



Pelham Public Schools
ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

Elementary

High School

Middle School

District

Evidence Title: Student-Graded Essay for Camus' *The Stranger*, Modeled after AP Exam Essay

Name of person submitting evidence: Cami O'Brien

Grade Level: 12 **School:** PMHS **Course Name:** English 12 AP

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process		X	
3. Student Performance Data			
4. Curriculum & Instruction			
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs			
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
OTHER: Please Specify			

Brief Explanation of Evidence:

After writing an in-class essay analyzing a passage from Camus' *The Stranger* (modeled after the close reading analysis essay question on the AP exam), students use a rubric (modeled after the AP rubric) to grade their own essays. Students are asked to write comments and provide evidence to support the grade they give themselves. After they hand back their graded essays to me, I ask them to then reflect on the process in writing. I ask students to write about what this process was like for them, what they learned about their own writing, and what they noticed about their strengths and weaknesses.