



FSA Writing Professional Development

Secondary Session



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Agenda

- Objectives
- Gaining an Understanding of the Task
- Modeling
 - Scoring student responses
 - Determining strengths and weaknesses of the response
 - Developing annotations for responses
- Scoring student responses
 - Opinion/Argumentative
 - Explanatory/Informational
- Wrap-Up/Reflection

Learning Goals and Objectives

- **Overall Goal:** Teachers will be able to evaluate student writing based on the standards and the Florida Standards Assessment (FSA) writing rubrics in order to provide targeted instruction to develop college and career-ready writers.
 - Participants will identify strengths and weaknesses in student responses based on the standards and rubrics.
 - Participants will develop annotations for student responses based on the rubric that reflect specific strengths and weaknesses of the responses.
 - Participants will identify and evaluate explicit, targeted instructional strategies to improve student writing.

Gaining Understanding of the Task...

- College and career readiness requires the ability to perform on a standardized assessment.
 - ACT/SAT
 - Professional exams
 - Career academy and technical exams
 - Pre-hiring exams

Gaining Understanding of the Task...

- Plug your flash drive into your personal device.
- Open the folder for your grade level.
- You have 35 minutes to read the documents and develop your response.
- Save your response to your device – PLEASE DO NOT SAVE TO THE FLASH DRIVE.

Gaining Understanding of the Task...

- Reflection – Discuss at your tables:
 - What did you need to know and be able to do to be successful?
 - What are the benefits?
 - In what areas do you think most students will be successful?
 - What will you need to target instructionally for most students?
 - What will you need to target instructionally for struggling students?

Modeling: Using the Rubric to Score Responses and Using an Instructional Lens

- Reviewing the standards and the rubrics
 - Compare the standards with the rubrics – how are the standards reflected in the rubrics?
 - Components of the “Analytic” rubric
 - Criteria of the score points of each component
- Scoring the student response according to the rubric
- Thinking about instruction – how can instruction in the standards along with using the rubric as a tool help students move toward a “4”?

The 4-5 Rubric for Opinion Writing

Grades 4-5 Opinion Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following: - Strongly maintained opinion with little or no loosely related material - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas - Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following: - Relevant evidence integrated smoothly and thoroughly with references to sources - Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text - Clear and effective expression of ideas, using precise language - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose - Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following: - A maintained opinion, though some loosely related material may be present - Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion	The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following: - Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent - Adequate use of some elaborative techniques - Adequate expression of ideas, employing a mix of precise and general language - Domain-specific vocabulary generally appropriate for the audience and purpose - Some variation in sentence structure	

The 4-5 Rubric for Opinion Writing

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following: - Partially focused opinion but insufficiently sustained or unclear - Inconsistent use of transitional strategies with little variety - Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following: - Weakly integrated evidence from sources and erratic or irrelevant references - Repetitive or ineffective use of elaborative techniques - Imprecise or simplistic expression of ideas - Inappropriate or ineffective domain-specific vocabulary - Sentences possibly limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: - Some minor errors in usage but no patterns of errors - Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following: - Absent, confusing, or ambiguous opinion - Frequent extraneous ideas impeding understanding - Few or no transitional strategies - Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following: - Minimal, absent, erroneous, or irrelevant evidence from the source material - Expression of ideas that is vague, unclear, or confusing - Limited or inappropriate language or domain-specific vocabulary - Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: - Various errors in usage - Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

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The 4-5 Rubric for Informative/Explanatory Writing

Grades 4–5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: - Strongly maintained controlling idea with little or no loosely related material - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas - Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: - Relevant evidence integrated smoothly and thoroughly with references to sources - Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text - Clear and effective expression of ideas, using precise language - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose - Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following: - Maintained controlling idea, though some loosely related material may be present - Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following: - Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent - Adequate use of some elaborative techniques - Adequate expression of ideas, employing a mix of precise and general language - Domain-specific vocabulary generally appropriate for the audience and purpose - Some variation in sentence structure	

The 4-5 Rubric for Informative/Explanatory Writing

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following: - Partially focused controlling idea, but insufficiently sustained or unclear - Inconsistent use of transitional strategies with little variety - Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following: - Weakly integrated evidence from sources and erratic or irrelevant references - Repetitive or ineffective use of elaborative techniques - Imprecise or simplistic expression of ideas - Inappropriate or ineffective domain-specific vocabulary - Sentences possibly limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: - Some minor errors in usage, but no patterns of errors - Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following: - Confusing or ambiguous ideas - Frequent extraneous ideas impeding understanding - Few or no transitional strategies - Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following: - Minimal, absent, erroneous, or irrelevant evidence from the source material - Expression of ideas that is vague, lacks clarity, or is confusing - Limited or inappropriate language or domain-specific vocabulary - Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: - Various errors in usage - Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

The 6-11 Rubric for Argumentative Writing

Grades 6–11 Argumentation Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following: • Strongly maintained claim with little or no loosely related material • Clearly addressed alternate or opposing claims* • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained	The response provides thorough, convincing, and credible support, citing evidence for the writer's claim that includes the effective use of sources, facts, and details. The response includes most of the following: • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following: • Maintained claim, though some loosely related material may be present • Alternate or opposing claims included but may not be completely addressed* • Adequate use of a variety of transitional to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and tone established	The response provides adequate support, citing evidence for the writer's claim that includes the use of sources, facts, and details. The response includes most of the following: • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure	

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The 6-11 Rubric for Argumentative Writing

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following: • Focused claim but insufficiently sustained or unclear • Insufficiently addressed alternate or opposing claims* • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the writer's claim that includes partial use of sources, facts, and details. The response may include the following: • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following: • Absent, confusing, or ambiguous claim • Missing alternate or opposing claims* • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the writer's claim, including little if any use of sources, facts, and details. The response may include the following: • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

*Not applicable at grade 6

The 6-11 Rubric for Informative/Explanatory Writing

Grades 6-11 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: - Strongly maintained controlling idea with little or no loosely related material - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas - Logical progression of ideas from beginning to end with a satisfying introduction and conclusion - Appropriate style and objective tone established and maintained	The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: - Smoothly integrated, thorough, and relevant evidence, including precise references to sources - Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text - Clear and effective expression of ideas, using precise language - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose - Varied sentence structure, demonstrating language facility	
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Continued on the following page			

*Not applicable at grade 6

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0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

Modeling: Using the Rubric to Score Responses Using an Instructional Lens

- Review the student response looking for general strengths and instructional needs.
- Use the rubric to score the paper.
- Use the rubric to quantify the instructional strengths and weaknesses of the response so that instructional decisions can be made.
- Create annotations for the student response that justify the scoring based on the instructional strengths and weaknesses noted.
- Jot down any instructional practices that might be helpful to strengthen the response.

- **7th Grade – Argumentative**

- **Write an argumentative essay in which you reflect whether Marie Curie or Louis Pasteur made more significant contributions to society. Your essay must include relevant (be based on) ideas, concepts and information from the passage set (both texts/passages).**

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- Revise and edit your response.

Be sure to

- include a claim;
 - address counterclaims;
 - use evidence from multiple sources; and
 - avoid overly relying on one source.
- **Type your response in the space provided. You have one class period to read, plan, write, revise and edit your response.**

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Marie Curie Biography

Marie Curie was a Polish scientist who won a Nobel prize in both chemistry and physics. She was the first female professor of the University of Paris, and made ground-breaking work in the field of radioactivity.

“Humanity needs practical men who get the most out of their work and without forgetting the general good, safeguard their own interests. But humanity also needs dreamers, for whom the disinterested development of an enterprise is so captivating that it becomes impossible for them to devote their care to their own material profit.” - Marie Curie

Marie Sklodowska was the youngest of five children, born in 1867 in Warsaw, Poland. She was brought up in a poor but well-educated family. Marie excelled in her studies and won many prizes. At an early age she became committed to the ideal of Polish independence from Russia which was currently ruling Poland with an iron fist, and in particular making life difficult for intellectuals. She yearned to be able to teach fellow Polish women who were mostly condemned to zero education.

Marie Curie Biography

Unusual for women at that time, Marie took an interest in chemistry and biology. Since opportunities in Poland for further study were limited, Marie went to Paris, where after working as a governess she was able to study at the Sorbonne, Paris. Struggling to learn in French, Marie threw herself into her studies, leading an ascetic life dedicated to studying. She went on to get a degree in physics and finish top in her school. She later got a degree in mathematics, finishing second in her school year.

It was in Paris that she met Pierre Curie, who was then chief of the laboratory at the school of Physics and Chemistry. He was a renowned chemist who had conducted many experiments on crystals and electronics. Pierre was smitten with the young Marie and asked her to marry him. The unromantic Marie initially refused but after persistence from Pierre she relented. The two would later become inseparable until Pierre's untimely death.

Marie Curie's work on Radioactivity

Marie pursued studies in radioactivity. In 1898, this led to the discovery of two new elements. One of which she named polonium after her home country.

There then followed four years of extensive study into the properties of radium. Using dumped uranium tailings from a nearby mine, they were very slowly and painstakingly able to extract a decigram of radium.

Radium was discovered to have remarkable impacts. Marie actually suffered burns from the rays. It was from this discovery of radium and its properties that the science of radiation was able to develop, using the properties of radium to burn away diseased cells in the body. Initially radiotherapy was called 'currietherapy.'

The Curies agreed to give away their secret freely; they did not wish to patent such a valuable element. The element was soon in high demand and it began industrial scale production.

Marie Curie's work on Radioactivity

For their discovery they were awarded the Davy Medal (Britain) and the Nobel Prize for physics in 1903.

In 1905, Pierre was killed in a road accident, leaving Marie to look after the laboratory and her two children.

In 1911, she was awarded a second Nobel Prize in Chemistry for the discovery of actinium and further studies on radium and polonium.

The success of Marie Curie also brought considerable hostility, criticism and suspicion from a male dominated science world. She suffered from the malicious rumors and accusations that flew around.

The onset of World War I in 1914, led to Marie Curie dedicating her time to the installation of x-ray machines in hospitals. Marie understood that x-ray machines would easily be able to locate shrapnel, enabling better treatment for soldiers. By the end of the First World War over a million soldiers had been examined by her x-ray units.

Marie Curie's work on Radioactivity

At the end of the First World War she returned to the Institute of Radium in Paris and also took great pride in serving the fledgling League of Nations. She also published a book on radioactivity which encompassed her great ideas on science.

Marie Curie died in 1934, from cancer. It was an unfortunate side effect of her own ground-breaking studies into radiation which were to help so many people.

Marie Curie pushed back many frontiers in science; and at the same time set a new bar for female academic and scientific achievement.

Citation : Pettinger, Tejvan, "Biography of Marie Curie", Oxford, UK – Biography Online Last updated 15th June. 201

Louis Pasteur Biography

Louis Pasteur (1822 – 1895)

Louis Pasteur worked tirelessly to develop antidotes and cures to many dangerous illnesses such as anthrax and rabies. He also successfully invented a way to pasteurize milk and make it safe from tuberculosis.

Louis Pasteur was born in Dole, France. He was a conscientious and hardworking student, though not considered exceptional. One of his professors called him 'mediocre.' He received a doctorate in 1847, and after obtaining posts at Strasbourg, Lille and Paris he spent much time researching aspects of Chemistry. One key discovery related to research on tartrate acid, showing the crystals contained a mirror image of right-handed and left handed isomers.

Louis Pasteur Biography

His most important discoveries were in the field of germ study. He showed that germs required certain micro-organisms to develop; using this knowledge he found that the fermentation of yeast could be delayed. Louis Pasteur then turned to practical ways of killing bacteria in liquids such as milk. His process of pasteurization successfully killed bacteria in milk without destroying milk protein. This was a radical discovery and made drinking milk safe. The process of pasteurization was named after him and it saved many lives.

Louis Pasteur was a great believer in hard work. Never content to rest on his laurels, he continued to work very hard in his laboratory to develop more cures. He said in advice to other scientists:

“An individual who gets used to hard work can thereafter never live without it. Work is the foundation of everything in this world.”

Louis Pasteur Biography

Louis Pasteur next created a cure for anthrax – a disease that mainly affects cattle. He found that by giving cattle a weakened form of the illness they were able to develop immunity to the illness.

This success encouraged him to develop a cure for rabies – a very common disease at the time. Using similar principles, he developed a weakened strain of the disease. Testing on animals affected with rabies was successful, however he was reluctant to test on humans for fear it might not work. At one point he considered testing on himself by subjecting himself to rabies and then trying his cure. However, before he could implement his scheme a young boy was brought to him who had been bitten 14 times by a rabid dog. His parents agreed to try the uncertain new technique. His treatment was a success and news of the treatment soon spread. Over 350 people came to Louis Pasteur for treatment. Louis and his team of scientists worked around the clock to save the people who had contracted rabies.

Louis Pasteur Biography

There was only one failure, a ten-year-old girl Louise Pelletier. Louis knew the disease was too advanced when she came to him but he tried to save her nevertheless. The girl died in his arms, and with tears in his eyes, the great scientist said to her parents, “I did so wish I could have saved your little one.” It was testament to the big heart of the famous scientist that he took so much interest in his patients.

In 1888, friends and supporters funded an institute for the treatment of rabies. Louis Pasteur successfully campaigned for better research facilities for scientists. His pleas of more funding were heard by Napoleon III. Louis Pasteur argued that, “Physicists and chemists without laboratories are like soldiers without arms on the battlefield.

Louis died in 1895, aged 73. On his last day he remarked:

“I should like to be younger, so as to devote myself with new ardor to the study of new diseases.”

Louis Pasteur Biography

Louis Pasteur had great faith in the good nature of humans. He worked tirelessly to deliver real benefits for the treatment of infectious diseases. More than any other person, Louis Pasteur helped to increase the life expectancy of man in the late nineteenth and early twentieth century.

Citation : Pettinger, Tejvan. "Biography of Louis Pasteur ", Oxford, Biography Online, 18th Feb. 2008.

Two people that made big contrubutions were Marie Curie and Louis Pasteur. I think they both are amazing people but if I had to pick on of them it would be Marie Curie. There are many reasons why I picked her. Its not just because she is a girl or the way she looks, its because I think she made more contributions to the society.

The first reason I would pick her is because she made alot of contributions to our society. She studied radioactivity. Our society now is mostly focused on electronics not what Louis studied rabies. I mean dealing with rabies is a whole different part of science, and its important too. If he would not have studied some of that it probably would not have as many details as it has now. Its still important to study rabies because if someone has rabies we are not just going to let them die we have to at least try to help them and that is what he did, help people with rabies and other sometimes deadly diseases.

Second is that Marie had to have very good education in science to work with radioactivity. She is one of the main reasons that our world is like it is now. Without Marie we wouldnt be using our phones for everything, doing FCAT on computers, or anything like that. I know she was not the one to make electronics but she was one that helped design and create some of them. Marie must have spent alot of time in the lab because you can not just create something just like that, it takes some time you know.

Lastly Marie had to be very careful of what she was doing. She has to be careful because she could have burned herself with the heat and the rays. If she was not careful of what she was doing then she could have killed herself with one of the heat rays. All he has to do is just help people that are very sick, that is nothing compared to what she did. She also had to be really steady with what she was doing or else she could mess it all up and blow everything up. Well maybe not blow everything up but she could seriously hurt herself or someone around her.

In conclusion I pick Marie Curie because I think she made more contributions to the society than Louis Pasteur, in my opinion. I think she helped create what most of our lives are made of. Electronics.

Annotation Examples:

The response presents a vague argument at the beginning of the response (*I think they both are amazing people but if I had to pick on of them it would be Marie Curie....*) An adequate organizational structure is used and adequate transitional strategies are used (*the first reason, second is, and lastly*), but there is little variety. The introduction and conclusion both consist of the argument stated, it is more clearly stated in the conclusion (*I think they both are amazing people but if I had to pick on of them it would be Marie Curie....In conclusion I pick Marie Curie because I think she made more contributions to the society than Louis Pasteur, in my opinion.*)

Scoring Opinion/Argumentative Student Responses

- Review the student responses one at a time looking for general strengths and instructional needs.
- Use the rubric to score the paper individually. Show your scores to the table leader who will record them. Discuss the scoring in your groups.
- In your groups, talk about the instructional strengths and weaknesses of the response.
- Create annotations for the student response that justify the scoring based on the instructional strengths and weaknesses noted.
- Write an instructional strategy on the chart that would address the needs exhibited in the response.

Scoring Explanatory/Informational Student Responses

- Review the student response looking for general strengths and instructional needs.
- Use the rubric to score the paper. Show your scores to the table leader who will record them. Discuss the scoring in your groups.
- In your groups, talk about the instructional strengths and weaknesses of the response.
- Create annotations for the student response that justify the scoring based on the instructional strengths and weaknesses noted.
- Write an instructional strategy on the chart that would address the needs exhibited in the response.

Alternative Outline

	<u>Key Points</u>	<u>Textual Support</u>	<u>Analysis and Commentary</u>
Thesis	_____	{ _____	{ _____
	_____	{ _____	{ _____
	_____	{ _____	{ _____
	_____	{ _____	{ _____

Adapted from Beverly Chin's Horizontal Outline

Reflection/Wrap Up

- Gallery Walk
- Resources/additional strategies
- Reflection
 - Were objectives met?
 - What did you learn?
 - What are you doing now that you think is helpful to your teachers?
 - How will you facilitate similar professional development in your district?

In Conclusion...

- Teach the Standards
- Utilize the rubrics in conjunction with the standards to identify student strengths and weaknesses
- Formulate instruction to help students become college and career ready writers.
- Assess to see if students are mastering the standards.
- Teach the Standards....

Contact Information

- Laurie Lee, Deputy Director, Just Read, Florida! Laurie.Lee@fldoe.org
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