

Evidence


9th
Grade

Essay #2:

- The writer references the author in either the 1st or 2nd sentence of the ¶.
- Student uses citation.
- Student mentions one author.
- Student alligns paper to prompt.
- Student starts w/ a question.
- Student states the title of the text.
- Student has two quotes in Body ¶ 1.
- 4 Paragraphs
- Student uses transitional phrases.
- Student uses ^{different} "tag" lines.

Inferences

Essay #2:

- Student understands the prompt.
- Student knows formula for writing.
- Student tries to follow structure 
- Student has learned to ~~para~~ pull evidence and how to cite.
- Thesis is implied.

Implications

Essay #2:

- ~~Student~~ How can we move student away from formulaic writing?
- Students need to develop a stronger conclusion.

Evidence (Mechanical Structural)

Essay #1:

- Title of text stated
- [Background Info of text] (I)
- Thesis statement as last sentence of intro.
- States Author's Point of View
- Student used quotes
- 3 Paragraphs: Intro, Body, Conclusion
- Starts every paragraph with a prepositional phrase "In..."
- Student restates the thesis.

9th Grade

Inferences

Essay #1:

- The student thinks writing a lot of words is best; he was having trouble stating his ideas.
- The author attempts to analyze the textual evidence.
- The student uses the word "primes" and "interests" to attempt to show a connection between the language & Point of View.
- Student is trying to follow a formula: Say, Mean, Matter.
- Student is trying to write to the prompt.
- The student has been taught to rephrase/restate the thesis.
- Student struggles w/ format.

Implications

Essay #1:

- Student has learned a formula; how do we ~~break~~ help the student answer the prompt w/out a "formula?"
- Revision techniques
- How do we help students develop their ideas more thoroughly?
- Help students deconstruct the prompt?
- Teach language & structure analysis.
- Teach analysis of author's style.