

PROCESS TASK ONE

Assessing Quality

Standards

1. Identify the key parts of an introduction (e.g., hook, background, bridge, main claim) and explain their function and importance within the introduction structure.
2. Recognize an author's main claim and analyze the evidence an author uses to support their position on a topic.
3. Provide constructive ideas and feedback when working with others.

Task

Now that we have explored as a class what parts make up each paragraph included in a persuasive essay and have had some practice looking at and writing our own essay parts (introduction, body paragraphs, and conclusion) and assessing our own work, it is time to put our editing skills and feedback skills to the test.

You and your group will get the chance to play the role of a teacher and grade the work a set of your students has handed in. Each group will be given a selection of four paragraphs (all introduction, body or conclusion). First, one person will read the selected paragraph out loud while the rest of the group takes down marginal notes of certain things that stood out as strengths or weaknesses in the paragraph. Then, as a group, you will discuss your opinions about the paragraph and in the numbered boxes on your organizer come up with a comprehensive list that documents general opinions on the paragraph. This type of discussion and swapping of ideas is another opportunity to offer classmates feedback.

This process will be repeated for the remaining three paragraphs. Each group member will be required to hand in a completed organizer tomorrow. Once all of the paragraphs have been explored and analyzed, your group will have to rank the paragraphs from "best" (1st) to the one that "needs the most work," (4th) which should be included in the box on your chart.

Criteria

- Organizer
 - The notes on your organizer should be clear and legible, summarizing the main opinions (strengths and weaknesses) on each paragraph
 - All group members should be actively participating and taking part in group discussion and the learning process
- Ranking
 - Ranking is clearly noted and orders the paragraphs from "best" to "needs the most work"

Rubric

CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
Presentation of Notes	Notes are not clear and legible and/or are missing for most paragraphs	Most of the notes are clear and legible and/or most paragraphs are included	All of the notes are clear and legible and all paragraphs are included
Quality of Notes (x2)	Few capture both the strengths and weaknesses of the paragraphs	Most of the notes capture the strengths and weaknesses of the paragraphs	All of the notes capture the strengths and weaknesses of the paragraphs
Ranking (x2)	The ranking is omitted or unclear		The ranking is noted and clear
Group Work (x2)	Student sometimes on task and/or participating in group discussions and providing feedback	Student mostly on task and/or participating in group discussions and providing feedback	Student always on task and participating in group discussions and providing feedback

Total points ____

Comments: