

Policy 14.00

Writing & Communication

POLICY

Bryan Station Middle School recognizes that communication is an integral part of literacy and the learning process; writing is also a part of literacy and a necessary communication skill for students. These areas of literacy should be authentically taught and practiced in all content areas. The Bryan Station Middle School Writing and Communication Policy is designed so all students achieve at high levels and the curriculum shall comply with all applicable state and federal statutes and regulations.

Bryan Station Middle School will provide multiple opportunities for students to develop complex communication skills for a variety of purposes. Communication skills are to include students actively engaged in reading, writing, speaking, listening, and observing regularly in classrooms across all content areas.

- a. Content areas Language Arts, Science, and Social Studies will contribute at least one “published” writing piece per school year toward the student’s working portfolio. Content classes may collaborate to produce a writing piece together.

Writing for Publication activities include any writing that can be published in the real world including letters, editorials, speeches, feature articles, research papers, stories, poems, scripts, personal narratives, memoirs, autobiographies, personal essays, web pages, presentations, etc.

Writing for Publication activities will all be scored using a common rubric throughout the building. The LDC writing rubrics will be utilized in order to score these writing pieces.

The student’s working portfolio can be paper copy (housed in the filing cabinet in the office conference room) or electronic (the students’ personal One Drive). By the 2016/2017 school year, all submissions to this working portfolio will be electronic.

- b. Content areas including Math, Language Arts, Science, Social Studies, and Arts & Humanities will contribute at least one “writing to learn” or “writing to demonstrate learning” piece per 9 week quarter. This will be submitted for Program Review to the Writing Program Review Team Lead once each quarter. Submissions should also include an example of student work (Not Yet, Approaching Expectations, Meeting Expectations, and Exceeding Expectations).

Writing to Learn activities can include, but are not limited to: journals, writer’s notebook, note-taking, reading logs or response journals

Writing to Demonstrate learning activities can include, but are not limited to: open response questions, extended response questions, exit slips that involve writing, book reviews, projects that involve writing, oral and discussion based events/tasks

- c. Every class will have at least one purposeful communication task per week (reading, writing, speaking & listening)
- d. All content teachers will provide specific feedback for writing and communication skills.
- e. All content teachers will provide the opportunity for student reflection on writing and communication skills.

The English / Language Arts Department will review submissions each quarter and all working portfolios in May to collect data on student needs and growth in order to guide instruction.

All teachers will participate in PD based on student literacy needs as determined by the English/Language Arts Department and the Administrative Team as needed. This will be determined by the review of Program Review submissions as well as the end of year writing portfolio review.