**INSTRUCTIONAL RESOURCES**Writing with Evidence Day 2

Directions

1. Review student writing samples—either ones you brought or the **Student Writing Samples** resource
2. Use the [Argument Writing Task Rubric (6–12)](#argumentwritingtaskrubric) on page 2 to determine strengths and opportunities for feedback
3. Use sentence frames to communicate what you’re seeing in student writing—for example:  
   *In order to better align to the demands of the rubric, it looks like students may need . . .*

Argument Writing Task Rubric (6–12)

|  |  |  |  |  |  |
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| **Score** | **4**  **Exceeding** | **3**  **Accomplishing** | **2**  **Progressing** | **1**  **Attempting** | **NS**  **Non-scorable** |
| **Focus** | The writing is strongly and consistently focused on responding to the essential question and meeting all of the task demands.  The writing puts forth a substantive and credible claim that thoroughly responds to the essential question. | The writing is focused on responding to the essential question and meeting the task demands.  The writing puts forth a credible claim that adequately responds to the essential question. | The writing is somewhat focused on responding to the essential question and meeting some of the task demands.  The writing puts forth a weak claim in response to the essential question. | The writing is not focused on addressing the essential question or meeting the task demands.  The writing does not put forth a claim in response to the essential question or puts forth a claim that is unclear. | The writing is insufficient in length/content, or the response includes copied text.  The writing is off-topic or off-purpose.  The response cannot be read. |
| **Development of ideas** | The response provides thorough and convincing elaboration of support for the claim or argument, including reasoned, in-depth analysis.  The organizational pattern strongly supports the reasoning behind the claim. | The response provides adequate elaboration of support for the claim or argument.  The organizational pattern adequately supports the reasoning behind the claim. | The response provides insufficient elaboration of support for the claim or argument.  The organizational pattern weakly supports the reasoning behind the claim. | The response provides little or no elaboration of support for the claim or argument.  An organizational pattern is not present or does not support the reasoning behind the claim. | The response is of insufficient in length/content, or it includes copied text.  The response is off-topic or off-purpose.  The response cannot be read. |
| **Use of text evidence** | The writing supports the claim with comprehensive evidence from the source material that is relevant and specific.  The writing accurately quotes or paraphrases from source materials and cites sources using available resources. | The writing supports the claim with evidence from the source material that is accurate and relevant to the essential question.  The writing appropriately quotes or paraphrases from source materials and cites sources using available resources. | The writing supports the claim with evidence from the source material that is inconsistently accurate or relevant to the essential question.  The writing contains improper quoting or paraphrasing of source materials. Some sources are cited. | The writing does not attempt to use evidence from the source material to support the claim or uses evidence that is inaccurate or irrelevant.  The writing does not provide quoting or paraphrasing of source materials. No citations are present. | The writing is insufficient in length/content, or the response includes copied text.  The writing is off-topic or off-purpose.  The response cannot be read. |
| **Language use** | The writing contains skillful use of academic language and key words from source materials in a way that is precise, interesting, and appropriate for the tone and purpose.  The writing reflects a strong command of standard English conventions with no or few errors. | The writing contains some use of academic language and key words from source materials that is sometimes appropriate for the tone and purpose.  The writing reflects a command of standard English conventions with few errors. | The writing contains insufficient use of academic language and key words from source materials in a way that is appropriate for the tone and purpose.  The writing contains errors in standard English conventions that sometimes distract the reader. | The writing does not include academic language or key words. Use of language is inappropriate for tone and purpose.  The writing contains errors in standard English conventions that often distract the reader. | The writing is insufficient in length/content, or the response includes copied text.  The writing is off-topic or off-purpose.  The response cannot be read. |

Approach 1: Compare Student Work with the Rubric

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| --- | --- | --- | --- |
| Diagnose student needs by comparing student writing samples with the expectations on the [Argument Task Writing Rubric (6–12)](#argumentwritingtaskrubric). Use diagnosed student needs to plan formative writing opportunities. | | | |
| **Diagnosis from rubric**  Students need support . . . | **Lesson-planning considerations** | **Possible tool(s)** | **Lesson section** |
| **Understanding the prompt** | * How can I make sure that students know both *what* to write and *how* to write? * Does the prompt need revision? | * Students (or teacher team) “audit” and revise prompt for content, writing mode, and writing process and then put into their own words how they would successfully answer the prompt | * **At first:** middle of lesson * **After practice:** warm-ups or exit tickets |
| **Finding focus** | * How can my students practice gathering evidence to answer the content-based essential question(s)? * How will I support students to express a claim and reasoning to answer the essential question(s)? | When reading/viewing source(s), use the [Cornell note-taking template](http://lsc.cornell.edu/study-skills/cornell-note-taking-system/), with cues for:   * Essential question(s) * Key evidence from source(s) * Summary frame with claim and reasoning frame that answers essential question(s) | * Middle of lesson |
| **Developing ideas** | How can my students show their understanding of the content by developing in-depth reasoning that supports a claim? | * Day 1 sentence and paragraph strategies | * Exit ticket |
| **Using evidence** | How can my students show their understanding of the content by finding relevant quotes, paraphrased passages, or data from the provided sources? | * Graphic organizers to guide reading/viewing of sources for evidence | * Middle of lesson |
| **Using academic vocabulary** | How can my students show their understanding of how to accurately use content-specific vocabulary? | * Science notebooks * Driving questions | * Warm-ups or exit ticket |
| **Other** |  |  |  |

Approach 2: Backward-Plan from a Summative Task

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| --- | --- | --- | --- |
| Anticipate formative writing opportunities (backward-plan) from a summative task prompt. The task prompt could be from your curriculum or from future tasks that students will encounter. | | | |
| **Summative task prompt example:** *Based on the information from the video “In the Valley of the Wolves” and other provided resources, answer the question: Are wolves really a keystone species in Yellowstone? Write at least one paragraph to answer this question. State a claim and elaborate with in-depth reasoning. Support your claim and reasoning by including specific and relevant cited evidence (quotes, paraphrased passages, and/or data) from the provided resources. Cite your evidence using MLA formatting conventions. In your writing, use at least 3–5 words from our academic vocabulary list to help develop a clear, precise, and detailed argument.* | | | |
| **Anticipated needs from**  **parts of “Wolves” prompt**  Students will need support with . . . | **Lesson-planning considerations** | **Possible tool(s)** | **Lesson section** |
| **Use academic vocabulary:** *In your writing, use at least 3-5 words from our academic vocabulary list to help develop a clear, precise, and detailed argument.* | * How will I share relevant vocabulary (content and writing technical terms) with students? * How will students demonstrate understanding of vocabulary? | * Science Notebooks * Driving questions | * Warm-ups |
| **Gather evidence from sources:** *Based on the information from the video “In the Valley of the Wolves” and other provided resources, answer the question: Are wolves really a keystone species in Yellowstone?* | When students read/watch sources:   * How will they know what content evidence to find? * How will they demonstrate understanding of the content evidence? | * Guided notes | * Middle of lesson |
| **State claim and elaborate reasoning:** *Are wolves really a keystone species in Yellowstone? Write at least one paragraph to answer this question. State a claim and elaborate with in-depth reasoning.* | * After students read/watch sources, how can they practice using claim and reasoning to demonstrate content knowledge? * What sentence or paragraph supports may be helpful? | * Sentence-level strategies (e.g., Day 1 strategy) | * Exit ticket |
| **Other** |  |  |  |

Approach 3: Observe Formative Response Patterns

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| --- | --- | --- | --- |
| Diagnose student needs from patterns arising from responses occurring during formative activities (e.g., patterns that arise from using feedback strategies). Use diagnosed student needs to plan subsequent formative writing opportunities. | | | |
| **Diagnosis from formative activities**  Students need support . . . | **Lesson-planning considerations** | **Possible tool(s)** | **Lesson section** |
| **Understanding the prompt** | * How can I make sure that students know both *what* to write and *how* to write? * Does the prompt need revision? | * Students (or teacher team) “audit” and revise the prompt for content, writing mode, and writing process and then put into their own words how they would successfully answer the prompt | * At first: middle of lesson * After practice: warm-ups or exit tickets |
| **Stating a claim** | How can students practice stating a clear, precise claim? | * “[Star and Stair](#starsandstairs)” or “[That’s Good! Now](#thatsgoodnowthis) This” strategy with anonymous student samples to point out areas of strengths and greatest need |
| **Developing reasoning** | How can students practice developing  in-depth reasoning? |
| **Using evidence** | How do I help students use relevant pieces of evidence that support their claim and reasoning? |
| **Other** |  |  |  |

Other Feedback Resources

**Stars and Stairs**

A star indicates success. A stair states the steps to address the greatest area of need. Both are expressed in rubric language.

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| --- | --- | --- | --- |
| Name: | | Date: | |
| **Area of greatest strength** |  | **Area of opportunity** |  |
|  |  |

**That’s Good! Now This**

This formative feedback tool can be used throughout the learning activity.

|  |  |
| --- | --- |
| Name: | Date: |
| **My comments**  (use rubric language) | **My teacher’s comments**  (use rubric language) |
| What I did: | That’s good! (area of greatest strength): |
| Please notice: | Now this (area of opportunity): |

Learning Dialogue

Use this section to document feedback interactions. It can be adapted to include feedback from others, including peers, and additional rounds of feedback.

|  |  |
| --- | --- |
| Name: | Assignment: |
| Feedback focus (connect to rubric language): | |
| **My opinion** | **Feedback** |
| Date/time: | Feedback provider: |
| Strengths: | Strengths: |
| I still need to work on: | Work on (greatest area of need): |
| What I will do now: | |
| Feedback focus (connect to rubric language): | |
| **My opinion** | **Feedback** |
| Date/time: | Feedback provider: |
| Strengths: | Strengths: |
| I still need to work on: | Work on (greatest area of need): |
| What I will do now: | |



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