

How to write an Extended Response

1. **Actively read the question before you do anything else!**
 - Underline the subject of the essay and **mark it with an S**
 - Underline the topics of your body paragraphs and **mark them with a T.S.**
 - In the **Bullets** sections, find and mark your points by underlining the key words and putting a **^** near each point.
2. **Outline your body paragraphs on the planning page.** You will have either 2 or 3 body paragraphs and you could have either 2 or 3 points in each. Since you just actively read your question, you should know exactly what you need to outline.
 - Remember, the extended response is "scaffolded." That means that the details in your graphic organizer and short responses are the details that you build on/use in your essay.
 - Be **VERY SPECIFIC!** GO BACK to your **NOTES** or the **TEXTS** to get specific details! Don't trust your memory.
 - Keep your outline short! Only use 1-4 words per line. Remember, the outline is to guide you in writing your essay. It isn't the essay itself.
 - Spend no more than 10 minutes actively reading the question and outlining.
3. **Write your introduction paragraph.** Every introduction paragraph has at least four sentences. Think of an introduction as being shaped like an upside down triangle. You start general (wide) and narrow to your point.
 - 1st sentence = **GENERAL OPENING STATEMENT** (also called the warm up or the motivator). This is where you introduce the **SUBJECT** of your essay. This should be found in the question, and you should have marked it during active reading.

ALL

 - 2nd sentence = **NARROWED STATEMENT** this is where you begin to limit your subject so that you can introduce more specific topics.

SOME

 - 3rd sentence = **ROADMAP**. This is where you explain what the topics of your body paragraphs will be. If you have 2 body paragraphs, then you must introduce 2 topics in your roadmap sentence. If you have 3 body paragraphs, then you must introduce 3 topics in your roadmap sentence. Etc.

THESE 2 or 3

 - 4th sentence = **THESIS STATEMENT** (also called the **CONTROLLING IDEA**) This is where you express your opinion that you are going to be writing about. However, **NEVER USE 1ST PERSON!** State your opinion as if it was fact.

OPINION STATED AS FACT



Extended Response Essay Example Third Grade

Arturo Cuomo



Extended Response Essay Example Third Grade:

An Educational Psychology Textbook Equity, 2014-10-10 The first half of the book focuses on broader questions and principles taken from psychology per se and the second half focuses on somewhat more practical issues of teaching All parts of the book draw on research theory and practical wisdom wherever appropriate Chapter 2 is about learning theory and Chapter 3 is about development Chapter 4 is about several forms of student diversity and Chapter 5 is about students with disabilities Chapter 6 is about motivation Following these somewhat more basic psychological chapters we turn to several lasting challenges of classroom life challenges that seem to be an intrinsic part of the job Chapter 7 offers ideas about classroom management Chapter 8 ideas about communicating with students Chapter 9 about ways to assist students complex forms of thinking and Chapter 10 about planning instruction systematically The book closes with two chapters about assessment of learning

Classroom Assessment Lorin W. Anderson, 2003-02-26 This book is based on the belief that decision making is perhaps the most critical of all teaching skills and that good assessments lie at the core of good decision making To become better teachers then teachers must learn to make informed decisions about both individual students learning decisions and about groups of students teaching decisions This book gives equal status to both types of decisions and shows how assessment is integral to both The organization of the book is sequential mirroring the way in which information should be used to make decisions It begins with a conceptual framework linking information to decision making then moves to the design of assessment instruments and the collection of assessment information then to the interpretation of assessment information and finally to reporting the results of both the assessment and the decision making process There is an emphasis throughout on linking why teachers assess with what and how they assess Other key features include Practical Framework The book s framework corresponds to the framework that teachers use to grade their students conduct classroom behavior effort student motivation and achievement student learning Unique Chapters There are separate chapters on interpreting assessment information prior to decision making and on reporting assessment information to parents teachers and administrators Flexibility Because of its modest length and price and its practical focus on the links between assessment and everyday teacher decision making this text can be used either in full length assessment courses for teachers or to teach the assessment units in educational psychology or integrated methods courses

Designing Assessment in Art Carmen L. Armstrong, 1994 This work views assessment as one component in the educational triad of curriculum planning instruction based on planned curriculum and assessment of student learning resulting from instruction Models are given for assessment of learning through observed and recorded evidences Strategies assess learned behavior activities in visual analysis art creation critical interpretation and evaluation and knowledge of art history and cultural context The book introduces general concepts before specific applications After orientation to assessment in chapters 1 through 3 chapters 4 through 6 deal with comprehensive assessment and its relationship to a curriculum Chapters 7 and 8

introduce types of assessment and model local applications in three encounters at three grade levels third grade seventh grade and high school Chapters 9 through 11 deal with the construction of assessment instruments particularly nontraditional ones Chapters 12 and 13 make recommendations for implementation administering scoring accumulating summarizing and interpreting evidence of learning Chapter 14 deals with questions of ethics and assessment Chapter 15 shows how reporting the results can restart the curriculum instruction assessment cycle A glossary is included Appendixes A and B give sample assessment development worksheets and assessment instruments Appendix C presents recommendations for bias free language and a list of figures and tables Contains 120 references MM

The World Book of Study Power
World Book, Inc,1998

Educational Testing and Measurement Tom Kubiszyn,Gary D. Borich,2024-01-24 Educational Testing Measurement Revised and updated edition of the reader friendly classroom relevant introduction to testing and assessment designed for educators to meet today s challenges in measuring student progress Educational Testing and Measurement Twelfth Edition is a revised and updated practical resource that will enhance assessment literacy to help prepare current and prospective teachers to navigate today s changing world of educational testing and assessment It describes the classroom impact of national and key state level policy changes that drive the ongoing changes in the usage of both teacher made and standardized tests and assessments Expanding on previous editions the book Explains test and measurement content in a nonintimidating and unique manner Clarifies how formative assessment can help integrate instruction and assessment on a day day basis in the classroom and the roles of interim benchmark and summative assessment Describes the practical day to day issues related to the development scoring and interpretation of formative assessment results Presents both sides of the various controversies around educational testing and assessment to inform readers sufficiently to form their own opinions Uses a friendly conversational style to enhance the emphasis on the application of theory Provides sufficient theoretical background without oversimplifying for readers to understand the statistical and psychometric foundations of measurement New content in the twelfth edition Includes the impact of the COVID 19 pandemic on learning and assessment Expands coverage of formative interim benchmark and summative assessment Introduces Multi Tiered Systems of Support MTSS and explains how MTSS both integrates with and expands upon Response to Instruction Intervention RTI Describes changes to assessment practice driven by the Every Student Succeeds Act ESSA replacing No Child Left Behind Act or NCLB and state academic standards Includes examples illustrating the development usage and interpretation of assessment results in today s classrooms Includes an updated instructor s manual with an expanded item bank and links to on line resources to expand upon the text presentation in key areas e g formative assessments standardized testing measuring behavioral social and emotional development Educational Testing and Measurement Twelfth Edition presents a balanced perspective of educational testing and assessment with a unique approach to descriptive statistics and psychometrics validity reliability and fairness

The World Book of Test Taking: Teachers'

tests ,1982 *Mastering New York's Grade 4 English Language Arts Test* James Killoran,1999 Urban and Suburban/rural Special Strategies for Educating Disadvantaged Children ,1997 Educational Assessment of Students Anthony J. Nitko,1996 *Handbook of Career Development in Academic Psychiatry and Behavioral Sciences* Laura Weiss Roberts,Donald M. Hilty,2006 It is both a training manual and a guide for academicians in the real world packed with practical information that every academic psychiatrist can use right away **BOOK JACKET** **Secondary and Middle School Teaching Methods** Allan C. Ornstein,1992 *Evaluation Report, Academic Year 1978-79* Rutgers University--Camden. Academic Foundations Department,1979 *Resources in Education* ,1996 Testing Our Children Monty Neill,1997 **The Harvard Education Letter** ,1985 *Friends' Weekly Intelligencer* ,1895 **The Standard** ,1903 **Christian Nation** ,1901 **The Christian Advocate** ,1920 **Electrical Review** ,1886

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