

Yes MA'AM – Constructed Response Attack Method

M--Me

The first sentence of the response should reword the question and state a personal opinion or direct response to the question.

A--Author

The first "A" prompts the student to look at what the author said and to include a detail from the text to support his answer. Here are some suggested sentence starters:

- In the text...
- The text states...
- According to the passage...
- One example from the text...
- The author states...

A--Author

The second "A" reminds the student that a constructed response requires multiple supporting details from the author.

- In the text...
- The text also states...
- According to the passage...
- A second example from the text...
- The author also states...

M--Me

The response ends with the student (me) explaining or interpreting the significance of the evidence. One of these sentence starters might help:

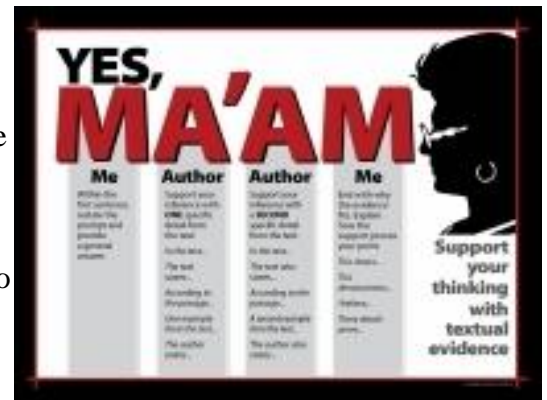
- This shows...
- This demonstrates...
- I believe...
- Now I know...
- This proves...

See this formula in action (This is a VERY basic example, but you get the idea):

Constructed Response Answer: A strong answer should:

1. **Restate the question while providing your opinion of the teacher.**
2. **List specific details from the text to support your opinion of the teacher.**
3. **Explain how those details prove your conclusion.** (These three items are color-coded in the example answer below.)

I think this teacher is a strong leader and take-charge person. The text states that she "ordered" the students to put on their mittens and scarves. The text also compared her to a general in the army. Both of these examples show that she can command a group of people like a strong leader would.



Constructed Response Practice Rubric – American Literature (Hamilton)

Your constructed response practice assignments will be graded as follows:

Ideas

- Fully addresses the topic/answers the question.
- Goes beyond the text to say something new (gives an opinion, draws a conclusion, offers a prediction, makes an inference, etc.).
- Provides at least two different and specific details from the text to support opinion/conclusion/inference.

Organization

- Restates the question in the opening sentence of the response (introductory sentence).
- Concludes the short response with a sentence that interprets the evidence (explains what the details from the text prove).

Conventions

- Avoids pronouns. (Defines all nouns in this short response to avoid confusion.)
- Writes a complete, coherent response. (The scorer only reads what is written--not the original question. The response must be complete, giving context.)
- Uses basic conventions (capitalization, spelling, grammar, etc.).