

SD83 SCHOOL-WIDE WRITE PROTOCOL (K to 7)

September 29th, 2026
Board Meeting – DESC

Jennifer Findlay

Director of Instruction – Early Years & Elementary



WHY SCHOOL-WIDE WRITES?

- Establishes a baseline of student writing strengths and needs
- Monitors growth throughout the school year
- Informs classroom, small-group, and individual instruction
- Promotes continuous improvement in writing instruction
- Creates a common language for staff and students when discussing writing achievement
- Most teachers are already familiar with the SWW process



SD83 SCHOOL-WIDE
WRITE PROTOCOL (K-7)



***Assessment is used to
improve learning, not
simply measure it.***

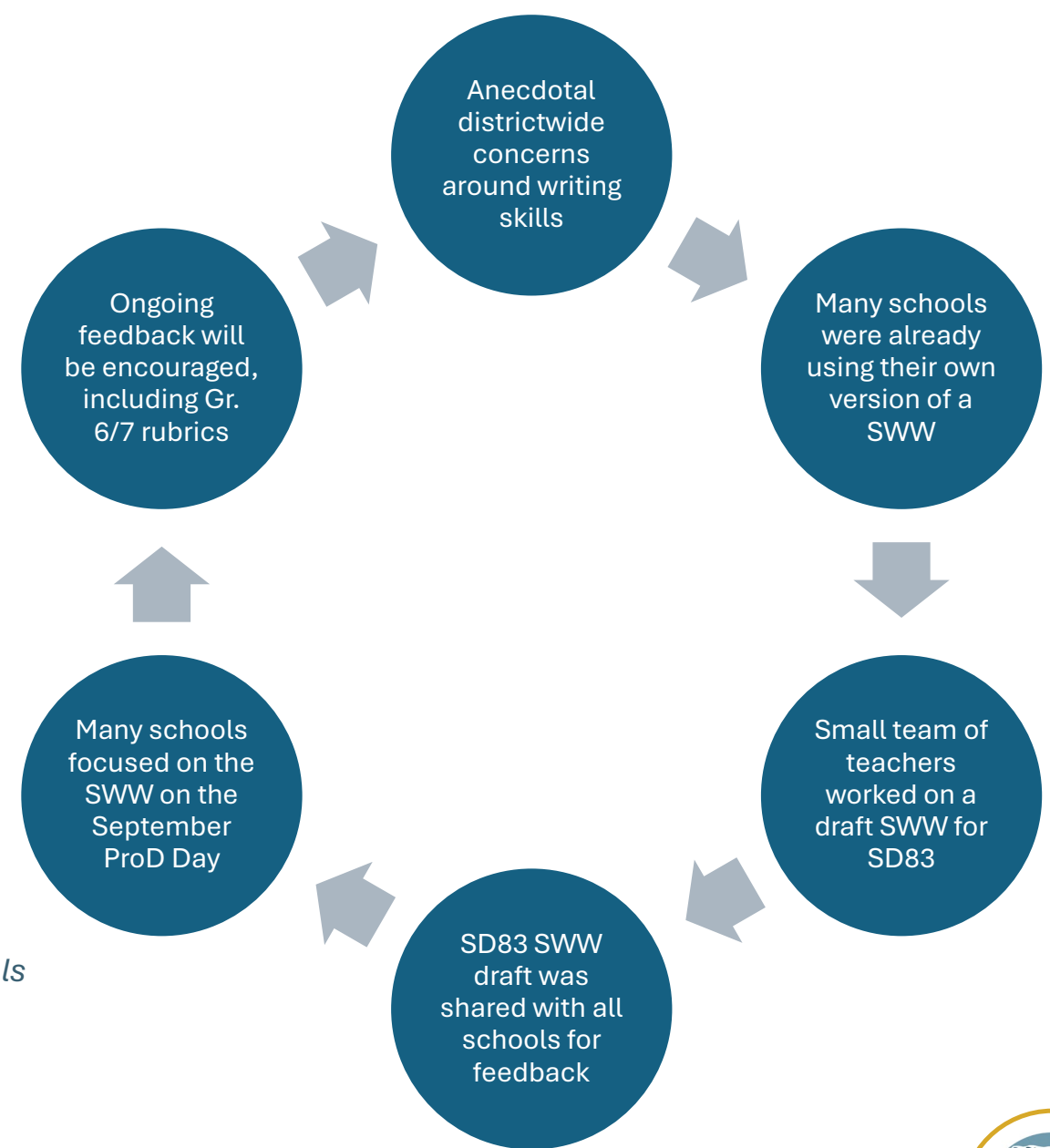


SD83 SCHOOL-WIDE WRITE PROTOCOL (K-7)



Acknowledgment

The SD83 School-Wide Write Protocol was developed using protocols and assessment resources from School District No. 68 (Nanaimo-Ladysmith) as foundational reference materials. We thank SD68 for sharing their work in support of literacy learning and assessment.



OUR MISSION

OUR VISION

OUR VALUES

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community

Preparing students to become educated citizens who contribute positively to a dynamic, sustainable, and diverse world

Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance



Fall

- Baseline writing sample
- Identifies instructional priorities
- Highlights areas of strength and need

Winter (Optional)

- Monitors progress
- Evaluates instructional impact
- Refines teaching focus

Spring

- Measures growth over time
- Celebrates student achievement
- Informs future planning

Grade 2 – Narrative/Personal Writing SWW Rubric

Writing Traits		Emerging (1)	Developing (2)	Proficient (3)	Extending (4)	Overall
Meaning	Ideas	Very short (1-3 sentences). Topic is unclear or confusing. Ideas are unrelated to each other.	Writes 2-4 sentences. Has a topic and tries to "zoom in" by adding some detail (but may be vague).	Writes 4-5 sentences. Central idea is clear and well-developed. Topic is "zoomed in".	Really focused and zoomed in. Juicy details that show, not tell. Writing offers a unique, clear message.	1 2 3 4
	Word Choice	Simple, repetitive words with no descriptive language.	Simple, repeated word choice but may try one or two descriptive words.	Many descriptive words (adjectives and adverbs). Varied word choice.	Rich word choice allows the reader to visualize.	1 2 3 4
Style	Sentence Fluency	Short, repetitive sentences or a series of incomplete sentences.	Mostly short, repetitive sentences. Sentences may have some mistakes or be incomplete.	Sentences are of varied length. Uses subordinate clauses (because, but). May have some mistakes in longer sentences.	Sentences of different beginnings, lengths, and structures. Rhythm is often fluid and pleasant to read aloud.	
	Voice	No or little voice. No or little thought given to the reader.	A hint of personality. Some thought for the reader.	Clear personality and care for topic. Tries to engage the reader.	Personality and passion for the topic. Clearly engages the reader.	
Form	Organization: -Beg/Mid/End -Connecting words	Confusing order; topic jumps around. No connecting words.	A basic beginning and middle; abrupt ending. Slightly confusing order. May try for some connecting words.	Clear beginning, middle, and end. Ideas develop in order. Several connecting words.	Interesting beginning, middle, and ending. Ideas fit together and flow nicely. A variety of connecting words.	1 2 3 4
Conventions	Capitalization Punctuation Printing Spelling Grammar	Mix of upper-and lower-case letters. Little to no punctuation or incorrect punctuation. Difficult to read due to poor spelling, lack of spaces, and/or illegible printing.	Makes some mistakes with capitalization, punctuation, and spelling. Mistakes interfere with meaning/cause confusion for reader.	Correct use of capitals and punctuation (periods, exclamation marks, questions marks). May experiment with commas, quotation marks. Taught spelling/phonic patterns mostly correct. Mistakes do not interfere with meaning.	Capitalization, punctuation, and spelling of taught phonics patterns correct. Some accuracy with advanced punctuation (commas, apostrophes, quotation marks). Occasional errors in spelling of challenging words.	1 2 3 4

THE POWER OF COMMON RUBRICS

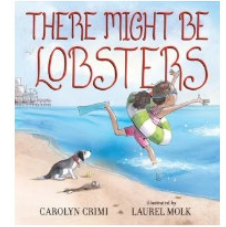
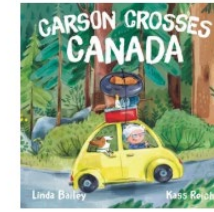
- Creates clear expectations for students
- Improves consistency & reliability in assessment
- Identifies patterns across classes and schools
- Supports targeted instruction
- Provides meaningful data for planning
- Aligned with curriculum and ELA Learning Progressions

Grade 2 – Narrative/Personal Writing SWW Rubric

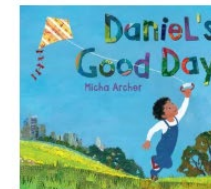
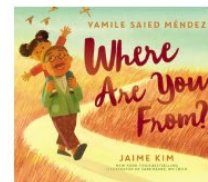
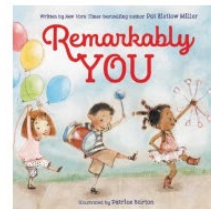
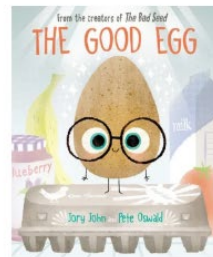
Writing Traits		Emerging (1)	Developing (2)	Proficient (3)	Extending (4)	Overall
Meaning	Ideas	Very short (1-3 sentences). Topic is unclear or confusing. Ideas are unrelated to each other.	Writes 2-4 sentences. Has a topic and tries to "zoom in" by adding some detail (but may be vague).	Writes 4-5 sentences. Central idea is clear and well-developed. Topic is "zoomed in".	Really focused and zoomed in. Juicy details that show, not tell. Writing offers a unique, clear message.	1 2 3 4
	Word Choice	Simple, repetitive words with no descriptive language.	Simple, repeated word choice but may try one or two descriptive words.	Many descriptive words (adjectives and adverbs). Varied word choice.	Rich word choice allows the reader to visualize.	
Style	Sentence Fluency	Short, repetitive sentences or a series of incomplete sentences.	Mostly short, repetitive sentences. Sentences may have some mistakes or be incomplete.	Sentences are of varied length. Uses subordinate clauses (because, but). May have some mistakes in longer sentences.	Sentences of different beginnings, lengths, and structures. Rhythm is often fluid and pleasant to read aloud.	1 2 3 4
	Voice	No or little voice. No or little thought given to the reader.	A hint of personality. Some thought for the reader.	Clear personality and care for topic. Tries to engage the reader.	Personality and passion for the topic. Clearly engages the reader.	
Form	Organization: -Beg/Mid/End -Connecting words	Confusing order; topic jumps around. No connecting words.	A basic beginning and middle; abrupt ending. Slightly confusing order. May try for some connecting words.	Clear beginning, middle, and end. Ideas develop in order. Several connecting words.	Interesting beginning, middle, and ending. Ideas fit together and flow nicely. A variety of connecting words.	1 2 3 4
Conventions	Capitalization Punctuation Printing Spelling Grammar	Mix of upper- and lower-case letters. Little to no punctuation or incorrect punctuation. Difficult to read due to poor spelling, lack of spaces, and/or illegible printing.	Makes some mistakes with capitalization, punctuation, and spelling. Mistakes interfere with meaning/cause confusion for reader.	Correct use of capitals and punctuation (periods, exclamation marks, question marks). May experiment with commas, quotation marks. Taught spelling/phonics patterns mostly correct. Mistakes do not interfere with meaning.	Capitalization, punctuation, and spelling of taught phonics patterns correct. Some accuracy with advanced punctuation (commas, apostrophes, quotation marks). Occasional errors in spelling of challenging words.	1 2 3 4

Common rubrics help ensure students and staff are speaking the same language about writing proficiency.

PLANNING CONSIDERATIONS



- Ensure accommodations and supports are in place
- Select engaging, accessible writing topics collaboratively as a school or grade-level team
- Choose prompts that allow all learners to participate
- Consider personal narratives and shared experiences
- Use mentor texts to inspire and model strong writing



PREPARING STUDENTS FOR THE SWW

Before the Write

- Explain the purpose of the School-Wide Write
- Develop success criteria with students
- Analyze mentor texts
- Discuss characteristics of effective writing
- Create anchor charts aligned with writing traits

Writing Traits

- Meaning (Ideas)
- Style (Word Choice, Sentence Fluency, Voice)
- Form (Organization)
- Conventions

Key Qualities of the Traits	
MEANING - Ideas	FORM - Organization
Clear messages Narrowed focus Vivid details Stays on Topic	A brilliant beginning A mighty middle An excellent ending Transitions that create flow
STYLE - Sentence Fluency	STYLE - Word Choice
Complete sentences Sentences begin with different words Sentences are different lengths	Fresh and original word combinations Trying out new words Poetic devices
STYLE - Voice	CONVENTIONS
Passion for the topic Contains writer's personality There's a reader/writer connection	Spelling Grammar Punctuation Use of paragraphs

SD71 based on the work of Ruth Culham

Pre-Writing

- Brainstorm ideas
- Use planning organizers
- Talk with partners
- Organize thinking

Writing

- Independent demonstration of skills
- No assistance with ideas, spelling, conventions, or organization
- Focus on authentic evidence of student ability

Revising & Reflection

- Reread writing
- Check conventions
- Reflect on writing goals
- Make improvements independently

STUDENT REFLECTION & WRITER IDENTITY



Reflection Questions

- What did I do well?
- What was challenging?
- What strategies helped me?
- What is my next writing goal?

Why It Matters

- Builds writing confidence
- Encourages self-assessment
- Develops ownership of learning
- Strengthens positive writer identities

 **SWW Writing Assessment (K-7)**

Goal Planning form

Student: _____ Grade: _____ Date: _____

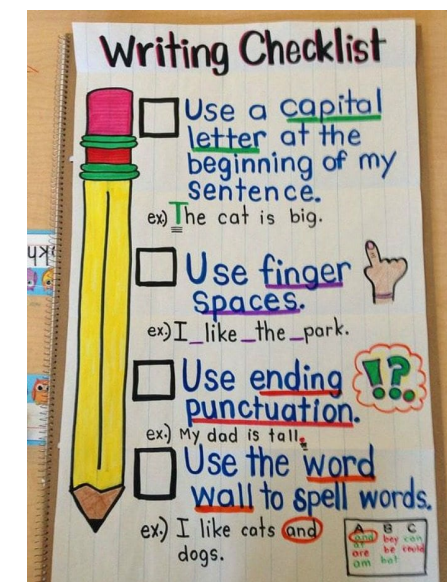
Before the SWW

My writing goal is...

After the SWW

In my writing, I want you to notice that...

One thing I am still working on as a writer is...



COLLABORATIVE ASSESSMENT

Why Mark Together?

- Builds shared understanding of proficiency standards/rubrics
- Increases consistency in scoring
- Supports professional learning
- Encourages rich discussions about student writing



Assessment Options

1. Collaborative scoring of samples
2. Independent scoring followed by consensus discussions

The conversation is as valuable as the score.

USING THE DATA TO IMPROVE INSTRUCTION & STUDENT GROWTH

Assessment Results Help Us:

- Identify trends and patterns
- Plan whole-class instruction
- Create targeted intervention groups
- Set student goals
- Inform school & district literacy planning, professional learning, and resource needs



SWW Goals:

- Strengthen professional collaboration
- Improve writing instruction
- Support continuous growth for all learners

Monday, September 21st, 2026 (ProD)
POWERFUL WRITING STRUCTURES
IN-PERSON WORKSHOP
WITH ADRIENNE GEAR

We are excited to welcome back B.C. author and educator Adrienne Gear to share ideas from her book *Powerful Writing Structures*. Her book outlines an effective, year-long plan for teaching different writing structures, including Personal Narrative, Nonfiction, and Story Writing.

K to 3
8:30am to 11:00am
HILLCREST ELEMENTARY GYM

IN THIS ENGAGING WORKSHOP, ADRIENNE WILL EXPLORE PRACTICAL WAYS TO SUPPORT WRITERS AS THEY LEARN TO GENERATE IDEAS, DEVELOP CONFIDENCE, AND BUILD STAMINA. SHE WILL SHARE SIMPLE, EFFECTIVE STRATEGIES FOR USING CLASS WRITING GOALS, INTEGRATING ORAL LANGUAGE, IMPLEMENTING CONSISTENT WRITING ROUTINES, AND USING ASSESSMENT TO GUIDE INSTRUCTION. PARTICIPANTS WILL LEAVE WITH READY-TO-USE LESSONS, MENTOR TEXT IDEAS, AND PRACTICAL TOOLS TO HELP EVEN YOUR MOST RELUCTANT WRITERS EXPERIENCE SUCCESS.

Gr. 4 to 8
12:00pm to 2:30pm
HILLCREST ELEMENTARY GYM

REGISTER ON THE SD83 PROFESSIONAL LEARNING CALENDAR ON THE HUB





SD83 SCHOOL-WIDE WRITE PROTOCOL (K-7)

THE SCHOOL-WIDE WRITE IS:

- ✓ A tool for understanding student growth
- ✓ A framework for consistent assessment
- ✓ A catalyst for professional collaboration
- ✓ A guide for responsive instruction
- ✓ A means of supporting every student as a writer



"The goal is not simply to assess writing, but to use evidence of learning to improve instruction and support growth for every learner."



THANK YOU!

**ANY
QUESTIONS?**