



Follow the *Writing Cycle* in designing long-writing assignments (course and senior projects)

a presentation for the

Building Bridges 2007 – Focusing on Student Achievement

Tan-Tar-A, Missouri

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Writing to Win management system

Research base for the presentation

Four key factors for learning

- **Teachers use their own writing to model their expectations**

National Writing Project, www.writingproject.org

- **Non-fiction writing based on curriculum**

The Journal Book, Toby Fulweiler; *The Learning Leader*, Doug Reeves

[The schools] included consistent nonfiction writing assessments in every subject.

...when students engage in more non-fiction writing that includes editing, collaborative scoring, constructive teacher feedback, and rewriting, such achievement is manifested not only in language arts but also in math, science, and social studies. Nonfiction writing is also effective in improving performance on writing tests and extended response items, as well as on multiple-choice tests (Reeves).

- **Student self-assessment, Rick Stiggins, Assessment Training Institute,**

Assessment Training Institute, Rick Stiggins

- **Brain based studies of learning**

Prime 1, 2 and 3, David Sousa

***Writing to Win* is the lone writing initiative that includes factors 2-4.**

Action research focus studies on *Writing to Win* sites www.writingtowin.com

- **Student self-assessment improves written expression significantly**
- **Pass rate on high-stakes writing test spikes from 67% to 94%**
- **WIDA assessment (ESOL) moves from 0 to 40% in nine weeks**
- **8th-grade writing scores grow 22 points in a year**

In writing across the curriculum, the game is not

What Does Teacher Want?

but rather

_____?

The first game forfeits learning; the second insures it.

To make certain that your students stay inside their heads and write down what they understand about what they learned, ask these three questions:

Voices—*Are there voices when you write?*

Pictures—*Are there pictures when you write?*



Flow—*Is there flow when you write?*

Guarantee: Before I ask you to write in this class, I will always give you time to plan ahead.



A Writing Cycle for Teacher Expectations

A Mini-Project of the Writing Process

Beginning Date _____

Ending Date _____

Modes of Writing

A—Narration	E—Explain a Cause/Effect	I—Explain a Solution	M—Poetry
B—Description	F—Explain a Classification	J—Interpretation	N—Summarizing
C—Character Sketch	G—Explain a Problem	K—Compare/Contrast	O—Support an Opinion/Solution
D—Imaginative Writing	H—Explain a Process	L—Personal Letter	P—Miscellaneous

Step	Mode	**Expectations	Description of Topic and Teacher Expectations	Points
*1 st Draft #1	C	4 para	Describe the character of an assigned person who is important to the study of _____.	85
*1 st Draft #2	A	4 para	Narrate the story of your assigned character's contribution to what we know about the study of _____.	85
*1 st Draft #3	O	4 para	Support your opinion of your assigned character's to what we know about the study of _____.	85
Revision		2 full pictures	Strategy #3—Framing Pictures in a Draft (p. R-8) A description of how you used this revision strategy in your 1 st draft	85
Proofing		75% CUPS	Strategy #2—Proofreading Triad (p. PR-10) The kind of errors and what percent of them you corrected	85
Evaluate		Missouri Scoring Guide	Students complete a peer evaluation in pencil; teachers complete evaluation in pen. How close was your estimate or a classmate's estimate of your final grade?	85
Publish		Display	Display top 20% of final drafts in a hallway display. A description of how you followed the publication plan	85

*Includes a completed *Advance Organizer* and 1st draft

****KEY**

What students must complete to meet teacher expectations

Ⓢ meets expectations

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Step	Mode	**Expectations	Description of Topic and Teacher Expectations	Points
*1 st Draft #1	_____	_____	Half of the points are from your prewriting and half from your 1 st draft.	_____
*1 st Draft #2	_____	_____	_____	_____
*1 st Draft #3	_____	_____	_____	_____
Revision	_____	_____	_____	_____
			A description of how you used this revision strategy in your 1 st draft	_____
Proofing	_____	_____	_____	_____
			The kind of errors and what percent of them you corrected	_____
Evaluate	_____	_____	_____	_____
			How close was your estimate or a classmate's estimate of your final grade?	_____
Publish	_____	_____	_____	_____
			A description of how you followed the publication plan	_____

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The Assignment Page – 1st Draft #1

The topic assigned to me

Person contributing to computer

Technology: William Henry Gates III

Audience: Who am I writing to?

Senior project panel

The purpose of my writing (*genre*)

*Persuade my audience that Bill Gates
made the greatest contribution to CT.*

Tone: serious, humorous, asking,
demanding.... (at least two words)

Serious with some humor mixed in

How will my final draft be evaluated?

Four traits of writing on the

Title of Final Evaluation Form

Missouri Scoring Guide

Advance Organizer for Character Sketch

BRAINSTORM: Think about an assigned prompt, then list up to six characters that come to mind. When you picture the first character, write a name or phrase that will help you remember it. Picture and list at least five more characters before you select one about which to write. You may include groups of living beings (such as tigers, Eskimos, heroes).

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

JOT LISTS: Circle the character (or group of characters) that you picture best in your mind from the brainstorm list. Jot list phrases that fit the character in the following columns, features that you notice first when you see or remember the person. List common behaviors like eating, walking, talking, sleeping, relating with others—the distinctive ways that your character does what most characters do.

External Features

Internal Features

Typical Behaviors

Circle three typical behaviors that you picture the best in your mind and write a full paragraph about each. Use external features to create a full description of each typical behavior.



1st Draft #2

The Assignment Page

Advance Organizer for Narration

Two lined pages

1st Draft #3

The Assignment Page

Advance Organizer Support an Opinion

Two lined pages

First Draft Response Form

Topic Development, Organization and Detail

Writer _____

Title _____ Evaluator _____

- Little or no topic development, organization or detail **1**
- Beginning of topic development visible, beginning of organizational plan visible **2**
- Clear topic, but development is incomplete, a clear plan with loosely-organized ideas **3**
- Very clear topic, but complete development is uneven, beginning, middle and/or end may be clumsy **4**
- Fully developed topic. Clear beginning, middle and end. Organization sustains the writer's purpose **5**
- Fully elaborated topic. Organization sustains the writer's purpose and moves the reader **6**

Teacher commentary (*When completing this portion of the student portfolio, refer to the language of Missouri standards for writing.*)

I circled a four above. This draft earns a "C" if you hand it in as it is. Your writing is almost error free. For an "A" do three things:

- 1. **Developed controlling idea**—add many supporting details to the 2nd and 3rd section of your project.*
- 2. **Organization**—Oh my! Your transition words really stand out! Add words that make them read smoothly.*
- 3. **Word Choice and Voice**—you are humorous in class discussions; why not in your writing? Lighten up; let your personality shine through.*



The Final Draft

Ask students to write their final drafts outside of this packet on notebook paper or a word processor. Once they have completed the final draft to your satisfaction, assign them a proofreading strategy, the final task before evaluation and publication.

Proofreading Strategy 2: Proofreading Triads

Alternate Proofreading Strategy _____

Ask your students to conference with one or two peers to proofread final drafts. Proofing partners write their names here. Remember to use a proofing strip.

1.

2.

Completed 1st by: A peer with a pencil

Completed 2nd by: Teacher with a pen

Missouri Scoring Guide

WRITER _____ EVALUATOR _____

Circle one comment and corresponding number in each row that best tells how you respond to that trait of writing in a draft of a fellow writer. Multiply the circled number by the point value listed at the end of the row, and place the product in the margin at the right. For the total raw score, add the numbers in the right-hand margin. Convert the total raw score, using page E-17. Comments on this form are a guide. Change any comments to represent your evaluation more accurately.

Developed Controlling Idea

Pictures

1	2	3	4	5	x 8 pts =
Doesn't respond directly to the task. The controlling and supporting ideas may be unclear or undeveloped. The <i>genre</i> may be inappropriate.		Responds to task. Clear controlling idea. Relevant supporting ideas that need further development or elaboration. Not a sense of completeness in information or attention to reader concerns and perspective.		Distinctive response to task in the appropriate <i>genre</i> ; Well-developed controlling idea and elaborated supporting ideas. Appropriate examples and details address reader concerns and perspective.	

Organization

Flow

1	2	3	4	5	x 4 pts =
Little sequence of ideas. Ideas lack flow or appear in illogical or confusing patterns. Transitions awkward or overstated.		Organization pattern clear. Progression of ideas appropriate if not completely effective. Transition elements noticeably present and lack subtlety.		A sustained focus with appropriate and effective progression of ideas. Organization appropriate to <i>genre</i> with a variety of smooth transitions within and between paragraphs.	

Word Choice and Voice

Voice

1	2	3	4	5	x 4 pts =
Vague or general language. Confusing or repetitious sentence structure. Unclear or uncertain sense of audience, voice, point of view and tone.		Adequate language. May use some <i>genre</i> -specific strategies (e.g. rhetorical questions, emotional appeals). Some sentence variety. Emerging voice, tone and sense of audience.		Appropriate, precise and engaging language. Employs <i>genre</i> -specific strategies to appeal to reader. An established voice. Effective variety of sentence beginnings, structures and lengths. Effective tone.	

Conventions

Errors

1	2	3	4	5	x 4 pts =
Consistently incorrect sentence formation. Mistakes in mechanics, standard written usage or sentence formation make your writing hard to read.		Reasonably correct sentence formation in all sentence types. You did not catch all mistakes in writing mechanics, standard written usage and sentence formation.		Consistently correct sentence formation in a variety of sentence types. Flawless use of writing mechanics, standard written usage and sentence formation.	

Translated Score

80

Total Raw Score

60