

Student Anchoring and Scoring Activity

1. Explain to students that they will be examining student essays during this activity to learn more about their own writing, how to identify good writing, and what the features of good writing look like.
2. Divide students into groups of 4.
3. Give every student a packet of anchor papers and a copy of the rubric.
4. Instruct students to begin by reading the rubric aloud.
5. Instruct the students to read through the anchor packet. They may take turns reading the papers aloud.
6. Assign each person in the group a number. Corresponding with the number they have been assigned, students will explain why each essay received the score it was given. Instruct students to use the language of the rubric. They will need to refer back to the rubric to explain the strengths and/or weaknesses of the writing.
7. Next, give students a range-finder packet. The essays in this packet do not have score written on them. Instruct students to read each paper and to assign a score to it. The group should try to come to a unanimous decision about the score they assign. If there is dissent and they can not reach consensus, they can report this to the whole class as well.
8. After the groups have completed the scoring, have them share their scores with the whole class. Create a chart on the board like the one below to show their scores: (Where there are discrepancies in the scores assigned by student groups, have students “defend” their scores. Remind them to use language from the rubric.)

	Paper A	Paper B	Paper C	Paper D
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				
Group 6				

9. If you choose to, you can share the scores assigned by the district scoring group. Tell students that there is not a “correct score,” but that the score arrived at was the consensus amongst the adults scoring the papers.
10. Next, instruct students to independently score their own papers. They can write their scores in the first circle on the stop of the first page of their essays.
11. Depending on the culture of your classroom and the amount of time you want to devote to this activity, you may decide to have students score each other’s essays as well.