

Best Practice Implications for Text-Based Writing Instruction:

1	<p>How should students approach the task?</p> <ol style="list-style-type: none">1. Students should begin by reading the prompt before reading the passage set to determine the purpose for reading and responding.2. Students should pay attention to the passage set title as well as each individual passage title. (Each passage in the set has its own title as well.) To cite evidence, the student should refer to the specific passage title or author rather than referencing the passage set title.3. Students must take the time to read the passages closely. Analysis and synthesis of the textual evidence is critical to writing proficiency. It may be helpful to use marking strategies when reading the text for quick references to critical pieces of evidence to support the point being made.4. Students should reread and dissect the prompt, assuring that they fully understand the task. The task could have more than one part, and both should be addressed in the essay. Paying attention to the purpose in the prompt will also help the student respond in the correct mode.5. Before responding to the prompt, the student should plan the response according to the purpose, audience, and task.
2	<p>What is important when students are writing?</p> <ol style="list-style-type: none">6. It is helpful for the student to consider the audience and write as if the audience has not studied the passages. Students should assume the audience is intelligent but may be unfamiliar with the specific information in the passages.7. The students should focus on quality over quantity when writing, but writing that is too brief will not contain adequate evidence from the text.8. The response should illustrate a balance between the use of textual evidence and the student's own view/original ideas. Otherwise, the response may become a summary of the text or mere regurgitation/copying of the passage(s).9. Repetitive vocabulary or sentences weakens the writing. This includes repetitive transitional or stylistic devices.10. Extensive copying word for word from the text is not acceptable. Direct quotes should be relevant and connected by original writing. Students must acknowledge the source of their information. This can be informal. It becomes a more critical part of the standards as students move up in the grades.11. Beware of overused transitions without internal paragraph organization.12. Organization is important, but one organizational structure will NOT work with all prompts. The organizational structure must fit the task.13. The student's response must reflect analysis, but direct reference to every passage is not required unless evidence from every passage is used in the response or is required in the task.14. There is more than one right way to address the prompt. The key is relevant evidence fully integrated with the student's elaboration.15. The evidence required is dependent on the passage and the task in the prompt. The student must dissect the prompt.16. Student ideas should be closely connected to the textual support and logically used to support.17. Precise academic vocabulary is important to the quality of the paper.

3	<p>What does the teacher need to know and do to support the students?</p> <p>18. Teach the standards! What does the standard specify for your grade level? It is helpful to lay your standards alongside the score points 3 and 4 for the domains on the rubric in order to fully understand the expectation.</p> <p>19. Work on a simple way for students to cite their source(s) without interrupting the flow of the paper.</p> <p>20. Text evidence is what is important; elaboration is why it is important.</p> <p>21. Reliance on elaborative techniques, such as rhetorical questions that are not relevant or do not make a strong point (talking to the reader) should not be encouraged.</p> <p>22. The use of Role, Audience, Format, Topic (RAFT), Document Based Questions (DBQs) and Literacy Designed Collaborative (LDC) are excellent teaching strategies for standards-based instruction and thus, preparation for the assessment.</p> <p>23. We are teaching academic writing.</p> <p>24. If there is NO original work, the response is unscorable.</p> <p>25. Teach paraphrasing. There is a difference between paraphrasing and summarizing.</p> <p>26. Use the portal.</p>
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4	<p>What keyboarding techniques/reminders are important?</p> <p>27. NO emoticons, text talk.</p> <p>Teach students to do a hard return between paragraphs instead of indenting when typing. Indenting will be harder to accomplish in the computer-based test program.</p>
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