

POUDRE SCHOOL DISTRICT PROCEDURE FOR REQUESTING EVALUATION BY COMPOSITION AIDES

The Composition Aide Program of the Poudre School District provides professional readers for elementary and secondary teachers from all disciplines. The program is designed to:

- Increase the frequency of student writing;
- Provide students with an expanded audience and evaluation of their writing;
- Provide teachers with assistance in writing evaluation, using 6-Traits and teacher-generated rubrics.
- Standardize evaluation linked to CSAP evaluation.

Since its beginning in 1967, the Composition Aide Program has developed a partnership between the classroom teacher and the professional reader that provides constructive evaluation with the purpose of strengthening and supporting writing instruction. Composition aides are interviewed, trained, and supervised by Pat Woodward (secondary) and Lamb Caro (elementary), Curriculum and Instruction Facilitators for Language Arts. Graders are trained to use six-traits rubrics, but may also evaluate papers using teacher-generated rubrics. The final responsibility for assigning points or a grade to the student writing rests with the classroom teacher, yet the composition aide offers an objective analysis that follows the criteria of the teacher and the standards of the school district and the State of Colorado. This "outside" evaluation of the students' papers enlarges the audience and promotes consistency of evaluation and expectation across the district.

Elementary Schools

Teachers may make requests for grader evaluation using district six-trait rubrics or teacher generated rubrics on all-day grading days. All-day grading sessions will be conducted on Thursday throughout the year.

- **The teacher should call Cindy Ronan (Language Arts Secretary) at 490-3651 to reserve a date for papers to be graded.** If there are no more slots for papers on a specific day, Cindy will reserve a slot for those papers to be graded on the next available grading day.
- If a teacher-generated rubric is being used for evaluation, provide written instructions from the teacher to the graders. **Include assignment sheets, prompts, rubrics, and any other information you think will be helpful to the graders for the evaluation of the writing.** Additionally, the teacher should include one or two scored papers (one high, one low) to help give the graders an idea of how to apply the rubric. This will help the graders mark the paper in the appropriate manner and also help the graders align with the teacher's expectations.
- **Have students attach two rubrics to the back of their papers. Two different graders will read each paper. Make sure that each student's paper is clearly labeled with his or her name, teacher's name, and school. This helps us keep track of all the papers on a busy grading day.**
- **Teachers should complete a "Writing Assessment Request Form" (see attached) for each set of papers submitted.** Papers submitted without the request form and without rubrics will be returned to the teacher without evaluation. Illegible papers will not be evaluated. **Papers should then be sent to Cindy Ronan, Support Services Center** via inter-school mail or delivered. Papers should arrive at least 24 hours before the scheduled grading session.
- Papers graded during all-day sessions will be returned via inter-school mail within one to two days after the grading date.

Some schools and teachers have special project requests. **To arrange for special projects, contact Pat Woodward at 490-3648 (secondary), or Lamb Caro at 490-3127 (elementary).**

Secondary Schools

Teachers may submit papers for grading in **two ways**.

1. **Teachers may work with individual composition aides (graders) to evaluate papers using 6 traits or teacher-generated rubrics.** The following procedures are suggested for working with graders who will evaluate on a per-page basis. A list of these graders and their phone numbers will be given to department leaders at the beginning of each year.
 - Arrange a short conference between teacher and composition aide (grader) when first working together.
 - Try to make arrangements to help get papers to graders since they are not paid mileage for pick up or delivery of papers.

- **Have students attach an appropriate rubric to the back of their papers. Make sure that each student's paper is clearly labeled with his or her name, teacher's name, and school.**
- **Provide written instructions from the teacher to the grader using the "Writing Assessment Request" form. Attach assignment sheets, prompts, rubrics, and any other information you think will be helpful to the grader for the evaluation of the writing.** Additionally, the teacher should include one or two papers scored (one high, one low) to help give the grader an idea of how to apply the rubric. This will help the grader mark the paper in the appropriate manner and also help the grader align with the teacher's expectations. Illegible papers will not be evaluated. If it is required for the grader to read a short story or view a video to be prepared to evaluate the writing, the grader may add pages to compensate for her time at the rate of 6 pages = one hour.
- Composition aides are expected to return papers as quickly as possible. Papers should be returned within a week. Keep in mind what is a reasonable request for turn-around. Consider the amount of feedback required and the amount of papers to process. The graders will be paid a per-page rate for this type of evaluation.
- The teacher (whose papers were evaluated) or department leader will sign the grader's time card when papers are returned, making sure the number of pages charged is accurate and reasonable. The grader is responsible for turning in the time card when due.

2. Secondary Language Arts teachers may also submit papers for evaluation using six-trait rubrics or teacher-generated rubrics on all-day grading sessions. **All-day grading sessions will be conducted on Thursday throughout the school year,**

- From the list of scheduled grading days, the teacher should select a couple of dates that would most closely fit his or her schedule.
- Then **the teacher should call Cindy Ronan (Language Arts secretary) at 490-3651 to reserve a date for papers to be graded.** If there are no more slots for papers on a specific day, Cindy will reserve a slot for those papers to be graded on the next available grading day.
- If a teacher-generated rubric is being used for evaluation, provide written instructions from the teacher to the graders. **Include assignment sheets, prompts, rubrics, and any other information you think will be helpful to the graders for the evaluation of the writing.** Additionally, the teacher should include one or two scored papers (one high, one low) to help give the graders an idea of how to apply the rubric. This will help the graders mark the paper in the appropriate manner and also help the graders align with the teacher's expectations.
- **Have students attach an appropriate rubric to the front of their papers. Make sure that each student's paper is clearly labeled with his or her name, teacher's name, and school. This helps us keep track of all the papers on a busy grading day.**
- Teachers should **complete a "Writing Assessment Request Form" (see attached) for each set of papers submitted.** Papers submitted without the request form and without rubrics will be returned to the teacher without evaluation. Illegible papers will not be evaluated. **Papers should then be sent to Cindy Ronan, Support Services Center** via inter-school mail or delivered. Papers should arrive at least 24 hours before the scheduled grading session.

Papers graded during all-day sessions will be returned via inter-school mail within one to two school days after the grading date.

**WRITING ASSESSMENT
REQUEST FORM**

TEACHER _____ DATE _____
GRADE LEVEL _____ SCHOOL _____ NUMBER OF PAPERS SUBMITTED _____

INSTRUCTIONS:

1. **Contact Cindy Ronan at 490-3651 to schedule** a day for your papers to be assessed. Make sure the papers are delivered to SSC no later than 24 hours before the all-day grading session.
2. **Make sure that each student's paper is clearly labeled with his or her name, teacher's name, and school.** This helps us keep track of all the papers on a busy grading day.
3. **Have students staple the appropriate rubric on top of writing to be assessed.** Only submit writing that is polished and reflects the student's **best, revised work**. The final copy must be legible or typed, double-spaced, using 12 point font in an appropriate style (no script or symbol styles). **Graders will return, ungraded, essays that are illegible. Graders are not able to assess primary writing (grades K-2) where writing does not contain at least three to five sentences organized as a main idea and supporting details.**
4. **Attach a copy of the writing prompt and instructions given to your students.**
5. **Circle type of rubric to be used.**

Six-trait rubric **Teacher-Generated Rubric*

**If a teacher-generated rubric is used, also provide written instruction to the graders including assignment sheets, prompts, and any other information that would be helpful. Also include at least two scored papers to help graders align with the teacher expectations.*

6. **Circle the area(s) below you'd like to have graders respond to:**

Ideas/Content	Organization	Voice
Word Choice	Sentence Fluency	Conventions
All	*As defined on teacher rubric	

7. **Special Instructions and/or Comments:**