

**Planning Framework for the Writing Forms Grades 1 to 8 2009-2010
Term 1**

<u>Recount</u> Sept 1 to 24 4 weeks	Sept 1 – 4	- administer diagnostic (teacher designed or OWA)
	Sept 8 - 22	Staff/Divisional Tasks: - create staff anchor chart and prepare for recount Within the Classroom: - build anchor chart with students - administer interest/multiple intelligence/attitude surveys with students - conduct whole / small group instruction in response to diagnostic - use recount writing as a vehicle to establish/review routines for writing (folder, editing code, status of the class) - complete culminating assessment different than diagnostic (teacher designed or OWA)
	Sept 23 - 24	-administer on-demand assessment (program will supply)
	Sept 25 PD Day	- moderate recount on-demand assessments - create staff anchor chart and prepare for narrative
	Sept 28 - 30	- administer diagnostic (teacher designed or OWA)
<u>Narrative</u> Sept 28 – Nov 20 8 weeks	Oct 1 - 16	Within the Classroom: - build anchor chart with students - conduct whole / small group instruction in response to diagnostic
	Oct 19 - 22	- administer a midpoint assessment (teacher designed or OWA)
	Oct 26 - 30	Staff/Divisional Tasks (PLC) - moderate midpoint assessment
	Oct 26 – Nov 18	Within the Classroom - conduct whole / small group instruction in response to midpoint assessment
	Nov 16 - 25	Staff/Divisional Tasks - create staff anchor chart and prepare for procedure
	Nov 19 - 20	-administer on-demand assessment (program will supply)

**Term 1 Report Card: Writing to include Recount and Narrative
Term 2**

<u>Procedure</u> Nov 23 – Dec 18 4 weeks	Nov 23 - 25	- administer diagnostic (teacher designed or OWA)
	Nov 26 – Dec 11	Within the Classroom: - build anchor chart with students - conduct whole / small group instruction in response to diagnostic - complete culminating assessment different than diagnostic (teacher designed or OWA)
	Dec 14 - 16	-administer on-demand assessment (program will supply)
<u>Report</u> Jan 4 – Feb 19 7 weeks	Jan 4 - 6	- administer diagnostic (teacher designed or OWA)
	Jan 4 – 8	Staff/Divisional Tasks: - create staff anchor chart and prepare for report
	Jan 7 - 22	Within the Classroom: - build anchor chart with students - conduct whole / small group instruction in response to diagnostic
	Jan 25 - 29	- administer a midpoint assessment
	Feb 1 PD Day	Staff/Divisional Tasks - moderate midpoint assessments
	Feb 2 - 17	Within the Classroom: - conduct whole / small group instruction in response to midpoint assessment
	Feb 18 - 19	-administer on-demand assessment (program will supply)

Term 2 Report Card: Writing to include Procedure and Report

Term 3

<u>Explanation</u> Feb 22 – March 26 4 weeks	Feb 22 - 24	- administer diagnostic (teacher designed or OWA)
	Feb 25 – March 3	Staff/Divisional Tasks (PLC) - moderate diagnostic - create staff anchor chart and prepare for explanation
	Feb 25 – March 24	Within the Classroom: - build anchor chart with students - conduct whole / small group instruction in response to diagnostic - complete culminating assessment different than diagnostic (teacher designed or OWA)
	March 25 - 26	-administer on-demand assessment (program will supply)
<u>Persuasive</u> March 29 – May 14	March 29 – April 1	- administer diagnostic (teacher designed or OWA) - create staff anchor chart and prepare for persuasive
	April 6 – April 16	Within the Classroom: - build anchor chart with students - conduct whole / small group instruction in response to diagnostic
	April 19 - 23	- administer a midpoint assessment
	April 26 - 28	Staff/Divisional Tasks (PLC) - moderate midpoint assessment
	April 26 – May 12	Within the Classroom: - conduct whole / small group instruction in response to midpoint assessment
	May 13 – May 14	-administer on-demand assessment (program will supply)

Term 3 Report Card: Writing to include Explanation and Persuasive

Writing Terms Clarified ~ 2009-2010

Assessment: gathering of data about student knowledge and/or skills, either through informal or formal methods.

Diagnostic Assessment

The Diagnostic Assessment Task is given at the beginning of a unit of writing instruction to find out what the students already know and what they can do. Use this information to determine the appropriate starting point for instruction. The classroom teacher selects this task. (OWA tasks may be used this year)

Midpoint Assessment

The Midpoint Assessment occurs within the middle of the writing cycle and provides feedback to both students and teachers to help improve learning. This year, a midpoint assessment is expected for the forms of writing that have been allotted to occur for more than four weeks (narrative, report, persuasive).

Culminating Assessment

The Culminating Assessment is given towards the end of an instructional unit to determine the students' writing growth during this period of assessment. This writing assignment can grow out of cross-curricular connections, classroom experiences, and student interest, and is to be a different topic than the Diagnostic Assessment. The classroom teacher selects this task. (OWA tasks may be used this year)

On-Demand Assessment

The On-Demand Assessment is given at the end of the writing unit. It summarizes student achievement of that learning. It provides an effective snapshot of students' writing strengths and needs. The On-Demand Assessment will be provided by the Program Department and sent to the Literacy Coach and Administration during the last week of the writing block. This should be administered in the same manner as an EQAO assessment - sight unseen, in one continuous sitting.

Staff Anchor Chart

The staff anchor chart is developed by the staff at the beginning of the instructional timeline for each form of writing. Its purpose is to establish a common understanding of the form for the entire school. Throughout the divisions a continuum of learning from kindergarten to grade eight is established.

Classroom Anchor Chart

The classroom anchor chart is developed with the students within an individual classroom, on an ongoing basis.