



Marking Period Assignment Feedback*

Feedback by: _____

Teacher: Alexander Ott	Class: Constitutional Law	Assignment: Argumentative Essay
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Self-Assessment

Y N Put a \checkmark in the 'Y' or 'N' column for each criteria if it is present or absent in the assignment.

Y	N	Criteria
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part I - Formatting, Style and other "technical issues"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear header (preferably PE letterhead)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear, student friendly instructions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	No typos
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Grading parameters
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Weight of assignment relative to course specified
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear deadlines / time frame with penalties / rewards noted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Directs students to track progress on Jupiter Grades
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part II - Pedagogy
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rubric with clear criteria
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Writing / other media used to demonstrate mastery
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Scaffolding
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Progress checkpoints
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Opportunities for revision
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Requires use of academic vocabulary
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part III - Instructional Goals
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Common-core aligned
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student independence
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Productive struggle
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence in argument
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Research, data analysis, or modeling
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appropriate for 9-10 or 11-12 CCLS grade bands (text complexity, depth of analysis)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part IV - Danielson Framework
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1a: <i>Demonstrating Knowledge of Content & Pedagogy</i> (Interdisciplinary / intradisciplinary connections/ Anticipating student misconceptions)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1E: <i>Designing Coherent Instruction</i> (Differentiation/ Clear definition of learning outcomes/ Student Choice)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3b: <i>Questioning and Discussion</i> (Challenge students to justify thinking/ Pose questions to promote student thinking and understanding/ engage students in metacognition)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3c: <i>Engage Students in Learning</i> (Scaffolding/ Inquiry / Making thinking visible)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3d: <i>Using assessment in instruction</i> (Student awareness of assessment criteria/ opportunities for feedback/ self- assessment/ peer-to-peer feedback/ students contribute to assessment criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4e: <i>Growing and Developing Professionally</i> (Inviting feedback on work/ meeting deadlines/ action research)

*** Please select 3 areas for the PL Committee to frame feedback around. Then, write these three areas of focus on the back.

*This feedback is intended to provide guidelines for quality MP assignments. The expectation is NOT that every assignment will include every attribute. Rather, please apply professional judgment, taking each attribute into consideration in design. This feedback is not evaluative in any way. The Danielson guidelines do not represent a comprehensive plan to address all critical attributes to achieve an effective or highly effective rating nor are they intended to be predictive of any rating.

Please select 3 of the attributes from parts I-IV for focused feedback and list them in the table below:

Attribute (selected by course teacher)	Next Steps (suggested by reviewer)
<i>(ex) evidence in argument</i>	<i>[The reviewer will write the next steps here]</i>
3d: Using assessment in instruction (Student awareness of assessment criteria/ opportunities for feedback/ self- assessment/ peer-to-peer feedback/ students contribute to assessment criteria)	
1E: Designing Coherent Instruction (Differentiation/ Clear definition of learning outcomes/ Student Choice)	
3c: Engage Students in Learning (Scaffolding/ Inquiry / Making thinking visible)	

General feedback from reviewer:

Warm	Cool

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Name: _____

Date: _____

American Revolution Argumentative Essay

Body Paragraph Only

Essay Prompt: Were the Colonists justified in starting the American Revolution against the British Empire?

Directions:

1. Create an argumentative essay body paragraph based upon The American Revolution.
2. Create a claim. You should take a position on the Essay Prompt listed above.
3. Use any of the two (2) sources to support your claim with two (2) pieces of evidence (Affirm/Agree your claim)
4. Use any of the two (2) sources to create a counter-claim and evidence to support it. (Refute/Disagree your claim)
5. Use any of the two (2) sources to support your claim with one (2) piece of your best evidence. (Affirm/Agree your claim)

In your essay:

- Use your best piece of evidence to support your claim after your counter-claim.
- You may use as much evidence as you can find from the documents.
- You should use transition words between sentences.

Day 1:

____ 1. *Read and Annotate* your documents.

Day 2:

- ____ 1. *Create a claim.*
- ____ 2. *Search* the documents for two (2) pieces of *evidence* to support your claim.
- ____ 3. Based upon your documents *create a counter-claim.*
- ____ 4. *Search* the documents for *evidence* to support the counter-claim.
- ____ 5. *Search* the documents for your best piece of *evidence* to support your claim.
- ____ 6. *Write* your body paragraph in the format below:
 - Claim
 - Evidence #1 to affirm/agree with claim
 - Evidence #2 to affirm/agree with claim
 - Counter-Claim
 - Evidence to affirm your Counter-Claim
 - Evidence #3 to affirm/agree with claim (best piece of evidence)

Argumentative Essay – Body Paragraph(s) Only

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Counter-Claim/Position	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the writer's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the writer's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the writer's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the writer's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the writer's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Counter-Claim/Position	The counter-claim position statement provides a clear, strong statement of the writer's position on the topic.	The counter-claim position statement provides a clear statement of the writer's position on the topic.	A counter-claim position statement is present, but does not make the writer's position clear.	There is no counter-claim position statement.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	

			All Scores x 4 And are out of 96 points	Score Totals	<u>96</u>
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Project Deadlines:

Body Paragraphs: Tue 10/18/16
Revision: Fri 10/21/16

Check your progress on Jupiter Ed.

All deadlines are firm deadlines unless discussed with teacher prior to due date.

Assignment may be given up until the close of school at 3:10p on the due date.

This Assignment counts as a classwork grade and the Revision counts as a test/assessment grade.