Bremen Academy Writing Policy

As an elementary requirement for Bremen Academy students, the writing portfolio is a significant assignment that students build upon throughout their academic career. Each required Language Arts course should help students contribute worthwhile, original work to their writing folders in anticipation of the completion of this requirement. In addition, the writing portfolio will be an invaluable resource as we seek to prepare students for the Georgia Milestones End of Grade Assessment which includes constructed response items requiring students to think critically and write effectively.

Overview: A minimum of 3 pieces of original student work must be assigned, graded, corrected, and filed in student writing folders in each required language course. In addition to these longer pieces, students should be writing shorter pieces to include creative writing. Shorter compositions should also be included in writing folders in addition to the required longer pieces to meet the minimum requirement. The entire writing process should be demonstrated by including brainstorming, rough drafts, graded copies, and corrected copies in student folders.

1. Multi-Paragraph Essays Required by Grade Level:

   4th Grade: (3 long papers)
   - Persuade/Opinion
   - Informative/Expository
   - Narrative

   5th Grade: (3 long papers)
   - Persuade/Opinion
   - Informative/Expository
   - Narrative

2. Shorter pieces could include: original poetry, development of a well-written introductory paragraph, response writing, etc.

3. All long papers to be included in the writing folder must be graded by the teacher using an appropriate rubric equivalent to the rubrics used to assess constructed response items on the Georgia Milestones in which up to 4 points are earned for idea development, organization, and coherence and up to 3 points are earned for language usage and conventions for a total of 7 points. Total points possible on rubrics produced for each assignment can differ.

4. All papers must be returned to the student in a timely manner. For some compositions, the student will make corrections and re-submit the papers with changes. Students should
submit both the original graded copy and the corrected copy. Both go into the writing
tfolder. Increased rigor and accountability are expected, with students being required to
make corrections on early papers, but being held more accountable for their own editing
and proofreading prior to turning in a “final” copy as the course progresses.

5. Writing folders will be stored with the ELA teachers. Prior to the end of the school year,
all required compositions will be placed into the student writing folders, and both the
teacher and the student will inventory writing folders. At the end of the year, all writing
folders will be given to the team leader.

6. Teachers will use the following resources: Sanron Writing Program, Thinking Maps,
Pacing Guides, Benchmarking, Write Score Assessments, Georgia Milestones EOG
Assessment, Georgia Milestones End of Grade Writing Assessment Rubric, etc.