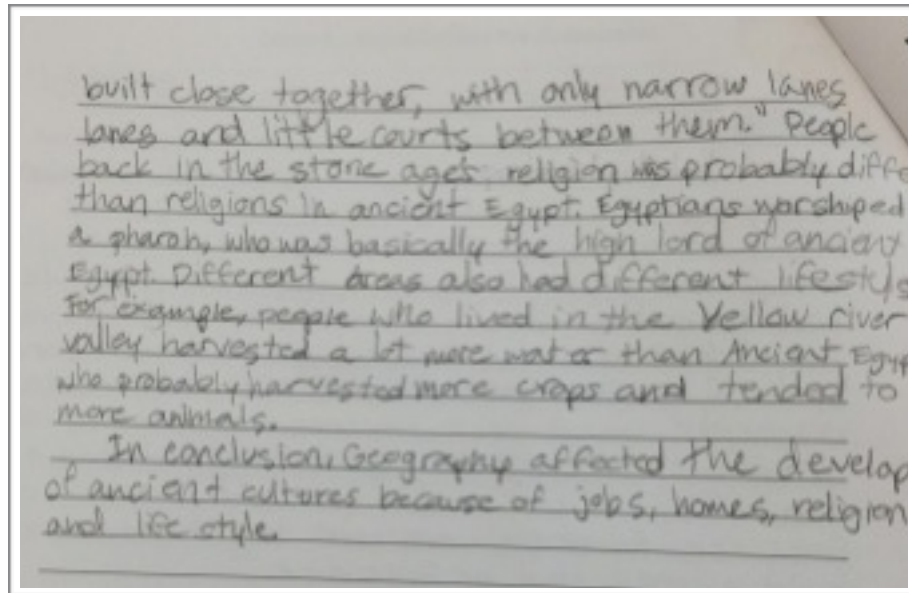


Positive Impact Paper

Specialty Endorsement in Teaching the Gifted



Katrina Wagner

Fall, 2013

Positive Impact Paper

Specialty Endorsement in Teaching the Gifted

Description of Classroom and Students:

At Pacific Cascade Middle School, I teach two blocks of 6th grade Advanced Humanities. My first block takes place during 1st and 2nd period, and my second block takes place during 3rd and 4th period. During each block, I teach both language arts and social studies.

In my first block, I have 30 students; 12 boys and 18 girls between the ages of 10-12. Within this first block, I have 22 Caucasian students, 6 Asian students, 1 East Indian student, and 1 Brazilian. Although I do have 2 students who are non-native speakers, none of my students receive ELL services at school; and only 1 student receives free/reduced lunch services. In my second block, I have 30 students; 14 boys and 16 girls between the ages of 10-12. Within my second block, I have 14 Caucasian students, 13 Asian students, 1 African American, 1 East Indian, and 1 Hispanic student. I have two students who receive free/reduced lunch services; and five students who are non-native English speakers. However, none of the students in this class qualify for ELL services. Although I have students with medical needs, mostly allergies, in both classes; I don't have any students who qualify for a 504 plan or an IEP.

Description of Objectives:

This year for TPEP, which is the new teacher evaluation system that has been implemented, I chose to focus my attention on helping students identify key ideas, write a focused claim and find evidence to support their claims. Besides TPEP, this is also a skill that our district is focusing on in our Issaquah School District common assessment. Since I was already focused on this objective, I decided to document learning related to this skill for my Positive Impact Plan as well. The CCSS that I addressed was RH. 6-8.1, which states that students should

be able to, “Read closely to determine what the text says explicitly and to make logical inferences from it; [and] cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

Assessments:

The pre-assessment that was used to gather data on students’ initial skills set was actually prepared by the district for use in our 6th grade social studies classes.

Grade 6 - Social Studies Pre-Assessment

Task: Geography

Name _____
Teacher _____ Period _____

Student Directions:

You will have one class period to examine the packet of documents and pictures and write an explanatory paragraph that answers the following question:

How did geography affect the development of ancient cultures?

Part 1

Analyze the documents, pictures or graphs you've been given in order to answer the question, "How did geography affect the development of ancient cultures?" Use the graphic organizer below to take notes; you can refer to them while writing your paragraph. When finished, look at your evidence, think of a **main idea** this evidence supports and write it in the **Main Idea** box.

Graphic Organizer		
Main Idea:		
Evidence from Source 1: A Neolithic Village (Article)	Evidence from Source 2: Earliest Civilizations in Europe, Africa and Asia (Map)	Evidence from Source 3: Mural of Daily Life in Ancient Egypt

Figure A

Each student received a packet with a focus question, graphic organizer, and three primary sources dealing with the same topic (see Figure A). For the pre-assessment, students were required to read the directions independently, use the graphic organizer to organize their evidence from the three primary sources, and then write

one paragraph that answered the question, “How did geography affect the development of ancient cultures?” Figures B, C, and D illustrate the three primary sources that students were given.

Andrew Moore, "A Pre-Neolithic Farmers' Village On The Euphrates; Finds From 9000 Years Ago" Published in 1979

The following secondary source was written by Andrew Moore, an archaeologist, in charge of excavating Abu Hureyra in northern Syria. Stone Age farmers lived in Abu Hureyra 9000 years ago, growing wheat, barley, and other crops and, a little later, herding some of the world's first domesticated sheep and goats. Moore describes what the village of Abu Hureyra looked like 9,000 years ago.

What did Neolithic Abu Hureyra look like? Its numerous rectilinear houses were built close together, with only narrow lanes and little courts between them. Each house, made of mud brick, consisted of several small rooms connected by doorways; some of the doorways were conventional but others had very high sills. Many rooms had burnished plaster floors that were colored black and occasionally had red schematic motifs. The walls of the houses were given a coat of whitewash. It seems likely that each house was occupied by

- Neolithic, from the new stone age. 8000 - 3000 bc
- rectilinear, formed by straight lines.
- sill, A slab of wood, stone, or metal at the foot of a door.
- burnished, rubbed to make shiny.
- schematic motifs, designs that are repeated in a particular pattern.

Figure B

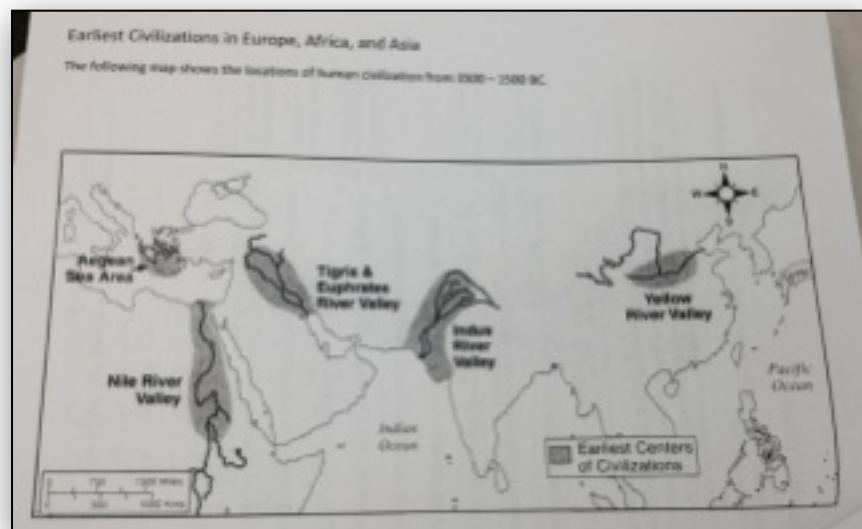


Figure C

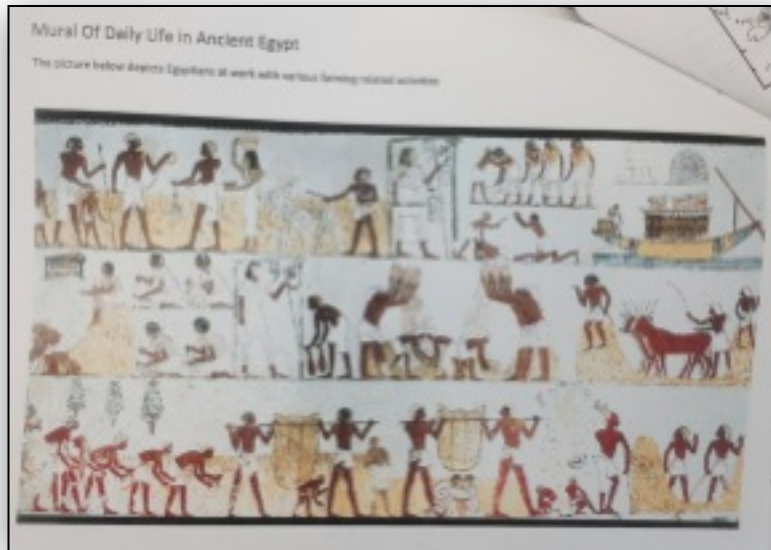


Figure D

After students were given the pre-assessment, 6th grade teachers gathered together from across the Issaquah School District for a day-long professional development day to discuss how we would be assessing these types of assessments. Figure E illustrates the rubric that was used to assess the pre-assessment. Our goal was

	Exceeds Standard	Meets Standard	Approaches Standard	1 Minimal
Claims/ Main Idea	<ul style="list-style-type: none"> Strongly focused and clear Sustained throughout paper Claim/Main idea relates strongly to provided information (context) 	<ul style="list-style-type: none"> Generally focused Generally sustained throughout paper – some loosely related material present Claim/Main idea generally relates to and can be generally supported by provided information 	<ul style="list-style-type: none"> Attempts to express minimal Claim/Main idea Claim/Main idea not sustained throughout paper Claim/Main idea does not relate to provided information 	<ul style="list-style-type: none"> Claim/Main idea not evident in paper
Document Based Evidence and Analysis	<ul style="list-style-type: none"> Uses multiple, specific pieces of text-based evidence from documents (including quotations) Evidence provides meaningful and significant development of claim/main idea Clearly integrates this evidence into the essay 	<ul style="list-style-type: none"> Uses multiple, specific references to documents to support general claim and ideas, may not use many quotations Evidence extends across ideas Adequately integrates information in the documents to the essay 	<ul style="list-style-type: none"> Uses only general evidence from texts Uses evidence, but it does not always support claim and ideas Information from text weakly integrated 	<ul style="list-style-type: none"> Does not use text-based evidence Uses general evidence that does not support claim
Language and Vocabulary	<ul style="list-style-type: none"> Cohesive, sophisticated use of language Academic vocabulary clearly and consistently expresses ideas 	<ul style="list-style-type: none"> Cohesive, articulate use of language Academic vocabulary adequately expresses ideas 	<ul style="list-style-type: none"> Some use of language Use of non-specific, informal language 	<ul style="list-style-type: none"> Vague, informal or confusing use of language Distracting use of slang/dialects
Style/ Organization	<ul style="list-style-type: none"> Logical progression of ideas from beginning to end Organization is clear, consistently followed, and effective in support of the argument Consistent use of a variety of transitional words and phrases to show the relationships between ideas 	<ul style="list-style-type: none"> Adequate progression of ideas from beginning to end Organization is evident in support of the argument but may show some inconsistencies Adequate use of transitional words and phrases to show the relationships between ideas 	<ul style="list-style-type: none"> Some progression of ideas from beginning to end Organization may be unclear, ineffective or both Inconsistent use of transitional words and phrases and/or little variety 	<ul style="list-style-type: none"> No progression of ideas from beginning to end Response may have no organization Few or no transitional words and phrases are evident

dk seems incomplete

Figure E

to have consistency in expectations and criteria across the district at each grade level. Although the pre-assessment focused on four areas (Claim/Main Idea, Document-Based Evidence and Analysis, Language and Vocabulary, and Style/Organization), my Positive Impact Plan only focused on two: Claim/Main Idea (Standard #1) and Document-Based Evidence and Analysis (Standard #2). When compiling data, I found that the average score in my first block for standard #1 was 2.4, and the average for my second block was 2.5; both classes scoring below standard for the pre-assessment. For standard #2, my first block's average was 2.1; and the average for my second block was 2.3. I've included examples from two students, in order to illustrate the average results from the pre-assessment. Figures F - I were chosen from a Asian female in my second block.

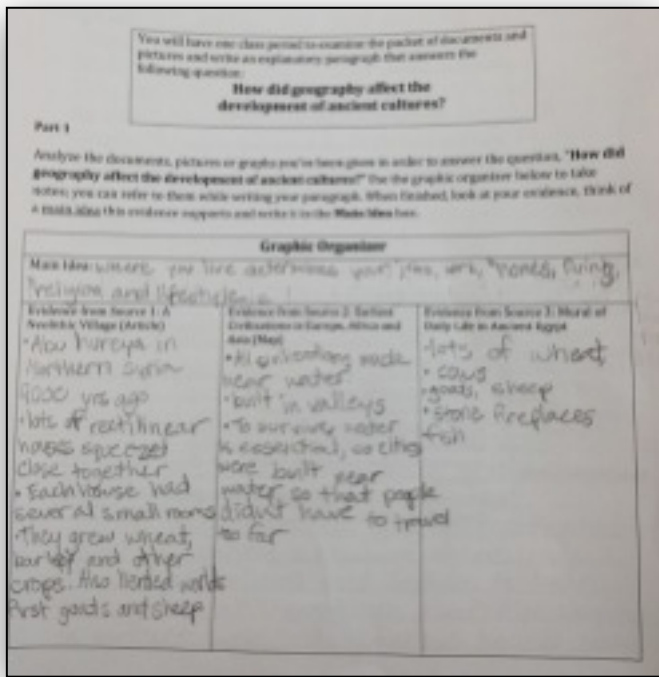


Figure F

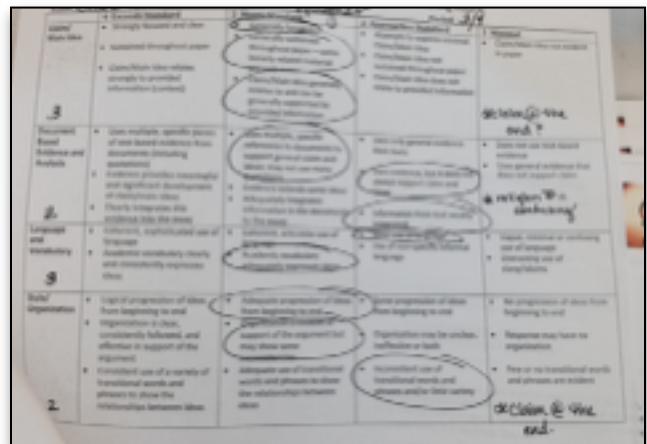


Figure G

How does where ancient civilizations start affect the people who live there? First of all, where people settled affected what the job was. For example, ancient civilizations lived near water, the Nile, the Tigris, and the Indus. The Nile is a river, and the Tigris and Indus are rivers. People had to create jobs that the city could thrive. They definitely needed food and what people invest in. They also needed to get their goods to the rest of the world, so they had to build roads and ships. To get their goods to the rest of the world, you need a ship, or a road. So people were sent to get slaves and build a road, like the Silk Road.

Geography also affected development because you need water in many civilizations. In the past, there was a source of water in the region of Europe, Africa, and Asia. Some centers of where civilizations were near some of their valleys. For example, the Nile river valley, the Tigris and Euphrates river valley, and the Indus river valley. The Yellow River valley, and the Ganges and Brahmaputra river valley. Centers of cities were built in these places so that people didn't have to travel far to get water.

The last reason that geography affected ancient civilizations is because where you live affects your religion and lifestyle. In Mesopotamia, people in the Tigris and Euphrates valley, in northern Syria, in Mesopotamia, in the Nile river valley, in the Indus river valley, in the Yellow River valley, and in the Ganges and Brahmaputra river valley.

Figure H

built close together, with only narrow lanes and little courts between them." People back in the stone ages religion was probably different than religions in ancient Egypt. Egyptians worshiped a pharaoh who was basically the high lord of ancient Egypt. Different areas also had different lifestyles. For example, people who lived in the Yellow River valley harvested a lot more water than ancient Egypt. They probably harvested more crops and tended to more animals.

In conclusion, Geography affected the development of ancient cultures because of jobs, homes, religion and life style.

Figure I

Figures J-L were chosen from a Caucasian male in my second block.

How did geography affect the development of ancient cultures?

Part 1

Analyze the documents, pictures or graphs you've been given in order to answer the question, "How did geography affect the development of ancient cultures?" Use the graphic organizer below to help. You can refer to them while writing your paragraph. When finished, look at your evidence. It should show this evidence supports and write it in the Main Idea box.

Graphic Organizer		
<p>Main Idea</p> <p>Geography affected the development of ancient cultures because of jobs, homes, religion and life style.</p>	<p>Evidence from Source 1: A Mesopotamian Pictograph (MPP)</p> <p>The pictograph shows that the Mesopotamians had a river and a city. The river was the Tigris and Euphrates. The city was Uruk. The pictograph shows that the Mesopotamians had a river and a city. The river was the Tigris and Euphrates. The city was Uruk.</p>	<p>Evidence from Source 2: A Map of the Nile River Valley</p> <p>The map shows that the Nile River Valley was a fertile area. The Nile River was the main source of water. The Nile River Valley was a fertile area. The Nile River was the main source of water.</p>

Figure J

Middle School Social Studies Common Assessment Scoring Rubric

Score	Criteria	Teacher: [Name]	Student: [Name]
3	<p>Claim/ Main Idea</p> <ul style="list-style-type: none"> Clearly focused and clear Supported throughout paper Clear/flow ideas relates strength in provided information (evidence) 	<p>1. Main Idea/Claim</p> <p>Geography affected the development of ancient cultures because of jobs, homes, religion and life style.</p>	<p>1. Evidence</p> <ul style="list-style-type: none"> Attempts to organize evidence throughout paper Some/None the not organized throughout paper Some/None the does not relate to provided information
3	<p>Support/ Detail/ Evidence and Analysis</p> <ul style="list-style-type: none"> Uses multiple, specific pieces of text-based evidence from documents including quotations Clearly provides supporting and significant development of main/claim idea Clearly integrates the evidence into the essay 	<p>Geography affected the development of ancient cultures because of jobs, homes, religion and life style.</p> <p>Geography affected the development of ancient cultures because of jobs, homes, religion and life style.</p>	<ul style="list-style-type: none"> Does not use text-based evidence Does not use general evidence that does not support claim
2	<p>Language and Vocabulary</p> <ul style="list-style-type: none"> Cohesive, sophisticated use of language Academic vocabulary clearly and consistently expresses ideas 	<p>Geography affected the development of ancient cultures because of jobs, homes, religion and life style.</p>	<ul style="list-style-type: none"> High, minimal or confusing use of language Minimal use of language
2	<p>Text Organization</p> <ul style="list-style-type: none"> Logical progression of ideas from beginning to end Organization is clear, consistently followed, and effective in support of the argument Consistent use of a variety of transitional words and phrases to show the relationship between ideas 	<p>Geography affected the development of ancient cultures because of jobs, homes, religion and life style.</p>	<ul style="list-style-type: none"> The progression of ideas from beginning to end Organization may be unclear, ineffective or bad Minimal use of transitional words and phrases to show the relationship between ideas

Figure K

I think that geography affected cultures. If the people moved to certain places they would get only certain resources that are near that area. So with the resources that they had, they would have to use them to make clothes, they would have food and other needs. Next, it depends on where they moved. It would be easier to build homes on a flatter area.

Secondly, they would have to find food in the area. They probably wouldn't do so well if there wasn't a lot of animals or plants in the area. They also need water. If there's no water source, they might get dehydrated. Also, if they grow crops a lot, the people need to find a good place to grow those crops.

Figure L

Figures M-O were chosen from a Caucasian female in my second block.

Student Directions

You will have one class period to examine the packet of documents and pictures and write an explanatory paragraph that answers the following question:

How did geography affect the development of ancient cultures?

Part 1

Analyze the documents, pictures or graphs you've been given in order to answer the question, "How did geography affect the development of ancient cultures?" Use the graphic organizer below to take notes; you can refer to these while writing your paragraph. When finished, look at your evidence, think of a **MAIN IDEA** this evidence supports and write it in the Main Idea box.

Graphic Organizer		
Main Idea: Geography affected cultures because the cultures only had certain resources where they settled.		
Evidence from Source 1: A Neolithic Village (Article) Houses were built close together and made by mud brick and will dry. The natural resources near the village had.	Evidence from Source 2: Earliest Civilizations in Europe, Africa and Asia (Map) The earliest centers of civilizations were built close to water, but still on land.	Evidence from Source 3: Mural of Daily Life in Ancient Egypt The Egyptians were farmers. They raised crops so they are growing and harvesting them.

Figure M

Class Main Idea	Contextual Evidence	Source Evidence	Supportive Evidence	Question
2	<ul style="list-style-type: none"> Example: Neolithic evidence Subsistence through hunting Domestication of wheat through selective breeding 	<ul style="list-style-type: none"> Neolithic evidence Domestication of wheat through selective breeding Domestication of wheat through selective breeding Domestication of wheat through selective breeding 	<ul style="list-style-type: none"> Domestication of wheat through selective breeding Domestication of wheat through selective breeding Domestication of wheat through selective breeding 	<ul style="list-style-type: none"> Domestication of wheat through selective breeding Domestication of wheat through selective breeding Domestication of wheat through selective breeding
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1	<ul style="list-style-type: none"> Domestication of wheat through selective breeding Domestication of wheat through selective breeding Domestication of wheat through selective breeding 	<ul style="list-style-type: none"> Domestication of wheat through selective breeding Domestication of wheat through selective breeding Domestication of wheat through selective breeding 	<ul style="list-style-type: none"> Domestication of wheat through selective breeding Domestication of wheat through selective breeding Domestication of wheat through selective breeding 	<ul style="list-style-type: none"> Domestication of wheat through selective breeding Domestication of wheat through selective breeding Domestication of wheat through selective breeding
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Figure N

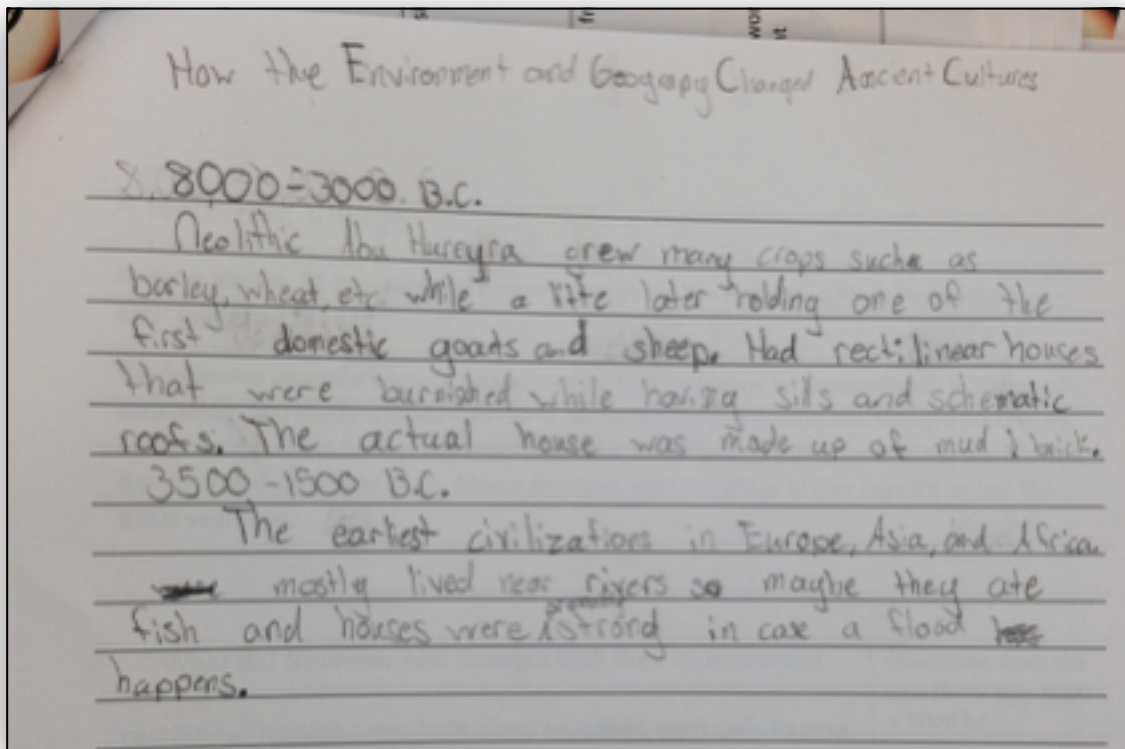


Figure O

Based on the pre-assessments, it was clear that a majority of the students did not understand what a claim was, where a claim is located in a paragraph, and how to use evidence to support a claim. Some students did not have a claim at all, some students had poorly written claims, and other students organized their paragraphs with the claim at the end of their paragraph(s). As you can see from Figure O, some students began their paragraphs by jumping right into their evidence, without any attention to an introduction or a claim that provides an answer to the question. Related to evidence and analysis, it was obvious that most students did not understand how to quote specific evidence from the text that was offered. Only a few students actually quoted evidence, with reference to the source that their evidence was from. Generally, students in my class did a sufficient job writing evidence, but I did notice that some students included analysis that didn't necessarily match the required question.

The district-wide post-assessment is not scheduled to take place until March, but my own post-assessment for the Positive Impact Plan required to students to go through the same process as the pre-assessment with different texts and with a

different question. When students completed the pre-assessment, they were given one period (about 55 minutes) to complete the entire task; but many students throughout the district did not have time to complete the task during that time period. Therefore, I chose to give students two periods (over the course of two days) to complete the post-assessment. During the first day, students watched a short video on Education Portal (a website), and then read two articles; all of which dealing with the topic of writing during ancient Mesopotamian times. Figure P shows one student's graphic organizer that was used to document textual evidence from all three sources, and create inferences that may turn into claims for their paragraph(s).

What I already have to know or be able to do to complete the assignment: CEE need articles, watch video.

Class/Period: 82
Due Date: 7/16/18

Textual Evidence From Multiple Sources

How did writing impact the development of the Mesopotamian civilization?

	Inferences	Textual Evidence
Source #1: Education Portal Video	Writing can create a smarter living than those without writing. It can supply new knowledge.	<ul style="list-style-type: none"> • First represented with pictures on clay - pictographs. • Used wide shaped clay tablets. • Created writing where cities developed - more intricate writing - communicating with local memory, learning new things. • Forces culture to learn, retain, improve, create, share.
Source #2: Early Writing	Writing improved efficiency and accountability of a civilization.	<ul style="list-style-type: none"> • Started writing 5,000 years ago • way to keep track of property • told world of culture • permanent • agriculture led to writing • improved accounting of economy, accountability of governments, etc. • writing can be improved
Source #3: The History of Writing	Writing is a more reliable, permanent way of communication/knowledge than memory/speaking.	<ul style="list-style-type: none"> • Started with water. • writing was reliable and lasting • more formal • permanent document • cannot rely on memory as people info can be altered or communicated wrong • more knowledge

Figure P

Strategies During Instruction:

During the two months of instruction between the pre-assessment and the post-assessment, students were instructed on how to effectively write a Claim-Evidence-Explanation (CEE) Paragraph. First, students took notes on this type of paragraph (which may be known by other names in other classrooms). I defined the terms: claim, evidence, explanation, analysis. Figure Q displays a variety of slides

Q displays a variety of slides

from my initial presentation to students. Additionally, we discussed evidence and what type of information can be used as evidence (i.e. statistics, examples, quotes, and data). Next, students were guided through the organization of this type of

paragraph; and shown a couple of CEE paragraph examples with both language arts and social studies content.

After the initial introduction to the writing strategy, students were instructed to write their first CEE paragraph in social studies. Their homework was to write a CEE paragraph related to some topic in 1.3 or 1.4 (early humans, types of sources, archaeology), and highlight each different part of their paragraph with a different color. I explained to students that the highlighting pieces was very important because it was a way for them to check if they had included all the required parts of the paragraph. When students turned in this first CEE paragraph homework



Figure Q

assignment, I read through them and gave them an initial “ungraded” score to help them understand how strongly they had grasped the concept (i.e. 1 = I cannot do this on my own yet; 4 = I totally get this and can do it on my own). The next day, after reading through a new section in their social studies textbook, students were required to write another CEE paragraph. This time, however, I chose to differentiate the instruction. Students who had received a “1” on the first

paragraph were instructed to meet in the hall and work with my on crafting their paragraph. Students who received a “2” or “3,” were instructed to work with a partner to create their paragraphs; and students who got a “4” were encouraged to work on their paragraphs independently. Working with the “1” students privately allowed them to get more instruction on the organization and parts of the paragraphs. These students were able to ask questions, and I saw their paragraphs improve drastically after this activity.

Since our initial presentation of the CEE paragraph, students have been practicing this skill as part of every chapter notes assignment they have in social studies. For each chapter/section, I write one question that students have to answer using the textbook for evidence. Figure R shows an example of one end-of-chapter CEE paragraph questions. Although not all of these paragraphs have been assessed, one of them has been. Figures S and T shows the rubric that was used to give feedback on the students’ progress with these skills.

CEE Paragraph Directions

- Write a Claim-Evidence-Explanation paragraph that answers the following prompt.
- Your evidence should be quotes, facts, or examples from the US Textbook.
- **Highlight** each part of the paragraph in different colors.
- Remember the following organizational structure:
 - o Claim (1 sentence)
 - o Evidence #1 (2 sentences)
 - o Explanation for Evidence #1 (2-3 sentences)
 - o Evidence #2 (2 sentences)
 - o Explanation for Evidence #2 (2-3 sentences)
 - o Evidence #3 (2 sentences)
 - o Explanation for Evidence #3 (2-3 sentences)
 - o Concluding Sentence

Prompt:

- **How did the Mesopotamians deal with their lack of natural resources and how did that affect them?**

Figure R

Throughout the process, students have been self-reflecting on their progress with the CEE paragraph (which includes their understanding of claims, evidence and explanation). Students self-assess and grade themselves each time they complete chapter notes. Additionally, some students volunteered to write

about their understanding of the CEE paragraph for our classroom newsletter, that goes out to parents and students. Figure U shows one example of student writing.

Results in the Post-Assessment:

Rubric for CEE Paragraph in Social Studies	
Standard: I can write arguments focused on discipline-specific content. (CCSS WHST.6.8.1)	
Meets Standard	<p>4.1 (100%)</p> <ul style="list-style-type: none"> ☐ I have expert mastery over the skill of writing a CEE paragraph with social studies content. ☐ I have mastery over writing a claim that is focused and specific. ☐ I have mastery over supporting my claim with specific, relevant data and evidence that demonstrates my understanding of the topic/text. I have included page numbers and/or reference to where the evidence is from. ☐ I have mastery over organizing my evidence/explanation logically – following the organizational pattern discussed in class. I have highlighted my paragraph and the organization is obvious. ☐ I have mastery over writing explanation that clarifies the relationship between the claim and the evidence. I've made it clear how the evidence is supporting the claim. ☐ I have mastery over providing a concluding statement that follows and supports that argument presented. ☐ My paragraph could be used as a teaching example.
	<p>4 (100%)</p> <ul style="list-style-type: none"> ☐ I clearly understand the skill of writing a CEE paragraph with social studies content. ☐ I clearly understand how to write a claim that is focused and specific. ☐ I understand how to support my claim with specific, relevant data and evidence that demonstrates my understanding of the topic/text. ☐ I understand how to organize my evidence/explanation logically – following the organizational pattern discussed in class. ☐ I understand how to write an explanation that clarifies the relationship between the claim and the evidence. I've made it clear how the evidence is supporting the claim. I may not have the detail and depth that a 4.1 analysis might have. ☐ I understand how to provide a concluding statement that follows and supports that argument presented.
	<p>3.7 (92.5%)</p> <ul style="list-style-type: none"> ☐ It's mostly clear I understand the skill of writing a CEE paragraph with social studies content. ☐ It's mostly clear I understand how to write a claim that is focused. There may be a word like, "stuff" or "things." ☐ It's mostly clear I know how to support my claim with specific data and evidence that demonstrates my understanding of the topic/text. Some of my evidence may be specific, while other evidence is confusing/too general. ☐ It's mostly clear I know how to organize my evidence/explanation logically – following the organizational pattern discussed in class. I may have 1 minor error in organization. ☐ It's mostly clear I know how to write an explanation that clarifies the relationship between the claim and the evidence. It's mostly clear how the evidence is supporting the claim. One piece of explanation may be confusing or unclear. ☐ It's mostly clear that I know how to provide a concluding statement that follows and supports that argument presented.
	<p>3.4 (85%)</p> <ul style="list-style-type: none"> ☐ It's somewhat clear I understand the skill of writing a CEE paragraph with social studies content. ☐ It's somewhat clear I understand how to write a claim. There may be a word like, "stuff" or "things." It may be a little too general, but it's obvious a claim is there. ☐ It's somewhat clear I know how to support my claim with specific data and evidence that demonstrates my understanding of the topic/text. There are minor errors with my evidence – too general, not totally related to the claim, etc. ☐ It's somewhat clear I know how to organize my evidence/explanation logically – following the organizational pattern discussed in class. I may have 2 minor errors in organization. ☐ It's somewhat clear I know how to write an explanation that clarifies the relationship between the claim and the evidence. It's somewhat clear how the evidence is supporting the claim. The teacher may have to infer what I mean for some of it. ☐ It's somewhat clear that I know how to provide a concluding statement that follows and supports that argument presented.

Figure S

After two months of instruction, formative assessments, and reteaching; students completed the post-assessment, and the results were incredible. For standard #1, block one's average score went from 2.4 to 3.6; and block two's

Does NOT Meet Standard	3.8 (70%)	<ul style="list-style-type: none"> ☐ It's not entirely clear I understand the skill of writing a CEE paragraph with social studies content. ☐ It's not entirely clear I understand how to write a claim. There is a start of a claim, but it sounds like a fact. ☐ It's not entirely clear I know how to support my claim with specific data and evidence that demonstrates my understanding of the topic/text. There are major errors with my evidence – too general, not totally related to the claim, etc. It's not clear I know what evidence is. ☐ It's not entirely clear I know how to organize my evidence/explanation logically – following the organizational pattern discussed in class. I have major errors in organization. ☐ It's not entirely clear I know how to write an explanation that clarifies the relationship between the claim and the evidence. The explanation is not making the connection between the evidence and the claim. It also lacks depth and may be confusing. ☐ It's not entirely clear that I know how to provide a concluding statement that follows and supports that argument presented. I may have just copied and pasted my claim.
	2 (50%)	<ul style="list-style-type: none"> ☐ I make many major errors demonstrating that I understand the skill of writing a CEE paragraph with social studies content. ☐ It's unclear that I can write a cohesive CEE paragraph on my own, and may need some extra support. ☐ There are many pieces missing, and it looks incomplete.
	0	No judgment can be made about the student's ability to take notes.
Comments:		

Figure T

average score went from 2.5 to 3.4. For standard #2, block one's average score went from 2.1 to 3.4; and block two's average score went from 2.3 to 3.5. Figure V is the post-assessment from student #2 (Figures J-L). Clearly, this student now grasps the concept of a claim, and has organized the paragraph in a logical manner. In the pre-assessment, this student's claim was general and basic; he had written, "I think that geography affected cultures." In the post-assessment, this

STUDENT WRITING

CEE Paragraphs

by [REDACTED]

For the last few weeks we have working on developing our CEE paragraph skills. This stands for Claim - Evidence - Explanation. We've been making claims about nomads, villages, and early humans. Your claim must be supported by evidence in the text. We do this assignment so that we can create a good claim, support the claim with evidence, and explain the evidence.

Figure T

student wrote, “Writing impacted the development of the Mesopotamian civilization by improving rate of inventions and work.” Although this student still has some issues with flow, he has clearly improved in his ability to write a more specific and detailed claim. Additionally, when we look at his use of evidence, he has also improved in his ability to explain where his evidence is from. Although he still isn’t using quotes, he has phrases such as, “In the video...” and “...in the history of writing article, it proves that...” Originally, in the pre-assessment, it

wasn’t clear that the student used any evidence since all of their information appeared to be opinion. Figure V is a second example of a paragraph from the post-assessment. This student, has also written a focused, detailed claim. In the pre-assessment, most of the claims that had been written ended with, “...in many ways.” In class, we discussed how unfocused that kind of language is; and you can see a big improvement with this student’s claim, which states, “Writing had an impact on the development of the Mesopotamian

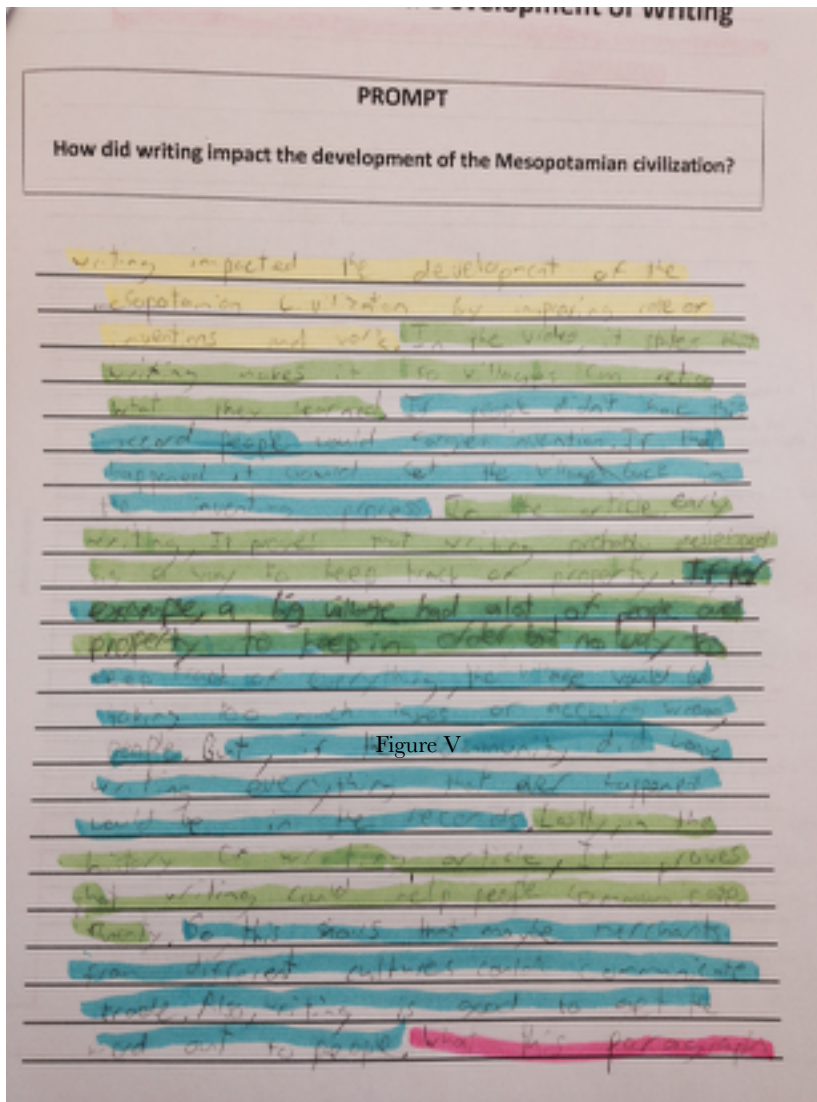


Figure V

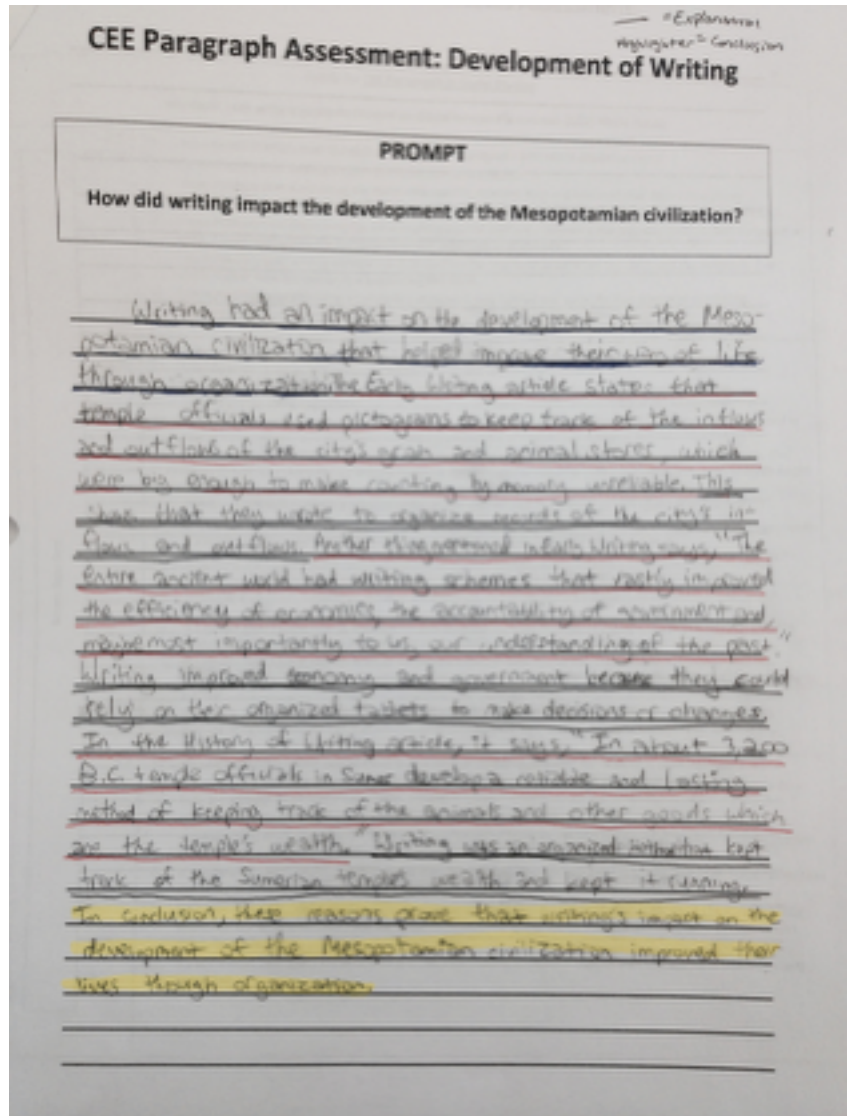
Figure V

civilization that helped improve their ways of life through organization. This student has also grasped the concept of using quotes from the text as evidence. One example states, “Another thing mentioned in Early Writing says, ‘The entire ancient world had writing schemes that vastly improved the efficiency of economies, the accountability of government, and maybe most importantly to us, our understanding of the past.’” Although these are just two student samples, the other results were very similar.

Reflections:

Although students in the advanced 6th grade class generally tend to be very talented writers, when compared to their grade-level peers; students in my classes improved their argumentative writing significantly due to the instruction in my class. Before students got back their initial pre-assessment, we spent an entire class

period reviewing the rubric and assessing anchor papers. Students even assessed their own pre-assessment before they ever received their pre-assessment scores. After working through this process, students were able to verbalize what they needed to work on, and could identify what they needed to improve on. Differentiating instruction early on with the CEE paragraph helped me focus



attention on my struggling learners, while letting students who had already demonstrate mastery work independently without having to sit through reteaching that they didn't need.

Since the district-wide post-assessment isn't until late February, there are a few areas that I would still like to target in my instruction to bring my students to the next level. Although students can identify evidence, many can still not use transitions to lead into the evidence smoothly. Additionally, some students also need to work more on making sure their evidence and explanation/analysis consistently relates back to their claim.

