



2021 - 22 TECHLINK MENTORSHIP TRAINING

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I. Context for Mentors

A. Welcome to the Ed Fund and Oakland School Volunteers

[The Oakland Public Education Fund](#) leads the development and investment of community resources in Oakland public schools so that all students can learn, grow, and thrive.

TOOLS	FUNDS	VOLUNTEERS
<ul style="list-style-type: none">Fiscal Sponsorship Service	<ul style="list-style-type: none">The A to Z FundCorporate Partnerships, i.e. our hands-on grants with Salesforce and Intel	<ul style="list-style-type: none">Ongoing tutoring and Career CoachesParents/GuardiansOne-time engagementLocal businesses

In addition to our own mentorship program (Career Coaches), [Oakland School Volunteers](#) operates:

<u>Ongoing Tutors/Assistants</u>	Engages ongoing volunteers to tutor students weekly in classrooms throughout Oakland.
<u>Clearance + Onboarding</u>	Completes safety and health clearance for all community members and parent / guardian volunteers throughout the district.
<u>One-Time Volunteer Events</u>	Hosts four read-in weeks to celebrate heritage and pride, one computer science education week, and back to school clean up support to positively impact school culture and invite all members of our community to rally around Oakland schools regardless of their schedule.
<u>Adopt an Oakland School</u>	Matches local businesses with public schools to provide impactful and relevant volunteer events throughout the school year.

B. Response to COVID-19 Pandemic

Helpful Links to Stay In Touch with OUSD:

- Distance Learning and Chief Academic Officer Updates: <https://www.ousd.org/Page/19080>
- Family Central: <https://familycentral.ousd.org/home-learning>
- Teacher Central: <https://sites.google.com/ousd.org/teachercentral?pli=1&authuser=0>

FOOD & BASIC NEEDS



MEALS

4,342,218

Total number of grab and go meals distributed from March 16 to July 30, 2020. **3,822,218** student meals + **520,000** adult meals. **486,090** children served.

24 summer locations

Total **OUSD SUMMER SITES** to pick up 7 days worth free grab and go meals on Mondays and Thursdays starting on June 1st.

2,215,731

Summer meals distributed June 1 - July 30. **1,963,731** student meals + **252,000** adult summer meals. **232,991** children served this summer.

DISTANCE LEARNING



SUMMER LEARNING

4,531 enrollment

Pre-K through Young Adult enrollment in summer learning at **33 HUB SITES**.

SUMMER INTERVENTION/ACADEMIC RECOVERY:

1,312 Elementary; **883** Middle School; **1,760** High School. **SPECIAL ED ENROLLMENT:** **145** Pre-K; **215** Elementary; **56** Middle School; **72** High School; **87** Young Adult program. **ADULT ED ENROLLMENT:** **324**.



ELEMENTARY HIGHLIGHTS

7,411 books read

by Elementary students on **RAZ PLUS!** June 8-19, 2020.

COVID-19 RELIEF FUNDS



OUSD/OAKLAND PUBLIC ED FUND COVID-19 RELIEF FUND

\$1,884,000

Total donated as of June 5. Funding is supporting OUSD food distribution, distance learning, direct assistance to highest need families, including **NEWCOMER & MCKINNEY-VENTO** homeless.

CLOSING THE DIGITAL DIVIDE

GOAL MET! \$12.5 M RAISED FOR CLOSING THE DIGITAL DIVIDE - #OaklandUndivided -- PHASE 2 LAUNCHED

C. OUSD High School Pathways (aka Linked Learning)

OUSD Pathways consist of a cohorted group of students who experience a sequence of industry themed curriculum that integrates career and technical education courses, core academic courses, work-based learning opportunities, and student support services. By blending theoretical knowledge with real-world application, OUSD Pathways result in relevant and rigorous personalized educational experiences that inspire students and prepare them for college, career, and community.

SCHOOLS	PATHWAYS
Oakland Tech	<ul style="list-style-type: none"> Health Computer Engineering Race, Policy & Law Fashion, Art & Design
McClymonds High School	<ul style="list-style-type: none"> STEAM (Science, Technology, Engineering, the Arts, and Math) Entrepreneurship
Castlemont High School	<ul style="list-style-type: none"> Community Health Equity Academy Sustainable Urban Design Pathway
CCPA	<ul style="list-style-type: none"> Community Leadership Innovation Pathway (CLIP)

D. Overview of the Intel Mentorship Program

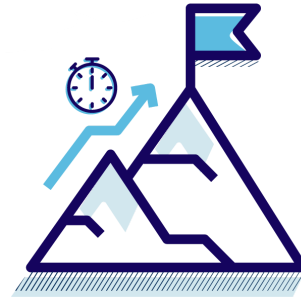
Objective: The Intel Mentoring Program aims to support Computer Academy and Engineering Academy students by connecting them with experienced Intel professionals who themselves are college graduates and a workplace history of success. In this work-based learning program, mentees work with their mentors to increase their awareness of computing careers with a possibility of choosing careers in the STEM field. They will develop the ability to communicate, collaborate, analyze information related to college and career, enrich their experience, personal skills, and study habits accordingly. By engaging mentees as active participants in this mentoring experience, the program intends to improve engagement and academic achievement of students.

Program Priorities:

- engagement/connection
- building hope
- mental and physical health/wellness
- College admissions
- academic performance
- career goal development
- character development
- building soft-skills
- employment

Measurable Outcomes:

- # of mentees
- Student participation rate
- # of student completed
- Career and college planning document
- Resume building
- Professional online profile (LinkedIn)



E. Virtual Engagement Process Overview

ELIGIBILITY - *Already completed!*

1. Mentors [apply](#), and their applications are approved by OSV Staff.
2. Once approved, mentors receive clearance instructions, including information about DOJ/FBI fingerprint clearance.

ONBOARDING

1. Once you complete your Live Scan clearance and Liability Waiver, Eric Kwak (eric@oaklandfund.org), Program Manager, will reach out to the mentor to inform you about your matched mentee.
2. The mentors and mentees will join the *Mentorship Kick-off Meeting* and e-introduce/meet each other. The *Mentorship Kick-off Meeting* will occur in the first week of December to officially start the mentorship program. You will meet your matched student, and we will review the Discussion Road Map, a week-by-week conversation guide to structure the sessions and achieve our mentorship goals.
3. Eric will send a calendar invite for a set time during the week for when the mentorship will occur.

ENGAGEMENT EXPECTATIONS

1. Virtual mentorship begins! The mentors and mentees will meet once a week for 30 minutes during a set recurring meeting, joining an OUSD-owned Zoom account.
2. Mentors will receive an email from the Ed Fund on Fridays to submit your weekly hours and a brief review of the experience.
3. Virtual mentorship will last from December to May and you will be expected to follow through on your commitment to your mentee for the full duration.

COMMUNICATION EXPECTATIONS

1. Respond to email/phone communications within 72 hours
2. Submit weekly reports about the tutoring session on Fridays (*see previous section for more information*)
3. Communicate absences **at least 72 hours in advance** to the educator to be able to relay to student(s) and family member(s)

4. Monitor the images on your screen that students have access to, including: *Browser Bookmarks, background artwork or photographs, language on clothing, clothing coverage*
5. Volunteers may not use profanity.
6. Volunteers may not discuss their personal lives with students.
7. If anything takes place during your session that makes you feel uncomfortable, please leave the Zoom immediately and email eric@oaklandfund.org.

II. Effective Mentorship

A. Guided by Equity

***"Equity** is the approach that consists of finding and using measures that will address inequality and bring about fair treatment. In legal terms equity is the principle of supplementing the law to ensure **equality** or justice."*

*"In educational terms, **equity** is the principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students of all social groups."*

***"Equity** is the approach. **Equality** is the goal."*

BELIEFS AND PRACTICES FOR THE EFFECTIVE CAREER COACH

- **Equity:** A commitment to and focus on doing whatever it takes to make sure that every student is successful
- **Responsiveness:** By asking questions and utilizing observation, the Career Coach can narrow the focus to tailor support to the needs of the student. This isn't about a Career Coach's agenda.
- **Collaboration:** Rather than a top-down relationship, Career Coach and student work as partners, building trust and growing professionally in ways they could not alone
- **Positive Presuppositions:** Every student comes to the profession with a commitment to be effective. They bring their own experiences and understanding to continually learn and grow.
- **Reflective Dialogue:** By asking questions and having conversations about learning, students learn meta-cognition: the ability to self-assess, to imagine how a session can be more effective next time, to explore how to meet the needs of every student
- **Inquiry Stance:** A mindset of curiosity results in continuous growth and actionable planning

B. Motivating Language

An effective Career Coach is one who can listen, support, advise, and who really cares about what the student has to say. You are charged with fostering reflection and empowerment in your mentee, and the language you use to do so is key! Using 'Career Coaching Language' can:

- Promote trust and respect that facilitate safe discussions (collaboration, responsiveness, equity)
- Be invitational and collegial (reflective dialogue, responsiveness, and inquiry)
- Promote efficacy and empowerment (positive presuppositions, inquiry)

#1 PARAPHRASING

Intention:	Builds trust; communicates that you hear, understand, and care	
Language	So...(then restate)	From what I hear you say...

Stems:	In other words... What I'm hearing is...	I'm hearing a few things... As I listen to you, I'm realizing that...
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#2 CLARIFYING QUESTIONS

Intention:	Deepens understanding, facilitates discussion, and seeks connections	
Language Stems:	Let me make sure I understand... So, are you suggesting that...? I'm intrigued by/interested in/wondering about...	Can you tell me a little more about...? I'd be interested in hearing more about... Tell me what you mean when you say... Tell me how that idea is like/different from...

#3 MEDIATIONAL

Intention:	Helps hypothesize what might happen, analyze what works, compare plans with outcomes, and imagine possibilities	
Language Stems:	What is another way you might...? What do you think would happen if...? How was...different from/similar to...? What sort of impact do you think...?	How did you decide...? How did you come to the conclusion that...? When have you done something like...before? What criteria do you use to...?

#4 NON-JUDGEMENTAL RESPONSES

Intention:	Builds trust, encourages self-assessment, and fosters risk-taking	
Language Stems:	I noticed how when you...your peers... It will be interesting to see which of your ideas work out the best. How do you think this assignment went? What makes you think so?	What did you do to make the project successful? Are there any things you might do differently next time? We all grow by taking risks, making mistakes, and reflecting on how to improve next time.

#5 SUGGESTIONS

Intention:	Opens possibilities, provides courage, and encourages independence	
Language Stems:	One thing I've noticed is... A couple of things to keep in mind... From my experience, I've learned... Sometimes it is helpful if...	Some students I know have tried a couple of different things in this situation; perhaps one might work for you... What I know about ...is...

#6 TEACHABLE MOMENTS

Intention:	Spontaneous opportunities that offer a chance to fill in instructional gaps and take a new teacher to the "next step"	
Language Stems:	One thing to keep in mind is... If you're interested in ..., it's important to...	What I know about...is... It's sometimes/usually helpful to...when...

C. Growth via Feedback

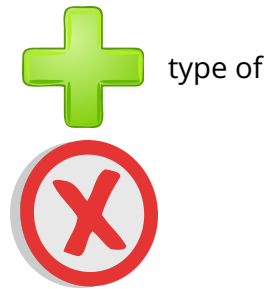
Every learner needs feedback to grow. Yet some feedback, no matter how well-intentioned, has a negative effect and can actually do harm and shut down the learner. The most effective feedback shifts from a delivery approach to one that prompts reflective questioning and builds empowerment. Feedback is important because when we seek feedback, we...

- Can better understand standards for excellence in our field
- We open ourselves to inquiry and outside perspectives

→ Reflection in Breakout Rooms:

Can you recall when you received feedback that helped you learn and grow? What made that feedback valuable, or how did you feel as you received this feedback?

Now, think of a time when you received feedback that was not helpful or shut you down- why wasn't it helpful? Why did it shut you down?



→ FEEDBACK TIPS

Everyone has experienced the effects of both positive and negative feedback, so here are some helpful reminders for what makes really effective feedback:

Provide evidence instead of opinion: when we praise, criticize or evaluate a student's work, we are placing value on it. Consider what the student wanted to accomplish and support them with deciding on a manageable next step

Offer feedback in a timely manner: feedback loses impact if time has elapsed

Give just enough feedback: providing too much feedback can make your student feel overwhelmed and disheartened

Include wait time: when posing questions or seeking ideas for your partner student, remember that your partner student may need to spend some time thinking

Look for cues to see if feedback is successful: be conscious of how your feedback is being received by observing verbal (as well as tone of voice) and non verbal cues (facial expression, body orientation, posture & body language, eye contact)

Appreciating students as hard-working individuals and scholars.

III. Building Relationships with Students

A. The Importance of Individuality

We recognize that supportive, trusting relationships are key to providing equitable learning opportunities for all students. Career Coaches are empowered to support each of their student(s) to grow as much as possible with individualized support. Student data, like grades and test scores, can help identify academic levels of development, but it can be more challenging to learn about **students' other needs and backgrounds as scholars**. For example:

- Personal Interests or Hobbies
- Favorite subject(s) in school
- Personal strengths and areas for growth
- Learning style

- Motivation as a learner
- What communities (if any) one feels they belong to
- Who one considers part of their family
- Proudest accomplishment(s)

Above the surface...

A Career Coach can learn about students by hearing about their test scores and grades and the kind of student they are, but this information only gives us a small glimpse into who a student really is.

Below the surface...

In order to differentiate instruction and be more responsive to a student's needs, a Career Coach needs to develop a deeper knowledge and understanding about a student's:

- Strengths and Abilities
- Culture and Race
- Interests
- Background and Language
- Optimal Learning Style



As Career Coaches get to know their partner students, they will realize there are more personal details that cannot/should not be gleaned by just asking questions outright. These more personal aspects of a student's identity may take time to learn because it is necessary to first create a climate of trust and vulnerability. A Career Coach's modeling of Career Coach language, self-awareness, and vulnerability will really set the tone for more personal conversations about the student, including:

- What the student's home life is like
- Whether the student is experiencing any personal challenges
- Whether trauma is a significant part of the student's background or life

B. Getting Started

DISCUSSION ROAD MAP FOR TECHLINK MENTORS

We have designed a "Discussion Road Map for TechLink Mentors" to assist you with the structure and direction of sessions. Please note that this guide is not comprehensive or personalized; instead, it should be utilized with the direction of your educator partner in mind (i.e. the Work Plan for Career Coach volunteers and additional email communications from the educator), your observations of the students skills and areas for growth, and your student's goals for your time together.

Core components of the Discussion Road Map are:

- [Relationship Building Activities](#)
- Mental and Emotional Support
- College Goal Planning
- Career Goal Planning
- Resume/Cover Letter Building Activities
- Online Professional Profile (LinkedIn) Building Activity

SETTING BOUNDARIES

As the Career Coach-Partner Student relationship develops into one in which the Career Coach is both a learning partner and a friendly adult, Career Coaches may find it difficult to know how and when to

create appropriate boundaries. Additionally, Career Coaches may have drastically different backgrounds and experiences from their partner students and therefore may not know cultural norms, which may play out while communicating with their partner students.

- Career Coaches should always report anything concerning a student might say to an educator immediately.
- Career Coaches should reach out to the Oakland School Volunteers team immediately if they are ever uncomfortable or uncertain how to handle a situation.

OTHER RESOURCES FOR BUILDING RELATIONSHIPS

The worksheets described below can be used as another way to get to know your student. You may choose to use them as a personal reflection tool or you can complete the sheet together.



Title	What you can learn about your mentee:
Domain 1 Handout	Students' Personal Context (<i>cultural and linguistic background, non-school literacies, family traditions, educational history, student perceptions</i>)
Domain 2 Handout	Students' Individual Preferences (<i>learning preferences, multiple intelligences, strengths, interests, aptitudes</i>)
Domain 3 Handout	Students' Meta-Cognitive Behaviors and Skills (<i>motivation, methods of learning, use of time, ability to self-monitor, study skills, setting/attaining goals</i>)

C. Tips to Structure Engaging Sessions

TIMING	ACTION	DETAILS
BEFORE THE SCHEDULED SESSION	Be Cautious of Your Setting and Attire	Dress as if you are volunteering in the school setting: <ul style="list-style-type: none"> • Clothing should cover the entire midsection of your body and extend to at least the knees and shoulders • Clothing not depict/display inappropriate/distracting language/images Select a quiet space, with background materials least likely to distract students
	Prepare to Respect the Session	Pings and alerts are distracting for volunteer and student alike- silence your notifications on your computer and/or cell to limit distractions
	Have a Pen and Pad of Paper Close By	Consider having writing materials nearby to write notes/reminders to yourself, for ex: follow-up questions for your educator partner
DURING THE SESSION	Present Clear Objectives	Start sessions by sharing the agenda/plan for the session. You might let the student know what's in the discussion guide that day.
	Offer Choice	Lacking autonomy and being subjected to adultism can be a great point of frustration for students. Working with a volunteer is a time that they can experience choice in their day. Invite your student to choose the order of activities and specific games/activities on apps.
	Model Norms for Engagement	Be aware of your posture and avoid answering emails or chats while working with students. Demonstrate your undivided attention to your student and their work

		by keeping your eyes focused on the student and not surroundings.
	Promote a Culture of Curiosity	<p>Ask open-ended questions if your partner student is having trouble with focus or gets stuck:</p> <ol style="list-style-type: none"> 1. What do the directions say? 2. What did your teacher tell you about this subject? 3. What skills do you need to have to do this work? 4. Which part of the assignment can you do? What is confusing? 5. What do you think will happen if you try...? 6. What strategies will you use to figure out the answer? 7. What are the steps you need to take to find the answer? <p>Instead of asking your student if they understand the concept, try asking them to “teach you” it in their own words. This gives you the opportunity to listen to their point of view, evaluate their understanding, and if needed, reinforce concepts that the student might not have understood completely.</p>
	Use Expressive Body Language	Use your body, facial expressions, hand gestures to act things out, highlight, convey interest, and reinforce key learning takeaways.
AFTER THE SESSION	Submit your weekly report	Every Friday, we will invite you to submit your hours, experience, and a video of your mentorship session.
	Optional follow-up	If you have any questions or next-steps, please feel free to reach out to the eric@oaklandfund.org , teresa@oaklandfund.org , or your educator partner.

IV. Supporting College Readiness

B. Scholarship Opportunities

There are thousands of scholarships available offered by schools, employers, individuals, private companies, nonprofits, communities, scholarship funds, religious groups, and professional/social orgs.

#1	Populate your scholarship profiles and/or filters with as much information as possible	By keeping your profiles and filters up to date, you'll be able to see all the scholarships that you qualify for in real time as accurately as possible
#2	Utilize updated resources and lists on key scholarship databases	For example, FastWeb creates lists of new and exciting scholarships every year. This year's list is called College Scholarships: 2020 Edition
#3	Keep track of your scholarship deadlines	Utilize either a digital or physical calendar and build in both deadlines and actual blocks of time for you to complete applications or other supplementary scholarship materials
#4	Apply for all scholarships you qualify for, regardless of award amount	A common issue that students encounter is limiting themselves based on the scholarship amount. Don't forget that small amounts really add up!

#5

Improve your scholarship essays

Utilize support from educators and Career Coaches to improve your scholarship essays. Some websites may also offer resource articles with helpful tips about scholarship writing.

**TIPS: SEARCHING FOR SCHOLARSHIPS ONLINE**

Scholarship search services, like FastWeb, are helpful tools to utilize. However, an easy, accessible alternative is internet searching via Google or another search engine. Think further into what relates to your partner student personally. Include specifics like the following in your searches, like: *Location, Corporation, Field of Study, Ethnicity, Background, or Special Interest*

Resource: Seeking Financial Aid

**FAFSA INFORMATION (Free Application for Federal Student Aid)**

Acronyms	FAFSA = Free Application for Federal Student Aid https://fafsa.ed.gov/	EFC = Expected Family Contribution. The EFC is the # that's used to determine eligibility for federal student aid. Indicator of your family's financials
Getting Started	School Code - Each college & university has a unique code. This code connects your FAFSA to the schools financial aid/scholarships	Parent Information - Parents must set up their own FAFSA account (email, password, and special code). They will need to include tax info from the previous year.
Eligibility	Demonstrate need. U.S. Citizens or an Eligible Noncitizen (Have a valid Social Security #). Register with Selective Service if identify male and 18 - 25.	Maintain satisfactory academic progress. Have a high school diploma, General Educational Development (GED) Certificate, or within a homeschool setting approved under state law.

V. Career Exploration

A. Discovering Passions and Options

SHARE YOUR OWN STORY

Many students may be interested in entering into a career field where they do not have connections. You can help them achieve their goals by sharing your own experiences with students.

- What roadblocks did you encounter? How did you surmount them?
- What surprised you about your professional field?
- How did you get started in your career? How did you build your resume?

HELP STUDENTS TO DISCOVER THEIR PERSONAL VALUES

By working with students to determine their own personal values, you can discuss what matters most to students and the type of impact they would like to have on the world. This may help them to narrow down the options, or at minimum, learn more about themselves and have the opportunity for some healthy self-reflection. To identify your personal values, we recommend using a free assessment like this [Personal Values Assessment](#). This is a proposed activity in the [Career Coach Discussion Roadmap](#) (week

6), and we encourage both mentor and student complete the assessment to ensure a meaningful discussion. Results and further activity instructions are emailed to participants after submitting the assessment.

TAKE AN APTITUDE TEST TO HELP START CONVERSATIONS

By taking different quizzes or aptitude tests, students can learn about some of the many different career options that are out there. By looking at options through different lenses, students can start to understand the bigger picture of the vast sectors and employment opportunities:

- Career Aptitude Test <https://www.whatcareerisrightforme.com/career-aptitude-test.php>
- Princeton Review <https://www.princetonreview.com/quiz/career-quiz>
- MAPP Career Assessment <https://www.assessment.com/>

B. Training Options

CAREER & TECHNICAL EDUCATION

Career and Technical Education (CTE) programs are another way for recent high school graduates to develop technical skills and career competencies. CTEs prepare graduates with skills to enter the workforce directly after high school.

- OUSD CTE Information Page: <https://www.ousd.org/Page/17689>



VI. Professional Skills

A. Resumes

DON'TS

- Don't worry if you have no relevant experience. Many skills can cross-over to different sectors. It's all about how you **frame** your experience.
- Don't use the Job Descriptions' exact phrasing.
- Don't Use an Objective Statement (unless you are making a huge career change and your past experiences are transferable skills)

DOS

- Highlight your most relevant experiences
- Include soft skills
- Include personal accomplishments
- Use Relatable, Measureable English
 - Ex: Instead of "Utilized innovative social media techniquet to boost leadership and engagement among core demographic", say, "posted on Twitter three times a day and brough follower count from 1,000 to 3,000."
 - Use "buzz" words that match the application/opportunity that you're applying to

- Keep it short (one page if possible!)
- Design look and layout depending on the job you are applying to
- Save and send as PDF

B. Job Interview Success

BEFORE THE INTERVIEW

- **Research:** Learn as much as you can about the company before the interview.
- **Timing:** Know where your destination is. Arrive 5-15 minutes early.
- **Be prepared with Materials:** Bring extra copies of your resume, your portfolio (if you have one), questions for the interview, and a pen.
- **Dress for Success:** Collared shirt or blouse, dress pants, skirt, or dress. Blazer is recommended.

BEGINNING THE INTERVIEW

- Inform the person who receives you that you have an interview, whom it is with, and the time.
- When you meet the interviewer, shake hands firmly, introduce yourself with confidence.
- Be positive. Let the interviewer lead the interview. Express that you're happy to have the opportunity to interview.
- DON'T: smoke, chew gum, curse, slouch, or fidget.

DURING THE INTERVIEW

- Use positive body language.
- Know your resume and portfolio well and be prepared to answer questions about them.
- If you don't understand the question, ask for elaboration.
- Never just answer with a "yes" or "no". Always provide explanations and examples.
- Organize your thoughts before speaking. Feel free to take a moment about tough questions. Silence is not bad if it's not excessive. Stay away from: "Uh" and "Umm."
- DON'T: emphasize weakness, criticize former employer/peers, or discuss salary or benefits.
- Watch for illegal questions about age, religion, family details, race, ethnicity, or marital status.

AFTER THE INTERVIEW / FOLLOW UP

- Ask job related questions you prepared for the interview.
- Make sure the interviewer knows how to contact you for any additional information needed.
- Thank the person for the interview. Shake hands firmly on the way out.
- Send the interviewer a thank-you letter or email soon after the interview.
- Call the company about a week after the interview to find out if they have made a decision. If they have not, find out when they expect to have one.

VII. Writing Support

High School students are asked to draft different types of essays (argumentative, informative, and narrative), research papers, senior capstone projects, and other kinds of creative writing tasks. Many students struggle to develop their writing skills and may need intentional support.

A. GETTING STARTED

PREWRITING

Are students able to plan what they want to write ahead of time? Ex: Outline, graphic organizer.

- **Clustering:** Selecting a word or term that is central to the text or writing prompt, then brainstorm related words or ideas, which can help identify a direction for their writing.
- **Brainstorming:** Setting aside time to explicitly think about what evidence, plot points, or even vocabulary might be included in a writing assignment
- **Freewriting:** A form of brainstorming to allow students to write freely. This is helpful because it allows a student to write about anything that occurs to them about the writing topic (even writing some words in their native language if they are learning English). Unlike a traditional brainstorm, this type of continuous writing is done in complete sentences and paragraphs
- **Outlining techniques:** Allowing students to develop a routine of organizing their thoughts into an outline that can help them feel confident when they begin to write.

SUMMARIZATION

Are students able to restate text clearly and in as few words as possible?

- **Strategy:** Asking these framework questions when students are struggling to summarize text:
 - What are the main ideas?
 - What are the crucial details necessary for supporting the idea?
 - What information is irrelevant or unnecessary?
- **Practice Resource:** Sum It Up Sheet



B. Skill Building

SENTENCE STRUCTURE

Can they avoid fragments and run-on sentences when writing? Do they have enough variety?

- **Strategy:** Review the three basic structure for students to learn
 - Simple sentences (subject-verb): 'I Study at the university.'
 - Compound (essentially two connected simple sentences): 'I study at the university, and I have many classmates.'
 - Complex (a sentence with an independent clause and a dependent clause): 'I study at the university because I want to earn my degree and enter a profession.'
- **Practice Exercise:** If your student is struggling with sentence variety, try writing a short paragraph with only simple sentences OR rewrite a paragraph from a famous text. Next, read the paragraph aloud and ask your partner student what would improve it. Often, students will become aware of the lack of sentence variety. Next, revise the paragraph with your student or provide the original version of the same paragraph.

DRAFTING PARAGRAPHS

Can students form a paragraph with a strong topic sentence which defines the purpose?

- **Strategy:** Identifying the key components of a paragraph: Choose a color for each component below and highlight the components in a writing piece with your partner student.
 - Introduction + Evidence or Supporting Information + Conclusion

- **Practice Resource:** [The Hamburger Paragraph](#)

TRANSITIONS

Are students able to make smooth connections between sentences, paragraphs, and ideas?

- **Practice:** Look for transition words or terms in your student's written assignment, and highlight or mark them in some way. This will help you get a better sense of the transitions in the paper, and will help you identify if your student would benefit from incorporating some transitional words or phrases.
- **Resource:** Helpful Transition Words & Terms



C. Proofreading / Editing

Are students able to spot grammatical errors, typos, or other mistakes in their own writing? Next, are they able to revise their rough draft in a way that improves their original efforts?

- **Practice:** Editing with your partner student by reading the paper aloud. Try focusing on one aspect at a time as you edit...
 - 1) **Content:** Did your partner student fulfill the writing assignment expectations? Are there areas that need more details, facts, or explanations? Are any parts of the text still unclear?
 - 2) **Organization:** Is the writing organized and easy to follow? Does it flow well from one point to the next? Does the student use transition words and phrases to connect ideas?
 - 3) **Clarity:** Is the paper's tone appropriate for the audience? Does the student need to restructure any awkward or wordy sentences to make sure their writing is clear and readable?
 - 4) **Mechanics and Word Choice:** Look for misspelled words and grammatical errors, check sentence structure, word choice, and punctuation.¹
- **Helpful tool:** Grammarly is an online grammar checking and spell checking tool. Grammarly offers a free extension that checks spelling, readability, and wordiness, which you can access at www.grammarly.com

EVIDENCE

When writing to convey an opinion or to prove a thesis, are students able to provide details that relate to the topic sentence in the paragraph? Does the evidence back up their argument?

VOICE

Does student writing contain text using passive rather than active voice?

- Using active voice for the majority of your sentences makes your meaning clear for readers, and keep sentences from becoming too complicated or wordy.
 - *Passive:* The brakes were slammed by her as the car sped downhill.
 - *Active:* She slammed on the brakes as the car sped downhill.

¹ <https://writeshop.com/edit-grade-writing-editing-high-school-papers/>