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| **Document-Based Informal Essay:** Teacher’s Descriptive Feedback | | | | | | | | | | | | |
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| **Learning Target** | | | | **Got It** | | **Developing** | | **Feedback** | | | | |
| **1. Historical Theme:** (Turning Points):  I can explain the importance of the historical context and theme in my own words | | | |  | |  | | * I have **underlined** where you show the “big idea” in your introduction and conclusion   + Say this in your own voice (check strategies for ideas)   + Explain importance of theme (why does this matter?) * Connect facts to historical theme/context | | | | |
| **2. Evidence**: I can use accurate and sufficient facts and quotations from the texts (with proper citations) to develop my topic | | | |  | |  | | * I have put a star ★ by facts that develop your topic   + I have put a question mark **?** by facts that are not accurate or are not clear (check documents: \_\_\_\_\_\_)   + I have written **“expand”** where you could add additional facts and details (check documents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) * I have written “cite!” next to facts and quotes that are not properly cited | | | | |
| **3. Evidence**: I can recall accurate and sufficient background information to develop my topic and keep my reader from being lost | | | |  | |  | | * I have drawn a squiggly line  under background information.   + Expand with more background (outside) information   + Background information not accurate | | | | |
| **4. Organization & Cohesion**: I can use my multi-paragraph outline to organize my essay in a way that makes sense to my reader | | | |  | |  | | * I could follow your organization from your outline   + Go back and add details from your outline   + Add topic and/or concluding sentences from outline | | | | |
| **5. Organization & Cohesion:** I can use time and sequence, cause and effect and illustration words to explain the relationship between events and connect ideas | | | |  | |  | | * I have put a **“T”** next to transition words that show relationships * Add transition words, cause & effect words &/or illustration words * Use more words to create connections between ideas | | | | |
| **6. Mechanics:** I can write a complete sentence using appositives | | | |  | |  | | * I have put a smiley face  next to appositives * I have put circles around proofreading errors * I have put an **“F”** next to fragments, **“RO**” next to run-ons, and **“S-V”** next to subject-verb agreement issues | | | | |
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|  | | | Student Learning Plan | | | | | | | |  | |
| **Directions:** Please use your feedback to fill out the boxes below. Choose next steps for any targets you listed under “*I need to learn the basics related to these skills.”* If you were instructed to work with a partner to practice, you will be given time to do this in an upcoming class. | | | | | | | | | | | | |
| **Student Insights** | | | | | | | | | | | | |
| I am good at these skills… | | | | | | | | | | | | |
| I need to practice these skills… | | | | | | | | | | | | |
| I need to learn the basics related to these skills… | | | | | | | | | | | | |
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| **Next Steps** | | | | | | | | | | | | |
| **#1** |  | | | | | | | | | | | |
| **#2** |  | | | | | | | | | | | |
| **#3** |  | | | | | | | | | | | |
| **#4** |  | | | | | | | | | | | |
| **#5** |  | | | | | | | | | | | |
| I will complete the next steps above by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to ensure I improve my skills before the next assessment. | | | | | | | | **Student Signature:** | |  | | |
|  | | | | | | | | | | | | |
|  | | | Possible Learning Strategies for next steps | | | | | | | |  | | |
|  | | | | | | | | | | | | |
| **Learning Target** | | | | | **Learning Strategy Options** | | | | | | | |
| ***1. Historical Theme:*** (Turning Points):  I can explain the importance of the historical context and theme in my own words | | | | | 1. Use the Word Replacement Strategy or the **“Who, What, When”** individual strategy to rephrase the theme and historical context (ask Ms Friesen for the purple handout if you have lost it) 2. Talk it out! Discuss the historical context with your partner and have your partner “scribe” (write down) your restatement. Then use your partner’s notes to write your G.S. 3. My own strategy | | | | | | | |
| ***2. Evidence****:* I can use accurate and sufficient facts and quotations from the texts (with proper citations) to develop my topic | | | | | 1. Reread documents 1-3 and underline details that show internal factors that led to the turning point and/or reread documents 4-6 and underline details that show external factors that led to the turning point 2. Ask your partner for ideas about what facts and quotations could improve your essay 3. Read the exemplar essay and circle where the author used facts, quotations and citations 4. My own strategy | | | | | | | |
| ***3. Evidence****:* I can recall accurate and sufficient background information to develop my topic and keep my reader from being lost | | | | | 1. Watch a video about the Roman empire uploaded on Google Classroom and take notes about internal and external factors that contributed to its fall. 2. Review Unit 3 Packet 5 and ask your partner to quiz you about where the Roman empire was located, what years it was its peak, and what it accomplished during *Pax Romana* (its golden age) 3. My own strategy | | | | | | | |
| ***4. Organization & Cohesion****:* I can use my multi-paragraph outline to organize my essay in a way that makes sense to my reader | | | | | 1. Revise your formative outline to add symbols, key words and abbreviations & have a peer check it 2. My own strategy | | | | | | | |
| ***5. Organization & Cohesion:*** I can use time and sequence, cause and effect and illustration words to explain the relationship between events and connect ideas | | | | | 1. Transitions: Watch the video [Transitions in Writing](https://www.youtube.com/watch?v=6gku-vSf9Rk) and take notes on what you learned. 2. Add transitions to your outline to be clear about how everything is related to each other. 3. My own strategy | | | | | | | |
| ***6. Mechanics:*** I can write a complete sentence using appositives | | | | | 1. Practice identifying appositives using the worksheet: [Appositive Practice](https://docs.google.com/document/d/1p_eRjFjrxF8Ps6_a2ZE671pTMHa9VOuWSwYxjcEFYqA/pub). 2. Ask your partner how to fix your fragments, run-ons and appositives 3. My own strategy | | | | | | | |