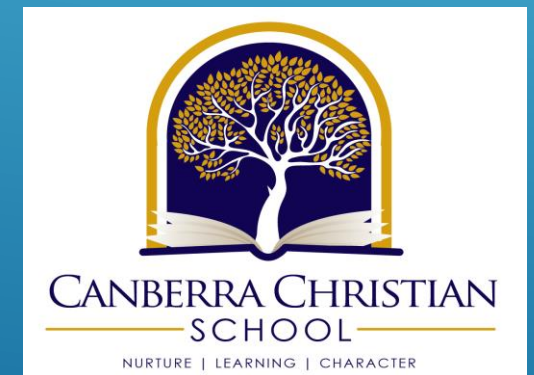


# CANBERRA CHRISTIAN SCHOOL

Improving the Quality of Writing

Coach: Sunday Ciastkowski  
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# BACKGROUND

Canberra Christian School (CCS) is home to 155 students representing approximately 11 nationalities in Pre-Kindy to Year 6.

Early Learning Centre for children ages 2-4.

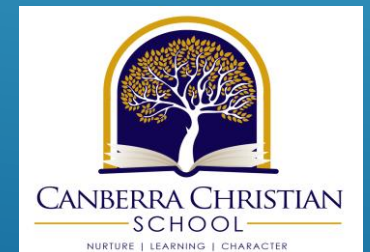
Successful participation in the Literacy and Numeracy Coaching Academy in 2016 with a focus on Reading Comprehension.

# 2017 GOAL

*Improve the quality of low risk WRITING from Kindergarten to Year 4 through the implementation of 6+1 Traits of Writing.*



Photo credit: Michelle Taylor, Kazuri Photography



# Getting Started!

Short-term Goals	Achieved
Select writing team members; arrange regular meeting time.	Term 1
Purchase Writer's Workshop notebooks.	Term 1
Purchase teacher resources for 6 traits and Writer's Workshop.	Term 1
Define and introduce low risk; develop common meta-language.	Term 1
Collect measurable pre-data. (ie: writing samples)	Term 2
Introduce and model low risk writing to students in Kindergarten to Year 4.	Term 1
Introduce and develop understanding of 6+1 writing traits within Writer's Workshop format to students in Kindergarten to Year 4.	Developing
Implement 6 trait rubric from teacher point of view.	x

# Gathering the Goods

- ▶ Teacher surveys
- ▶ CCS student writing samples prior to implementation of the 6+1 Traits of Writing.
- ▶ Examples of external writing samples (ACARA)
- ▶ 6+1 Traits of Writing Scoring Guides (Rubrics)
- ▶ Resources

Writing Survey – November 2017  
Canberra Christian School

What approach (or method) did you use to teach writing this year?

Please rate your confidence in teaching writing this year?  
(0 is no confidence at all, 10 is extremely confident)

Why?

Please rate how prepared you think you were to teach writing this year?

Why?

What resources did you use to teach writing and where did you access them from; school programs/resources or elsewhere (ie. specific website, teacher resource book)?

How did you assess student writing?

Please rate how confident you were that your marking criteria was accurate and fair?

Why?

Kindy Scoring Guide: **Sentence Fluency**  
The way the words and phrases flow through the piece.

Ready to move to grades 1-2 scoring guide!

Established

Score 5

The writing has sentences that read aloud with smooth phrasing.

- The sentences are formed correctly and show variety in structure.
- When read aloud, the reader does not stumble.
- The sentences begin in different ways and use different structure throughout.

Expanding

Score 4

The writing is progressing beyond basic sentences.

- The sentences are formed correctly.
- The sentences are effective in meeting the writer's purpose.
- The sentences begin in different ways or use different structure throughout.

Expanding

Score 3

The writing has basic, simple sentences.

- The writing contains simple, basic sentence(s).
- There are places where the sentences are effective and other places where they are not.
- The sentences begin the same way or use the same structure throughout.

Expanding

Score 2

The writing is progressing to basic sentences.

- Some words in the sentence are grammatically correct, however the sentence as a whole is not.
- Some words in the sentence are effective/belong, however other words do not make sense in this sentence-and/or belong.
- Some basic sentence sense is present.

Ready to Begin

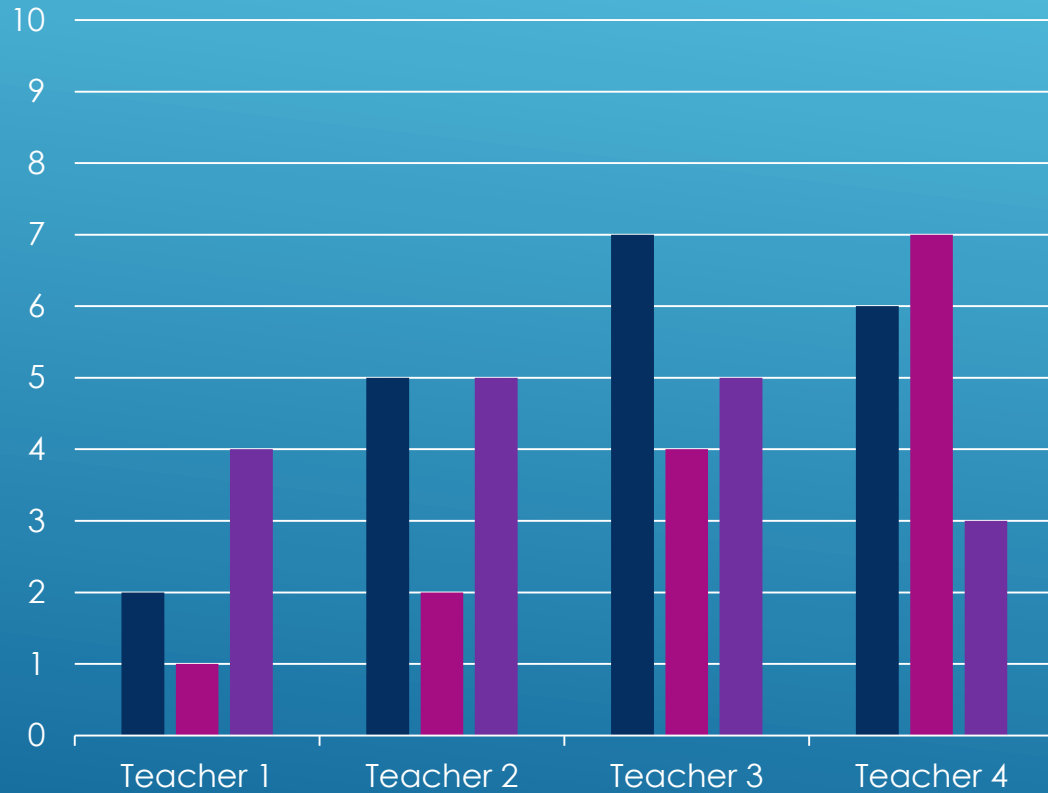
Score 1

The writing does not have sentences.

- The words, if present, do not form grammatical correct sentences.
- There is great difficulty "reading" the pictures or letters aloud.
- Random letters and letter combinations do not show sentence sense.

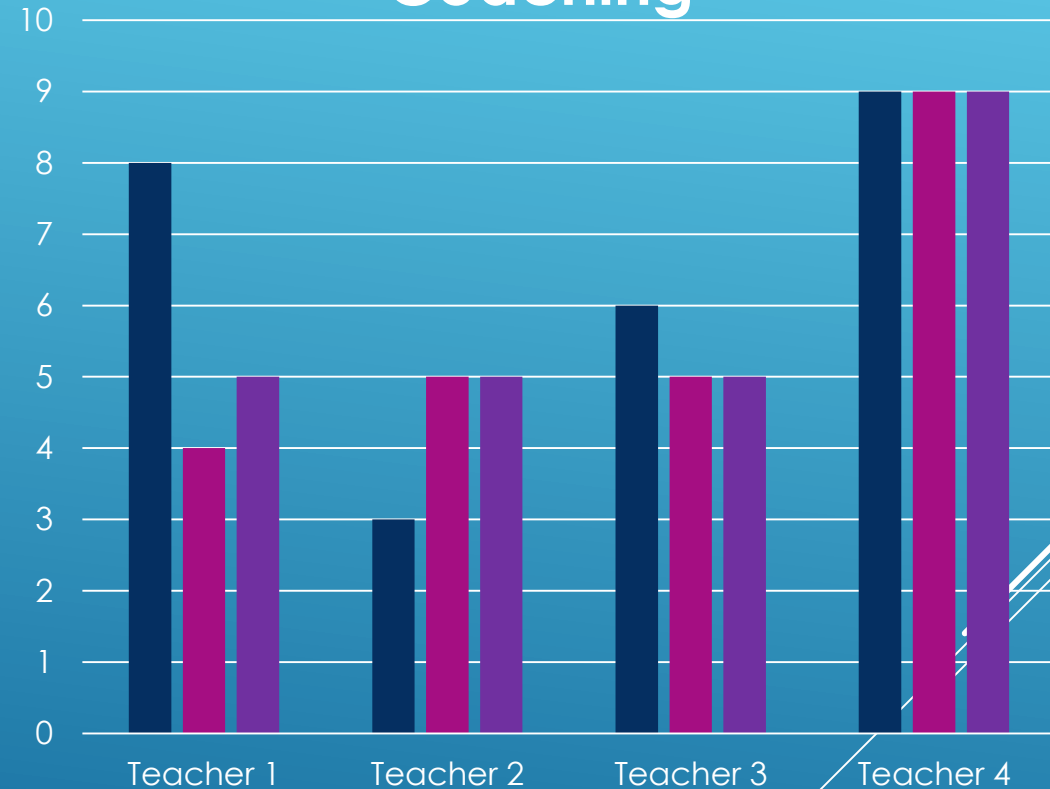
# Teaching Writing at CCS

## Term 1: Pre - Coaching



- Confidence
- Preparation
- Marking Criteria (fairness/accuracy)

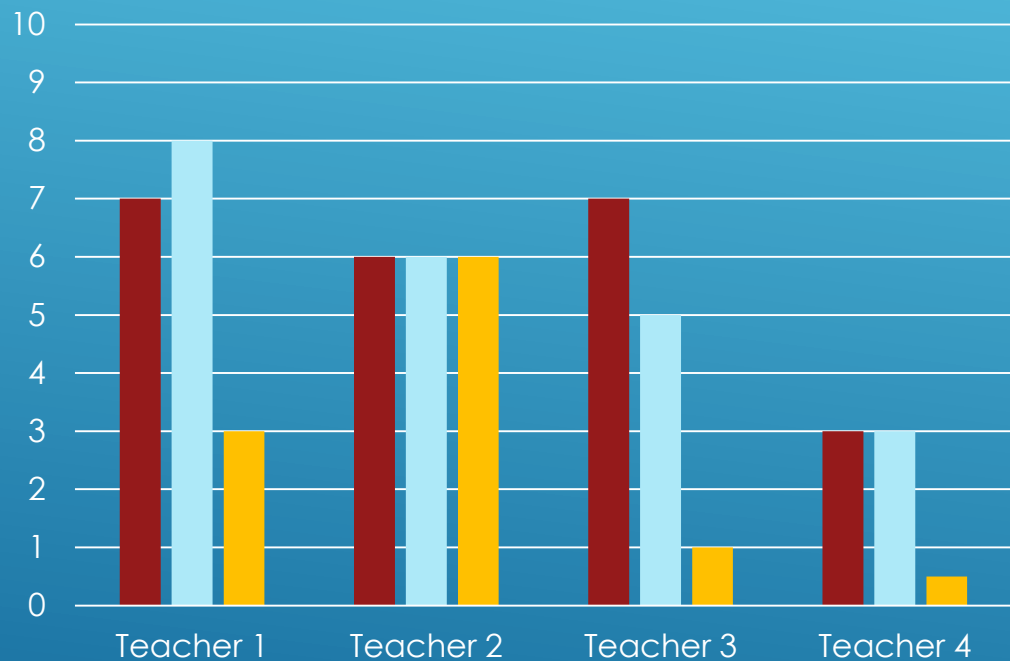
## Term 3: Post (some) Coaching



- Confidence
- Preparation
- Marking Criteria (fairness/accuracy)

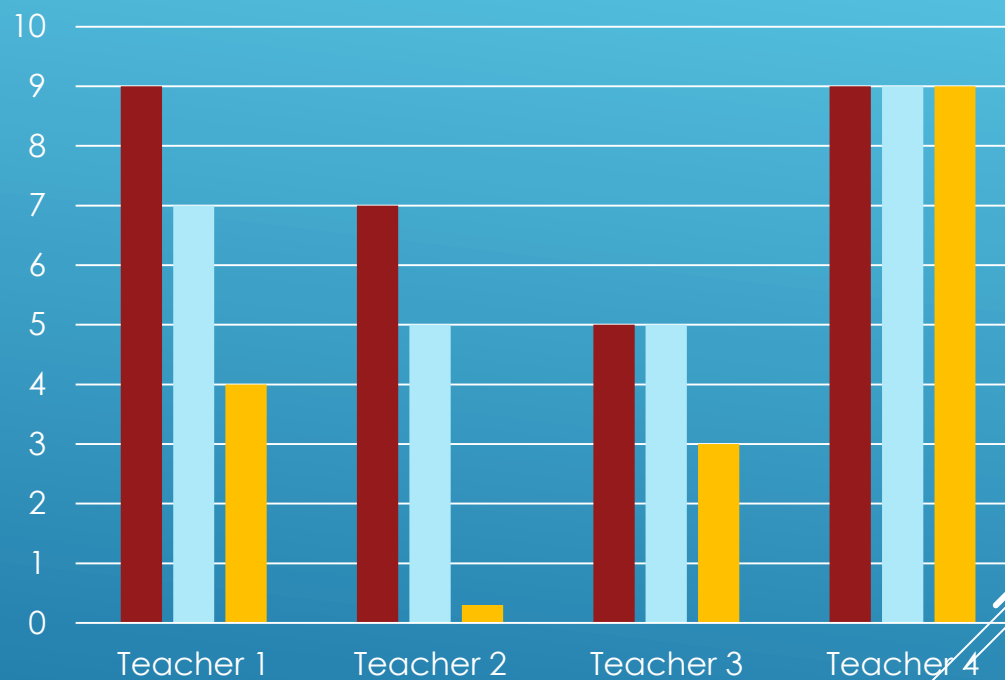
# Teacher's Opinion of Student Writing

## Term 1: Pre - Coaching

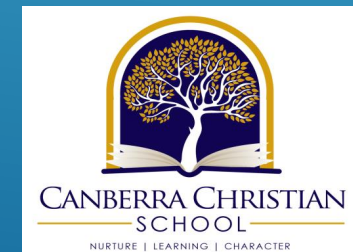


- Engagement
- Quality
- Understanding of Assessment

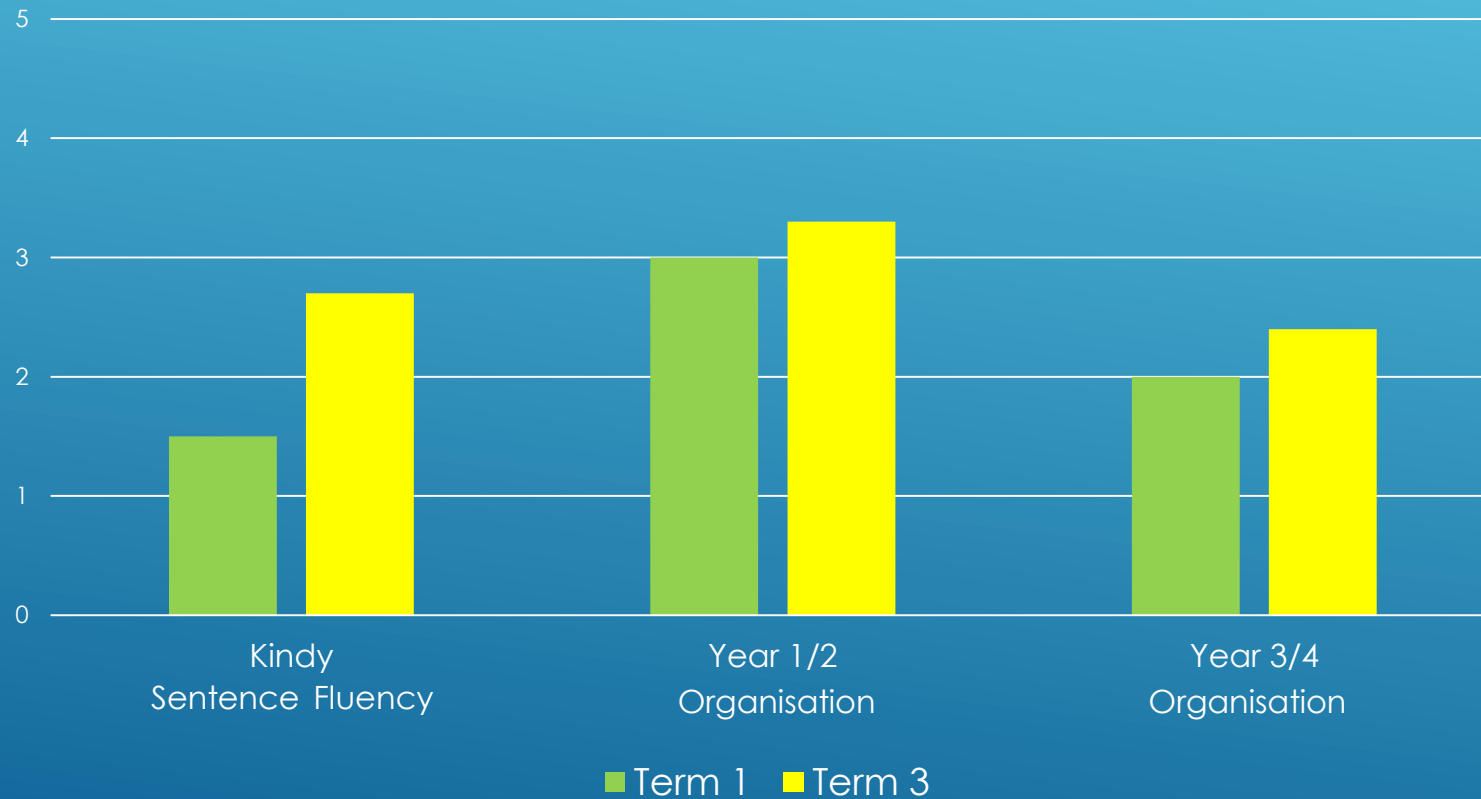
## Term 3: Post (some) Coaching



- Engagement
- Quality
- Understanding of Assessment



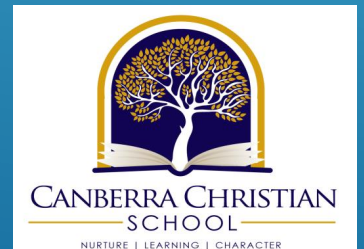
# Low-risk Writing Samples Pre and Post 6+1 Writing Traits Implementation



Brooke MJ

Hey guys! I just wanted to share some awesome news! I'm marking my kiddies Review Writing tonight and I'm just so proud of them! So many of them have improved so much, especially the ones who were on developing last term, they're now all on achieving or proficient. I can't believe it!!! They have been working so hard!!! I just wanted to share this awesomeness 🍷🍷🍷🍷

6:48 PM



# SUCCESSSES & CHALLENGES

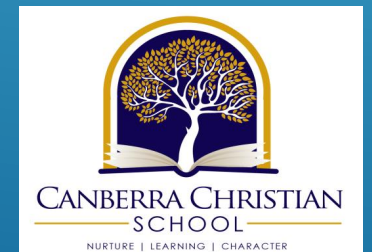
## What went well?

- Coaching meetings in Semester 1.
- Collection of data from teachers.
- Teachers that were willing to try new things.
- Writing coach and 2018 teacher attended 6+1 Traits of Writing PD here in Canberra.

## What could have gone better?

- Coaching meetings in Semester 2.
- Collection of data from students.
- Time, we always need more time.
- Really understanding the difference between low risk writing and writing of a particular text type.

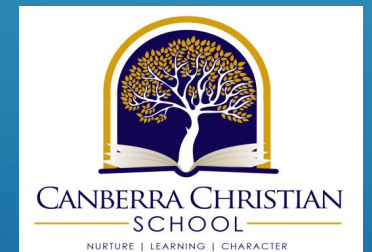
*"I don't want to think that I'm doing everything right, but I'm pretty content with what I have. Definitely continue writing coaching, as I found it really helpful. I was able to do it independently once coaching was stopped but it definitely helped having the weekly meetings to keep on top of it all. Thanks! I feel so much more confident now." - Teacher 4, Canberra Christian School*





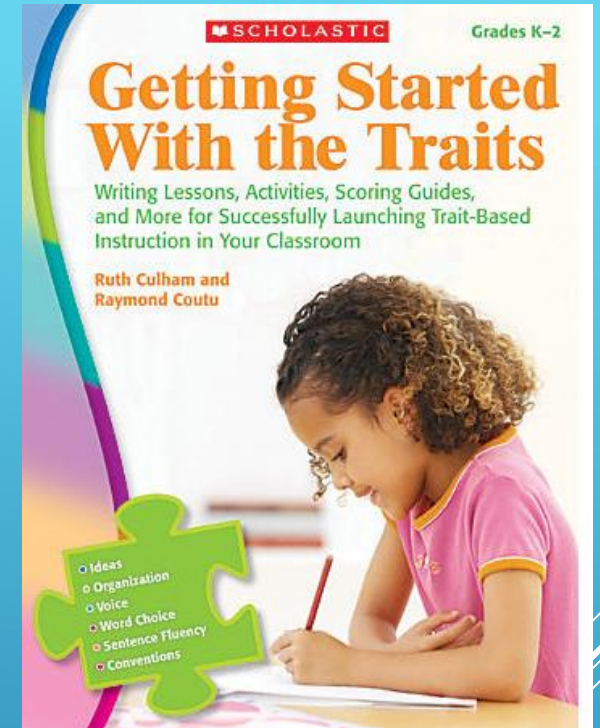
# Where do we go from here?

- ▶ Develop Scope and Sequence for Writing that includes the teaching of the 6+1 Traits.
- ▶ Gather data based on student feedback.
- ▶ Focus on teaching skills rather than teaching content. Use the content to teach the skills.
- ▶ Writing will be taught based on the skills needed rather than year level → Differentiation → Tiered learning.
- ▶ Coaching as a group rather than one-on-one. We are a small enough school, find 30 minutes a week to meet and work through things together.
- ▶ Educate teachers and students how to use the 6+1 Traits of Writing rubrics.



# Resources

- ▶ Culham, R. & Coutu, R. (2009) *Getting Started with the Traits*, Grades K-2. Scholastic.
- ▶ Culham, R. & Coutu, R. (2009) *Getting Started with the Traits*, Grades 3-5. Scholastic.
- ▶ Peha, S. *Teaching That Makes Sense: Welcome to Writer's Workshop*.  
[https://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20\(Full\).pdf](https://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf)



*This presentation reports on the findings from “The AISACT Literacy and Numeracy Coaching Academy (2017)”, funded by the Students First Support Fund.*