



Support: Using Student Exemplars as Part of the Writing Process

ELA	Math	Science	Social Studies
<p>→ answering questions/responding to prompts:</p> <ul style="list-style-type: none">◆ constructed response◆ multi-paragraph response◆ essays◆ narratives	<p>→ writing a constructed response for word problems especially those requiring students to apply reason or model with mathematics</p>	<p>→ constructing coherent explanations for understanding of a phenomenon</p> <p>→ building a theory or model to explain the natural world</p> <p>→ examining how evidence presented is used to reveal reasoning embedded in an explanation</p>	<p>→ writing:</p> <ul style="list-style-type: none">◆ an exit ticket◆ any formal writing that requires the Claim and Content Rubrics located in your scope and sequence

Who could this support?

Any student who is being introduced to a new type of writing, whether it's disciplinary or a different genre, as well as any student who may need more support on the writing using the rubrics for that content area.

Purpose:

- to make students aware of the criteria
- to show what writing looks like at the highest level of the rubric
- to understand the characteristics of high-quality writing

Communicating the purpose:

It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic.

Process

Prework

- Consider implementing the Using Rubrics activity prior to this activity.

Step 1

- Communicate the overall purpose of the support (using student exemplars as a part of the writing process) above to the students.

Step 2

- Frame guiding questions around what is required from the rubric. These questions will be used to help guide students through the exemplar. The students will ask themselves these same questions as they are reproducing the processes of the writing.



Possible Guiding Questions to Use with Rubric

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<ul style="list-style-type: none"> ● How does the author demonstrate full comprehension of the ideas? ● How does the claim fully respond to the question? ● How does the author fully develop the claim? ● How does the text evidence/reasoning fully support the answer? ● What are the qualities of this claim statement that make it a great claim statement? ● How can I duplicate this claim? ● What process did the writer go through when writing this claim? ● How is this essay/writing organized? ● How is the paper consistently appropriate to the task/audience? 	<ul style="list-style-type: none"> ● Are there any computation errors? ● Is the strategy to solve the problem clearly communicated through the use of expressions, equations, pictures or words? ● How does the writer lay out and develop the process? What steps are used? ● What makes the explanation proficient? 	<ul style="list-style-type: none"> ● How does the exemplar use science ideas to construct the explanation or claim about the phenomenon? ● How does the exemplar use evidence from investigations, models, etc. to support the explanation or claim? ● How does the exemplar's reasoning clearly explain the validity of the claim? ● What are the qualities of this explanation or claim that make it proficient? 	<ul style="list-style-type: none"> ● How does the claim fully respond to the question? ● How did the student explain the validity of the claim? What steps might they have used? ● How does the text evidence/reasoning fully support the answer? ● What are the qualities of this claim statement that make it a great claim statement? ● How can I duplicate this claim? ● What process did the writer go through when writing this claim? ● How is this essay/writing organized?

Note: This list is not exhaustive, but simply a starting point.



Process (continued)

Step 3 You can draw overall attention to all parts of the writing, but choose one focus question to work through and develop with the students. For instance, focus on claim development, the quality of evidence, reasoning, paragraph development, or something else based on the needs of that class. Make sure it is clear from answering the questions above that students know how to replicate whatever part of the writing that you are focusing on that particular day/lesson. When possible, list and display steps for how to duplicate it, and perform a think-aloud for why certain choices were made. If using a student's work as an exemplar, have the student perform a think aloud for what their thoughts were when constructing the exemplar and why they made certain decisions in their construction of the writing.

Step 4 Direct students to construct their essay/writing, and focus feedback on that one particular area that was the area of focus during the model.

I know I'm successful when...

- Students become more proficient in the focus area. They are also able to provide feedback to peers on the focus area.
- Students can duplicate the steps/process the teacher identified and labeled as students went through this process on future writing assignments.
- Students will become better writers within your content area.

Additional Considerations

- Some teachers project the exemplar and tell students to duplicate what the exemplar says. If students are aware of the process used to construct that part of the writing they are less likely just to duplicate. You may need scaffolded questions for a subgroup in your class if the suggested questions don't lead to exemplary writing of the focus component.