**Claim, Evidence, Analysis**

You have been working on making a claim in your writing since elementary school. You have been giving evidence for your claims since you fibbed to your parents about how you “Have no idea how that got broke.” It is only recently that you have tried to work on analyze HOW evidence supports a claim. Here is some extra practice.

**Claim**: Armada High School is a strong academic school.

**Evidence**: Standardized test scores are among the highest in the county and always above the national average.

**Analysis**: One of the strongest indicators of how a school is meeting the academic needs of its students is standardized test scores. **(One sentence that clearly links evidence to claim.)** Test scores are unbiased and are delivered equally to all students. They are an accurate measuring stick of how a school is performing. The effectiveness of how well teachers in a school are teaching the standards provided by the Common Core is shown in these scores. **(Three sentences of how the evidence is valid, reliable and unbiased.)** The ACT, SAT, NWEA, and MI-Step tests are all examples of these accurate indicators of student learning. **(One sentence of specific details of the evidence.)** Most schools in this nation take an assortment of standardized tests to act as a gauge for how well students are learning in their school. **(One sentence stating how the evidence for this one example compares to the other examples that exist in the world.)**

How strong is this analysis above? What score would you give it (out of 4.0) for the standard of “Analyze how the evidence proves the claim” (in other words for our learning target of “Purpose”)? Provide the student that wrote this with specific feedback about his her performance below. Justify and rationalize your response.

Most teachers would score this exemplar a 1.0. Sure it is well-written, and make it very clear that the evidence is reliable, but does nothing to explain HOW the evidence of standardized test scores proves the claim that high test scores make Armada High School a strong academic school. In fact, nowhere in the analysis does it even mention Armada High School. Now try to score the next exemplar below.

**Claim**: Armada High School is a strong academic school.

**Evidence**: Standardized test scores are among the highest in the county and always above the national average.

**Analysis**: Armada High School is a strong academic school. It has very strong teachers that connect with students in a professional way that encourages them to learn. The academic rapport that they build makes it easy for students to forget they are actually learning. This results in higher grades. Armada’s GPA is the highest per student GPA in its BWAC conference (BWAC.org). Also, no other school in the local area produces more honor roll students than Armada (education.macomb.edu). In addition, a diverse class offering of AP classes and Armada students earning tens of thousands of dollars in college scholarships each year are two more strong reasons why (armadaschools.org). At AHS, struggling students have Tiger tutoring, support rooms, class websites and helpful teachers to provide them with all of the resources they need to succeed. Therefore, the high school in Armada is a hub of student learning.

How strong is this analysis above? What score would you give it (out of 4.0) for the standard of “Analyze how the evidence proves the claim”? Provide the student that wrote this with specific feedback about his her performance below. Justify and rationalize your response.

Most teachers would also score this response a 1.0. Sure there are multiple examples provided that are actually cited using MLA correctly, but none of these examples accomplish the task at hand. The purpose of the writing is to say how high standardized test scores at AHS prove how AHS is a solid academic school. This response never referenced AHS test scores, but only cited other reasons AHS is a strong school. Try one more.

**Claim**: Armada High School is a strong academic school.

**Evidence**: Standardized test scores are among the highest in the county and always above the national average.

**Analysis**: While only one factor, standardized test scores are a solid indicator of how well a school meets the needs of its students. By analyzing Armada High School’s test scores, one can see it is a strong academic school. **(Two sentences to clearly link evidence to claim-basically restating thesis/topic sentence.)** By scoring well above the national average ten years in a row on the ACT and ranking second in Macomb County on composite scores for the past two years, it is very safe to say that Armada’s scores are high (armadaschools.org). Furthermore, test scores are unbiased and are delivered equally to all students. **(One sentence validating the evidence as reliable and unbiased.)** When students score well on these tests year after year, it is a clear indication that the time spent in that building is not wasted and, in fact, produces proficient students. Therefore, it is easy to see how the Home of the Tigers can be considered a respectable, worthy options for parents to choose when selecting a high school that will foster their child’s learning.

How strong is this analysis above? What score would you give it (out of 4.0) for the standard of “Analyze how the evidence proves the claim”? Provide the student that wrote this with specific feedback about his her performance below.

This response would probably earn a 3.0. The first sentence validates the evidence as strong-basically what the entire first exemplar did. The second sentence might actually work better as the topic sentence because it says what the entire paragraph is about. The rest of the sentences explain how high test scores are the equivalent to high student learning. Notice that this response is not necessarily much longer that the first two. Writing a lot is not the point. The point is that the words on the page accomplish the task at hand: explaining how the evidence proves the claim.

**After seeing all of these exemplars, scores, and feedback, what can you synthesize about the process of claim, evidence and analysis?**

**Claim: While both Michigan State University and the University of Michigan are respectable schools, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is clearly superior.**

**Evidence:**

**Analysis:**

**Claim:**

**Evidence: Stump is constantly angry; he is not a thin man; he coaches and teaches with passion.**

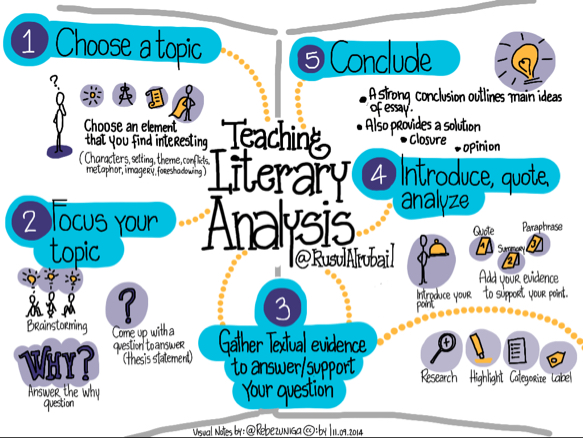
**Analysis:**

**Claim:**

**Evidence:**

**Analysis:**

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| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain? | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.** |

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