

EDITING

Thursday, February 14, 2019 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

RAISING THE SCORE ON SAMPLE AIR ESSAYS

PREREQUISITE: *If your students have not done the [February 7th Lesson](#), they need to do it prior to this one. During that lesson they read both passages and sample essays written in response to a prompt and decided what score the sample essays should receive. In this lesson, they are going to edit the same sample essays that they scored in the February 7th Lesson and need the background garnered from that lesson.*

-First, have students take out or pull up their **Scoring Packets** from the [February 7th Lesson](#) and any scratch paper they took notes on as they read the passages. Here are the links to blank copies of the **Scoring Packets**: [Grade 6](#), [Grade 7](#), [Grade 8](#), [Grade 9](#), [Grade 10](#). The ones the students take out or pull up should contain the notes that they took while reading the passages and the **TIPping** they did for the prompt. The packets, notes, and **TIPping** will serve as reference for today's lesson.

-Hand out or share digitally the **Completed Scoring Packets** for your Grade Level ([Grade Six](#), [Grade Seven](#), [Grade Eight](#), [Grade Nine](#), [Grade Ten](#)). These are similar to the **Scoring Packets** from the [February 7th Lesson](#) because they contain the same stimulus passages, but they have more sample essay responses. Scores for each sample essay response are included in the packets.

-Working alone or in pairs, have your students choose one of the essays from the **Completed Scoring Packets** ([Grade Six](#), [Grade Seven](#), [Grade Eight](#), [Grade Nine](#), [Grade Ten](#)) that did not receive 10/10 points and edit/rewrite it to receive maximum points. You can have them do their rewrite/edit in a Google Doc or as a Google Classroom assignment for easy sharing and so that you can monitor the work in real time.

-Tell students to pay close attention the rubric areas (**Purpose/Focus/Organization**; **Evidence/Elaboration**; **Conventions**) where the sample essays did not receive full points when rewriting/editing. Also let them know that using the [Writing Guide for AIR Tests Based on ODE Rubrics](#), [ODE Student Friendly Argumentation Rubric 6-12](#), and [ODE Student Friendly Informational/Explanatory Rubric 6-12](#) from the [ELA 6-12 Webpage](#) will be extremely helpful. All three can be easily accessed at the [Standardized Testing](#) Quick Link on the [ELA 6-12 Webpage](#). Once on the **Standardized Testing** page, you will find them in the purple section under "**AIR Assessments**." Your students should be familiar with all three of these documents because they have been used several times as part of the Thursday Standardized Test Prep lessons and may already have copies.

- Also, let them know that they are free to use the Acronym documents we have been using for the past few weeks as reference for the lesson. They are available to share at the links below or from the [ELA 6-12 Webpage](#) at the [Standardized Testing](#) Quick Link under [General Resources for the AIR Assessments](#). Students will likely already have copies of these as well.

Acronym for Introductory Paragraphs (PDF or [GOOGLE DOC](#))

Acronym for Body Paragraphs (PDF or [GOOGLE DOC](#))

Acronym for Conclusion Paragraphs (PDF or [GOOGLE DOC](#))

-As the students rewrite/edit, have them highlight the sections of their rewritten/edited essay where they believe they have improved it. As they are writing or after they have finished writing, please give them feedback using the comment function in Google stating if they have or have not been successful in maximizing the score for their essay with tips if they have not maximized the score to a 10/10.

NOTE: As a scaffold, you could model a rewrite/edit prior to having the students do their own rewrite/edit.