

Interdisciplinary Writing I and II

Summary Provided by the State Department of Education

Interdisciplinary Writing I and II assess a student's ability to independently read, thoroughly comprehend, and thoughtfully respond to authentic nonfiction texts through one open-ended task per each 65-minute session. This assessment is comprised of two sessions. Additionally, the writing tests assess a student's ability to think critically, take a stance, solve problems, make informed decisions to formulate an argument, and persuasively communicate ideas to a specific audience. To succeed on this assessment, a student must use knowledge gained from the student's English language arts, fine and applied arts, health and physical education, mathematics, social studies, science, and technology courses.

Breakdown Of Interdisciplinary Writing I and II

- Two 65-minute sessions
- Two published nonfiction texts (e.g., newspaper, magazine, online articles, speeches, reviews, memos, etc.) that support both the *pro* and *con* of an introduced issue. The texts are focused on engaging contemporary topics and range between 700-1,000 words in length at a 10th grade reading level.
- For each test, the student is required to take a position on the issue, either *pro* or *con*. A student must then support his or her position with information from both sources. *For example, a student may be asked to draft a letter to his or her congressperson, prepare an editorial for a newspaper, or attempt to persuade a particular audience to adopt a particular position.*
- In total, a student's written piece will be assessed by their ability to:
 1. take a clear position on the issue,
 2. support the position with accurate and relevant information from the source materials,
 3. use information from all of the source materials,
 4. organize ideas logically and effectively, and
 5. express ideas in one's own words with clarity and fluency.

NBHS Social Studies Department
CAPT Interdisciplinary Writing
Strategies for Success

The following suggestions are strongly recommended for your consideration:

1. Complete the provided graphic organizer – this will help you to put your thoughts in order - time is allowed for this.
2. Highlight data from the articles while reading. Incorporate data (quotes, facts, statistics, etc.) from **BOTH** articles into the essay.
3. **ADDRESS YOUR AUDIENCE** at the start of the essay (the essay is to be written as a letter) and state a *clear position*.
4. Support the letter's position (thesis) in a **FIVE PARAGRAPH ESSAY**. In total, the essay should contain an introductory paragraph containing the letter's position/thesis, three body paragraphs that support the position/thesis, and a conclusion, which restates the position/thesis along with the essay's main points.
5. Provide the reader with enough insight into the issue to fill the **THREE PAGES** that have been provided and remember that the essay's paragraphs should be no less than a minimum of three sentences each.
6. Do **NOT** personalize the argument, since this removes the writer from the facts of the articles. Instead, write a fact-based essay that includes numbers, figures, statistics, etc. that is taken directly *from the articles*.
7. In your response try to use a minimum of **ONE DIRECT QUOTE FROM EACH ARTICLE** and explain its importance to the reader - comment on the facts or data presented in the quotation.
8. **IDENTIFY** the source (author, newspaper, magazine, etc.) of the quotations that are incorporated into your essay.
9. **USE TRANSITIONS** (In addition, furthermore, moreover, therefore, also, In conclusion, etc.) when applicable to improve your essay's flow.
10. **REFRAIN FROM SLANG**. Write a formal letter. **DO NOT ABBREVIATE WORDS** (for example, do not write b/c, w/o, &, etc.).