

THE WRITING ACADEMY®, LLC • ASSESSMENT COMPANION

The Learning Artifact Bank

Reusable ways for students to show what they know, and for teachers
to gather a grade from work students are already doing

Starter Set • Eighteen Artifact Families

The Writing Academy®, LLC

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One Skill, Many Ways to Show It

Every entry in this bank is a reusable structure, a way for a student to demonstrate a targeted skill. You choose the artifact that fits your target and the level of thinking you want, then you drop in your own content. The same family works in Cluster 1 and in Cluster 8, in writing and in evidence, at the Foundational level and at the Reflective level.

Each entry tells you what it measures, when it is best used, the thinking levels it can reach, what to say to students, what you collect, what you score, and, just as important, **what not to score**. That last line protects the grade: an artifact built to measure explanation is not the place to grade spelling.

Do not create an assignment just because you need a grade. First look for evidence students are already producing, then reach for the artifact that captures it.

Find It

Locate a target element in a text or example.

MEASURES

Recognition and location of a target: evidence, a text feature, a spelling pattern, a part of speech.

BEST USES

Daily grade, warm up, exit ticket.

RPLD LEVELS

Foundational to Emergent

STUDENT DIRECTIONS

Find and mark the ___ in this passage.

TEACHER COLLECTS

The marked text or a short answer.

TEACHER SCORES

Whether the correct element was located.

TIME

3 to 5 min

FORMAT

Print or digital highlight.

STUDENT CHOICE

Find it in a passage, a list, or your own writing.

DO NOT SCORE

Spelling, handwriting, or explanation.

Choose It

Select the best option from a set of choices.

MEASURES

Discrimination: telling a strong option from a plausible but weaker one.

BEST USES

Daily grade, quick check, test-style practice.

RPLD LEVELS

Emergent to Visible

STUDENT DIRECTIONS

Choose the option that best ___ and be ready to say why.

TEACHER COLLECTS

The selected choice.

TEACHER SCORES

Whether the best option was chosen.

TIME

3 to 5 min

FORMAT

Multiple choice or inline choice.

STUDENT CHOICE

Choose from four, or choose and rank the top two.

DO NOT SCORE

The reason, unless reasoning is the target.

Sort It

Group items into the correct categories.

MEASURES

Classification: the defining features of each category.

BEST USES

Vocabulary, TRACKS types, sentence types, spelling patterns.

RPLD LEVELS

Foundational to Visible

STUDENT DIRECTIONS

Sort these ___ into the correct groups.

TEACHER COLLECTS

The completed sort.

TEACHER SCORES

Correct placement of each item.

TIME

5 min

FORMAT

Card sort, table, or drag and drop.

STUDENT CHOICE

Sort given items, or find your own item for each group.

DO NOT SCORE

Neatness.

Match It

Pair items that belong together.

MEASURES

Relationship recognition: term to meaning, evidence to claim.

BEST USES

Vocabulary, cause and effect, evidence to reason.

RPLD LEVELS

Foundational to Emergent

STUDENT DIRECTIONS

Match each ___ to its ___.

TEACHER COLLECTS

The completed matches.

TEACHER SCORES

Correct pairs.

TIME

3 to 5 min

FORMAT

Lines, a table, or drag and drop.

STUDENT CHOICE

Match all, or match and explain one pair.

DO NOT SCORE

Explanation, unless it is the target.

Label It

Name the parts of a whole.

MEASURES

Knowledge of structure and vocabulary: parts of an essay, TREES pieces, sentence parts.

BEST USES

Structure lessons, grammar, framework review.

RPLD LEVELS

Foundational to Emergent

STUDENT DIRECTIONS

Label each part of this ____.

TEACHER COLLECTS

The labeled example.

TEACHER SCORES

Correct labels.

TIME

3 to 5 min

FORMAT

Print or digital annotation.

STUDENT CHOICE

Label a given example, or label your own writing.

DO NOT SCORE

The quality of the underlying writing.

Fix It

Correct one identified problem.

MEASURES

Application of a specific rule or skill: a spelling rule, a punctuation mark, a revision move.

BEST USES

Editing and revising, conventions, spelling.

RPLD LEVELS

Emergent to Visible

STUDENT DIRECTIONS

Find and fix the ____ in this sentence.

TEACHER COLLECTS

The corrected sentence.

TEACHER SCORES

Correct application of the taught skill only.

TIME

3 to 5 min

FORMAT

Editing draft or inline choice.

STUDENT CHOICE

Fix a given error, or fix an error in your own draft.

DO NOT SCORE

Errors other than the one being taught.

Build It

Construct a response from pieces.

MEASURES

Assembly and structure: thesis to evidence to reasoning, an organizer.

BEST USES

TREES, thesis building, evidence to explanation chains.

RPLD LEVELS

Emergent to Independent

STUDENT DIRECTIONS

Build a ___ using these pieces.

TEACHER COLLECTS

The constructed piece or organizer.

TEACHER SCORES

Correct structure and order.

TIME

5 to 8 min

FORMAT

Cards, an organizer, or a paragraph.

STUDENT CHOICE

Build with provided pieces, or build with your own.

DO NOT SCORE

Spelling and handwriting, unless a convention is the target.

Write It

Produce a short constructed response.

MEASURES

Composition of the targeted skill in authentic writing.

BEST USES

Module evidence, weekly grade, the THINK and TOGGLE dimensions.

RPLD LEVELS

Visible to Reflective

STUDENT DIRECTIONS

Write a ___ that ___.

TEACHER COLLECTS

The written response.

TEACHER SCORES

The target only, by the Targeted Evidence Scale.

TIME

7 to 10 min

FORMAT

Written or recorded.

STUDENT CHOICE

Write it, or say it aloud and then write.

DO NOT SCORE

Everything but the day's target, unless stated.

Revise It

Improve an existing piece using READ or ROCKS.

MEASURES

Revision decision making: add, delete, reorder, strengthen.

BEST USES

The revising strand, the Standards Sweep revising decks.

RPLD LEVELS

Visible to Reflective

STUDENT DIRECTIONS

Revise this paragraph to make it ____.

TEACHER COLLECTS

The before and after.

TEACHER SCORES

The quality of the targeted revision move.

TIME

7 to 10 min

FORMAT

A marked draft or a rewrite.

STUDENT CHOICE

Revise a given paragraph, or revise your own.

DO NOT SCORE

Editing errors, unless editing is the target.

Explain It

Explain why or how in a short response.

MEASURES

Reasoning: whether the student can explain why the evidence supports an idea.

BEST USES

A Micro-Grade for the THINK dimension, weekly module evidence.

RPLD LEVELS

Visible to Reflective

STUDENT DIRECTIONS

Explain why this evidence supports your answer.

TEACHER COLLECTS

The written or oral explanation.

TEACHER SCORES

The quality of the reasoning, not the evidence selection.

TIME

5 to 7 min

FORMAT

Written, oral, or recorded.

STUDENT CHOICE

Explain in writing, out loud, or with a labeled diagram.

DO NOT SCORE

The evidence itself, if it was graded already.

Defend It

Justify a choice with reasoning.

MEASURES

Argument and justification: why this evidence, why this answer.

BEST USES

Evidence relevance through CSI, argumentative writing.

RPLD LEVELS

Independent to Reflective

STUDENT DIRECTIONS

Defend your choice. Tell why it is the strongest.

TEACHER COLLECTS

The written or oral defense.

TEACHER SCORES

The strength of the reasoning.

TIME

5 to 8 min

FORMAT

Written, oral, or recorded.

STUDENT CHOICE

Defend in writing, out loud, or in a quick debate.

DO NOT SCORE

The choice itself, if it was graded already.

Compare It

Evaluate two options against each other.

MEASURES

Comparison and evaluation: two pieces of evidence, two responses.

BEST USES

Strong versus weak explanation, best evidence, revising choices.

RPLD LEVELS

Visible to Reflective

STUDENT DIRECTIONS

Compare these two. Tell which is stronger and why.

TEACHER COLLECTS

The comparison.

TEACHER SCORES

The reasoning behind the comparison.

TIME

5 to 8 min

FORMAT

Written or oral.

STUDENT CHOICE

Compare two, or compare and improve the weaker one.

DO NOT SCORE

Which one was chosen, only the reasoning.

Rank It

Order items by strength and justify the order.

MEASURES

Evaluation across several options.

BEST USES

Reasons or Ways, evidence selection, strongest support.

RPLD LEVELS

Independent to Reflective

STUDENT DIRECTIONS

Rank these ___ from strongest to weakest and defend your top choice.

TEACHER COLLECTS

The ranked list and the defense.

TEACHER SCORES

The reasoning for the ranking.

TIME

6 to 8 min

FORMAT

An ordered list plus a sentence.

STUDENT CHOICE

Rank given items, or add one of your own to rank.

DO NOT SCORE

The exact order, only the justification.

Prove It

Support a claim with evidence and reasoning, the full chain.

MEASURES

The complete claim, evidence, explanation move.

BEST USES

ECR practice, module and cluster evidence.

RPLD LEVELS

Independent to Reflective

STUDENT DIRECTIONS

Prove your answer with evidence from the text and your own thinking.

TEACHER COLLECTS

The full response.

TEACHER SCORES

Evidence plus reasoning plus explanation, by the scale.

TIME

10 min

FORMAT

A written constructed response.

STUDENT CHOICE

Prove it in writing, or build it with cards first, then write.

DO NOT SCORE

Conventions, unless conventions are the target.

Teach It

Explain a skill to a peer.

MEASURES

Articulation, the surest sign of understanding.

BEST USES

Reflective checks, peer processing.

RPLD LEVELS

Independent to Reflective

STUDENT DIRECTIONS

Teach a partner how to _____. Use an example.

TEACHER COLLECTS

A short recording or the teacher's observation.

TEACHER SCORES

Accuracy and clarity of the explanation.

TIME

5 min

FORMAT

Oral, recorded, or written steps.

STUDENT CHOICE

Teach a partner, or make a quick how to card.

DO NOT SCORE

Delivery or performance, only accuracy.

Transfer It

Apply a learned skill to a new text or situation.

MEASURES

Transfer, the goal of every skill.

BEST USES

Cluster evidence, end of module independence checks.

RPLD LEVELS

Independent to Reflective

STUDENT DIRECTIONS

Use _____ with this new passage.

TEACHER COLLECTS

The response on the new text.

TEACHER SCORES

Independent, correct application.

TIME

8 to 10 min

FORMAT

Written or oral.

STUDENT CHOICE

Transfer to a provided text, or to one you choose.

DO NOT SCORE

Support that was removed. This is an independence check.

Reflect on It

Name what was learned and the next move.

MEASURES

Metacognition and self advocacy.

BEST USES

End of module, portfolio, the student progress tracker.

RPLD LEVELS

Visible to Reflective

STUDENT DIRECTIONS

What can you do now, how do you know, and what is next?

TEACHER COLLECTS

The student reflection.

TEACHER SCORES

Honesty and accuracy of the self assessment.

TIME

3 to 5 min

FORMAT

The student tracker or a quick write.

STUDENT CHOICE

Write it, or say it in a conference.

DO NOT SCORE

The underlying skill. This is about awareness.

Stretch It

Take a correct answer one level higher.

MEASURES

Readiness for greater cognitive demand, the enrichment path.

BEST USES

Enrichment for students who scored a 4, moving up the RPLD ladder.

RPLD LEVELS

Independent to Reflective

STUDENT DIRECTIONS

You have it. Now add a second piece of evidence, consider another view, or connect it to a bigger idea.

TEACHER COLLECTS

The extended response.

TEACHER SCORES

The added depth, not the original answer.

TIME

5 to 8 min

FORMAT

Written or oral.

STUDENT CHOICE

Stretch in writing, or in a small group discussion.

DO NOT SCORE

The original answer, which was already secure.

Module Decision Point

At the end of a module, one assessment routes each student, the end of module evidence. Its result, read as a score **and** a thinking level, points to the next move. The artifact you send the student to comes straight from this bank, the same skill at a different level.

MODULE EVIDENCE RESULT	PATH	NEXT MOVE, FROM THE BANK
4 · Demonstrates securely	Enrichment	Stretch It or Transfer It, the same skill at a higher level of thinking
3 · Demonstrates	On track	Continue, with an optional stretch
2 · Developing	Bridge	Build It or Explain It with a scaffold, then recheck
1 or 0 · Beginning	Intervention	Reteach at a lower level, then Find It or Fix It before moving up

Score plus level is what makes the routing precise. A perfect four at the Foundational level is not finished, it is ready to move up. It always stays a recommendation. The teacher decides.