

Appleton Area School District Writing Goal

Rationale:

Writing is a critical life skill that is important for learning in all content areas.

Goal Benchmarks – Formal Assessments:

Grade 5 – District on-demand persuasive writing (spring assessment) will be evaluated on the components of message, organization, voice, word choice, sentence fluency, and conventions.

Grade 7 – District on-demand compare/contrast essay will be evaluated on the components of message, organization, voice, word choice, sentence fluency, and conventions.

Grade 9 – District research paper writing will be evaluated on the components of message, organization/structure, word choice, sentence fluency, conventions, documentation, and works cited.

Grade 11 – District on-demand expository writing evaluated on the following scale: effective, competent, adequate, developing, inconsistent, and no skill.

Progress Benchmarks:

District Writing Assessments will be used at grades 1-3 and 5-12 to monitor progress toward benchmarks. Summary reports will be available to sites after each assessment identifying writing strengths/areas of improvement to provide suggestions for future instructional focus.

Reporting Process:

Annually all sites and the district will develop the following report for the Board of Education Retreat:

DISTRICT-

- 5th, 7th, and 9th grade performance (minimal, basic, proficient, and advanced), disaggregated (for those students scoring proficient or advanced proficient) by the following:
 - Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency and Students with Disabilities.
- Percentage of 11th graders performing adequate, competent, or effective, disaggregated by the following:
 - Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency and Students with Disabilities.

SITE-

- 5th, 7th, and 9th grade performance (minimal, basic, proficient, and advanced), comparing school site results to the district. Sites have the ability to disaggregate by gender, race/ethnicity, Limited English Proficiency, and Students with Disabilities.
- Percentage of 11th graders performing adequate, competent, or effective, comparing school site results to the district. Sites have the ability to disaggregate by gender, race/ethnicity, Limited English Proficiency, and Students with Disabilities.