Task #9
Body Paragraph Evaluation

Content Standards:
1. TSWBAT write quality body paragraphs.

Process Standards:
1. TSWBAT work cooperatively with a group.

Task:
The students will use what they know about good body paragraphs to evaluate numerous body paragraphs. Give the students the body paragraph worksheet. They will read each body paragraph and decide whether or not each they are good body paragraphs. Then they will write down why each is or is not a good body paragraph. Finally, they will change the poor paragraphs to make them good body paragraphs. Tell the students that there are some good ones. Explain to them that the most important part of this assignment is explaining why each paragraph is or is not a good body paragraph, and changing the paragraphs to make them good ones.

The students will be doing this activity in a group. Tell them that they will be getting assessed on how often they share their ideas and if they were always on task. The group leader will have a list of names in the group and will make a tally under each name when that member makes a comment related to the paragraphs. This list will get turned into the teacher at the end of the assignment. Tell the students they need to contribute to the group at least 5 times. The teacher will keep track of those students who they notice are not on task.

Criteria
Content Standard #1
1. The students accurately decided whether original body paragraphs are good or not.
2. The students give strong explanation as to why each body paragraph was good or bad.
3. The students accurately change the poor body paragraphs to make them good ones.

Process Standard #1
1. Group Participation: Students must have between 5-10 tallies under their name.
2. On Task: The students were always on task.
<table>
<thead>
<tr>
<th>Rubric</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body Paragraph: Good or Bad</strong></td>
<td>Evaluation incomplete.</td>
<td>Some/few paragraphs accurately labeled as good or bad.</td>
<td>Most paragraphs accurately labeled as good or bad.</td>
<td>All paragraphs accurately labeled as good or bad.</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Body Paragraph: Explanation</strong></td>
<td>No explanation completed.</td>
<td>Good explanation for few paragraphs.</td>
<td>Good explanation for most paragraphs.</td>
<td>Good explanation for all paragraphs.</td>
<td>x2 /6</td>
</tr>
<tr>
<td><strong>Body Paragraph: Revision</strong></td>
<td>No revision completed.</td>
<td>Few paragraphs revised were changed into good body paragraphs.</td>
<td>Most paragraphs revised were changed into good body paragraphs.</td>
<td>All the paragraphs revised were changed into good body paragraphs.</td>
<td>x2 /6</td>
</tr>
<tr>
<td><strong>Group Participation</strong></td>
<td>0 tallies recorded by group leader</td>
<td>1-2 tallies recorded by group leader</td>
<td>3-4 tallies or more than 10 recorded</td>
<td>5-10 tallies recorded by group leader</td>
<td>/3</td>
</tr>
<tr>
<td><strong>On Task</strong></td>
<td>Never on task</td>
<td>Rarely on task</td>
<td>Mostly on task</td>
<td>Always on task</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/36</td>
</tr>
</tbody>
</table>

Comments: _____________________________________________________________
________________________________________________________________________