

**CARROLL COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE REGULATIONS**

BOARD POLICY IHB: WRITING

The Board of Education recognizes that grammatically-correct writing is essential to student success in school, in the workplace, and in the larger world. Current national research indicates that proficiency in writing enables students to convey ideas, analyze information, motivate others, retain content knowledge, and enhance their learning. It is the policy of the Board of Education that students at all grade levels shall write frequently, for a variety of purposes and audiences, and across content areas. Teachers shall provide content-specific, explicit writing instruction so that all students will learn to write and write to learn.

The following Administrative Regulations set forth the procedures for implementing the Writing Policy in Carroll County Public Schools.

Curriculum

The Director of Curriculum, Instruction, and Staff Development and the curriculum supervisors shall ensure that all curriculum guides include the following:

- ❑ activities and assignments that require students to write frequently and for a variety of purposes and audiences;
- ❑ guidelines that will enable teachers to provide content-specific instruction in the writing process (plan, draft, revise, edit, publish);
- ❑ a variety of tools (e.g., rubrics, anchor papers) that will help teachers to set expectations prior to writing and that will guide teacher, self, and peer assessment of student writing.

The Supervisors of English, Middle School Language Arts, and Elementary Reading and Language Arts shall develop and ensure implementation of a scope and sequence for grammar instruction in our K-12 curriculum.

Instruction

Supervisors, administrators, and teachers shall ensure that writing instruction provides a balanced program that includes the following:

- ❑ opportunities for students to write frequently and for a variety of purposes and audiences appropriate to the content area;
- ❑ explicit instruction, modeling, and guided practice in the writing process (plan, draft, revise, edit, publish);

- the use of assessment strategies that will provide timely and targeted feedback to students regarding their writing. Feedback shall be targeted to one or more of these indicators of writing:
 - Content
 - Organization
 - Style
 - Grammar, Mechanics, and usage

Staff Development

Supervisors, administrators, and the Director of Curriculum, Instruction, and Staff Development shall provide professional development opportunities in the area of writing designed to build the knowledge base of all teachers in the elements of effective writing instruction and assessment. Emphasis shall be based on the acquisition of teacher knowledge as well as on best practices for implementing quality content-specific writing instruction in the classroom.

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