

Appleton Area School District Writing Goal

Background:

AASD has had a sustained commitment to student writing achievement for many years, as evidenced through district-wide writing assessments, continuous school improvement planning, sponsorship of the Writing Institute, and professional development opportunities. The intent of the AASD Writing Plan is to revitalize and better coordinate these ongoing efforts, so that our students may enhance their higher order thinking skills, overall achievement, and gain career and college readiness skills that allow them to be successful throughout life.

Position Statement:

We believe that writing is a crucial skill that allows students to clarify their thinking. Writing facilitates clear communication with others and provides a creative outlet. Therefore, it is critical that AASD students are provided ample opportunities to write in all areas of their education and receive prompt feedback from their teachers.

Goal Statement:

All students in the Appleton Area School District will improve the quality of their writing for various audiences and purposes across all curricular areas.

Goal Measurements:

Grade 2, 5, 7, 9, and 11- A district-wide writing assessment is administered and evaluated holistically by a district scoring team. To be considered proficient, a student must score:

- Grade 2 - a 3 or 4 on a 4 point scale.
- Grades 5, 7, 9, and 11 - a 4, 5, or 6 on a 6 point scale.

Progress Benchmarks:

Grade PK-12- Based on multiple writing samples, Communication Arts (CA) teachers will indicate student progress using the AASD Writing Continuum for each of the 6 Traits: message, organization/structure, voice, word choice, sentence fluency, and writing conventions.

Reporting Process:

Annually all sites and the district will develop the following reports for the Board of Education Retreat:

DISTRICT-WIDE ON DEMAND WRITING ASSESSMENT

- Site Report: Percentage of 2nd, 5th, 7th, 9th, and 11th grade students that scored proficient or above on the assessment.
 - School sites will utilize disaggregated data for 2nd, 5th, 7th, 9th, and 11th grade students by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency and Students with Disabilities as part of their annual Continuous School Improvement Planning (CSIP).
- District Report: Percentage of 2nd, 5th, 7th, 9th, and 11th grade students that scored proficient or above on the assessment, disaggregated by the following:
 - Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency and students with Disabilities.

AASD WRITING CONTINUUM

- Site Report: Summary reports will be available to sites after each semester to identify strengths/areas of improvement to guide instruction.
 - School sites will utilize disaggregated data by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency and Students with Disabilities as part of their annual Continuous School Improvement Planning (CSIP).

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