**Using Examples of Strong and Weak Work**

![C:\Users\Cathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\371RG9AV\MCj04347500000[1].png]()Make sure that all samples of strong and weak work are **completely** anonymous. You may want to ask students for permission to use their work as a teaching example and then save it for next year, trade with another teacher, or use with a different class, but be sure to black out the students name. Or create your own examples, inserting the kind of errors students typically make.

Example 1: Selected response items

1. Give students a completed selected response test (multiple choice/fill in the blank/true-false/matching) that has a number of correct and incorrect answers on it.
2. Have students work in pairs to identify answers they know to be wrong (without the book or their notes).
3. Have them write out an explanation describing why it is wrong and what the correct answer should be.
4. Ask student pairs to share their work with the rest of the class and work toward a consensus.

Example 2: Performance, reasoning or product scoring using rubrics

1. Students work independently – this is not an exercise in offering peer feedback. That process comes later.
2. If possible, focus on one trait at a time.
3. Distribute the student-friendly rubric.
4. Begin with a strong example (but don’t tell them it’s strong) and distribute or display the sample. Read it aloud if appropriate.
5. Ask students to decide independently whether they think the sample is a strong or weak example for the trait that you are focusing on.
6. If they think it is strong, have them begin reading the scoring rubric at the high end. If the words and phrases for the highest level describe it, they can assign it a “5” (or whatever value is at the high end). Or, if they think it might not be that strong, have them read the middle level, etc.
7. After students have had the opportunity to settle on a score individually, ask them to work in small groups to discuss their judgments and the reasons why, using the language of the scoring rubric. \*\*\*This is **very** important. The purpose for the activity is to deepen their understanding of the scoring rubric, so as they are discussing, walk around the class reinforcing students’ use of the rubric’s language and concepts to support their judgments.
8. Next, ask students to vote as a class and tally their choices: How many gave this a 1? A 2? A 3?, etc. Ask for volunteers to share what score they gave and why. Encourage them to use language from the rubric. Refrain from expressing your opinion at this time.
9. After all groups have spoken, share the score that you would give it and justify your rating.
10. Complete the process again with examples of weak work.