



TEPAC

Sierra Preparatory Academy

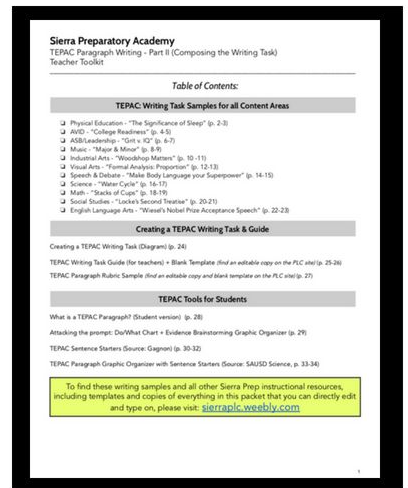
Session 2: Composing the Writing Task

August 22nd, 2017 | Sierra Staff Meeting PD

Our PLC Website: Sierraplcn.weebly.com

Purpose of today's content: Provide tools and samples that support the process of writing TEPAC writing tasks.

- TEPAC Writing Task Samples for all Content Areas
- Creating a TEPAC Writing Task Guide
- TEPAC Tools for Students



Sierra Preparatory Academy
TEPAC Paragraph Writing - Part II (Composing the Writing Task)
Teacher Toolkit

Table of Contents:

TEPAC Writing Task Samples for all Content Areas

- Physical Education - "The Significance of Sleep" (p. 2-3)
- AWSD - "College Readiness" (p. 4-5)
- ASL/Reading - "Girl's 12" (p. 6-7)
- Math - "Major & Minor" (p. 8-9)
- Industrial Arts - "Woodshop Matters" (p. 10-11)
- Visual Arts - "Formal Analysis Proportion" (p. 12-13)
- Speech & Debate - "Make Body Language your Superpower" (p. 14-15)
- Science - "Water Cycle" (p. 16-17)
- Math - "Stacks of Cash" (p. 18-19)
- Social Studies - "Locke's Second Treatise" (p. 20-21)
- English Language Arts - "Wiesel's Nobel Prize Acceptance Speech" (p. 22-23)

Creating a TEPAC Writing Task & Guide

Creating a TEPAC Writing Task (Diagram) (p. 24)
TEPAC Writing Task Guide (for teachers) + Blank Template (find an editable copy on the PLC site) (p. 25-26)
TEPAC Paragraph Rubric Sample (find an editable copy and blank template on the PLC site) (p. 27)

TEPAC Tools for Students

What is a TEPAC Paragraph? (Student version) (p. 28)
Attaching the prompt: Du'What Chart + Evidence Brainstorming Graphic Organizer (p. 29)
TEPAC Sentence Starters (Source: Gagnon) (p. 30-32)
TEPAC Paragraph Graphic Organizer with Sentence Starters (Source: SAUSD Science, p. 33-34)

To find these writing samples and all other Sierra Prep instructional resources, including templates and copies of everything in this packet that you can directly edit and type on, please visit: sierraplcn.weebly.com



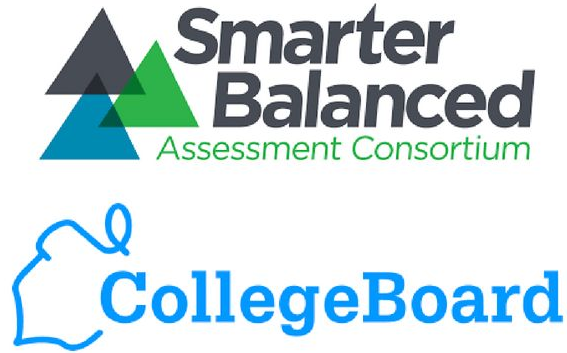
Take 7 minutes.



Read through the Writing Task Samples. You can look at your discipline, but also look at other content areas. Discuss the following questions with your colleagues: What are some commonalities between the writing tasks? Are the writing tasks too wordy? Are the writing tasks clear? If you were a student, would you know what to write after reading the writing tasks?



WHAT ARE SOME COMMONALITIES BETWEEN THE VARIOUS WRITING TASKS? WHY ARE THERE SO MANY ELEMENTS?

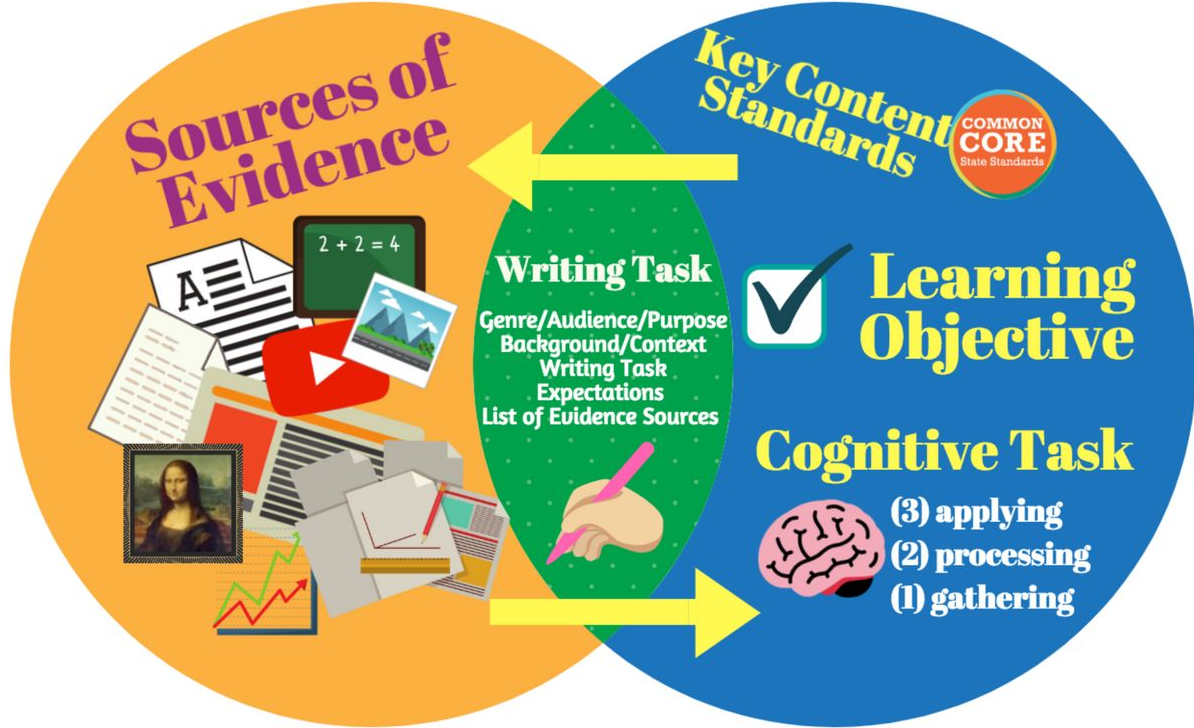


SAUSD

ASSESSMENTS

USA

Composing a Writing Task/Prompt



Ideas to consider when composing a TEPAC writing task:

- A strong writing task is a convergence of rich content (evidence) and a clear purpose (learning objective).
- The writing task is clear and student expectations are clear.
- The TEPAC writing task is aligned with the CCSS genres of writing (argumentative, or explanatory/informational, not “narrative” for TEPAC purposes)
- Background information and context are provided to the student when necessary.
- Writing outcomes are measurable through rubrics, which students access alongside the writing task.
- The writing task provides enough room for a claim to be made, rather than a description or summary.
- Complex texts and rich sources of evidence provide more material for higher levels of thinking.

Create a writing task

PAGE 25-26

With your department/grade-level teams, start planning and drafting a TEPAC writing task that you can embed in an upcoming lesson or unit.



You can find links to all the rubrics listed below at <https://sierrapl.weebly.com/>

The World of Rubrics

- SAUSD 5-point rubric is used for multi-paragraph essays.
- The SBAC Performance Task Rubric is out of 4 points for English Organization/Purpose and Evidence/Elaboration, and 2 points for Conventions (a separate rubric)
- The SBAC General Scoring Rubric for Mathematics has 4 point, 3 point, 2 point, and 1 point item rubrics.
- The SBAC Brief Write Rubric is out of 2 points, but it has three categories (intro, elaboration, conclusion) that are each 2 points.

TEPAC Rubric Draft (4 points)

TEPAC RUBRIC	CLAIM	EVIDENCE & ELABORATION	LANGUAGE
	<ul style="list-style-type: none"> - Topic Sentence - Concluding Sentence <p>Did you state your claim by clearly answering the writing task in an organized way?</p>	<p>Evidence / Paraphrasing / Analysis</p> <p>Did you use and analyze evidence to support your claim?</p>	<p>spelling, grammar, punctuation, word choice, & academic language</p> <p>Did you write your response in a scholarly way?</p>
4	The response is fully sustained within the purpose, audience, and task. There is a clear claim that sufficiently drives the paragraph, creating a cohesive and structurally complete response from start to finish.	The response skillfully integrates evidence that is thoroughly elaborated through purposeful paraphrasing and effective analysis.	The response demonstrates a skillful command of basic conventions, as well as the effective integration of academic language and purposeful word choice.
3	The response is adequately sustained and generally focused within the purpose, audience, and task. There is a claim, and it is evident throughout the response, though there may be minor flaws in the claim and structure.	The response provides adequate evidence that is accurately elaborated through adequate paraphrasing and analysis.	The response demonstrates a proficient command of basic conventions. Some minor errors in usage, but no patterns of errors. There is adequate use of academic language and appropriate word choice.
2	The response is somewhat sustained within the purpose, audience, and task, but may include loosely related or inaccurate material. There is a claim, but it is inconsistent or insufficiently sustained.	The response provides general evidence that may be loosely related. The evidence is partially elaborated through weak paraphrasing and general analysis.	The response demonstrates an adequate command of basic conventions, with some patterns of errors. Some academic language and appropriate word choice is used, but with inaccuracy.
1	The response has little or no awareness of the topic, purpose, audience, and task. The claim is unclear or inaccurate. There is no organizational structure and the response creates confusion in the reader.	The response provides limited or minimal evidence that may be extraneous or inaccurate. The evidence is listed, but not explained or analyzed.	The response demonstrates a weak command of basic conventions, with many patterns of errors. A limited or a problematic use of academic language and word choice is demonstrated.
0	There is no claim or controlling idea presented. The claim is extraneous (completely off-topic) or non-existent.	The response provides no evidence, or the evidence is contradictory or incorrect. There is no elaboration of ideas. Information presented demonstrates no understanding of the evidence.	The response demonstrates a lack of command of basic conventions, with severe errors often interfering with meaning. Little or no academic language is used and word choice is inappropriate.

Develop a rubric.

←--- p. 27



You can find rubric samples and templates at SierraPLC.weebly.com

