
EVALUATION IN A WRITING PROGRAM: AN INTEGRATED APPROACH

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The presentation described the approach used by a school district, with a student enrollment of 9,000, to assess writing in K-12 within the context of an English Language Arts Program Review.

The program review was conducted in accordance with the district's policy. That policy identifies the purposes of a program review and the principles and guidelines which must be observed in the review. The district conducted the review in a manner that was intended to be supportive of and consistent with an integrated (whole language) English Language Arts program. Consequently, they conducted the assessment of writing in conjunction with assessment of three other strands of language development, namely reading, listening, and speaking. Furthermore, they collected writing assessment data on both the writing process and the writing product. And, in accordance with district policy, they also collected data on classroom instructional practices, including student evaluation and reporting.

Data collection included questionnaires (all English Language Arts teachers, students in selected grades and their parents), classroom observation (over 70 classrooms in K-12), interviews, achievement tests (provincially developed instruments to assess reading and writing) and samples of writing collected in classrooms during the Fall term of 1988.

Assessment materials were distributed to participants and reviewed through presentation and discussion.