

**Standard 5(c) Rationale: Understands and uses the results of multiple assessments to guide planning.**

To fulfill this criterion, I selected an essay writing workshop I do with my 9<sup>th</sup> grade U.S. History students to prepare them for a series of big essays I want them to write for a Civil War quiz they take. Students work together to outline and write a rough draft for each possible writing prompt. They follow a specific format that I teach a focus lesson on before I break them into groups. After they have written their rough drafts, they get together with another group and peer workshop one of their essays. A peer from another group reads their essay and critiques it, using the rubric against which each student's essay will be assessed on the actual quiz. This both familiarizes the students with the expectations against which they will be graded and provides them with substantive detailed feedback in a structured way. This essay writing workshop is an example of how I use the results of multiple assessments to guide planning, because I look over a rough draft of the student's choice and also provide them feedback before the test using the rubric. When the students take the quiz, they are graded with the same rubric. One of the things students must do in order to gain full points on their test is to chart improvement for their essay on the test. This shows how I use multiple assessments help students build writing skills. It is a built in expectation in my 9<sup>th</sup> grade course during the 1<sup>st</sup> semester that students will write essays which increase in length and complexity. How students do on each test set of essays determines how I prepare them for the next set of essays. In this case, I did this essay writing workshop my first two times teaching this class, because students demonstrated trouble writing coherent paragraphs on the previous Civil War quiz.