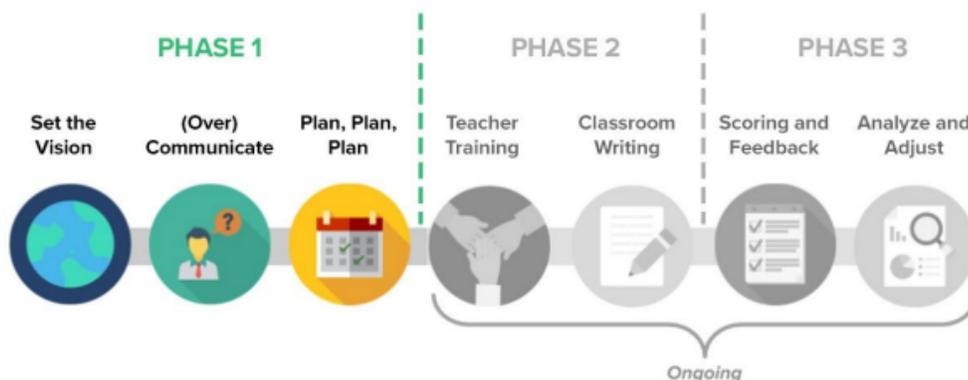


# Writing and Feedback Roadmap

## Phase 1 Checklist



### Set your vision

In order for the stakeholders in your school or district to reach a shared understanding of where the school is and where it should go in the future, you need to have a vision. Consider asking staff members to discuss the following **questions**:

- What kind of school do we hope to be?
- What do you think should be reflected in our vision statement?
- What do we need to do differently to achieve this vision?
- How are we different from other schools?
- What evidence can you think of that we are meeting our current vision?



### Communicate your vision

- Use a variety of channels to communicate your vision to all stakeholders (e.g., internal newsletters, external magazines, handbook, website, induction and recruitment packs, press releases, social media).
- Keep it visible. Promote your vision on bulletin boards and your website.
- Over-communicate. Remind everyone about your vision as often as possible. Include it in every parent meeting, professional development sessions, student assemblies, in classrooms and planning sessions.

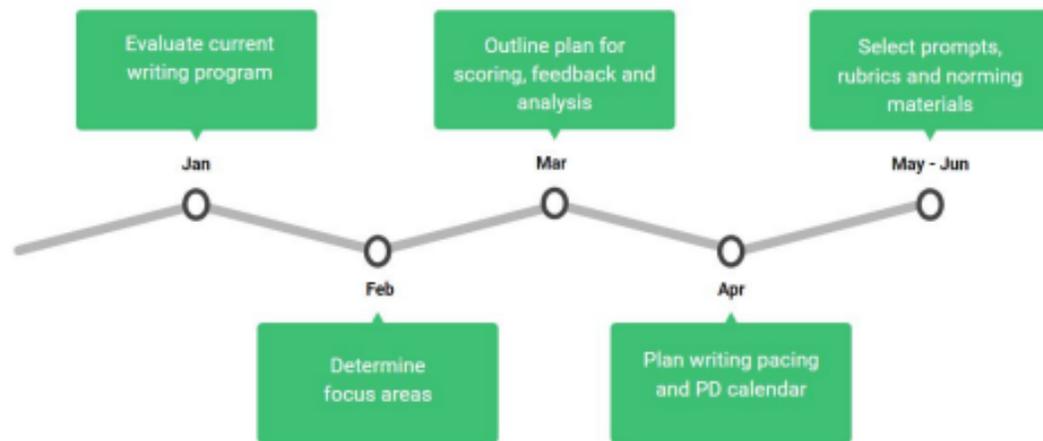
# Writing and Feedback Roadmap

## Phase 1 Checklist



### Plan, Plan, Plan

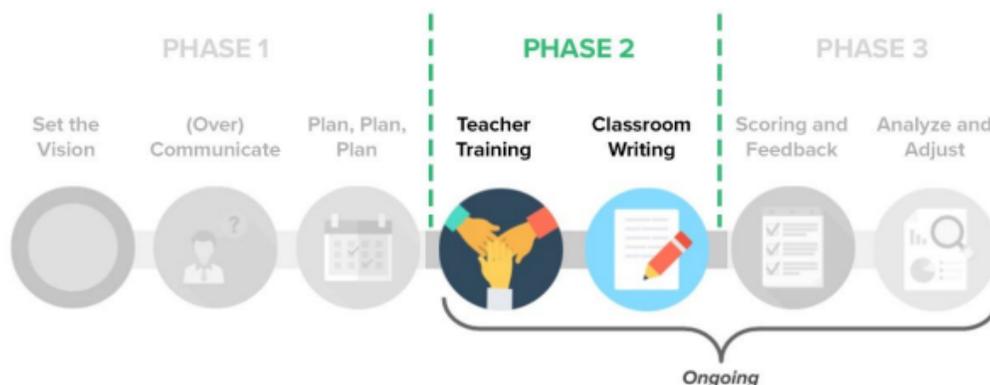
The best way to implement an aligned writing program is to give yourself ample time to plan! Follow this **five-phase process** and recommended timeline for your district, school or department to be prepared to roll out an effective writing program next school year.



- Evaluate your current writing program.** Identify and recruit committee members to help evaluate your current writing program structure and practices, align to or establish district-wide writing goals, and lead the instructional and operational planning.
- Determine focus areas.** Narrow down and determine your focus areas for writing: Which courses? Which grade levels? Which types of writing? Biggest gaps or priority areas? Use backwards mapping from key goals or learning standards.
- Outline a plan for scoring, feedback, and analysis.** Determine what systems and routines you will use to norm, score student writing, and provide and use feedback with students and as a team.
- Map out the Calendar:** Create an aligned writing and PD calendar so that teachers and instructional teams have time to complete the entire assessment cycle and make the most of the writing data.
- Writing Specifics:** Select the prompts, rubrics, and norming materials and ensure teachers and instructional leaders have an opportunity to review them and provide feedback. You can read our [Ultimate Guide to Rubrics](#) for more guidance.

# Writing and Feedback Roadmap

## Phase 2 Checklist



### Teacher Training

When training teachers on your writing initiative, here are some valuable topics to cover:

- Review the writing plan.** Make sure every teacher is on the same page with the amount and frequency of writing and that they have the pacing built in to their syllabus.
- Clarify the learning goals.** Review the essay type(s) that will be used in the writing assignments, its purpose, and the common rubrics that will be used to evaluate student writing.
- Norm on expectations.** Norming and calibrating teachers ensures that data is objective, reliable, and actionable. We recommend using an inquiry framework and providing lots of student work samples so your team can benefit from hands-on experience and authentic training.
- Discuss student buy-in.** Students need to have a clear understanding of goals and expectations, how they're performing today relative to the expectations, and what they need to do to improve. Teachers should be prepared to review a student-friendly rubric with students.
- Prime students for feedback.** If you're planning to respond to students with feedback on their writing (we hope so!), you'll want to familiarize students with the process of receiving feedback. Read some [specific ways](#) to do that.
- Recap prior writing assignments results.** If prior writing assignments were administered and scored, teachers can review the scores and holistic class feedback to get a sense of how students have performed previously.

# Writing and Feedback Roadmap

## Phase 2 Checklist

- Provide students with guidance on the prompt and response.** This may include unpacking the questions as a class before beginning the assignments or possibly providing guiding questions to help students understand how to unpack the question and develop a response themselves.



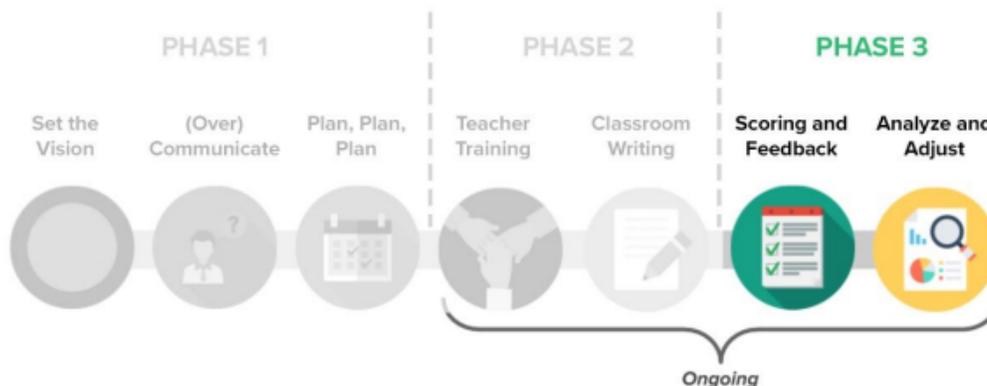
### Classroom Writing

What to do when your teachers launch into the actual day-to-day of assigning and responding to student writing? Your leadership team should keep these supports in mind:

- Help students overcome the intimidation of writing.** Some strategies to achieve this include priming students for writing, always having a topic in mind and making writing fun. [Read more about these techniques.](#)
- Independent reflection & goal setting.** Your teachers can [use this handout](#) to determine their goals for writing in the classroom this year, and how they will help their students to achieve them.
- Consider logistics.** Some factors you may want to control for during writing assignments include: time limits, make-up policies, technology/materials students can use (e.g., scratch paper or internet access), directions to submit assignments, and accommodations or modifications for students with disabilities or English language learners.
- Motivate students to improve their writing skills.** Keeping students engaged is a must. Check out this list of classroom [activities to improve writing](#) for ideas.
- Supercharge writing growth with cognitive psychology concepts.** You can use retrieval practice, interleaving, spacing and feedback-driven metacognition to improve student writing outcomes. [Read more about these tools.](#)

# Writing and Feedback Roadmap

## Phase 3 Checklist



If you're in Phase 3, that means your teachers are incorporating writing into the curriculum and their students have been writing a lot. **So now what?**



### Scoring and Feedback

Those writing assignments need to be scored *and given feedback*, and quickly. All too often, the last and most important part of the writing process - responding to students with fast, actionable, and personalized feedback - is deprioritized or skipped due to the time it takes to do this effectively. As an administrator, you can support your teachers and keep student learning front and center:

- Work with teachers to ensure they have an **effective scoring and feedback process**. You should encourage your teachers to:
  - Review the [7 Hallmarks of Effective Feedback](#) to ensure all of your staff knows what great feedback looks like and how to deliver it.
  - Incorporate a variety of feedback strategies into their practice including narrative feedback, 1:1 student-teacher conferences, peer review, classwide discussions, and more.
  - Check out our [Ultimate Guide to Grading and Feedback](#) to understand the basics and learn new techniques to apply this powerful tool.

# Writing and Feedback Roadmap

## Phase 3 Checklist



### Analyze Results and Adjust Instruction

- Meet to analyze results.** Bring teachers together regularly throughout the year to review performance data and feedback across all students. It's important that your team understands writing trends and gaps so these can be quickly addressed. If you're using The Graide Network, we can help you accomplish this. Teachers and administrators can easily drill down into our data reports to see qualitative feedback for insights into the score drivers.
- Develop instructional plans.** After identifying patterns and trends in class and student performance, each teacher should create an action plan for their instruction. For example:
  - Facilitate **class-wide discussions** on select rubric topics, using select student work as exemplars
  - Group students** based on targeted need for small group exercises
  - Host **one-on-one conferences** to help students set their learning goals
  - [Use this guide](#) to get the maximum benefits from Graide Network reports
- Schedule reflection meetings.** Your steering committee or task force should meet for mid-year and end-of-year reflections to discuss progress and methods for continuous improvement.

You have all the steps for a successful writing and feedback initiative! But of course, the process never ends. Are you ready to set, communicate and plan your vision for the next school year?

**We can help.** Schedule a demo today to learn how your school or district can partner with The Graide Network to maximize student outcomes and support your writing plan.

[Schedule a Demo](#)