

From KENTUCKY WRITING HANDBOOK, draft 09/06

### **Reflective Writing**

The new Program of Studies and Core Content for Assessment describe the goals of reflective writing:

"Students will analyze and communicate reflectively about literacy goals."

*Program of Studies*

In Reflective Writing, students will

- evaluate personal progress toward meeting goals in literacy skills
- develop the connection between literacy skills (reading and writing) and understanding of content knowledge
- describe their own literacy skills, strategies, processes or areas of growth
- analyze own decisions about literacy goals
- evaluate own strengths and areas for growth
- support claims about self

*Core Content for Assessment 4.1*

In **no way** is this Core Content 4.1 a checklist for students. The reflective piece might address some of these indicators, but in no way could the piece address them all and remained focused. Because students should be writing reflectively in many situations, they will meet these indicators differently.

### **What is the purpose for the reflective piece in the Writing Assessment Portfolio?**

The purpose of the reflective piece is for students to analyze their growth as writers through the "lens" of literacy growth and goals. Given that purpose, students may focus the pieces many ways.

The **focus** is the way a writer achieves the **purpose**.

Purpose and focus work similarly in all categories of writing, so perhaps this will be easier to understand by looking at a category with which all teachers are very familiar—personal writing—and making the same connection with reflective writing.

Think about it like this:

In personal writing, a student may have as his purpose to analyze the significance of a relationship, let's say, with his grandmother. While that is his purpose, he may focus the piece in many ways.

- He might focus on a particular summer he spent with his grandmother that was particularly special.