

Name _____ Class: __8AM __10:50AM __11AM

If done and no Good Habits for Evidence errors in the Unit 1 Video Form, double the grade.

Evidence Quizzes are not about memorizing answers for a test. They are about your noticing that you might want to choose to change **how** you work.

Go back and look at the Self-Tests for each of the Evidence Quizzes and see if you missed these questions. If you did, consider whether the 5 Good Habits for Evidence might be a simpler way.

You need to consider changing if you missed any of these Self-Test questions on Evidence Quiz 1:

__ Question 1 __ Question 2 __ Question 3 __ Question 4 __ Question 5 -

How to Change: See the tips for each habit in Evidence Quiz 4.

You need to consider changing if you missed any of these Self-Test questions on Evidence Quiz 2:

__ Question 1 __ **Question 2** __ **Question 3** **with the conclusion in Question 4**

Think about these things about the conclusion in Question 4:

1. In a **future** with a job that pays well and lets you **think, people** will notice.
2. Look at the syllabus carefully. The History Department makes it **your prof's** job is to **notice—not** to hurt you but to help you have the skills you need for your next steps in college and/or a job and in your life. No one pays you for a pile of words.

Tip: One student explained how she did writing assignments. She said, "I grab some words and I muck them up." That does not make an evidence-centered paper, and no one makes a safe decision by grabbing a few thoughts and mucking them up.

To make grading possible in time, I finally realized that the only practical way that I could do my required job **for** you was both prof and students to have requirements:

- To have **students required** to use the same primaries and secondaries—and this is the same with the videos--that I use when grading
- To have **me required to look** simultaneously at your paper and the textbook pages and to have open online each of primaries so I could use Ctrl-F to search them based on what you wrote.

Example: If I mark on the rubric and on a specific line of your paper that you assumed, I am careful—but my being careful does not mean I am always right. **What is beautiful and honorable about thinking and writing with evidence** is:

- I can show you what in the source you cited caused me to label your words as an assumption.
- You can show me what in the source caused you to write what you did.
- We can talk and figure it out.

My profs did this for me and it made all of the difference in my life. I am glad to do the same for you.

__ Question 9 __ Question 10

How to Change: Try the methods in this course. If you need coaching, we can do that.

You need to consider changing if you missed any of these Self-Test questions on Evidence Quiz 3:

__ Question 3 __ Question 8 __ Question 10

How to Change: Refresh on the link before you read or write and then proof your work for these things.