

## **Regulations Governing Writing Instruction and Assessment Policy**

### **Purpose of Writing Instruction**

**“If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write.”**

--National Commission on Writing, 2003, p. 9, as quoted in Results Now, Schmoker, 2006, p. 63.

### **Effective writing instruction enables students to:**

- Express their ideas, thoughts and opinions clearly and effectively.
- Summarize, synthesize and evaluate information learned from a variety of sources into a written product.
- Match writing styles and formats to respond to the specific purpose and intended audience across all content areas.
- Apply Standard English grammar to all written communications.
- Progress from dependent writers to independent writers who consistently assess and revise their own writing.

### **Teacher Guidelines for writing instruction and assessment:**

- Daily student writing may include but is not limited to: writing workshop, warm-up responses; journal writing; reader responses to literature, texts, articles, and/or documents; directions; letters; science labs; mathematical explanations; social studies data-based questions.
- The writing process (prewriting, drafting, revising; editing; publishing) will be used to practice and perfect writing skills for narrative, descriptive, explanation, expository, persuasive and literary writing, as well as research reports and papers listed in each quarter on the pacing guides. Teachers need to determine which assignments require the completion of all stages of the writing process.
- Writing assignments shall receive either formal or informal feedback in a timely manner.
- Writing expectations will be communicated to students through the use of rubrics at the same time as the purpose, timeline, and specific criteria for writing assignments are explained.
- Grammar, usage, and mechanics will be taught within the context of authentic writing experiences, as opposed to isolated skill practice.
- The ability to self assess writing is a key skill for students to master. Teachers must model how to revise and edit, and provide students ample opportunities to practice these skills.
- Teachers will maintain the Authentic Writing Portfolios for students in kindergarten through grade 8.
- Kindergarten through grade five teachers will use the writing samples and rubrics from Units of Study for Primary and Grades 3-5 as exemplar benchmarks for assessing student writing samples. Grades six through twelve will use ACPS middle and secondary writing rubrics for assessing student work.

**School Guidelines for writing instruction and assessment:**

- Writing expectations will be communicated to parents at Back to School Nights, conferences, and through newsletters.
- Writing assignments as indicated on the pacing guides will be reflected in each quarter’s grades.
- The principal or his/her designee will monitor the appropriate grade level use/completion of Teachers College Writing Workshop – Units of Study for Primary Writers and Units of Study for Teaching Writing Grades 3-5, Authentic Writing Portfolios, and formal writing assignments listed on the pacing guides.

**ACPS Writing Expectations by Grade and Genre**

**Kindergarten**

Students in kindergarten complete a variety of writing activities across content areas throughout the school year. The assignment of activities is determined by the developmental readiness of each student. The Standards of Learning identify the following skills for each grade.

- Kindergarten – Students will write to communicate ideas for a variety of purposes: differentiate pictures from writing; drawing/illustrations to match written text; personal narrative story writing by student or with teacher; making lists; note writing; short reports; short explanations; poetry, rewriting existing text, and labeling items in the classroom. Students will also print uppercase and lowercase letters, first and last names, and use technology for reading and writing.

**Grade One through Grade Twelve**

The matrix identifies the **minimum expectation** for the type and number of paragraphs/essays to be completed each quarter using the steps of the writing process. Students will also complete a variety of writing activities across content areas throughout the school year. K-5 expectations follow the Units of Study for Primary and grades 3-5. Teachers do have the flexibility to alter the order of units taught as long as all are presented during the school year.

<b>Types of Writing</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
Grade One				
Personal Narrative	1			
Small Moment Story	1			
Writing for Readers		1		
January???		1		
Simple Explanation			1	
Poetry			1	
Realistic Fiction/ Fairy Tale				1
Revised Writing				1

Grade Two				
Personal Narrative	1			
Narrative Story	1			
Friendly letter		2		
Simple Explanation/ How To			2	
Poetry			1	
Narrative Story				1
Content/Research Writing				1
Grade Three				
Personal Narrative	2			
Narrative Story/Fiction		1		
Short Report/ Informational Book		1		
Letter Writing Unit			2	
Poetry			2	
Memoirs				1
Literary Essays				1
Grade Four				
Personal Narrative	2			
Non-Narrative Essay		2		
Fiction		1		
Literary Essay			1	
Poetry			2	
Research Report				1
Memoir				1
Teacher/Student Choice				1
Grade Four TAG				
Personal Narrative	2			1
Non-Narrative Essay		1		
Expository Paper		1		1
Research Report		1		
Persuasive Essay	2	1	2	1
Poetry	1	1	2	1
Memoir			1	
Creative Writing				1
Grade Five				
Personal Narrative	2			
Fiction		1		
Poetry		1		
Expository Essay			1	
Persuasive Essay			1	
Literary Essay			1	
Research Report				1
Memoir				1

<b>Grade Five TAG</b>				
Personal Narrative	2			1
Non-Narrative Essay		1		
Expository Paper		1		1
Research Report		1		
Persuasive Essay	2	1	2	1
Poetry	1	1	2	1
Memoir			1	
Creative Writing				1
<b>Grade Six</b>				
Narrative Essay	1			
Autobiography	Begin	Develop	Develop	1
Expository Essay/ Research Report		1	1	
Poetry			2	
Science Fair Research Paper		1		
Social Studies Essay		1	1	1
Persuasive Essay				1
<b>Grade Six Honors</b>				
Narrative Essay	1			
Descriptive Essay	1			
Autobiography	Begin	Develop	Develop	1
Expository Essay/ Research Report		1		1
Science Fair Research Paper		1		
Social Studies Essay		1		
Persuasive Essay			1	
Poetry			2	
Social Studies Data Based Question			1	
Social Studies Persuasive Essay				1
<b>Grade Seven</b>				
Narrative Essay	1			
Expository Essay/ Research Report	1	1		
Social Studies Expository Essay		1		
Persuasive Essay			1	2
Poetry			2	
Social Studies Persuasive Essay			1	
Social Studies Essay				1

<b>Grade Seven Honors</b>				
Narrative Essay	1			
Expository Essay	1	1		
Social Studies Essay	1			1
Science Fair Research Paper		1		
Persuasive Essay		1	1	1
Social Studies Data Based Question		1	1	
Poetry			2	
Author Research				1
<b>Grade Eight</b>				
Narrative Essay	2			
Expository Essay <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Informational</li> <li>• Research</li> </ul>	1E	1R	1I	1E
Persuasive Essay		1	1	
Poetry			2	
Social Studies Expository Essay		1		
Social Studies Persuasive Essay			1	
Social Studies Research				1
<b>Grade Eight Honors</b>				
Narrative Essay	1			
Expository Essay <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Informational</li> <li>• Research</li> </ul>	1E	1I	1R	1E
Social Studies Essay	1			1
Persuasive Essay		1		1
Science Fair Research Paper		1		
Social Studies Data Based Question		1		
Social Studies Expository Essay		1		
Poetry			2	
Social Studies Persuasive Essay			1	
Social Studies Research				1

<b>Grade Nine</b>				
Expository Essay	1	1	1	1 or Lit. Analysis
Persuasive Essay	1	1		
Research Paper	1			1
Literary Analysis Essay		1	2	1 or Expository
Social Studies Data Based Question		1	1	1
<b>Grade Nine Honors</b>				
Expository Essay	1	1	1	1 or Lit. Analysis
Persuasive Essay	1	1		
Research Paper	1			1
Literary Analysis Essay	1	1	2	1 or Expository
Social Studies Data Based Question		2	1	1
<b>Grade Ten</b>				
Expository Essay	1	1		1
Literary Analysis Essay		1	1	1
Persuasive Essay		1	1	
Research Paper	1		1	
World History II Essay		1	1	1
<b>Grade Ten Honors</b>				
Pre-AP Language Narrative Essay			1	1
Expository Essay	1	1		
Persuasive Essay			1	1
Mini-Research Paper	1			
Research Paper			1	
Literary Analysis Essay	1	2	1	1
World History II Honors Essay		1	1	1
<b>Grade Eleven</b>				
Literary Analysis Paper	1	1	1	1
Expository Essay		1	1	
Persuasive Essay	1	1		1
Research Paper			1	
Timed Writing	1			1
U. S. History Essay		1	1	1

Grade Eleven Honors/AP Language & Composition				
Expository Essay	1	1	1	1
Persuasive Essay	1	1	1	1
Literary Analysis Essay	1	1	1	1
Research Paper			1	
Timed Writing	2	2	2	1
AP U. S. History Essay		1	1	1
Grade 12				
Resume	1			
College Essay	1			
Expository Essay		1	1	1
Literary Analysis Essay	1	1	2	1
Persuasive Essay		1		
Research			Begin	1
Grade 12 AP Literature				
Resume	1			
College Essay	1			
Literary Analysis Essay	1	1	1	1
Expository Essay		1	1	1
Persuasive Essay	1	1	1	
Research		Begin	1	
Timed Writing	1	2	1	1
Grade 12 AP Government Essay		2	1	1