**Highland Park High School Course Team Log**

*The purpose of this document is to help organize the course team’s work and to capture the important aspects of this work for secondary members to read and understand.*

*All course team facilitators should complete this log and post it to the wiki after each of their team meetings.*

Meeting No. \_\_\_\_\_\_\_\_\_\_\_

Date: 3/7/12\_\_\_\_\_\_\_\_\_\_ Facilitator: Wolfe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team members present:

Wolfe; Perlman; Case; Elman

BRIEF summary of discussion, activities, and work conducted (bullet points will suffice):

The group read and assessed a student exemplar published by the authors of the Common Core Standards. The paper was a 10th grade argument essay that meets the CCS. Having just co-assessed our sophomores analytic essays, we had at least a little bit of a comparison point when we discussed where the exemplar fits into our expectations for 10th grade writing.

The group was impressed by the model. In particular, we felt the student demonstrated a sophistication of language that not a lot of our sophomores can demonstrate. We focused on the clarity and the way the writer organized his progression of thought. We were impressed by the way he consistently wove in the opposite side’s perspective, refuted it, and provided examples to support his own argument.

We noted the distinction between sophistication of language/mastery of writing skills and the sophistication or depth of ideas in student writing. We discussed how we emphasize and teach both. We considered how our content (writing about a difficult text is different than arguing about a topic that is more immediate/accessible to a 10th grader) impacts a student’s ability to write compelling arguments.

For our next meeting we need to do the following:

Determine our 4th quarter common assessment

2 minute feedback loop: commit to sharing verbal feedback about the meeting. Capture these thoughts here:

Next meeting:

Date: April 11

Location: Writing Lab