Ballard High School
WRITING POLICY

STUDENTS’ WRITING EXPERIENCES
In order to provide *multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources*, we will make sure students:

- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing at all grade levels and in all content areas:
  - Writing for a variety of purposes:
    - Argumentative writing to support claims.
    - Informative/explanatory texts.
    - Narrative to develop real or imagined experiences or events.
    - Creative forms of communication.
  - Writing for a variety of audiences.
  - Experiences that reveal ownership and independent thinking.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and less structured time frames.
- Write as a natural outcome of the content being studied in all curriculum areas.
- Use readings as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Apply appropriate writing skills to oral communication.
- Engage in real world and creative communication appropriate for meeting Kentucky Common Core Standards.

INSTRUCTIONAL WRITING STRATEGIES
To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

- Provide the experiences listed above in a manner appropriate to individual classes’ content.
- Teach higher-order/critical thinking and analytical skills
- Allow students choice and exploration in their writing and decisions regarding their portfolio contents.
- Align curriculum vertically and horizontally to the Kentucky Common Core Standards.
- Provide students descriptive feedback on writing.
- Provide students the opportunity to improve their writing and communication skills based on feedback related to their writing portfolio.
- Use the portfolio for determining student performance in communication.
- Use analysis of students’ performance on portfolios to inform whole class and whole school instructional strengths and needs.
- Provide opportunities for students to use technology tools when writing.

*BHS Writing Policy 2012-2013*
SCHOOL-WIDE STRUCTURES AND MONITORING

To ensure every student has a writing portfolio that includes samples of work that shows interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

- Ensure curriculum is aligned to Kentucky Common Core Standards.
- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing policy and plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing policy and plan by ____________________.
- Ensure teachers receive embedded professional development needed to improve writing instruction.

REFLECTION, ASSESSMENT, AND GROWTH

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

- The use of the portfolio for determining student performance in communication.
- The procedures for reviewing the portfolio in order to determine strengths and weaknesses in student writing and the overall writing program.
- The procedures for grading the portfolio and the use of portfolio evaluation to inform instruction.
- Guidelines for providing students descriptive feedback on the portfolio.
- Opportunities for students to improve their writing and communication skills based on portfolio feedback.