

Measuring Student Growth of Common Core Writing Skills in Social Studies

Writing Tasks (Performance Tasks):

(these can be implemented over several class periods, across several weeks, or across an entire semester)
(all writing tasks are differentiated instruction – students at different Common Core skill levels can move forward at an appropriate pace and demonstrate mastery at different times as their writing improves – this is a huge motivator for all students!)

1. Writing Prompts (Challenge Questions) written down
2. Free write response with article(s) or document(s) provided by teacher (or researched by students)
3. Close reading with highlighters
(**CC Reading Skills standard – CCSS.ELA-Literacy.CCRA.R.1** → “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text”).
 - a. Organize relevant information, evidence, and ideas on “Analysis Organizer”
4. Organize and structure evidence from organizer on “Essay Template” for analytical writing
5. Write essay (**1st draft**) based on the completed “Essay Template”
(**CC Writing Skills standard – CCSS.ELA-Literacy.CCRA.W.1** → “Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence”).
6. Use chosen grading rubric to assess 1st draft of essay (or chosen parts of essay for skills focus)
 - a. Use AP College Board 9-point rubric, Smarter Balanced writing rubrics, or other rubrics
7. Revise essay (**2nd draft**) based on areas for improvement and to strengthen writing to move towards proficient, and ultimately to work towards exemplary.
8. Write final revised essay (**Final draft**) to demonstrate mastery of skills and to earn full credit in the writing process
(**CC Writing Skills standard – CCSS.ELA-Literacy.CCRA.W.10** → “Write routinely over extended time frames [time for research, reflection, and revision] and shorter time frames [a single sitting or a day or two] for a range of tasks, purposes, and audiences).

Measuring
Student Growth

Pre

Student
Growth

Post 1

Student
Growth

Post 2

Student
Growth

Post 3