strategy, clippings and quotes from reading materials, resources the student might use in developing as a writer, etc. Many options are available. Some students include a section devoted to language, grammar, usage and conventions. Sometimes a separate **Grammar Notebook** is used for this work.
- ❑ **Entrance (Admit) or Exit Slips:** Students may bring these writings to class or complete them just before leaving. Usually brief “quick writes,” this writing can serve a number of instructional purposes:
  - focusing student attention on the lesson to be taught that day or the next
  - setting the tone for the class lesson
  - prompting students’ thinking relevant to the lesson
  - helping students access prior experience/knowledge
  - troubleshooting
  - student reflection and self-assessment
- ❑ **Open Response practice:** Teachers may ask students to respond to open-response type items in an informal way prior to using these kinds of questions as formal assessments. Students’ responses may be in their journals or learning logs and can serve to prepare students for small group and whole group discussion of key concepts they need to master.

## Writing to Demonstrate Learning to the Teacher

This type of writing is necessary in every classroom in order for a teacher to ascertain whether or not students understand the content and/or concepts being taught. Regularly asking students to think and write at the higher levels of Bloom's Taxonomy (i.e., analysis, synthesis, evaluation) can help students not only think through the content but also reveal what they know in more depth. Though this kind of writing certainly can promote learning, it is used especially to help teachers understand how well students are learning.

### Writing to demonstrate learning to the teacher

- ❑ is intended to help the teacher assess students' learning or ability to complete a task.
- ❑ is a response to a school exercise, question, prompt, or teacher assignment.
- ❑ focuses on content knowledge or ability to apply learning and use skills taught.
- ❑ may or may not lead students to demonstrate ownership; may lead all students to write pretty much the same thing, showing their knowledge, memory, etc. for a question or prompt.
- ❑ is usually in the form of a school exercise, not a form suitable for publication.
- ❑ typically has the teacher as the intended audience.
- ❑ may be a single-draft writing, though in some cases such writings are taken through the writing process.
- ❑ is graded, marked or scored by the teacher following a scoring guide, rubric, etc.; comments usually focus on the student's learning but may also address compositional skills.

### Examples of Writing to Demonstrate Learning

- answers to open-response prompts
- answers to test questions
- summaries of reading or an activity
- explanation of a process or content
- research papers which primarily present information
- lab reports that summarize activities from an assigned experiment
- test essays

## **Writing for Publication**

### **(writing for authentic purposes and audiences)**

Writing for Publication is the only kind of writing that is appropriate for Kentucky's Writing Portfolio. Writing for Publication includes pieces of writing that have been taken through the writing process completely and have the potential to be published. **“Publication” suggests writing that has the potential to be put before its intended audience.**

Authentic writing for publication may include writing in the classroom that approximates writing done in a variety of real-world settings such as workplace, academic, professions and trades, military, service as a citizen, etc. Pieces for publication are produced for an authentic audience and purpose and **are also directly relevant to students' learning**. Ideally, students make decisions about audience, purpose, and/or form based on their interests, experiences or inquiry. These pieces of writing are more successful when the writers pay careful attention to Kentucky's criteria for scoring writing, to the writing process for depth of thought, and to the content of the classroom for the subject matter.

#### **Writing for Publication writing:**

- ❑ is written with a specific, authentic purpose, with awareness of authentic readers, in real-world forms.
- ❑ is intended to help students develop skills in communication and also to promote their learning and thinking. Authentic writing assesses skills in communication and may assess understanding of content in the study area along with students' abilities to apply learning and experiences to accomplish authentic purposes.
- ❑ indicates how well students communicate ideas about their learning, experience, and inquiry.
- ❑ reveals student ownership: purposes, ideas, methods of support, use of learning and experiences, choices about readers and forms, etc.
- ❑ shows students' thinking; is not merely a summary, transcription, or record of an activity, or answer to test question.
- ❑ is usually taken through a full writing process—prewriting, drafting, revising, editing, publishing; sometimes is written in “on-demand” situations.
- ❑ may be written in response to a prompt provided by the teacher but also may be defined to some extent by the individual student.

#### **Important features of Writing for Publication:**

- ❑ authentic writing driven by specific purpose—what the student wishes to accomplish through the piece. Whether the piece is written to share human experience, to make a point through fiction, to persuade a readership to take an action or to help readers gain a better understanding of a subject, the writer has an authentic reason for writing beyond that of simply demonstrating learning to the teacher.

- ❑ well-developed ideas that reflect the student’s thinking, understanding of content, and the ability to explain in order to help readers and to accomplish the purpose.
- ❑ a well-established, realistic context/need for writing particularly for transactive purposes.
- ❑ relevant, specific, knowledgeable support for ideas and purpose.
- ❑ well-founded ideas based on a student’s learning, experience, reading, inquiry/research, and ability to think about the needs of readers.
- ❑ awareness of authentic readers
  - In creating audience awareness, writers help readers by
    - providing details
    - conveying ideas of relevance
    - providing background information
    - revealing critical thinking to anticipate readers’ needs
    - employing appropriate tone
    - organizing ideas
- ❑ Authentic form suited to the purpose and the audience and revealing the purposeful use of the characteristics of the selected form.
- ❑ Student ownership. When students make decisions about their own piece, when they use their own ideas, purposes, approach, experience, learning, inquiry, organization, etc., then they are truly taking ownership of the writing.

Writing for Publication may be written in many authentic, real-world genres (forms). However, it is advisable that teachers consider the criteria for evaluating the writing if it is intended to be placed into the writing portfolio. Not all pieces of writing suitable for publication may be intended for the writing portfolio.

## **Instructional Issues**

### **Understanding the Difference Between Writing to Demonstrate Learning and Writing for Publication (authentic purposes and audiences; writing appropriate for the portfolio)**

Since there are three types of writing required in Kentucky classrooms and only one type of writing that is appropriate for portfolio assessment (Writing for Publication), it is sometimes difficult for teachers to distinguish which pieces “work” and which pieces won’t “work” as publishable pieces (and, in turn, “work” in the portfolio).

One way to determine the answer to this question is to consider whether the writing task that a student has completed is a Writing-to-Learn activity, a task that is Writing-to-Demonstrate-Learning to the teacher or a piece that is written for publication (for authentic purposes and audiences).

In **Writing for Publication**, students work through the writing process completely. This type of **writing has the potential to be published**, or in other words, put before its intended audience.

The difference between **Writing to Demonstrate Learning** and **Writing for Publication** is critical for students and teachers understanding. Often, teachers are the sole audience of a piece of writing that the student completes to show he understands information taught (Writing to Demonstrate Learning). On the other hand, the teacher is sometimes the part of a larger audience (Writing for Publication). When students are writing to that larger audience, they are usually writing for publication.

For example, if a lab report is written for the teacher to show what the student has learned about a scientific concept, the piece is considered a Writing-to-Demonstrate-Learning activity. In these types of labs, the end result is generally known before the students start the lab. Likewise, these lab reports are often the same from student to student. Students demonstrate they understood the information and followed the scientific process. These types of lab reports wouldn’t be considered for publication because there is no one other than the teacher as the audience and students are simply following directions of a classroom activity. While this type of writing is a valuable part of instruction, it would not be considered for publication.

On the other hand, a student conducts an experiment, takes his/her data, and constructs a piece of writing that is designed to communicate to other learners in the discipline the importance of the study and the need for the experiment. It is written in an authentic form (e.g., a lab report, with an abstract, justification of the need for the study, components of the lab, analysis of results, implications for further study, etc.). This piece would be “for publication” and would “work” in the portfolio.

Another genre that often gives teachers difficulty in determining whether students may use it in the portfolio is the research paper. If a research paper is written simply to report what the student has found out about the topic or to show he or she understands the research process, then no, the piece would probably not work for publication. It would be considered Writing to Demonstrate Learning. If, however, the research was conducted more authentically—because the student asked an authentic question, researched ideas to support his own, entered into the academic conversation, and came to his own conclusions—then the piece would be for publication and would most likely work as a portfolio entry.

**It is the authentic nature of the writing for publication that makes a piece more appropriate for publication and the larger audience (and, in turn, the portfolio).**

## Sample Authentic Purposes

The list below contains examples of possible purposes students may address in Writing for Publication. The list is not comprehensive but offers an overview of common purposes evident in student work.

Evaluate	<p><b>Instructional Issues: Focus and Purpose</b></p> <p>Having a purpose—or reason to write—is critical if students are to write authentically and move toward proficiency. Given the various types of writing used in Kentucky classrooms, it is important for teachers to understand that in Writing for Publication, the purpose must be realistic, beyond that of (but including) showing academic understanding of content.</p> <p>Establishing an authentic purpose prior to writing is not enough, however. Students must have that purpose in mind and develop a <b>controlling idea</b> to establish that focus.</p> <p><b>Therefore, the focus becomes the way a writer achieves his or her purpose.</b></p> <p>Some teachers might refer to the controlling ideas as a “thesis” or a “main idea” of a piece. Still others might call it a “focusing statement.”</p> <p>Whatever the wording, students must articulate their controlling idea to establish and maintain unity and cohesiveness through the piece. It simply isn’t enough to say, “I’m writing to persuade you of. . .” in the piece, as students often lose track of that notion as they write. If the statement is incorporated into the introduction, the student is much more likely to follow its lead and develop that statement throughout the writing. Students must “establish and maintain” the narrowed purpose to move toward proficiency.</p>
Analyze	
Interpret	
Defend an idea	
Solve a problem	
Propose a change	
Explain a procedure	
Draw conclusions from inquiry	
Support an idea	
Clear up a misconception	
Provide/explain needed information	
Persuade readers	
Present a needed plan	
Convey emotions and ideas about human experiences	
Create artistic expressions	
Reflect on experiences	
Entertain	

## Sample Authentic Audiences

The list below contains examples of possible authentic audiences students commonly address in Writing for Publication. The list is not comprehensive but offers an overview of common audiences evident in student work.

An individual	<b>Instructional Issues: Authentic Audience Awareness</b>
A group	<p>Writing for Publication should focus on a specific authentic audience and indicate an awareness of the audience's needs. In other words, what does the audience need to know to fully understand the purpose of the writing? Many times a writer will state the audience in a greeting (Dear Mr. Smith) or ask the audience questions in order to communicate with an audience (Have you ever considered. . . ?). However, in order to fully address the audience's needs, more analysis of the purpose and its real world connection to the audience will help the writer develop ideas and support that will satisfy the needs of the audience.</p>
Classmates	
Readers of a publication	
People concerned about a problem	
People interested in a hobby	
Citizens, members of the community	
Parents	<p>Too often we see students trying to contrive an audience for transactive writing that he or she could not possibly address (or for that matter, students often adopt a persona in the writing that is not their role.) When this happens, the authenticity of the writing is gone. For example, it is not a good idea to have students pretend to be someone they are not (e.g., pretend you are a Union soldier writing a journal entry during the Civil War). Unless the goal is literary writing (and a fictional perspective is acceptable), this contrivance makes the task inauthentic, and creates little chance of the student performing well.</p>
People who requested a report (e.g., supervisor/boss)	
People with a certain view or position on an issue	
People interested in literature	
Readers of literary magazines	
Readers of academic journals	
People interested in ideas about human experience	<p>When we have students write academic pieces, it would be a mistake to think that a student (regardless of grade level) would be able to take on the role of a university scholar to write to other university scholars about, say, <i>Hamlet</i>. What would a high school student say about <i>Hamlet</i> that someone else hasn't said already? How would middle school students write about <i>Gathering Blue</i>, etc.?</p>
School leaders (principal, teachers, site-based council)	
Participants in a conference, meeting or seminar	
Learners in the study area or discipline	
People serving in workplace roles	
Public officials	
People who can act on a proposal	<p>However, students can certainly write about <i>Hamlet</i> (or any book or academic topic). They must enter into the academic conversation (to understand what others are already saying) and write about their own ideas in regard to that academic conversation. The writers must use their research as support for their own ideas. Students are approximating the role of a university scholar by writing to other learners in the discipline (in this example, other students studying <i>Hamlet</i>), their classmates. That is an authentic application of academic writing. Student writers may approximate the role of a university scholar, but they should not be expected to imitate a role they do not understand.</p>
Scholarship committees	
	<p>The same principle holds true for technical and workplace writing. Certainly a middle school or high school student could approximate the role of a person working in a business, but he or she could not pretend to be a business executive, for example.</p> <p><b>Contriving an audience or the writer's persona is almost certain to create a problem for the student before he/she even begins writing.</b></p>

## Sample Authentic Forms

The list below contains examples of possible authentic forms in which students may write in Writing for Publication. The list is not comprehensive. **Teachers should make certain students are considering how to develop their ideas within a certain genre or form instead of simply formatting a piece of writing in a certain form.**

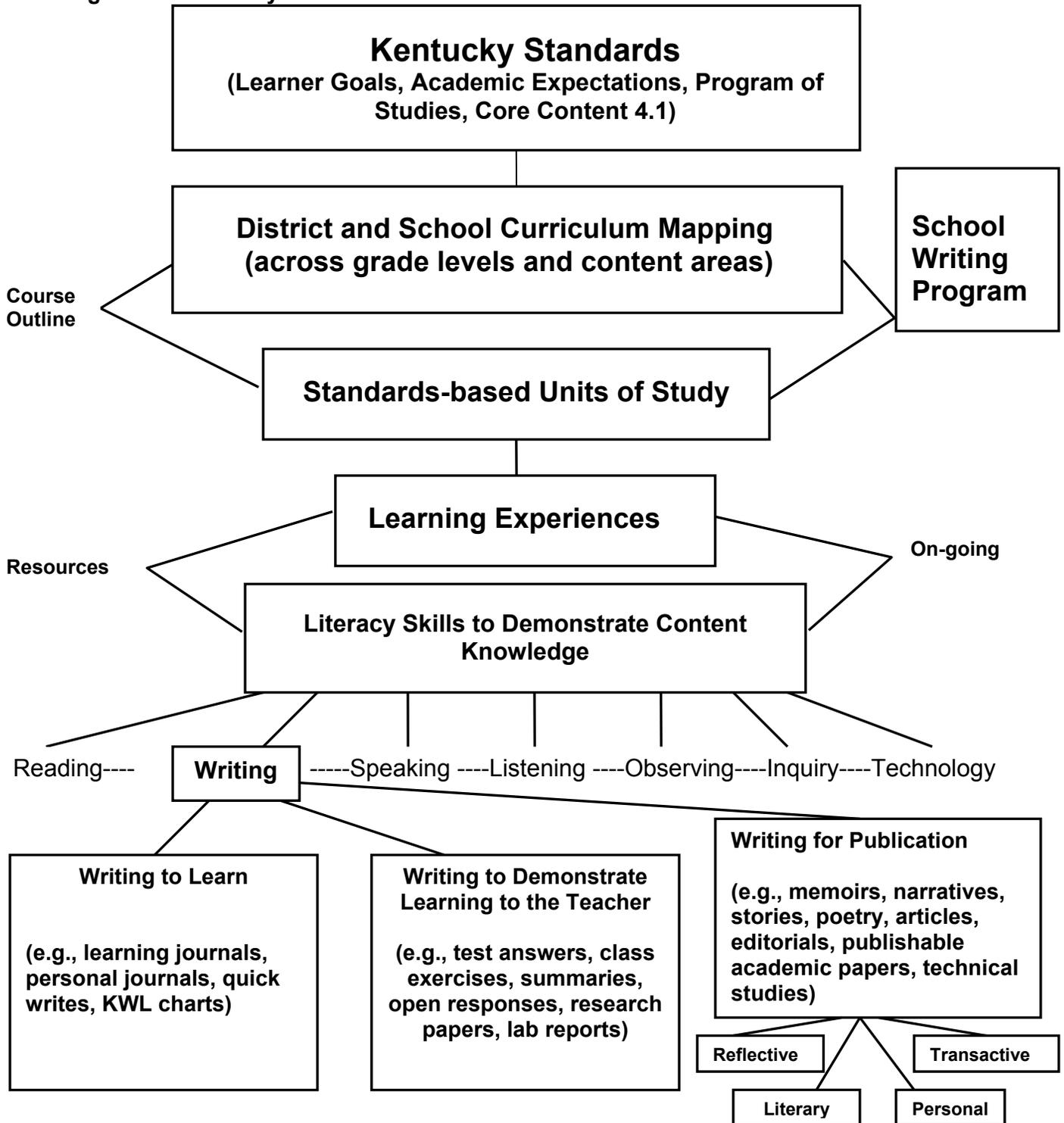
Articles (Various publications [academic, technical, general, special interest, workplace, etc.]	<p><b>Instructional Issues: Idea Development, Idea Development, Idea Development</b></p> <p>Writing that is intended for publication should be in an authentic, real-world form. However, <b>form alone does not make a piece a good choice for the assessment portfolio.</b> For example, a teacher may have students write a children’s book, but if the writing does not have an authentic purpose, awareness of authentic audience and <b>depth of idea development/support</b>, etc., it would not be a good selection for the portfolio (see criteria for scoring in Part II of this handbook). This same explanation applies to many forms chosen for portfolio entries that may work well in the portfolio sometimes, if developed appropriately, but may not work well other times.</p> <p>Another common form included in many student portfolios is the brochure. Brochures are “real-world” and authentic forms; however, by definition, the genre indicates that the writing will be developed as short, pocketed bits of information. This may be a good instructional, Writing-to-demonstrate-learning activity. However, because the <i>Kentucky Writing Scoring Rubric</i> indicates a <b>need for depth of idea development</b>, the brochure is not usually a good choice for inclusion in the assessment portfolio.</p> <p>The focus of instruction on form is certainly important; however, to work with form without first working with idea development and support usually will not result in a quality piece of writing. Students should consider the characteristics of the form or genre and work toward developing ideas within that framework.</p>
Editorials	
Written speeches	
Letters	
Proposals	
Reviews (movie, book, theatre, art, music, etc.)	
Personal Essays	
Personal narratives	
Memoirs	
Short stories	
Plays/scripts	
Poems	

Please see Chapter 7 *Guidelines for Generation of Student Work* for more information on utilizing this type of writing in the classroom.

*Sample Purposes, Audiences, Forms* adapted from work by Dr. Charles Whitaker.

# Writing Developed Through Units of Study

A schoolwide writing program should include appropriate and varied writing embedded into meaningful units of study.



In professional educational literature, different models of units of study are described and advocated, and teachers may choose the model that works best for them. The following list of attributes, developed by Kentucky teachers and administrators, presents features of units of study considered useful in helping teachers plan instruction.

## Critical Attributes of a Standards-Based Unit of Study

The Kentucky Department of Education recommends that teachers at all levels develop units of study that address standards. A unit of study is a cohesive and intentional plan for teaching and learning developed to address content standards in a meaningful way. Standards-based units of study are designed to ensure that every student will learn at high levels. Teachers plan these units by identifying the desired results of the unit in terms of student learning, determining the acceptable evidence of learning and then planning the activities and instruction that will equip students to meet the standards.

Effective units of study are developed around a significant “chunk” of content from one or more courses. Any unit, whether discipline-based or interdisciplinary, whether developed by one teacher or a team of teachers, should have the following important attributes:

1. **Enduring Understandings:** Aims for “enduring understanding” that go beyond facts or skills to focus on larger concepts, principles, or processes that have lasting value.
2. **Content Standards:** Addresses a manageable number of appropriate content standards that identify what students should know and be able to do at the end of the unit. Standards may be derived from:
  - Academic Expectations
  - *Kentucky Program of Studies*
  - *Core Content for Assessment 4.1*
  - National Standards
  - District or school standards
3. **Organizer:** Organizes around an issue, problem or question that connects to real-life experiences and serves to motivate students.
4. **Guiding Questions:** Focuses students’ attention on guiding questions which are designed to
  - engage the students as worker, investigator, problem solver
  - lead the students into the content and its application
  - require students to use critical, creative and higher order thinking skills
  - connect learning to the students’ lives outside the classroom
5. **Learning Experiences:** Engages students in learning that accomplishes authentic purposes by integrating
  - past learning and experiences with new learning and experiences
  - cross curricular content, skills and processes

- reading, writing, observing, listening and speaking
  - technology as a seamless component
6. **Authentic Outcomes:** Indicates evidence of the desired results of student learning through varied and authentic products and/or performances. One of those authentic outcomes is writing that is intended for publication.
7. **Assessments:** Includes a variety of assessments that are on-going and formative, providing feedback on student learning to inform instruction. They
- integrate writing
  - are aligned with instruction
  - are authentic
  - are varied in methods (formal and informal) of providing evidence of student learning

Teachers often indicate the various ways they will integrate writing into a unit of study by identifying activities that support the learning of content standards. Within their units, some teachers indicate the ways they will use

- Writing to Learn
- Writing to Demonstrate Learning
- Writing for Publication

Though Writing to Learn may be assessed informally, Writing to Demonstrate Learning and Writing for Publication are often assessed more formally. The most important idea for teachers to remember is that they should use writing to support learning, not as an “add-on.”

8. **Scoring Criteria:** Establishes and communicates with students the criteria for success (rubrics, scoring guides).
9. **Resources:** Identifies a variety of resources, media and technology beyond the textbook.
10. **Reflection:** Provides for student and teacher reflection on the effectiveness of the unit plan.

Teachers and administrators may use this list of critical attributes to organize writing into standards-based units of study. To be effective, units should derive from the *Program of Studies* and district and school curriculum mapping. Writing must be integrated into units of study to support student learning. **Writing that is not embedded into units of study does little to improve the quality of instruction and students’ writing abilities.** Writing in the schools should develop from these units of study and should serve the interests of the students.

# *Planning for Integration of Writing in Standards-based Units of Study*

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The list below includes questions that may help teachers think about writing and standards-based units of study within their schoolwide writing programs. Administrators may reference the *Administrator's Checklist* (Appendix G) to help organize and monitor the writing program.

In order to make the best use of writing as a tool for learning, writing activities should be planned carefully to logically fit the content being taught and the targeted concepts/skills. Here are some questions that may guide administrators and teachers in that process. This list is not comprehensive.

## **Writing to Learn**

1. What lessons/activities do you have planned for a unit of study? (lecture, reading, hands-on, video, guest speaker, field trip, mini-lesson, group work, research, etc.)
2. What objective(s) do you have for those lessons/activities? (What concepts/skills do you want students to practice or master?)
3. What writing-to-learn activities might be appropriate for those lessons/activities? (double-entry log; reader response; KWL; viewer response; simulated situation, such as writing from an assumed role; etc.)
4. What use will you or your students make of what they write? (discussion starter, continuous assessment, idea bank, open-book test notes, reflective-thinking practice, etc.)

## **Writing to Demonstrate Learning**

1. What indicators from the *Program of Studies* have you targeted for instruction in the unit?
2. Which of those indicators might be best assessed through writing (open-response, essay question, short answer, academic essay, research paper, school report, etc.)?

## **Writing for Publication**

1. How might students use what they have learned in the unit to communicate with an “outside” audience?
2. Who might want or need to know what students have learned?
3. What instructional activities could you plan to assist students in designing a writing task for themselves (audience, purpose, and form), including a publishing plan?
4. How might students use ideas in their writer’s notebooks, response journals/learning logs to develop those writing tasks?
5. What support will students need during the process of developing their pieces? (models, research time and resources, teacher and peer response to content and editing concerns, etc.)

## Learning from Student Work

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Schools that want a high quality schoolwide writing program can benefit by analyzing and learning from student work. Kentucky’s writing program offers many tools to help teachers and administrators learn from student work to improve the overall quality of the writing program.

Schools can make decisions to improve their writing programs from evidence gathered by examining samples of student work. **In analyzing students’ work, teachers may focus on any matter relevant to writing and students’ development as writers, but they likely will concentrate on applying the criteria of the *Kentucky Writing Scoring Rubric* to students’ writing. Even though the scoring tool used in writing assessment has been revised to fit the needs of analytical scoring procedures, the criteria are essentially the same as in the past.** While many methods exist for looking at and learning from student work, three ways are highlighted in this chapter: the use of the *Kentucky Marker Papers*, portfolio analysis and protocols.

### ***Kentucky Marker Papers***

*The Kentucky Marker Papers* are examples of student work at each grade level, K-12. The samples were chosen and annotated by teachers as a way of focusing on key criteria for good writing. The primary-level markers include a number of pieces to show progress made throughout each year in the primary program. A Primary Developmental Continuum appears at the beginning of each set of papers with skills ranging from the beginning writer to competent writer. The Grades 4-12 markers represent end-of-the-year writing, the result of a year of effective instruction. The papers illustrate the progression of key writing skills in specific types of writing (personal narrative, memoir, short story, poetry, informational, article, editorial and persuasive writing). Each piece is annotated to show the skills that the writer has demonstrated in that piece of writing along with suggested possible next lessons to continue the writer’s progress.

*The Kentucky Marker Papers* can be used to examine individual pieces of student writing at any grade level for a variety of purposes including:

- determining evidence of strengths and weaknesses in the student’s piece of writing.
- determining “next lessons” that the student needs to know.
- assessing student’s growth in writing over time.

## Anchor Papers

Anchor papers are samples of student work that are grade level specific. Anchor papers are designed to illustrate the language of the *Kentucky Writing Scoring Rubric* to “anchor” a reader to the indicators in each cell of that rubric. Teachers may use these anchor papers instructionally in addition to assessing student work. Grade-level anchor paper sets are available in Part II of this handbook.

## Portfolio Analysis

A portfolio analysis is a purposeful examination of a school’s writing program using the school’s completed portfolios. Materials are available through the Kentucky Department of Education to support these sessions including a procedure and guidelines for setting up a portfolio analysis; genre specific definitions, characteristics, and focus questions to guide the analysis session; and a Needs Assessment Template to guide future decisions concerning the school’s writing program. The form *Instructional Analysis: Strengths and Needs* can be found in Appendix A of Part II of the scoring handbook.

A portfolio analysis provides an opportunity for an entire faculty to meet together as professionals to examine a sample of the school’s writing portfolios for a variety of purposes including:

- determining instructional implications for the school.
- gathering evidence of instructional strengths and needs.
- targeting professional development and consolidated planning that will lead to improved student performance.

Materials to support a schoolwide portfolio analysis can be found on the Kentucky Department of Education Web site:

[www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Kentucky+Writing+Resources](http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Kentucky+Writing+Resources)

## Protocols

Protocols set up a structured, collaborative process for educators to focus on the evidence presented in student work at various stages of development. There are many researched protocol methods that schools can choose to follow or use as a basis for creating a method that works best for their needs. Protocols allow presenting teachers to give background information as to the preparation for the lesson/assignment, the set up for the lesson/assignment, and any observations and/or reflections necessary to begin the dialogue.

Protocols provide a facilitated process for a group of participants to learn from student work at various stages of development for a variety of purposes including:

- determining patterns in students' and/or teachers' thinking and learning.
- determining evidence of and feedback on the strengths and weaknesses in instructional.
- focusing attention on connections of classroom assignments to national, state, and local standards.

For more information about how any one of these approaches could help your school in learning from student work, contact writing project directors or the KDE writing consultants. (*Contact information can be found in this handbook on pages vi & vii*) An example of a protocol designed by the Kentucky Writing Program can be found on the Kentucky Department of Education Web site:

[www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Kentucky+Writing+Resources](http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Kentucky+Writing+Resources)

## Instructional Practices

Analysis of student work provides teachers and schools important information *that can be used to influence* instructional practices. If a careful analysis of student writing shows that there are problems with a certain type of writing or certain criteria, schools will better understand where to target instruction. They also will be able to recognize students' strengths and will be able to reflect on (and continue) the practices that have contributed to those strengths.

Once an analysis has been completed and the most important findings have been determined, it is important for all teachers in the school to understand the findings and begin to think of ways they can help students in their own classes. It is likely that, following the sessions devoted to study of the students' work, some form of professional development will be provided to help teachers with their plans and practices. Of course, a variety of instructional practices are available. In the professional literature on writing, these research-based practices often are referred to as "Best Practices." They are the teaching techniques that over time teachers and researchers have found to be effective in helping students develop as writers. The resources listed in this handbook can help teachers understand and use these practices. Here is a sampling.

### General

- Create a positive, supportive environment for writing.
- Arrange for students to write for purposes they find important, purposes relevant to their study and their lives. Arrange for students to write for a variety of purposes and audiences in a variety of forms.
- Organize logically for writing (writing workshop, writing cycle, use of a writer's notebook, writing centers, etc.).
- Write at all grade levels and in all study areas.

- ❑ Help students understand criteria for good writing and techniques used by writers in the writing process.

### **Specific**

- ❑ Model use of a writing strategy or technique, or ask a student or visitor to model.
- ❑ Conduct mini-lessons that focus on a need that is evident in students' writing.
- ❑ Lead students in reading and discussing samples of writing, focusing on certain "targets." Samples may be those done by former students (used with students' permission), published samples, *Kentucky Marker Papers*, state anchors, pieces included in the students' textbook, etc.
- ❑ Arrange for students to "try-out" and develop their skills as writers in non-threatening conditions, for example completing a practice writing that uses a certain skill or strategy and sharing the work with others. Many teachers organize for such work through a learning journal or writer's notebook.
- ❑ Conduct "before-and-after sessions." Following a lesson, ask students to apply what they have learned to their own writing and then to share and discuss the before-and-after versions. Some teachers display such work on a bulletin board or flip chart.
- ❑ Help students use the textbook and other resources to understand a strategy or criterion for good writing. Ask students to draw on these resources and apply their learning to their own writing. A variety of resources may be used: checklists, examples, charts, a list of questions, sample revisions, etc. Many teachers help students hold such resources in a writer's notebook.
- ❑ Create a task that focuses on an important criterion or strategy, and ask students to work with a partner or a small group to complete the task. Arrange for students to share and discuss their work.
- ❑ Provide students with a sample of writing and ask them, individually or in small groups, to annotate the sample, applying the criteria in the state's writing rubric. Arrange for students to share their annotations—and the advice they would offer the writer.
- ❑ Arrange for students to have response to their writing that focuses on a specific criterion or need. Promote students' decision-making and ownership in revising and editing their writing.
- ❑ Ask students to reflect on their writing and their work as writers and share their reflections with classmates. Guide the students to focus in their reflections on specific matters, especially those revealed as important in the study of students' work.
- ❑ In assessing students' writing and talking with them about their work, consistently use the language that applies to key criteria for good writing.

# Annotation of Student Work

Annotating student work and studying annotations of student work that have been released from the Kentucky Department of Education (e.g., *Kentucky Marker Papers*) offer teachers and students opportunities to learn from student work. A sample annotation from the *Grade 8—Article* in the *Kentucky Marker Papers* follows.

## GRADE 8 - ARTICLE

- Uses conventions of article writing

### GAME REVIEW

- focuses on a purpose
- narrows topic
- writes from perspective of informed writer to less informed reader

'Magic: the Gathering' is a game of 1,200 cards

Title indicates focus and creates reader interest.

lead involves reader.

Imagine yourself as a wizard fighting on a plain in a battle for your life. And your opponent throws a lightning bolt at you. What do you do? I know what I would do. I'd send my dragon at them.

transition

develops idea with specific details

(This) is the setting in the world's hottest-selling Collectible Card Game (CCG) on the market. Magic: the Gathering is a trading card game produced by Wizards of the coast since 1993. The game combines the collectibility of traditional sports cards with a game rich in strategy, problem solving, and imagination (plus none of that stale pink gum in the card packs). No board, no joystick—just you and a friend locked in an intellectual battle.

shows understanding of reader's perspective

develops idea with specific details

defines term

Sold in 15-card "booster packs" and 60-card "starter decks" Magic is played by two or more players, and an average game takes about 20 minutes. The cards themselves are illustrated by top fantasy and science fiction artists, and the art helps detail the dimensions of Dominia (the game's setting). Each player represents a powerful wizard battling for

control of a magical plane of existence. Players construct their individual decks from a library of over 1,200 cards, creating a unique play environment. It's a different game every time you play. And with 1,200 cards it's almost impossible to have the same deck as your opponent.

develops idea with specific details

Magic is based on the FIVE colors of magic, Blue, Green, Red, Black, and White. Each color has its own special abilities.

transitional paragraph

Blue magic draws power from islands for energy. Blue Magic is mental in nature. Its powers are illusion and deception, as well as the elementals of water and air.

specific details

Green magic draws energy from the forest. Many magicians have been lulled into complacency by Green magic's peaceful exterior. (The magic of life) and have been caught unaware by the vast destructive capability of its nature.

defines concept

Red magic is a destructive magic, the magic of earth and fire. It draws its energy from mountains. Red is also the magic of chaos and war.

specific details

Black magic stems its powers from swamps, it is the magic of death and plague.

(Last but definitely not least) is white magic, which draws its energy from the plains. It is the magic of healing and protection. Though known for healing, it is far from unfamiliar to war.

transition

If you want more information on "Magic: the Gathering" go to Ms. \_\_\_\_\_ room (last room on the left on the 8th grade floor) and leave me a note or E-mail me (see humor column).

concludes effectively by anticipating reader's desire for more information

Also there is a Magic club forming at \_\_\_\_\_ for those interested. Remember, it's just a game but have fun.

### NEXT LESSONS:

- drawing conclusions based on the facts presented
- using a variety of sentence lengths and structures

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## Other Practices

Of course, a variety of other practices are available. The main point to remember is that the analysis of students' work should lead to plans and practices that focus specifically on needs and that reinforce strengths of students.

## *Alerts: A School Concern Beyond the Writing Program*

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Alert situations are a school concern beyond the writing program. The following examples regarding alert situations direct actions adults must take when **any** communication (verbal or written) comes to their attention. An alert paper is any paper that leads the reader to suspect that the writer is in a life-threatening situation or might be considering harming him/herself or another person. The writer might indicate (directly or indirectly) that he/she is dealing with one of the following problems: abuse, violence against another person, violence against him or herself, depression, or thoughts of suicide.

Kentucky statutes require adults to report suspected abuse or neglect. Certain statutes also specify a duty to prevent or warn of impending violence. Schools and districts should make sure that **teachers** and **scorers** understand the meaning and intent of the Kentucky statutes. Teachers may want to refer to Kentucky Revised Statutes (620.030-050, 645.270, and 202A.400) listed on the following page.

Consider the following examples of alert situations in student's writing.

EXAMPLES	PERSONS RESPONSIBLE	WHOM TO CONTACT
Suspected problems of abuse, neglect, or dependency (children under improper care, custody or control when the matter is not due to an intentional act) are committed by parents, guardians, or other adults exercising custodial control or supervision.	Teacher and/or guidance counselor	Health and Family Services
Suspected problems of abuse, neglect, or dependency are committed by someone other than the parent, guardian, or adult exercising custodial control or supervision.	Teacher and/or guidance counselor	Local law enforcement agency and/or to the County Attorney
Violence is threatened against another person, whether identified or not.	Guidance counselor and/or principal	Local law enforcement agency or Kentucky State Police
Violence is threatened against an identifiable victim.	Guidance counselor and/or principal	Local law enforcement agency and victim should be notified

<p>Suspected cases of depression or thoughts of suicide where nothing is communicated to indicate abuse or neglect by a parent as a contributing factor to depression or thoughts of suicide.</p>	<p>Guidance counselor</p>	<p>Guidance counselor should arrange a meeting with the student and parents, as appropriate. After discussing concerns with the parents, the counselor should document the conversation and any follow-up referrals. This documentation is important in establishing a pattern of depression and suicidal tendencies over time.</p>
<p>Suspected cases of depression or thoughts of suicide where the parent's reaction is to downplay something the teacher and counselor feels is serious.</p>	<p>Teacher <b>and</b> guidance counselor</p>	<p>Health and Family Services</p>
<p>Parental abuse or neglect is communicated as contributing to depression or thoughts of suicide.</p>	<p>Teacher and/or guidance counselor</p>	<p>Health and Family Services</p>

**If any portfolio contains an Alert paper for which authorities have been notified by school personnel, place a “Notification of Authorities” form in a secure file at your school. To avoid duplication of notification in cases where this portfolio goes out of the district for scoring (e.g., for a state audit), place the “Notification of Authorities” form in the portfolio before it is sent to a state audit or scoring session. When scorers read alert papers in a setting away from the school (e.g., writing portfolio audit, scoring and analysis session), they need verification that required procedures have been followed. The “Notification of Authorities” form will signal to KDE personnel, testing contractors, and others that action has already been taken so that KDE does not duplicate those actions.**

#### **Kentucky Revised Statutes 620.030-050, 645.270, 202A.400**

KRS 620.030 through 050 addresses the duty of any individual to report child dependency, neglect or abuse (dependency covers children under improper care, custody or control when the matter is not due to an intentional act). The Cabinet for Health and Family Services investigates reports of abuse or neglect committed by parents, guardians, or other adults exercising custodial control or supervision. Therefore, when dealing with abuse or neglect by any of those individuals, it would be advisable to report to the Cabinet. When committed by someone other than a parent, guardian, or adult exercising custodial control and supervision, the Cabinet would refer the matter to the Commonwealth Attorney, to the County Attorney and to the local law enforcement agency or to Kentucky State Police. Therefore, it would be advisable to report directly to the local law enforcement agency or to Kentucky State Police when dealing with a situation of that type. The Offices of the Commonwealth Attorney and the County Attorney normally defer to law enforcement for investigation and carry out prosecution once investigation has been completed. Therefore, KDE would suggest that calls be directed accordingly to law enforcement. Professionals including school personnel may be asked to follow up an oral report with written findings within 48 hours of the first report. Note that school personnel as well as others with the duty to report do not have the authority to conduct internal investigations in lieu of the official investigations provided by statute. Nevertheless, it would be helpful for the recipients of the report for the member of the school staff to provide information from the source that is clear in time, place, and concern so much as is possible. KRS 620.050 provides immunity from prosecution for persons making a report in good faith.

KRS 645.270 addresses the duty of qualified mental health professionals to warn the intended victim of a patient’s threat of violence. That statute provides that if an individual has communicated to the mental health professional or one serving in a counselor role an actual threat of some specific violent act and no particular victim is identifiable, the duty to warn has been discharged if reasonable efforts are made to communicate the threat to law enforcement authorities. Again, KDE would suggest that any such report goes to the local or state police in that those offices have investigators while the Commonwealth and County Attorney’s Offices deal with prosecution. This statute also provides protection from monetary liability or cause of action against any qualified mental health professional or one serving in the counselor role for confidences disclosed to third parties when discharging the duty set forth in this statute. When the threat is against an identifiable victim, the duty requires that one communicate the threat to the victim and to notify the law enforcement office closest to the student’s and the victim’s residence.

KRS 202A.400 similarly addresses the duty of a qualified mental health professional to warn the intended victim of a patient’s threat of violence. This statute does not expressly include the language covering counselors but contains the same mandate of a duty to warn a clearly or reasonably identifiable victim as well as to warn the police department closest to the patient’s and victim’s residence of the threat of violence. Again, where no particular victim is identifiable, the duty is discharged if reasonable efforts are made to communicate the threat to law enforcement authorities. KDE would suggest again that the report go to the local or state police. That statute as well protects the qualified mental health professional from monetary liability and legal actions.

922 KAR 1:330, Child Protective Services. This regulation provides more detail on how the Department for Community Based Services accepts reports of child abuse, neglect, or dependency under KRS 620.030. Section 3 emphasizes that the cabinet does not investigate reports of abuse or neglect by a non-caretaker, but refers those cases to local law enforcement or the commonwealth or county attorney.

## Notification of Authorities for Alert Portfolio Entries

Portfolio Lithocode ID \_\_\_\_\_

This portfolio contains writing that indicates that the student may be in danger or may cause harm to others or to self. This form certifies that the appropriate authorities have been notified.

Name of authority that was notified \_\_\_\_\_  
(Example: State Police, Cabinet for Human Resources, County Attorney)

Date of notification \_\_\_\_\_

Name of person who made notification: \_\_\_\_\_  
(Print)

Signature of person who made notification \_\_\_\_\_  
(Signature)

School \_\_\_\_\_

District \_\_\_\_\_

### Directions:

For any portfolio which contains an **Alert** paper and for which authorities have been notified by school personnel, **place this notification form in a secure file at your school.** If this portfolio should go out of the district for a state audit or analysis session, please indicate that authorities have been notified by **placing this form in the portfolio.**