

You Be the Judge

Evaluating an Answer

Subject _____ Class _____ Date _____

Assignment Summary

For most of the year you have handed in written work to be graded by someone else—your teacher. But in the real world, you won't always have someone to review your work before passing it on to another reader. When you send a professional email, develop a résumé and cover letter, fill out a job application, or submit a report to your boss, that draft counts and the stakes are high. It's important that you understand what makes a good written response and are able to be reflective about your own writing. To help you improve your evaluative skills and clarify the elements of good writing, you will apply what we have learned in class as you analyze another student's response to a prompt related to our current content.

Writer's Purpose	You are writing a clear and accurate evaluation.
Writer's Role	You are writing as a student who is an expert on the given topic and knowledgeable about certain writing skills.
Audience	You are writing to convince your classmates and me that the grade you have chosen is fair and accurate.
Form	You will write a multi-paragraph evaluation of the selected assignment.
Focus Correction AreasSM (FCAs)	<ul style="list-style-type: none"> • Introduction that states the score given and a brief summary of reasons • 2–3 reasons explained with specific, relevant examples for each and tips for how to improve the writing • 3 or more effective transitions
Procedure	<p>To help you develop your evaluation, we will do the following:</p> <ul style="list-style-type: none"> • We will review lots of writing samples throughout the year, both those that I have collected and your own papers, which you can volunteer to share. We will discuss how each writer meets the assigned FCAs and how each writer might improve their writing using Three-Step Editing. We may also analyze released scored samples from high-stakes assessments and improve our understanding of the various rubrics used to score writing.

- After reading a passage or learning new content, I will share with you a writing prompt and 1 student's response to that prompt.
- Type One Writing: In 3 minutes and 5 lines or more, identify at least 1 thing the writer did well and at least 1 problem with the writer's response. After you have finished, draw a line below what you have written. Share your ideas with a partner or small group. Put a checkmark next to ideas that you have in common and add at least 2 new ideas below the line.
- If we have time, we will share some of our ideas as a whole class and decide which ones are the most important to consider when scoring this student's paper.
- You will decide on a fair score for the writer and record it at the top of your Type One.
- Optional: You will use a T-chart to organize and briefly list your reasons for the score you chose (in column 1) and relevant examples to support each reason (column 2).
- Draft your evaluation.
- Read your writing out loud in a one-foot voice, and make any changes you think will improve it.
- Show me that you have followed each of the FCAs. Underline your topic sentence and put a box around the score. Number your reasons and put an asterisk beside each supporting example.
- After I have scored your writing, you will read my feedback, write a quick reflection, and store your evaluation in your [writing portfolio](#) for possible future revision.

Optional extension: Choose the best student evaluation submitted and save a copy to use as a model in the future.