

PART IV

WRITING ACROSS THE DISCIPLINES

- **Interdisciplinary Writing Framework**
- **Overview Of Writing Across The Disciplines**

INTERDISCIPLINARY WRITING FRAMEWORK

The writing goal for the second generation of the CAPT is based on the following writing framework from the first generation of the test. The writing framework is based on the belief that students should be able to write for different purposes and for different audiences. Three major purposes for writing are included: (1) to express personal ideas, (2) to inform and (3) to persuade. The three purposes for writing parallel the three purposes for reading contained in the reading framework.

The writing framework identifies the stages of the writing process leading to the development of any piece of writing. These three stages include (1) generating ideas, (2) developing and clarifying ideas and (3) proofreading. The framework, which outlines the process, is structured to show that in actual practice a writer moves back and forth between and among these stages. The writing framework implies that both process and product are important to address during writing instruction.

The questions within each cell of the matrix illustrate the questions writers ask themselves as they develop pieces of writing. The questions also serve to guide the development of assessment items and tasks on the CAPT that reflect important writing processes. This matrix is useful to teachers in all subject areas as they prepare students to write about a topic or for reading.

Generating Ideas	Developing/Clarifying Ideas	Proofreading
Requires the writer to select and limit topics, draw upon personal knowledge as well as other sources, set purposes and define his or her audience.	Requires the writer to develop, clarify, organize and support ideas; to rethink his or her writing; to make changes to improve content and form.	Requires the writer to assess a piece of writing in terms of accepted standards for paragraphing, sentence structure and the mechanics of written English.
What do I know about the topic? Who is my audience and what do they know about this topic? What do I want to accomplish with this piece of writing? How should I organize my ideas? Have I tried various strategies for generating ideas?	Will my audience understand my ideas? Have I expressed my ideas clearly? Have I used words that are clear and expressive? Have I fully developed and explained my ideas? Have I supported the points I'm trying to make? How can I improve this piece? How can I organize my ideas effectively? Are there new ideas I might include? Are the length and structure of my sentences appropriate for my purpose? Do I believe what I wrote? Have I accomplished what I set out to do?	Have I written in complete sentences? Have I inserted paragraphs where they belong? Have I employed correct punctuation, capitalization, spelling and usage? Have I used proper sentence construction? Have I used appropriate transition words or phrases to complete a logical progression of ideas? Can I clarify the meaning of a sentence by selecting a word or phrase that is more clear, precise or logical?

OVERVIEW OF WRITING ACROSS THE DISCIPLINES

The goal of writing instruction is to ensure that students write for different audiences and for different purposes, not only to express ideas but also to inform and to persuade. They must be able to write using standard English. They must also be able to gather information from various sources, evaluate the information and use that in developing a persuasive piece of writing. In producing a final piece of writing, students demonstrate skills of revision and editing in context.

The writing across the disciplines goal of the second generation of the CAPT is composed of interdisciplinary writing and editing, and revision. The interdisciplinary writing tasks offer students opportunities to develop persuasive letters on two different topics. Subject matter will be drawn from many different disciplines (art, music, social sciences, science and history, for example). This test mirrors the types of reading and writing that students encounter in all subjects, as well as in their personal reading.

The second task of writing across the disciplines is editing and revision. This task, similar to the first generation CAPT, asks students to answer a series of multiple-choice questions about a passage with embedded errors. They are asked to select the best choice for each selection. Revising and editing usually are activities that are part of the process of writing and are not usually discrete skills. On this assessment, this task is used because students are only given enough time to produce a draft for their response. In a classroom situation, students should be required to revise and edit their writing as part of a process leading to publication. Holistic scoring of the writing task and the time frame of the task do not allow for this to occur on the CAPT.