

LA-TPN Identifying Features of Work that Meets Expectations

GRADES


6 - 12

DISCIPLINE

 ELA

COURSE

 Any

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to identify features of work that meets expectations.</p>	<p>LA-TPN IDENTIFYING FEATURES OF WORK THAT MEETS EXPECTATIONS</p> <p>What should work that meets expectations look like? In your cooperative groups, you will use the Preparing for the Task sheet in your writer's notebooks. As a group, you will determine what features should be included in an essay that meets expectations. Use the grading rubric for the task to guide your thinking. Determine what additional features can be included to take the essay to the next level. Finally, determine what writers should avoid doing that could lower the score for the essay. Be prepared to share out your expectations for the essay with the class.</p>	<p>Work meets expectations if:</p> <ul style="list-style-type: none"> • Students have identified at least 3 features that should be included in the products • Students are able to identify at least 1 feature that could take the product to the next scoring level • Students are able to identify at least 3 features that should be avoided • Students are able to share their responses with the class to create whole-class criteria 	<p>Assign students to cooperative teams. Distribute one stand-alone copy of the Preparing for the Task sheet to each group. Distribute a scoring rubric to each student. Permit students to think/share ideas within their groups for 15 minutes. Encourage students to refer to the scoring rubric when identifying features of a good response to the prompt. Clarify misconceptions regarding the rubric as they arise.</p> <p>When time is up, permit students to dictate expectations. Use chart paper/poster to create a class set of expectations for the essays. For each item that is suggested, ask students to show agreement by holding up one finger and disagreement by holding up 2 fingers. If students disagree, permit them to explain their rationale. As the teacher, make a judgement call as to whether those items should be included in the class expectations for the essay.</p>
<p>Standards:</p> <p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.6 : Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>				
<p>Additional Attachments:</p> <p> Preparing for the Task-Identifying Essay Expectations Sheet</p>				

by Shelia D. Banks