

## Feedback on Student Writing

*Below are options of pieces of feedback you can use in each section of the rubric.*

***When needed, please edit the comment to make it fit for each student.***

---

### Claim/Counterclaim (Strengths)

- You introduced the topic clearly. This lets the reader know right away what you're going to be writing about, provides your readers with more information about the topic, and shows your readers that you know a lot about the topic.
- You included a clear and supportable claim.
- You acknowledge an opposing claim, which lets your readers know that you have thought about other sides and viewpoints.

### Claim/Counterclaim (Areas of Growth)

- Be sure to introduce the topic in the beginning of your argument so your readers know what your writing is going to be about. You can do this by restating the question in your claim.
- Make sure that your claim is clear so your reader can fully understand your viewpoint. Restating the question can help make your claim clearer.
- Next time, try going even further in your written argument to include an alternative or opposing viewpoint (counterclaim).
- Moving forward, we will work on adding counterclaims, to address other viewpoints. This can help make your argument stronger by showing your reader that you thought about many different sides of the argument.

### Evidence (Areas of Strength)

- You included #\_ pieces of relevant evidence to support your claim and reasons.
  - Your evidence was from accurate, credible sources.
  - You provided many specific examples from the text (evidence) to support your analysis.
- I like how you included phrases such as: "According to the text...", "According to the author..." and "In the passage...". This lets readers know that you're about to draw evidence from a literary or informational text.
- Great job adding your own experiences to further explain your argument.

### Evidence (Areas of Growth)

- Next time, be sure to include more pieces of evidence from the text to strengthen your argument. There are many examples you can choose from.
- Make sure that your evidence is drawn explicitly from the text. You can do this by finding examples from the text and writing, "According to the text..."

### Reasons and Reasoning (Areas of Strength)

- You organized your reasons, evidence, and reasoning clearly. This helps your reader follow along with your argument.
- You included # clear reasons to support your claim.
- The words and phrases you included supported a cohesive argument and clarified relationships among your claim, reasons, evidence, and reasoning.
- You clearly explained how your evidence supports your reasons and claim. This is reasoning.
- Great job adding your own experiences to further explain your reasoning.

## Feedback on Student Writing

*Below are options of pieces of feedback you can use in each section of the rubric.*

***When needed, please edit the comment to make it fit for each student.***

---

### Reasons and Reasoning (Areas of Growth)

- Be sure to clearly explain why you made the claim that you did (reasons), examples from the text to support our claim (evidence), and further explanation regarding how your evidence supports your reason and claim (reasoning).
- Moving forward, be sure to clearly explain, in your own words, how each piece of evidence connects back to your reasons and claim. This is reasoning and helps make your argument stronger.
  - As you include more pieces of evidence from the text to support your reason and claim, continue to explain the connection between your evidence and claim.

### Conclusion (Areas of Strength)

- You provided a concluding section that concisely captured your argument without repeating your claim.
  - An effective conclusion that supports the argument presented helps reinforce your ideas to your audience.

### Conclusion (Areas of Need)

- Remember to end your writing by including a concluding paragraph or sentence that wraps up your argument clearly. This helps to reinforce your ideas.
- To make your argument stronger, you can conclude with: a call to action, a question you want your audience to consider, and/or another statement of your personal opinion.

### Audience (Areas of Strength)

- You established and maintained a formal style.
- The style of your writing is appropriate to the task, style, and audience.
- You included grade-appropriate academic and domain-specific vocabulary.
- The language you included effectively expressed your ideas without unnecessary wordiness or redundancy.

### Audience (Areas of Need)

- Think about the differences between speaking and writing. Most of the time, writing requires a more formal style than speaking does.
- If your audience is knowledgeable about the topic, be sure to include discipline specific vocabulary. This will show your audience that you're knowledgeable about the topic, as well, and can.

### Conventions of English (Areas of Strength)

- You demonstrated an understanding of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Your writing has few or no errors in the conventions of standard English grammar.

### Conventions of English (Areas of Need)

## Feedback on Student Writing

*Below are options of pieces of feedback you can use in each section of the rubric.*

***When needed, please edit the comment to make it fit for each student.***

---

- As you continue to further your writing, we'll work on writing in only one tense.
- We will also learn how to turn run on sentences into two, clearer sentences.
- As we continue writing, we'll be sure to work on standard English grammar usage and writing complete, clear sentences.