# MY Access!® and Common Core Alignment:
## College and Career Readiness Anchor Standards for Writing

The Common Core Standards define what students should understand and be able to do by the end of each grade. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. All Common Core Writing Standards correspond to the College and Career Readiness (CCR) anchor standards numbered below. Below is an outline defining how MY Access!, the web-based instructional writing and assessment platform from Vantage Learning, aligns to these anchors.

| Common Core Anchor Standards | MY Access!® Alignment and Benefits |
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| **Text Type and Purposes** <br> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <br> 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <br> 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | MY Access!®  has over 2000 prompts in the following genres which cover the Common Core Standard requirement: <br><br> • Persuasive/Argumentative <br> • Informative/Expository <br> • Narrative <br> • Literary |
| **Production and Distribution of Writing** <br> 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | MY Access! scores across the five domains of writing and provides immediate revision plans based on submission proficiency. These domains are: <br> • Focus and Purpose <br> • Content and Development <br> • Organization <br> • Language Use, Voice and Style <br> • Mechanics and Conventions |

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| **Production and Distribution of Writing**<br>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach. | MY Access!® contains tools to assist in the planning and editing of submissions. Standard and custom tools, including persuasive and narrative wizards, Venn diagram, KWL Chart, cluster web, focus checklist and notepad, are embedded in the program. These provide students with pre-writing opportunities to plan and organize their writing, as well as insert and access their notes from within the writing space. More importantly, students also receive immediate, detailed, and developmentally-appropriate prescriptive feedback to help them revise and rewrite, including:<br>• MY Tutor™ provides prescriptive revision plans with examples to help students focus revision activities based on their strengths and weaknesses.<br>• MY Editor™ assists in identifying possible errors in grammar, mechanics, style, and usage and then provides recommendations for improvement. |
| **Production and Distribution of Writing**<br>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | MY Access!® is a web-based platform that includes embedded tools, such as the iSEEK™ Education Search Blade that provides students with access to authoritative, educational resources aligned to the specific prompt. Students and teachers also have the ability to directly communicate with one another, allowing for one-on-one remediation. |
| **Research to Build and Present Knowledge**<br>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Essays submitted to MY Access!® prompts that are scored with IntelliMetiric® (called IntelliMetric® Prompts), can be flagged for human review if the student's submission is evaluated as being off-topic based on pre-defined triggers. Additional feedback will be provided to help the student review and improve their next draft. Teachers and administrators can also develop their own prompts and the Vantage Learning Scoring Department will score those essays until enough data is collected to turn their custom prompt into an IntelliMetric Prompt. |
| **Research to Build and Present Knowledge**<br>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Teachers have the ability to share authorized print resources, provide links to specific external websites and deliver special instructions through MY Access!®, offering students multiple sources of information to read prior to writing against the prompt. Additionally, the embedded iSEEK™ Education Search Blade allows students to access and gather information from over 300,000 authoritative education resources, pulled from well-establish institutions, and aligned to the specific prompts. |
| **Research to Build and Present Knowledge**<br>9. Draw evidence from literary or informational texts to support analysis, reflection and research. | All IntelliMetric® Prompts contain links to research material for students to review prior to writing. Teachers may also associate additional texts and special instructions to specific prompts. |
| **Range of Writing**<br>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences. | Teachers and administrators can determine the length of time each student has to complete an assignment, as well as limit the number of submissions a student can enter. This functionality is completely at the discretion of the teacher/administrator when assigning a prompt. |