



# Common Core State Standards Professional Learning Module Series

## English Language Arts: Writing to Inform, Argue, and Analyze Unit 3

CALIFORNIA DEPARTMENT OF EDUCATION  
Tom Torlakson, State Superintendent of Public Instruction

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### Talking Points:

- Welcome back to the “English Language Arts: Writing to Inform, Argue, and Analyze” module.

# Welcome to Unit 3

## *Learning From Students’ Work and Teachers’ Lessons*

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### **Talking Points:**

- Units 1 and 2 examined key features of the CCSS for ELA Writing and offered many opportunities to review and observe teachers and students engaged in writing lessons. Unit 3 will focus on evaluating student writing to inform instruction to ensure that students are able to meet the performance expectations of the grade level standards.

### **Facilitator Notes:**

- This third unit of the module will take approximately 2.5 hours to complete, but can be split into subtopics to accommodate sessions of a shorter duration. Please, see suggestions in the User’s Guide for Presentation Options.

### **Organization of Unit 3:**

- Slide 3: Learning Objectives
- Slides 4–27: Learning From Students’ Work
- Slides 28–41: Assessment as Feedback
- Slides 42–44: Learning From and Adapting CCSS-Informed Lessons
- Slide 45: Summing Up
- Slide 46: Professional Resources
- Slide 47: Post-Assessment

## Unit 3 Learning Objectives

Throughout and upon completion of Unit 3, you will:

- Explore approaches to learning from and assessing students' work
- Examine strategies for involving students in learning from their work
- Examine lessons that teach and assess writing to inform, argue, and analyze

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### Talking Points:

[Review content on slide]

# Learning from Student Work

Samples of student writing "help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades" (CCSS Initiative, 2012).

- The *CCSS for ELA/Literacy: Appendix C* includes writing samples by grade level organized by narrative, informative/explanatory, and opinion/argument.
- Each writing sample is annotated using the language of the Common Core Writing Text Type and Purpose grade level standards.
- The writing samples are intended to serve as illustrations of adequate performance for the identified grade level.

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## Facilitator Notes:

- Have available the "*CCSS for ELA/Literacy: Appendix C*" for participant reference.

## Talking Points:

- The document, *CCSS Key Points in ELA*, notes that samples of student writing, used alongside the standards, provide important guidance and "help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades" (CCSS Initiative, 2012).
- *The CCSS for ELA/Literacy: Appendix C* was developed by the CCSS Initiative to provide such guidance and includes samples of writing at each grade level organized by narrative, informative/explanatory, and opinion/argument writing.
- Each of the writing samples is annotated using the language of the Common Core Writing Text Type and Purpose grade level standards. These writing samples are intended to serve as illustrations of adequate performance for the identified grade.
- Take a look at page 2 of the introduction to *Appendix C* and read the quote:

*"The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects" (CCSS Initiative, 2012).*

- The writing samples do not only exemplify grade-level expectations; they offer a source of learning for teachers as they begin to develop lessons and instructional strategies that address the Common Core writing Standards.

# Analyzing Student Writing Samples

Read a student example of a text type that is difficult for your students to write. Consider the following questions:

- Do the annotations help you target some aspects of the writing that you could focus on that would demystify the writing type for your students?
- Does a specific student sample give you an idea for a writing lesson for which the student writing might serve as a model for your students?
- Do the writing samples help you see how your students' writing compares to what is described as adequate performance?

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## Facilitator Notes:

- If participants have online access, they can link directly to *Appendix C* at [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- If not, provide copies of a few student examples for use by pairs or small groups. You can copy examples by grade level spans or by types of writing that participants have raised questions about. Or you can choose a few examples to display on a document camera, perhaps reading aloud one or two, and then discussing answers to the questions as a whole group.

## Talking Points:

- Take a few moments to explore *Appendix C*. Find your grade level and begin by reading a student example of a text type that is difficult for your students to write. As you read, consider the questions on the slide: [refer to bullets on slide]
- The student examples are annotated primarily with language from the Common Core writing standards, but you will also see annotations and descriptors that note genre features and language.
- In pairs or small groups, take some time to compare your grade level standards for a specific writing text type to the annotations.

[As a transition to the next section of this unit, share what follows:]

- Annotations from the students' teachers are not included in the writing samples in *Appendix C*, so there is no information about how they assessed the writing to inform their teaching or their students' learning. That is not the aim of *Appendix C*, but it is an important part of CCSS-informed teaching and lesson planning.

# Analyzing Student Writing Samples

## Assessing Writing to Inform Teaching and Learning

One part of the *Lesson Planning Template* not addressed in Unit 2 was the box titled, “*Method(s) for Formative Assessment or Checking for Understanding Along the Way and Plan for Writing Assessment and Feedback.*”

- For the next section, refer to the *Lesson Planning Template* (Handout 2.1.1b), as well as any of your notes about a lesson you wish to develop for your students.

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### Talking Points:

- You may have noticed that one part of the Lesson Planning Template that was not addressed in Unit 2 was the box titled, **Method(s) for Formative Assessment or Checking for Understanding Along the Way and Plan for Writing Assessment and Feedback.**
- This will be the focus for next section of Unit 3. It will be helpful for you to have your copy of the Lesson Planning Template in hand, as well as any of your notes about a lesson you wish to develop for your students.

### Facilitator Notes:

- Participants should either refer to their copy of the *Handout 2.1.1b Lesson Planning Template*, or you can display a copy on a document camera as a way to direct the discussion to the relevant section of the Lesson Planning Template.

## Assessing and Annotating Student Work to Inform Instruction

Reflect on assessment tools you have used:

- May include rubrics and scoring guides, used mainly for evaluating or scoring benchmark writing.
- When used by teachers and students to improve teaching and learning, these tools are even more effective.

Consider three assessment tools that inform instruction and ask yourself:

- What is the assessment tool for? In what context is it used?
- How can teachers use the tool to gather and annotate information about students meeting the Writing Text Type standards and also using genre-specific writing features and language?

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### Talking Points:

- Think for a moment about the assessment tools you have used in your classroom or with school or district colleagues.
- Those tools probably include rubrics and scoring guides, and most of your experience in using them may be for evaluating or scoring benchmark writing. When used by teachers and students to improve teaching and learning — both during the process of writing and at the end of a writing lesson — these assessment tools are even more effective.
- Let's take a look at three assessment tools and how teachers are using them to inform instruction by focusing on the following questions: [Refer to slide]

### Facilitator Notes:

- The assessment tools that follow in this section of the unit—6 Traits rubrics, criteria charts, assessment guides that blend traits and criteria— are easily adaptable across grades, but only one grade-level example is provided per tool and for its particular use.
- The next slides will progress from an assessment example in Early Elementary, to Upper Elementary, to Middle School, and then to High School.
- It will be important and helpful for participants to discuss if and how they can adapt the tool or the way the teacher has used it for their teaching, their grade level, and their students.

## **“6 Traits Rubrics” for Assessment and Annotation**

### ***What is the tool for? In what context is it used?***

“The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing.”

Source: Education Northwest

These qualities are:

- **Ideas:** the main message
- **Organization:** the internal structure of the piece
- **Voice:** the personal tone and flavor of the author's message
- **Word Choice:** the vocabulary a writer chooses to convey meaning
- **Sentence Fluency:** the rhythm and flow of the language
- **Conventions:** the mechanical correctness
- **Presentation:** how the writing actually looks on the page

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### **Talking Points:**

- Many schools and districts use or adapt the “6 Traits” or “6 +1 Traits” rubrics (scoring guides) developed by Education Northwest.
- Researchers and teachers participated in the development of these rubrics to give an overview of the characteristics of effective writing that crosses genres and grade levels.
- According to Education Northwest, “The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing.” These qualities are:

[refer to bullets on slide]



## 6 Traits Rubrics: Early Elementary Example

***How can teachers use the tool to gather and annotate information about students meeting Common Core writing text type standards, and also using genre-specific writing features and language?***

**Kindergarten Example:** Kim Holsberry answers this question through the way she assesses and annotates her Kindergarten students' writing:

- District has created grade level adaptations of the 6 Traits Rubrics.
- Students wrote an informative text (a multiple page booklet) using science learning about red eye tree frogs.

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### Talking Points:

- The lesson example we will review next works best for K–2, but provides teachers in higher grades with a good example of how to connect the assessment tool and the CCSS writing standards for the lesson.

[Refer to question on slide]

- Kim Holsberry answers this question through the way she is assessing and annotating her Kindergarten students' writing.
- Kim's district has created grade level adaptations of the 6 Traits rubrics.
- Kim's students wrote an informative text (a multiple page booklet) using their science learning about red eye tree frogs.

## 6 Traits Rubrics: Early Elementary Example

Refer to “*Learning From Student Work- Kindergarten*” (Handout 3.1.2a) and notice how the teacher:

- Annotates the writing by addressing each of the six traits to describe what she sees the students doing or attempting in the writing. She does not “score” the writing; instead she annotates how the student writing connects to which trait and at which performance level.
- Notes what she sees in the writing that exemplifies the Kindergarten writing standard for informative writing. Because the traits do not explicitly reference the writing standards, she includes the standard she focused her instruction on as a reminder to connect her annotations to the CCSS.
- Identifies what she will work on next with each student. Through her annotations, she draws on the rubric to name the ways the students can improve the qualities of their informative writing.
- Points toward the Writing Informative/Explanatory Text Type Standards for Grades 1 and 2.

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### Facilitator Notes:

- Refer participants to Handout 3.1.2a “*Learning From Student Work- Kindergarten*” for use by individuals or pairs.
- You can also display the example on a document camera and then discuss the content of this slide.
- Display or read aloud the Writing Informative/Explanatory Text Type Standards for Grades 1 and 2 when participants discuss the last bullet.

### Talking Points:

- Refer to Handout 3.1.2a: “*Learning From Student Work- Kindergarten.*” As you review the students’ writing, notice how the teacher:[refer to bullets on slide]
- Take several minutes to read the students’ writing and the annotations.

### Additional Facilitator Notes:

- When participants have finished, have them compare their notes to *Handout 3.1.2a: “Learning From Student Work in Kindergarten,”* and give them additional time to raise questions, make connections, etc. Let them know that if they want to review, use, or adapt the complete lesson, *Informative Writing in Kindergarten*, they will find the online links in Handout 3.3b: *Learning From and Adapting CCSS-Informed Lessons.*
- If the participants are mostly secondary teachers, and if their schools and districts do not use 6 Traits rubrics, you can decide to move directly to slide 13, which focuses on criteria charts. Criteria Charts are important assessment tools and easily adaptable for use in grades 4–12.

## 6 Traits Rubrics Across Grade Levels

To view examples of “6 Traits” or “6+1 Traits” rubrics for use in your own classroom, refer to the following (available on the Education Northwest Web site at <http://educationnorthwest.org/resource/464>)

Kindergarten through Grade 2	Grades 3 through 12
5-Point Beginning Writer's Rubric for K–2	5-Point Writer's Rubric for Grades 3–12
Beginning Writer's Rubric: Illustrated	6-Point Writer's Rubric for Grades 3–12

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### Facilitator Notes:

- If participants have online access, have them link to the URL on the slide. Allow participants time to find the rubrics and accompanying resources available for them to use at their grade level or with their colleagues across grade level spans.
- Otherwise, print out sets for use by individuals or small groups, or display copies on a document camera for discussion.
- Another option is to use this slide for information only, making sure the participants have the link for their own exploration later.

### Talking Points:

- Many of you, especially teachers of grades K–6, may be teaching in a school or district that has adapted or created 6 Traits rubrics.
- Take a few minutes to strategize how to make use of your rubrics in the way Kim has.
- What would you need to adapt, add, or delete? How could such annotations help inform your teaching? How could such annotations help you document student learning or improvement? How often would you annotate student writing in such depth and detail?

## 6 Traits Rubrics and the CCSS

Education Northwest has created another tool that is helpful for teachers who would like to assess and annotate in the way Kim has. To view this tool:

- Download “*Crosswalk Between 6+1 Traits and CCSS English Language Arts Standards for Writing and Language*,” at [http://educationnorthwest.org/webfm\\_send/1252](http://educationnorthwest.org/webfm_send/1252)
- The crosswalk helps teachers “assess the quality of the writing outlined in the CCSS and monitor the growth of the student using the Traits rubrics” (Education Northwest, 2013).

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### Facilitator Notes:

- Ask participants to link to this tool, print and copy it, or display it on a document camera.
- For teachers who use 6 Traits rubrics or are thinking of using them, this tool gives them CCSS-specific language to accompany the descriptions of the traits, thereby connecting the assessment and annotation to the CCSS writing text types.
- Alternatively, this can be for information only and not for study.

## Criteria Charts as Assessment and Teaching Tools

Criteria charts communicate to students exactly what to include in their writing through a four-step development process that encourages student participation, understanding, and ownership.

- Refer to Handout 3.1.2b: “*Criteria Charts: What are they and how do we create them?*”

### ***What is the tool for? In what context is it used?***

- Criteria describe features of a writing genre/assignment.
- Setting the criteria for assignments precedes developing a rubric.
- Variations of criteria become levels of the rubric.
- Teachers can set the criteria *for* or *with* their students.

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### **Facilitator Notes:**

- Refer participants to Handout 3.1.2b “*Criteria Charts: What are they and how do we create them?*”

### **Talking Points:**

- Criteria Charts communicate to students exactly what should be included in a specific genre of writing. A four-step development process encourages student participation, understanding, and ownership.

### ***What is the tool for? In what context is it used?***

- The criteria included on the chart describe the features of a writing genre or assignment on which judgments may be based. For this reason, setting the criteria for assignments precedes developing a rubric. Variations of the criteria become the levels of the rubric. Without first determining the criteria, there is no rubric.
- Teachers can set the criteria *for* their students or *with* their students. When students are involved, they are more likely to know what is expected because they helped to create those expectations.
- Take a few minutes to read *Handout 3.1.2b Criteria Charts: What are they and how do they create them?*

[field questions if needed]

## Criteria Charts: Upper Elementary Example

***How can teachers use the tool to gather and annotate information about students meeting Common Core writing standards and also using genre-specific writing features and language?***

Refer to Handout 3.1.2c “*Learning From Student Work: Criteria Chart for Opinion Writing (Grade 5)*”

- Example works best for grades 2–5 opinion writing, but provides teachers in higher grades a good example of how to develop criteria charts with students that link genre features and the Common Core writing standards.

**Grade 5 Example:** Teacher scaffolds to support 5th-grade reading intervention students through a series of opinion writing lessons that address the Writing Opinion Text Type standards and features of opinion genres.

- As students increase knowledge of opinion writing, they develop a criteria chart to be used for writing conferences, discussion, and revision.
- Teacher also uses chart to annotate student writing samples.

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### Facilitator Notes:

#### Facilitator Notes/Talking Points:

- Refer to Handout 3.1.2c: “*Learning From Student Work: Criteria Chart for Opinion Writing*,” which will illustrate how Teresa Pitta and her students developed the criteria chart and how she used it in her assessment and teaching.
- The lesson example works best for grades 2–5 opinion writing, but provides teachers in higher grades a good example of how to develop criteria charts with students that link genre features and CCSS writing standards.
- In the Grade 5 Example (Handout 3.1.2c), Teresa provides scaffolds to support her 5th-grade reading intervention students through a series of opinion writing lessons that address the Writing Opinion Text Type standards and the salient features of opinion genres.
- As she increases their knowledge of opinion writing, she and the students develop a criteria chart that is used for writing conferences, discussion, and revision. Teresa also uses the criteria chart to annotate samples of student writing that illustrate the lesson sequence.

## Criteria Charts: Upper Elementary Example

Review 5th-grade opinion text type and purpose **Writing Standard 1** (page 17 of the *CA CCSS for ELA/Literacy*):

*Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.*

- *Provide logically ordered reasons that are supported by facts and details.*
- *Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*
- *Provide a concluding statement or section related to the opinion presented.*

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### Facilitator Notes:

- Refer participants to slide and their copy of the *CA CCSS for ELA/Literacy* for context.

[review slide]

## Criteria Charts: Upper Elementary Example

Refer to 5th-grade criteria chart (Handout 3.1.2c):

- First page draws on 5th-grade opinion text type and purpose writing standards on the left-hand side.
- Right-hand side of chart uses teacher and student language from classroom discussions and genre feature analyses of opinion writing.
- Annotations describe what the writer has learned and instructional next steps to serve as a guide for a writing conference.
- Discussions with students point toward CCSS argument writing standards for grade six and seven — *counterarguments and conclusions that follow from the arguments and reiterate the stance*.

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### Talking Points:

- We will now take a look at a 5th-grade criteria chart (Handout 3.1.2c) to see how the teacher annotated and learned from the writing of three of her students.
- Now, take some time to review *Handout 3.1.2c Learning From Student Work: Criteria Chart for Opinion Writing*. Note that:
  - First page draws on the 5th-grade CCSS opinion text type and purpose writing standards on the left-hand side.
  - Right-hand side of chart uses teacher and student language from classroom discussions and genre feature analyses of opinion writing.
  - Annotations describe what the writer has learned and what the instructional next steps are for that student. The annotations serve as a guide to what the focus of a writing conference with the student will include.
  - Discussions with students point toward CCSS argument writing standards for grade six and seven — counterarguments and conclusions that follow from the arguments and reiterate the stance.

[give participants time to raise questions, make connections, etc]

- If you want to review, use, or adapt the complete lesson, *Opinion Writing: Building Skills Through Discussion, Reading, and Writing*, you will find the online links at the end of this unit.

[Or you can display the link in Handout 3.3b: *Learning From and Adapting CCSS-Informed Lessons*.]



## Assessment Tools to Guide Revision Conferences: Middle School Example

### Editorial Rubric and Criteria Chart for Informational/Argument Writing

Review Handout 3.1.2d: *“Learning from Student Work: Writing an Editorial”*

- Teacher uses an editorial rubric, as an extension to a criteria chart, for annotation and assessment of her 7th-grade students’ writing.

#### ***What is the tool for? In what context is it used?***

First page contains a criteria tool developed with and for students that links features of the genre to the writing assignment:

- Details what students need to attend to when they write, as well as specific content that students need to include in their editorials.
- Information can be used as a formative assessment on student rough drafts.

The second page contains a traits rubric specifically developed by the school to assess the writing of editorials.

- Rubric is used to evaluate the final draft.

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### Talking Points:

- Refer to Handout 3.1.2d *“Learning from Student Work: Writing an Editorial”* and take a look at the assessment tools on the first and second pages. This assessment tool blends aspects of trait rubrics and criteria charts.
- In this example, a teacher uses an editorial rubric, as an extension to a criteria chart, for annotation and assessment of her 7th-grade students’ writing.
- The first page contains a criteria tool developed with and for students that links features of the genre to the writing assignment. This page details what the students need to attend to when they write, as well as specific content that students need to include in their editorials. This information can be used as a formative assessment for progress on student rough drafts.
- The second page contains a traits rubric specifically developed by the school to assess the writing of editorials. This rubric is used to evaluate the final draft.

## Assessment Tools to Guide Revision Conferences: Middle School Example

***How can teachers use the tool to gather and annotate information about students meeting Common Core writing standards and also using genre-specific writing features and language?***

Example works best for grades 6–12 informative/explanatory writing, but provides teachers in lower grades a good example of how to link criteria charts to writing rubrics, connecting genre features and the CCSS.

**Grade 7 Example:** Teacher's Upstander, Not Bystander *Lesson Planning Template* provides the writing prompt adapted for her 7<sup>th</sup>-grade students.

- Purpose of an editorial is to make a claim about a problem or issue, but the bulk of the text tends to be more informative than argument.
- Note in the "Process" section in Handout 3.1.2d how many times the teacher reminds students to explain rather than argue.

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### Talking Points:

- The lesson example below works best for grades 6–12 informative/explanatory writing, but provides teachers in lower grades a good example of how to link criteria charts to writing rubrics, connecting genre features and CCSS writing standards.
- Grade 7 Example: Liz Harrington's Upstander, Not Bystander *Lesson Planning Template* in Unit 2 provides the writing prompt she adapted for her 7<sup>th</sup>-grade students. During their study of genre examples — editorials from the *Los Angeles Times* — Liz and the students discovered that while the purpose of an editorial is to make a claim about a problem or issue, the bulk of the text tends to be more informative than argument.
- As you review *Learning from Student Work: Writing an Editorial* (Handout 3.1.2d), note in the "Process" section how many times Liz reminds the students to explain rather than argue.

## Assessment Tools to Guide Revision Conferences: Middle School Example

In the lesson example, the teacher chooses to assess her students' writing at the revision stage and again after the final draft is written. To mirror her steps, complete the following:

1. Read the two student drafts and compare them to what they were asked to attend to and to the traits rubric that was used to assess their final drafts.
2. Read how the teacher's assessment of the drafts will guide the revision conferences she will hold with each student.

Note that for teachers and students, assessment information is most helpful during the process rather than at the end.

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### Facilitator Notes:

- Review content on slide, compare it to Handout 3.1.2d: *Learning from Student Work: Writing an Editorial*, and give participants time to raise questions, make connections, etc.
- Refer to the criteria chart, assignment, and editorial rubric and discuss how the teacher annotated and learned from the writing of three of her students.
- Let participants know that if they want to review, use, or adapt the lesson, they can return to the *Lesson Planning Template* in Unit 2 (Middle School)

## Assessment Tools to Guide Revision Conferences: Middle School Example

Review Grade 7 **Writing Standard 1** (page 50 of the CA CCSS for ELA/Literacy):

*Write arguments to support claims with clear reasons and relevant evidence.*

- a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically.*
- b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.*
- d. Establish and maintain a formal style.*
- e. Provide a concluding statement or section that follows from and supports the argument presented.*

(**Bold font** indicates California additions)

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### Facilitator Notes:

- Refer participants to slide and their copy of the CA CCSS for ELA/Literacy for context.

### Talking Points:

- Review content on slide and compare to slide 21 (toggle back and forth to compare genre features and standards for argument writing, or refer to hard copy of standards).
- Discuss how the teacher connected genre features and essential argument standards.

## Assessment Tools to Guide Revision Conferences: Middle School Example

Compare the language used to describe genre features to Grade 7 **Writing Standard 1** (argument writing):

*Learning from Student Work: Writing an Editorial (Genre Features)*

Characteristics of an editorial:

- An article that presents the newspaper's opinion on an issue
- Usually unsigned
- Intended to influence public opinion and promote critical thinking
- Sometimes intended to cause people to take action on an issue
- Includes both arguments and researched facts (research rarely cited)

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### Facilitator Notes:

- Review content on slide and compare to slide 20 (toggle back and forth to compare genre features and standards for argument writing, or refer to hard copy of standards).
- Discuss how the teacher connected genre features and the essential standards for argument writing.

## Assessment Tools to Guide Revision Conferences: Middle School Example

Compare language describing genre features to Grade 7 informative/explanatory **Writing Standard 2** (page 51 of the *CA CCSS for ELA/Literacy*):

*Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*

- a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- e. Establish and maintain a formal style.*
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.*

(**Bold font** indicates California additions)

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### Facilitator Notes:

- Refer participants to slide and their copy of the *CA CCSS for ELA/Literacy* for context.

### Talking Points:

- Review content on slide and compare to slide 23 (toggle back and forth to compare genre features and standards for informative writing, or refer to hard copy of standards).
- Discuss how the teacher connected genre features and the essential standards for informative writing.

## Assessment Tools to Guide Revision Conferences: Middle School Example

Compare the language used to describe genre features to the Grade 7 **Writing Standard 2** (informative/explanatory).

*Learning from Student Work: Writing an Editorial (Genre Features)*

Characteristics of an editorial:

- An article that presents the newspaper's opinion on an issue
- Usually unsigned
- Intended to influence public opinion and promote critical thinking
- Sometimes intended to cause people to take action on an issue
- Includes both arguments and researched facts (research rarely cited)

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### Talking Points:

- Review content on slide and compare to slide 22 (toggle back and forth to compare genre features and standards for informative writing, or refer to hard copy of standards).
- Discuss how the teacher connected genre features and the essential standards for informative writing.

## Assessment Tools to Guide Revision Conferences: High School Example

Refer to “*Assessment Guide for Argumentation/Analytical Writing*” (Handout 3.1.2e):

A genre-specific guide for use with students as a tool for assessment and discussion during a lesson sequence, and for assessment and annotation at the conclusion of a writing lesson.

- Blends aspects of trait rubrics and criteria charts.

### ***What is the tool for? In what context is it used?***

Names and provides descriptions of traits, using language that is aligned to features of the writing task — an analytical essay.

- Focuses on which traits and genre features are in evidence in the writing and what the quality and effectiveness are of the evidence.

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### Facilitator Notes:

Refer participants to *Handout 3.1.2e “Learning From Student Work: Assessment Guide for Argumentation/Analytical Writing”* and take a look at the assessment tool on the first page.

### Talking Points:

High school and college teachers collaborated in developing a genre-specific guide for use with students as an assessment and discussion tool during a lesson sequence. The guide also serves as a tool for assessment and annotation at the conclusion of a writing lesson. This assessment tool blends aspects of trait rubrics and criteria charts.

- *What is the tool for? In what context is it used?*

The assessment tool names the traits of writing students need to pay attention to, but it also gives the students descriptions of the traits using language that is aligned to features of the writing task — an analytical essay.

- The language focuses on the salient features of the genre: responding to the topic or issue, drawing on appropriate sources of evidence and examples for a writing task, developing and analyzing well-chosen examples, organizing a line of reasoning that supports the writer’s response to the topic, using language that supports communication of the writer’s response.
- Finally, because the tool is used in writing conferences with students, it focuses teachers and students on which traits and genre features are in evidence in the writing and what the quality and effectiveness are of the evidence.



## Assessment Tools to Guide Revision Conferences: High School Example

***How can teachers use the tool to gather and annotate information about students meeting Common Core writing standards and also using genre-specific writing features and language?***

Lesson and assessment example works best for grades 6–12 analytical/argument writing.

**Grade 12 Example:** Teacher asked 12th-grade students to write an analytical essay that makes an argument about the power of assumption and misperception related to valuing people and their communities.

- Essay used experience, observation, reading, and lessons learned as sources of evidence for the argument.
- *Assessment Guide for Argumentation/Analytical Writing* used in individual and small-group conferences, and to assess and annotate an exemplary essay.

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### Talking Points:

- The lesson and assessment example works best for grades 6–12 analytical/argument writing.
- Grade 12 Example: Rochelle Ramay asked her 12th-grade students to write an analytical essay that makes an argument about the power of assumption and misperception related to valuing people and their communities.
- The essay uses experience, observation, reading, and lessons learned as sources of evidence for the argument.
- For this assignment, she used the *Assessment Guide for Argumentation/Analytical Writing* in individual and small-group conferences with students as they were researching, drafting, and revising. She also used it to assess and annotate an exemplary essay from one of her students.

## Assessment Tools to Guide Revision Conferences: High School Example

Read student writing and annotation chart, and note how the teacher draws on the writing argument text type and purpose standards for grades 11–12 (see page 55 of the *CA CCSS for ELA/Literacy*):

*Write arguments to support claims with clear reasons and relevant evidence.*

- a. *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
- b. *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*
- c. *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
- d. *Establish and maintain a formal style.*
- e. *Provide a concluding statement or section that follows from and supports the argument presented.*

Note also how she draws on the:

- Genre traits/features and effectiveness of writer's rhetorical and language choices
- Essay as a model for students — to increase genre and language knowledge

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### Talking Points:

- Now, review the 12th-grade lesson assessment guide, the student writing sample, and teacher annotations [Give participants time to raise questions, make connections, etc.]
- Note how the teacher draws on the traits and features of the genre, the argument standards, and the effectiveness of the writer's rhetorical and language choices to develop a rich annotated description of the student's writing, as well as the essay to use as a model for students — to increase genre and language knowledge.

## Assessment Tools to Guide Revision Conferences: High School Example

**Discuss** the connections between and among the annotations on the student's writing, the assessment guide, and the grades 11–12 argument standards.

**Important Takeaway:** All four of the lessons in this section illustrate the importance of assessing and annotating student writing to inform the teacher's own learning and instructional decisions.

***But, are there more direct benefits for students?***

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### Talking Points:

- Discuss with your table group the connections between and among the annotations on the student's writing, the assessment guide, and the grades 11–12 argument standards.
- If you want to review, use, or adapt the complete high school lesson, *Uncovering Misperceptions of Living in a Small Town: Writing Analytical/Argument Essays*, refer to Handout 3.3b "*Learning From and Adapting CCSS-Informed Lessons*" [online links available at the end of this unit.]

[Review Important Takeaway]

- Are there more direct benefits for students?
- This question is addressed in the next section.

# Assessment as Feedback for Students

As students develop their reading and writing skills through the grades, assessment and annotation tools can help teachers provide the timely and detailed feedback that students need to learn from and improve their writing.

*“Effective assessors know that to improve student learning, they have to do more than just measure students’ performance. Timely and useful feedback has to accompany the assessment.”*

Tovani, 2011

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## Talking Points:

[Review content on slide]

# Assessment as Feedback for Students

## The Importance of Formative Assessment

“Timely and useful feedback” is a crucial part of teachers’ use of **formative assessment practices — assessment during the teaching and during the students’ writing process and research.**

In the *Policy Research Brief: Fostering High-Quality Formative Assessment*, the National Council of Teachers of English (NCTE) stresses the importance of feedback and that the purpose of assessment is more than improving instruction.

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### Talking Points:

[Review content on slide]

### Facilitator Notes:

- For more information on formative assessment and the *Policy Research Brief: Fostering High-Quality Formative Assessment*, from the National Council of Teachers of English (NCTE), link to:  
<https://secure.ncte.org/library/NCTEFiles/Resources/PolicyResearch/CC0201PolicyBrief.pdf>

## Assessment as Feedback for Students

“What teachers learn from formative assessment can certainly help shape teaching decisions. Identifying areas where students are having difficulty as well as where they have clear understandings can lead teachers to change classroom practices in order to reach instructional goals.... However, changes in teaching and curriculum are not the central purpose of formative assessment. High-quality formative assessment always puts student learning at the center.”

High-quality formative assessment takes many forms, but it always:

- emphasizes the quality rather than the quantity of student work
- prizes giving advice and guidance over giving grades
- enables students to assess their own learning
- fosters dialogues that explore understandings rather than lectures that present information
- provides feedback that engenders motivation and leads to improvement

NCTE, 2010

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### Talking Points:

[Review content on slide]

## Classroom Examples of Formative Assessment

Over the next several slides, observe how several teachers use information gathered from checking in on students during the writing process.

- Note how they create opportunities to use this formative assessment information to give students important feedback for improving and revising their writing.

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### Talking Points:

- Let's observe how several teachers use information they have gathered from checking in on students during the writing process.
- Note how they create opportunities to use this formative assessment information to give their students important feedback for improving and revising their writing.

## Classroom Examples of Formative Assessment: K–2 Example

### Pushing First Graders to Improve Informative Writing

Students meeting the Grade 1 Informative/Explanatory Text Type standards can push themselves to do more in preparation for 2<sup>nd</sup> grade:

#### Grade 1, Writing Standard 2

*Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.*

#### Grade 2, Writing Standard 2

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

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### Talking Points:

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- A 1<sup>st</sup>-grade teacher noticed that although some of her students were meeting the Writing Informative/Explanatory Text Type standards, she thought they could push themselves to do more in preparation for second grade.
- Before viewing a video of this teacher and her students, read Writing Standard 2 for Grades 1 and 2



## Classroom Examples of Formative Assessment: K–2 Example

Watch a classroom video to see how the teacher pushes and supports the students to expand on what they have already written:

*“Using a Learning Progression to Help Students Work Towards Clear Goals as they Lift the Level of Their Information Writing (K-2)”*

<http://vimeo.com/55951746>

Source: TC Reading and Writing Project on Vimeo

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### Facilitator Note:

- Link to video: <http://vimeo.com/55951746>

Source: TC Reading and Writing Project on Vimeo (Video is 11:36 minutes in length).

### Talking Points:

- Now, watch a classroom video to see how the teacher pushes and supports the students to expand on what they have already written.

[Play video: *Using a Learning Progression to Help Students Work Towards Clear Goals as they Lift the Level of Their Information Writing (K-2)*]

# Reflect, Write, Discuss

## Reflect on the following questions about the video:

- *How is the teacher using a discussion of pushing her own writing to help students push their own informative/explanatory writing?*
- *How does what she is suggesting move students beyond the informative/explanatory writing standards for grade 1 students?*
- *What might she be pointing to in those standards for Grade 2 students?*
- *How has her assessment of what these students were on the verge of understanding informing her teaching them to revise and extend their writing?*

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### Facilitator Notes:

- Give participants time in pairs or small groups to reflect on and discuss all four questions. Below you will find sample answers should you need to get the discussion started.

### Talking Points:

- Take a few minutes to reflect on the following questions about the video: [Review bullets on slide]

### Sample Responses

- *How is the teacher using a discussion of pushing her own writing to help students push their own informative/explanatory writing?*  
She asks them to use a graphic tool to review her writing to see how much she is teaching her reader. They discovered that she could teach them more.
- *How does what she is suggesting move students beyond the informative/explanatory writing standards for Grade 1 students? What might she be pointing to in those standards for Grade 2 students?*  
She asks them to set a goal for their own writing to teach the readers more. She seems to be pointing to the "use facts and definitions to develop points" section of standard 2 for grade 2.
- *How has her assessment of what these students were on the verge of understanding informing her teaching them to revise and extend their writing?*  
She saw that her students were ready to stretch their ability to write about simple facts to provide more details, comparisons, examples, etc.

# Teaching Students to Assess to Revise: Grades 5–8 Example

## Feedback through Writing Conferences

Students learn to strengthen the concluding paragraphs of their arguments by participating in a writing conference. In the video, note how the teacher:

- Uses the writing conference to develop a criteria chart, anchored by **Grade 8 Standard 1e**: “*Provide a concluding statement or section that follows from and support the argument presented.*”
- Uses informal and personalized criteria charts can be used for teaching students to assess and revise.

*“Assessing Endings to Persuasive Essays in Order to Clarify  
Expectations and Inform Essay Revisions (5-8)”*

<http://vimeo.com/56067219>

Source: TC Reading and Writing Project on Vimeo

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### Facilitator Notes:

- Link to video: <http://vimeo.com/56067219>

Source: TC Reading and Writing Project on Vimeo (Video is 10:59 in length).

### Talking Points:

- In this example, an 8th-grade teacher noticed — from reviewing early drafts of argument writing — that several students were ready to learn to strengthen the concluding paragraphs of their arguments. She sets up a writing conference to give them feedback about their own writing, while increasing their genre knowledge about argument writing.
- Watch the classroom video to see how the teacher helps her students learn to assess the strength of various conclusions and apply that new knowledge to their own revisions.

As you watch:

- Note how the teacher uses the activities of the writing conference to develop a criteria chart for the students to reference as they revise. Anchoring the criteria chart are argument standard 1e — *Provide a concluding statement or section that follows from and support the argument presented* — and three specific strategies for writing such a conclusion.
- Note also how informal and personalized, yet effective, criteria charts can be for teaching students to assess and revise.

[Allow participants to react, ask questions, pose adaptations, and strategize how this particular use of a criteria chart could work for their students.]

## Strategies for Assessing Students' Understanding and Learning: Grades 6–8 Example

### Checking in for Understanding

Effective strategies for checking on and assessing students' understanding can be simple and take very little time.

Watch an 8th-grade teacher using "Be Sure To" to assess learning while giving the responsibility for using the new knowledge back to the students.

*"Be Sure To": A Powerful Reflection Strategy (6–8)*

<https://www.teachingchannel.org/videos/student-goal-setting>

Source: Teaching Channel

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### Facilitator Notes:

- Link to video: <https://www.teachingchannel.org/videos/student-goal-setting> (Video is 1:39 in length)

### Talking Points:

- Effective strategies for checking on and assessing students' understanding can be simple and take very little time.
- Watch how this 8th-grade teacher uses "Be Sure To" to assess students' learning while giving the responsibility for using the new knowledge back to the students.

[show video: "Be Sure To": A Powerful Reflection Strategy (6–8)]

## Reflect, Write, Discuss

Reflect on what you could ask your students to “be sure to” take from their learning and apply to their writing. Possibilities include, but are not limited to:

- using a section of a rubric to assess their own writing
- using a point from a discussion of a writing sample that is a model for the genre they are writing
- using a strategy they just practiced for organizing their argument
- using what they learned from analyzing claims and deciding which are more effective than others

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### Facilitator Notes:

- Give participants time in pairs or small groups to reflect on and discuss all four points.

### Talking Points:

- Take a moment to think about what you could ask your students to “be sure to” take from their learning and apply to their writing. Possibilities include, but are not limited to:
  - using a section of a rubric to assess their own writing
  - using a point from a discussion of a writing sample that is a model for the genre they are writing
  - using a strategy they just practiced for organizing their argument
  - using what they learned from analyzing claims and deciding which are more effective than others.

# Using Technology Tools for Feedback: Grades 9–12 Examples

## Communicating Feedback through Technology

Watch how a high school teacher uses texting as a formative assessment tool by collecting individual statements of learning and then representing the collective learning of the class in a Wordle or "word cloud".

*"Text What You Learned: Using Technology to Assess Student Learning (9–12)"*

<https://www.teachingchannel.org/videos/texting-to-assess-learning>

Source: Teaching Channel



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### Facilitator Notes:

- Link to video: <https://www.teachingchannel.org/videos/texting-to-assess-learning> (Video is 1:44 in length).
- This slide provides a transition to the next series of slides about technology tools and their use for assessment feedback.

### Talking Points:

- In the following video, watch how a high school teacher uses texting as a formative assessment tool by collecting individual statements of learning and then representing the collective learning of the class in a Wordle or "word cloud".

# Using Technology Tools for Feedback: Grades 9–12 Examples

## Communicating Feedback through Technology

Watch how the teacher uses podcasts to provide feedback during the writing process to support subsequent revisions.

*“Podcasting to Personalize Feedback (9–12)”*

<https://www.teachingchannel.org/videos/student-feedback-through-technology>

Source: Teaching Channel



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### Facilitator Notes:

- Link to video: <https://www.teachingchannel.org/videos/student-feedback-through-technology> (Video is 1:55 in length).

### Talking Points:

- Now, watch how the teacher uses individual podcasts to demonstrate a simple, yet effective, way to provide students feedback during the writing process so that they can put the feedback to work in a subsequent revision.

[Participants may begin sharing their own adaptations and examples for using technology tools for feedback. They will get the opportunity to do so during or at the end the next series of slides, so this video may be used as a short transition.]

## Teacher Recommendations for Formative Assessment Technology Tools

### Discuss:

- *What other technology tools can you use that can help you gather assessment information and also set up a communication and feedback loop with individual student writers?*

For examples of how California teachers are using innovative approaches and technology tools for formative assessment of writing, refer to Handout 3.2.2: “*Teacher Recommendations for Formative Assessment Tools*”

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### Facilitator Notes:

Refer participants to Handout 3.2.2: “*Teacher Recommendations for Formative Assessment Tools*”

### Talking Points:

[Review content on slide]

- Take a few minutes to share with your table group the tools and strategies you have used, or ways you have adapted the examples on Handout 3.2.2.



## Reflect, Write, Discuss

### Discuss:

*How could you and your students use one or more of the technology tools illustrated in this unit as a formative assessment tool?*

**Important Takeaway:** The assessment practices in this section of Unit 3 illustrate that learning from student work is important for both teacher and students. Teachers who capture what they are learning from their students' writing have gathered important information from which to make sound instructional decisions while developing ways to involve students in learning from their own writing.

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### Facilitator Notes:

- Give participants time in pairs, small groups, or as a whole group to reflect on and discuss the question on the slide.
- Also encourage participants who have limited technological access to strategize ways they can use the formative assessment strategies illustrated in this section of the unit without technology.

### Talking Points:

- This Important Takeaway provides a summary to the learning from students' work section of this unit:

The assessment practices in this section of Unit 3 illustrate that learning from student work is important for both teacher and students. Teachers who capture what they are learning from their students' writing have gathered important information from which to make sound instructional decisions while developing ways to involve students in learning from their own writing.

## Learning From and Adapting CCSS-Informed Lessons

Examine lessons that focus on writing to inform, argue, and analyze through narrative, informational/explanatory, and opinion/argument text types and the writing genres that give them audience, purpose, and form.

Lessons are organized by grade level spans (K–2, 3–5, 6–8, and 9–12):

- Refer to Handout 3.3b “*Learning From and Adapting CCSS-Informed Lessons*” for abstracts and online links to lesson resources.

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### Facilitator Notes:

- The section that concludes this unit provides participants lesson resources that bring all the module pieces together.
- Optional Activity: It is up to the facilitator to determine if this section is for information only, or if there is time to allow for participant exploration and discussion of the lessons.

### Talking Points:

- In this section of Unit 3, you will have an opportunity to examine, use, and adapt additional lessons developed by teachers, for teachers.
- The lessons focus on writing to inform, argue, and analyze: on narrative, informational/explanatory, and opinion/argument text types and the writing genres that give them audience, purpose, and form. They are organized by four grade level spans: K–2, 3–5, 6–8, and 9–12.
- Refer to Handout 3.3b “*Learning From and Adapting CCSS-Informed Lessons*” for the abstracts and online links to all the lesson resources presented in this unit.

## Learning From and Adapting CCSS-Informed Lessons

In each grade level span, you will find lessons that include:

- teaching sequences that support student writing, from generating ideas and research, to drafting and feedback, to revision and assessment, including links to the CCSS, discipline-specific California Academic Content Standards, and ELD standards
- recommendations for informational texts and links to digital texts that can be used to increase content knowledge or serve as genre or language models
- annotated student writing samples with suggestions for using them with students, along with formative assessment tools, criteria charts, and rubrics

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### Facilitator Notes/Talking Points:

[Review content of slide]

## Learning From and Adapting CCSS-Informed Lessons (Optional)

Read the descriptions on Handout 3.3b: “*Learning From and Adapting CCSS-Informed Lessons*” in the grade span of your choice.

- Refer to hard copy or link to and download lessons that you would like to study, use, or adapt. You might want to begin with the *Learning From Student Work* section of the lesson.
- Refer to Handout 3.3a: “*Considerations for Your Lesson Planning*,” as a resource. The planning questions and *Lesson Planning Template*, may prove helpful as you tailor a particular lesson for your students.

Full lessons available on the Brokers of Expertise Web site at  
<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=504695&scild=12714>

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### Facilitator Notes:

- Optional activity (as time allows).
- If participants have online access, they may link directly to the lessons on the Brokers of Expertise Web site at <http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=504695&scild=12714>

### Talking Points:

- On *Handout 3.3b Learning From and Adapting CCSS-Informed Lessons*, you will find the lesson descriptions organized by grade levels and grade spans.
- Refer to hard copy (or link to and download at the URL on the bottom of the slide) those that you would like to study, use, or adapt. You might want to begin now with the *Learning From Student Work* section of the lesson.
- As you review these lessons, have in hand Handout 3.3a: *Considerations for Lesson Planning*, a resource developed by the teachers who developed the lessons. The planning questions, along with the Lesson Planning Template, may prove helpful as you tailor a particular lesson for your students.

## Summing Up

Read the following quote from the *CA CCSS for ELA/Literacy* (page 49) and take note of the ideas addressed in the module, as well as how many of the ideas are a part of the complete lessons the teachers have developed:

"For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it."

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### Talking Points:

- Before you progress to the post-assessment of this Professional Learning Module, let's read the following quote from the *California CCSS for ELA/Literacy* (page 49) [read quote aloud or direct participants to read with partner]
- Take note of just how many of the ideas you have addressed in the module, as well as how many of the ideas are a part of the complete lessons the teachers have developed.

[Take a few moments to gather examples from the participants of where in the module they have addressed ideas found in the quote, what they have seen in the lesson plans and complete lessons, and especially what captures they are planning to focus on for their students.]

# Professional Resources

Professional resources that provide support for extending learning and deepening knowledge of writing to inform, argue, and analyze:

Brokers of Expertise ELA Writing Professional Learning Module Resources:

<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=504695&scild=12743>

California Writing Project:

<http://www.californiawritingproject.org/>

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## Facilitator Notes:

- Point participants to the Resources section of the online version of the module where they can find professional books that provide invaluable support for extending their learning and deepening their knowledge of writing to inform, argue, and analyze.
- Direct participants to links on slide:

Resources:

<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=504695&scild=12743>

California Writing Project: <http://www.californiawritingproject.org/>

## Post-Assessment

Assess your knowledge of the CCSS Writing Standards after completing the module:

- Complete the “Post-Assessment”
- Work independently, without discussion or assistance from others

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### Facilitator Notes:

- This activity will take approximately 5 minutes.
- Refer participants to the *Post-Assessment* handout and indicate that they should NOT collaborate on answering the questions.
- Review correct answers.

### Talking Points:

- Now you will participate in a post-assessment. This activity will assess your knowledge of the CCSS Writing Standards after completing the module.

### Post-Assessment answers:

- |            |            |
|------------|------------|
| 1. B       | 6. A, C, D |
| 2. A, C, D | 7. True    |
| 3. A, B, D | 8. C       |
| 4. A, B    | 9. B       |
| 5. A, B, D | 10. A, C   |