

## IUSD Middle School Social Science Writing Expectations

<p style="text-align: center;">Low Stakes (writing to learn content and skills; formative assessments)</p>	<p style="text-align: center;">High Stakes (fully-processed writing assessments; summative assessments; evaluation of content, structure, academic language)</p>
<p>Expectations: <b>Low stakes writing is a regular component of social science instruction.</b> The purpose of this writing is to check for understanding, connect to prior knowledge, and reflect on essential questions or relevant class curriculum.</p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• Practice argument and info/explanatory skills</li> <li>• Integrate skills to practice               <ul style="list-style-type: none"> <li>○ Topic sentence</li> <li>○ Integrating evidence, quotes, sources</li> <li>○ Commentary/Analysis</li> <li>○ Paraphrasing</li> <li>○ Summarizing</li> <li>○ Evaluating evidence</li> <li>○ Research</li> <li>○ Use primary and secondary sources</li> <li>○ Text patterns/structure                   <ul style="list-style-type: none"> <li>▪ Cause/effect</li> <li>▪ Sequence</li> <li>▪ Problem/solution</li> </ul> </li> </ul> </li> </ul> <p>Examples of low stakes activities:</p> <ul style="list-style-type: none"> <li>• Close reading responses</li> <li>• Practice DBQ skills</li> <li>• Journaling</li> <li>• Content based questions</li> <li>• Online discussions</li> <li>• Shorter written responses</li> <li>• Using an outside source to answer a question</li> </ul>	<p>Expectations: High stakes writing is an important component of social science instruction. <b>Students will produce a minimum of 2 high stakes process papers per school year.</b> The purpose of this writing is to demonstrate a depth of content knowledge.</p> <p>High stakes pieces include:</p> <ul style="list-style-type: none"> <li>• Formal structure</li> <li>• Minimum of one argument assessment that includes counterclaim</li> <li>• Minimum of one info/explanatory assessment</li> <li>• Fully-processed steps               <ul style="list-style-type: none"> <li>○ Claim/Thesis construction</li> <li>○ Graphic organizers/brainstorming</li> <li>○ Drafting</li> <li>○ Peer and/or teacher editing</li> <li>○ Final draft</li> <li>○ Word-processed</li> </ul> </li> <li>• Research where appropriate               <ul style="list-style-type: none"> <li>○ Works cited</li> <li>○ MLA format</li> <li>○ Uses credible sources</li> <li>○ Uses primary and secondary sources</li> </ul> </li> </ul> <p>Additional examples of high stakes assessments:</p> <ul style="list-style-type: none"> <li>• Research paper</li> <li>• DBQ</li> <li>• Graphic essay</li> <li>• On-demand written assessment</li> <li>• Independent multimedia project/presentation</li> <li>• On-demand assessments including exam questions</li> </ul>
<p>Based on type of assignment, student writing should reflect:</p> <ul style="list-style-type: none"> <li>• Guided research – students analyze teacher provided sources</li> <li>• Student generated research questions</li> <li>• Independent research</li> <li>• Evaluation of evidence</li> <li>• Cohesion and clarity – organize for ideas, audience, purpose, genre</li> </ul>	