

## ANALYZING ANSWERS

Thursday, October 11<sup>th</sup>, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

### CLOSE READING AND TIP: PREPARING TO ANSWER WRITING PROMPTS

-Handout or share digitally the AIR test packet for your grade level ([6<sup>th</sup> Grade](#), [7<sup>th</sup> Grade](#), [8<sup>th</sup> Grade](#), [ELA I](#), [ELA II](#)). In the packet, there are reading(s) with an aligned informative/explanatory writing prompt, rubrics (ODE and student friendly) for the type of writing asked for by the prompt, and several sample answers.

-Together, read the passage(s) in the packet for your grade level. As you read, model close reading/thinking and have students use an analysis/close reading protocol, such as [Word Pyramids](#) from the [September 27<sup>th</sup>](#) lesson or [Close Reading Annotation](#) from the [September 20<sup>th</sup>](#) lesson.

-After reading, have student pair up. Give each pair two minutes to talk about the reading(s). Tell them that the first person in the pair must talk for one minute about items included in their [Word Pyramids](#) or [Close Reading Annotations](#) (or other analysis/close reading protocol you instructed them to use). Then, the second person will also have a minute to do the same, noting when the two students had similar items.

-Next, ask students to **TIP** the prompt in their packet by finding the Task, Indicators needed, and Points they could make. Show them this example (below and [PDF](#)) to clarify what TIP means. Students may do the steps with boxing (T), underlining (I), and listing (P). This sample shows the steps with color coding for additional clarity.

**PROMPT:** Construct a [multi-paragraph](#) written response in which you [analyze the development of similar central ideas in both passages](#). In your analysis consider [how the central ideas are developed through specific details](#). Your response must be [based on ideas and information that can be found in the passages](#).

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write your response;
- revise and edit your response.

Be sure to:

- [include an introduction](#);
- [use evidence from the passages to support your explanations](#);
- [avoid overly relying on one passage](#); and
- [include a conclusion](#).

The “T” is the main TASK asked for in the prompt.

**T-analyze the development of similar central ideas in both passages**

The “I” stands for the INDICATORS needed by the task. There are content indicators and format indicators. These become a check list for the students to be sure that all are included in their answers. These can be underlined on the prompt

**I-Content Indicators: [how the central ideas are developed through specific details](#)**

**I-Format Indicators: [based on the passages; multiple paragraphs, introduction, evidence from passages to support explanations \(body paragraphs\), evidence from both passages, conclusion](#)**

The “P” is the list of POINTS that could be made in an essay that is focused on the Task and Content Indicators. The idea is to write what comes to mind from the passages as a place to start and to focus evidence finding. These points become the main points used in each body paragraph.

**P-Passages one and two have similar central ideas.**

**P-The central idea of passage one is developed through the structure of the passage and the events detailed.**

**P-The central idea of passage two is developed through the structure of the passage and the individuals detailed.**

## HOW DID THIS ANSWER GET THAT SCORE?

-Now that the students have closely read the passages and **TIP**ped the prompt in their packets, they will have the insight needed to evaluate several answers to the prompt based on the passages.

-Take a few minutes to look closely at the ODE rubric and/or student-friendly versions of the ODE rubric included in the packet. Be sure to draw attention to what is needed in the highest point column for each of the criteria.

-Ask each pair of students to read through the sample answers to the prompt in their packet and based upon the rubric(s), score the answers A-D by filling in the scoring chart below each sample answer. The scoring chart asks them to score the paper in three areas (Purpose, Focus, and Organization), (Evidence and Elaboration), (Conventions of Standard English) and Overall.

-Finally, reveal the scores the samples answers received and have students compare them to the scores they assigned. Show the students what particular criteria adherence made the difference between the scores awarded. Here are the scores for each packet:

### **6<sup>th</sup> Grade**

**A-0** (not enough original material); **B-5** (2/4 PFO, 2/4 EE, 1/2 CSE), **C-10** (4/4 PFO, 4/4 EE, 2/2 CSE), **D-8** (3/4 PFO, 3/4 EE, 2/2 CSE)

### **7<sup>th</sup> Grade**

**A-0** (not enough original material); **B-6** (2/4 PFO, 2/4 EE, 2/2 CSE), **C-8** (3/4 PFO, 3/4 EE, 2/2 CSE), **D-4** (1/4 PFO, 1/4 EE, 2/2 CSE)

### **8<sup>th</sup> Grade**

**A-0** (not enough original material); **B-6** (2/4 PFO, 2/4 EE, 2/2 CSE), **C-10** (4/4 PFO, 4/4 EE, 2/2 CSE), **D-3** (1/4 PFO, 1/4 EE, 1/2 CSE)

### **ELA I**

**A-0** (not enough original material); **B-5** (2/4 PFO, 2/4 EE, 1/2 CSE), **C-10** (4/4 PFO, 4/4 EE, 2/2 CSE), **D-8** (3/4 PFO, 3/4 EE, 2/2 CSE)

### **ELA II**

**A-0** (not enough original material); **B-4** (1/4 PFO, 1/4 EE, 2/2 CSE), **C-10** (4/4 PFO, 4/4 EE, 2/2 CSE), **D-7** (3/4 PFO, 3/4 EE, 1/2 CSE)

---

This exercise can be repeated throughout the year with released AIR tests or in class writings. It is important for students to know the criteria on the AIR test rubrics, so that they can successfully do the items needed. The charts on pages 10-12 of the [CCS ELA AIR Report](#), show *Scoring Comments from ODE to Explain How Sample Responses Earned Point Values*. These charts can inform students just how easy it can be to go from getting 0s, 1s, or 2s on rubric criteria to getting 3s or 4s.