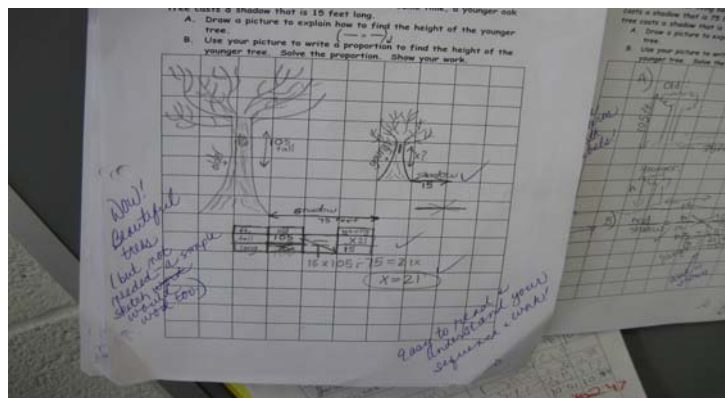
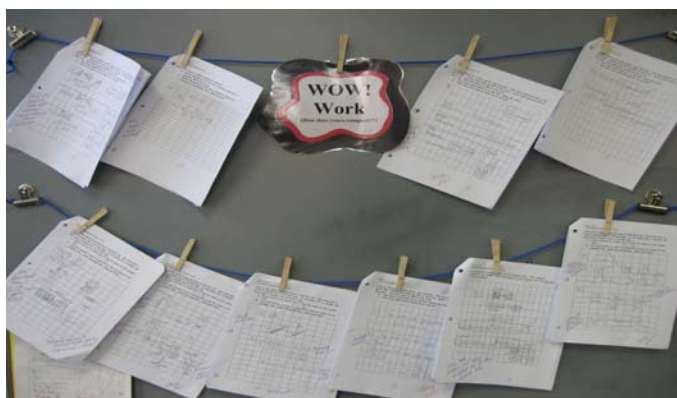


## Using Strong and Weak Work OFMS Staff Examples

- ❑ The teacher discusses with the class the criteria for a 2 or 4-point short answer/extended response question. Students practice scoring sample answers and explain why the answer received a particular score. The class or a small group discusses how the weak papers could be improved to achieve a 4-point score!
- ❑ The teacher shows examples of strong and weak work and compares the work to the rubric or criteria for the assignment.
- ❑ The teacher shows examples of strong and weak work. The students provide feedback to the work samples by giving the examples stars and stairs. The stars are the positive qualities of the work, and the stairs are the areas of the work that need improvement.
- ❑ The students work in small groups to score and discuss student responses. The group votes on the best example to share with the entire class.
- ❑ The teacher allows the students to correct their own answers after going over strong and weak examples.
- ❑ The teacher shows the students a strong example of an assignment and allows the students to ‘discover’ the criteria for the assignment based on the strong sample. The teacher lists the criteria on the board. The next day, the teacher passes out the criteria that the students had input in creating.
- ❑ The teacher completes a “math daily edit”. The students have to find the teachers deliberate mistake that is on the answer key from the homework. The students are required to politely point out the teacher’s error and then offer suggestions or explain how the work could be improved. Students love to ‘catch the teacher!’

### Strong student work with feedback posted in the classroom



### Student response cards for scoring short answer and extended response questions

