

Manual High School Writing Plan

Revised: Took out date

1. All content teachers will assign and provide instruction in at least one portfolio-appropriate writing assignment during this school year following this procedure:

1.1 Rubrics will be designed to meet the needs of the content area teacher **and** the requirements of portfolio-appropriate writing. It is recommended that all teachers use the analytical Kentucky Writing Scoring Rubric as the foundation for all portfolio-appropriate writing rubrics. This rubric (attached to this document) establishes equal weight for Content (purpose, audience, idea development and support), Structure (organization, transitions, sentence structure and length), and Conventions (grammar, usage, word choice, correctness); therefore, all portfolio-appropriate writing will be graded with this criteria in mind.

1.2 Assignments will be written, revised, and graded under the supervision of the content teacher and following the guidelines of the Ethics for Portfolio Conferencing. **The writing will be accompanied by a rubric** and the writing process (recommended steps in the process: drafting, conferencing, a writing plan, revision, and proofreading). The final draft will be portfolio-ready. **Removed: “that reflects the grade (s)”**

1.3 All English teachers are required to instruct students on the Ethics of Portfolio Conferencing and have them sign the agreement (to be kept on file for the current school year).

1.4 All English teachers are required to teach a unit on plagiarism and will require all students and their parent/guardian to sign the Anti-Plagiarism Agreement (to be kept on file for the current school year).

1.5 In order to teach Manual High School students the importance of avoiding plagiarism, it is recommended that all teachers require students to submit their writing to Turnitin.com. State law requires content area teachers to catch plagiarism before pieces are submitted to Assistant Principals.

1.6 Content area writing will fall under the transactive and/or analytical/technical category of writing unless an assignment is otherwise approved by the Writing Cluster Leader and the assistant principal assigned to the content area. This can be obtained when submitting a copy of the assignment and rubric to the Assistant Principal assigned to the content area. Whenever possible, content area writing will give students the opportunity to experience the real-world or academic writing of that particular content area to ensure our students are prepared for college and the world of work. [Refer to pages 10-11b in the Kentucky Writing Handbook for an in-depth explanation of Analytical/Technical Writing that is attached to this document. Possible genres: speeches, persuasive letters, science lab reports, researched argument papers/essays, proposals, scholarly journal articles, editorials, reviews, etc. Be aware that some genres are more analytical than others, and therefore affect the final analytical score of that piece.]

1.7 Brochures are **not** portfolio appropriate.

1.8 Collaborative projects are not appropriate portfolio writing. Any collaborative pieces found in the final senior writing portfolio make the portfolio incomplete and cause Manual High School to receive a score of zero for that student. Portfolio-appropriate writing must be the work of the student alone, as the sole writer.

1.9 It is recommended that content area teachers count all portfolio writing as a major assessment such as a test grade to ensure that students take the assignment seriously and do their best work.

Revised: *“Content area teachers will...”*

1.10 Content teachers will work to complete this portfolio-appropriate assignment according to the timeline given to their department on the school writing calendar. This timeline is established to prevent students from working on portfolio writing in all of their classes at the same time and to facilitate the completion of the writing portfolio. Due dates for senior writing may be established earlier than other grades because the portfolio is due earlier.

1.11 Upon completion of the final draft (a revised final clean copy), students will complete the “Cover Sheet for Content Area Writing,” attach it to the front of their writing along with the rubric for the assignment, and turn it in to their content teacher. In the event that a student does not submit any work, the content area teacher will create a “Cover Sheet for Content Area Writing” for that student and check the box “No work submitted.” This sheet should be submitted with all other cover sheets so every student is accounted for. [Cover Sheet for Content Area Writing is attached.]

1.12 Content area teachers will first group pieces together for each course (e.g. General Art I), and then sort the final pieces according to English teacher in order to submit them to their Assistant Principal. The Assistant Principal will check to make sure the portfolio-appropriate writing meets all writing criteria and that it has been completed in each content area course by each teacher in each department. [A procedure and forms for this submission policy will be created to make the process as simple as possible for both the content area teacher and the assistant principals.]

1.13 Assistant Principals will then deliver the final pieces to the appropriate English teacher within one week of the due date.

1.14 English teachers will direct their students to assemble content pieces and English writings in their current writing folders.

1.15 English teachers for grades 9, 10, and 11 will keep all current writing folders in their classrooms and help students prepare non-assessment year portfolios. These portfolios must meet the criteria of Kentucky’s Program of Studies. They must include five pieces total—reflective, personal, literary, transactive, and analytical/technical (one of these must come from a content area other than English). The portfolios must also include a table of contents and a signature sheet. The 9th and 10th grade portfolios will be submitted to JCPS for evaluation in May, at which time the English teachers will send the selected folders to the Writing Cluster Leader. Submission of 11th grade portfolios should follow the Junior Writing Portfolio procedures in order to identify any Beginning Writers in jeopardy of not meeting the JCPS Writing Diploma Standard. Before the last day of school, Junior English teachers will provide a list of Beginning Writers to the Assistant Principal assigned to the English Department.

1.16 Senior English teachers will keep all current senior writing folders in their classrooms and help students prepare their senior writing portfolio. These portfolios must include four pieces—one reflective, one personal or literary, two transactive, one of the transactive pieces must have an analytical/technical focus (one of the four must come from a content area other than English). None of the pieces in the portfolio can be collaborative; they must be the work of each student alone. The portfolios must also include a table of contents and a signature sheet.

1.17 If a senior submits an incomplete portfolio, he or she will not be allowed to walk at graduation and the portfolio must be completed before he or she can receive his or her diploma. The student's parents will be notified. Any other disciplinary action will follow the Code of Conduct established by JCPS and Manual's Anti-Plagiarism Policy.

2. In creating writing assignments, teachers will address the following issues:

2.1 increase the quality of student writing through a detailed assignment and well-defined revision process with peer and teacher input and evaluation according to an assignment scoring rubric that meets the needs of the content area teacher and the characteristics of effective writing established in the analytical Kentucky Writing Scoring Rubric;

2.2 provide students with some choice in writing assignments, so they will feel a sense of ownership in the writing; Kentucky state law prohibits portfolio-appropriate writing assignments that require all students to write on the exact same prompt; there must be some choice involved (avoid cookie-cutter assignments);

2.3 provide students with a list of characteristics of the assigned genre and models written by professionals and/or students in order to model effective writing in that genre;

2.4 challenge students to go beyond purely formulaic writing in any genre;

2.5 require documentation of sources when appropriate to the writing; MLA style is recommended in most cases;

2.6 challenge students to reflect on their growth as a writer through the lens of literacy; this is recommended for all classes but the final reflective piece will most likely be written in English class;

2.7 inspire students to produce their best writing at all levels, particularly at the twelfth-grade level, reducing our number of novice writers and increasing our number of distinguished writers through challenging, detailed assignments that require thoughtful, thorough revision.

3. To ensure that all seniors at Manual are prepared for the On-Demand Writing Assessment that is worth 50% of Manual's writing accountability:

3.1 junior English teachers will provide instruction in and practice with on-demand writing during the last six weeks of school;

3.2 junior teachers in all content areas will complete on-demand writing practice during the last six weeks of school;

3.3 senior teachers in all content areas will complete on-demand writing practice with their students during the first month of school.

Student _____	Completion Date _____
English Teacher _____	Period _____
<input type="checkbox"/> No work submitted	

Cover Sheet for Content Area Writing

1. Content Area Teacher who assigned writing: _____
2. Name of Class/Subject Area _____ Period _____
3. Place a check mark to identify the exact form of this portfolio-appropriate writing:

Personal:	Personal Essay _____	Personal Narrative _____	Memoir _____
Literary:	Short Story _____	Poem _____	Play _____ Monologue _____
Transactive:	Article _____	Editorial _____	Persuasive Letter _____
	Speech _____	Review _____	
	Other _____ (Indicate Form)		

Analytical/Technical writing:

Science Lab Report _____	Proposal _____
Literary Analysis _____	Researched Argument Paper _____
Other _____ (Indicate Form)	

4. Who is your specific intended audience for this writing? _____
5. What is your specific purpose in this writing? _____
6. If there was a research component to this writing assignment, what documentation style was used?
 MLA _____ APA _____ Other _____

7. Title of the piece: _____

8. The English teacher needs a completed rubric for each student indicating the final grade for the assignment; the completed rubric may be copied on the back of this form. Also attach one copy of the assignment for each English teacher.
9. I have revised this writing through (check one or more):
 _____ peer conferencing, _____ teacher conferencing, _____ teacher comments.
10. This portfolio piece is my own work and I am the sole author of this piece. I may have conferenced with other people, but I have made all changes and corrections myself. The piece was not written in collaboration with anyone else and I have adhered to Manual's Anit-Plagiarism Agreement by documenting all sources, when necessary.

Student Signature _____

Reviewed by Content Area Teacher _____ Content Area Teacher Signature

Content area teacher will deliver to his or her Assistant Principal.

