MY Access!® feedback and resources address the Common Core focus on teaching students effective communication through clear, rigorous, real-world writing opportunities.

MY Access! Content Aligns to Writing Standards: MY Tutor®

MY Access! supports student writers with scaffolded instructional feedback about their writing. MY Tutor comprises revision goals and strategies for improving all domains of writing. This feedback adapts to the quality, type, and grade range of the writing.

The following is an example of feedback that is automatically delivered to a student. The example below shows students ways to improve the content and development for a persuasive essay. The feedback addresses the Core standard **W.9-10.1:** *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:*

Revision Goal 2: Include text-based evidence to support your reasons.

1. Focus on your evidence for your reasons as you reread your essay. First, highlight in maroon the reasons that support your overall claim. Next, highlight in **green** the evidence (e.g., facts, statistics, or quotes) to support each reason.
2. If you did not include evidence for each of your reasons, include it now. You can do this by rereading the sources and selecting facts, statistics, details that support your reasons.
3. If you did include evidence for each of your reasons, evaluate your evidence: 1) does it s... 2) does it provide more detail or information about a reason you wrote; 3) is it specific; 4) does it come from a trusted source?

> Instructional feedback guides students to write logical arguments based on substantive claims, sound reasoning, and relevant evidence for **Argumentative Writing.**

Student Example:
Before Revision: *Claim*—Helicopter parenting is not good.

Reason one—Kids will not learn responsibility with helicopter parents.
Reason two—Helicopter parenting can also make kids believe their parents do not trust them.

Annie's Strategy: I highlighted my reasons in maroon, but I did not find any evidence to highlight. I need to look back at my sources and find evidence for each of my reasons.

After Revision: *Claim*—Helicopter parenting is not good.

Reason one—Kids will not learn responsibility with helicopter parents. One researcher found that when students with helicopter parents go to college, these students have trouble with simple things like getting up in the morning and finishing their homework (Smith, 2015).

Reason two—Helicopter parenting can also make kids believe their parents do not trust them. A psychologist found that helicopter parenting can actually cause their kids to become angry and insecure because they believe their parents do not trust them (Buehl, 2017).

Annie's Reflection: I added one example of evidence from the sources to support each of my reasons.
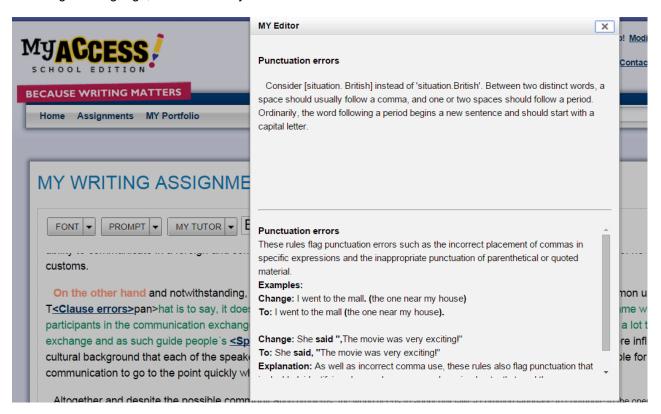

Through the MY Access! program, students learn to build a counterargument by reviewing strategies for considering other points of views, gathering evidence, and incorporating that into their own arguments. Feedback about organization and language use addresses the particular requirements of effective persuasive writing such as effective introduction, conclusion, and word choice.

Additionally, students' **text-based writing** is complemented by immediate instructional feedback that shows students how to effectively incorporate research into their writing.

MY Editor® and Language Standards

Based over 70 rules, MY Editor is Vantage's embedded editing tool that assists students in identifying possible errors in grammar, mechanics, usage, and style. MY Editor delivers advice and examples on the conventions of Standard English, knowledge of language, and vocabulary as the student edits.

Vantage Prompts and Scoring Align to Common Core and State Standards for Language and Writing

All Vantage Learning writing prompts (over 1800 in number) are aligned to Common Core State Standards for Writing and Language. The following is a side-by-side **comparison of the Vantage Learning <u>Informative</u> Writing rubric, a Vantage high school level <u>Informative</u> prompt text, and a Common Core Writing Standard for <u>Informative</u> Writing.**

Common Core State Standard	Vantage Rubric	Vantage prompt Text
9.W.2 "Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<u>Focus and Purpose:</u> The extent to which the response establishes and maintains a controlling idea (or central idea), an understanding of purpose and audience, and completion of the task. <u>Content and Development:</u> The extent to which the response develops ideas fully and artfully using extensive, specific, accurate, and relevant details. (facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations) <u>Organization:</u> The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices. <u>Language Use and Style:</u> The extent to which response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice. <u>Grammar and Mechanics:</u> The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling.	**Central Idea in "Matthew Henson at the Top of the World"** Read the text "Matthew Henson at the Top of the World." What is a central idea expressed in this text? How is the central idea conveyed through specific details in the text? In a multi-paragraph essay, discuss the development of one central idea in the text "Matthew Henson at the Top of the World." Use relevant facts, definitions, concrete details, quotations, or other information and examples from the text to develop your ideas. As you write, remember your essay will be scored based on how well you: develop a multi-paragraph response to the assigned topic that clearly communicates your controlling idea to the audience. support your controlling idea with meaningful examples, information, and references from the text. cite direct quotes and any information that has been paraphrased from the passages that you have read. organize your essay in a clear and logical manner, including an introduction, body, and conclusion. use well-structured sentences and language that are appropriate for your audience. edit your work to conform to the conventions of standard American English.

Informational/Text Writing Prompts are Aligned to Common Core State Standards for Writing and Language

In the graphic below, the red and blue arrows indicate how Vantage writing prompt instructions align directly with the following CCSS Writing and Language standards.

Billy Joel's "Allentown": Stories of Our Cities

Billy Joel's well-known song "Allentown," released in 1982, tells the tale of a Pennsylvania town enduring economic hardship, as many of its steel factories were closing down. The song attempts to depict the lives of the blue-collar workers during the decline of the manufacturing industry during the late 1960s and early 1970s. Can you think of a city, either in the United States or another part of the world, that is currently experiencing some type of economic decline?

In a detailed essay, discuss a current city experiencing economic hardship, similar to that of Allentown in Billy Joel's song. Provide details and reasons pertaining to this city's economic situation in your discussion. You may want to conduct research on this topic through the iSEEK search engine, www.iseek.com. ← **W.2** / **W.7, W.8**

As you write, remember your essay will be scored based on how well you:

• develop a multi-paragraph response to the assigned topic that clearly communicates your controlling idea to the audience. ← **W.4**
• support your controlling idea with meaningful examples, reasons, and information based upon your research or readings.
• organize your essay in a clear and logical manner, including an introduction, body, and conclusion. ← **W.5**
• use well-structured sentences and language that are appropriate for your audience. ← **L.3, L.5, L.6**
• edit your work to conform to the conventions of standard American English. ← **L.1, L.2**

Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expressions.

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MY Access! and Common Core Alignment:

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
Text Type and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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 1800 prompts in the following genres that cover the Common Core Standard requirement: • Persuasive/Argumentative • Informative/Expository • Narrative • Text-based • Literary
Production and Distribution of Writing 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: • Focus and Purpose • Content and Development • Organization • Language Use, Voice and Style • Mechanics and Conventions
Production and Distribution of Writing 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: • MY Tutor provides prescriptive revision plans with examples to help students focus revision activities based on their strengths and weaknesses. • MY Editor assists in identifying possible errors in grammar, mechanics, style, and usage and then provides recommendations for improvement.

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.ai™ Education Search Blade, that provide 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 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 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.ai™ Education Search Blade allows students to access and gather information from over 300,000 authoritative education resources that are pulled from well-establish institutions and aligned to the specific prompts.
Research to Build and Present Knowledge 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 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.