


**Mastering the 3.8 (A P E)  
Paragraph:  
Assertion, Proof, Evaluation**





“I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”

Kentucky Academic Standards – Writing  
Standards for Literacy in History/Social Studies,  
Science, and Technical Subjects 6-12

## 3.8 (A P E) Paragraph: What Is It?

**The 3.8 (A P E) Paragraph is a simple formula to use as a guide when writing a clear and coherent paragraph that is appropriate for the task, purpose, and audience.**



## 3.8 (A P E) Paragraph: What Is It?

The 3.8 (A P E) Paragraph consists of:

- **1 topic**
- **3 points of support for the topic**
- **At least 8 sentences**

## 3.8 (A P E) Paragraph: The Formula

### Sentence 1: Assert

- This is your topic sentence.
- This sentence introduces the overall topic, or claim, of your writing.
- This is a three-part statement, which includes the three points of support for the topic.



## 3.8 (A P E) Paragraph: The Formula

### Sentences 2-7: Prove

- **Sentence 2** is a support sentence.
- In this sentence you will introduce your first point to support your topic.
- **Sentence 3** is an explanation sentence where you extend your thinking, all the while supporting your topic. In this sentence you will provide a piece of evidence to support your first point.
- This pattern is repeated in **sentences 4 and 5 and 6 and 7** with two additional pieces of support for the topic sentence.
- **Transition words** are used to move from one piece of support to the next.

## 3.8 (A P E) Paragraph: The Formula

### Sentence 8: Evaluate

- This sentence **ties back to the assertion, or topic sentence.**
- It is the **closing sentence** of the paragraph.
- It should be a **thoughtful and creative** way to conclude the paragraph, **without direct repetition** of the topic sentence.
- It should provide the answer to the question, **“So what?”**

## 3.8 (A P E) Paragraph: The Formula

**Your 3.8 (A P E) Paragraph  
should look like this:**

1. Assert - Topic Sentence
2. Proof 1 - Supporting Sentence
3. Proof 1X - Explanation
4. Proof 2 - Supporting Sentence
5. Proof 2X – Explanation
6. Proof 3 - Supporting Sentence
7. Proof 3X - Explanation
8. Evaluate - Closing Sentence; Clincher





## 3.8 (A P E) Paragraph: A Strategy for Extended Response Questions

Not only can we use the 3.8 (A P E) paragraph formula to create **clear and coherent writing** in which the **development, organization, and style** are ***appropriate*** to **task, purpose, and audience**, we can also use this formula as a ***strategy*** to help when responding to ***Extended Response Questions***.

# 3.8 (A P E) Paragraph: A Strategy for Extended Response Questions

## What is an Extended Response?

### Extended and Constructed Response Questions

Beginning with the 2012 K-PREP and QC EOC assessments the term 'open response' will no longer be used to describe a type of open-ended question where students will be asked to construct their own answer. The term 'extended response' will now be used to describe this type of question. Note that this change represents a difference in terminology rather than a fundamental change in how the items are constructed and scored.

**The guidelines for writing and scoring 'open-response' questions that are given in KDE's *Developing Quality Open Response and Multiple Choice Items for the Classroom* still apply to the writing and scoring of K-PREP extended response questions.** This document is available from

<http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/teaching+tools/developing+quality+open+response+and+multiple+choice+items+for+the+classroom.htm>

'Constructed response' is the term used to describe the open-ended questions that are incorporated into the ACT QualityCore® assessment. The ACT QualityCore® is the assessment that is used as Kentucky's End of Course assessment for high school in Biology, U.S. History, Algebra II, and English II. Information about the configuration and scoring of these questions varies with the subject and is available from the ACT QualityCore® Assessment Blueprint. Teachers of these courses should contact the Assessment Coordinator for their school or district to be given access to the appropriate test blueprint.

Sample constructed response items for the End of Course assessments are available from <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/District+Support/Link+to+Released+Items/Sample+Assessment+Items+for+End-of-Course.htm>

Question Type	Extended Response	Constructed Response
Assessment where this question type appears?	K-PREP	ACT <u>QualityCore</u> ® End of Course assessment
How are student	Four point holistic rubric.	Varies. See the ACT <u>QualityCore</u> ®



## 3.8 (A P E) Paragraph: A Strategy for Extended Response Questions

**A** Assert – **State** your 3-part claim in  
the topic sentence

**P** Prove – **Cite** evidence and provide  
explanations (clarify,  
support, or defend the topic)

**E** Evaluate – **Close** by connecting back  
to the topic sentence

## 3.8 (A P E) Paragraph: Practice

**The following sentences appeared in a 3.8 (A P E) Paragraph written about fall. Label the sentences using the 3.8 (A P E) Paragraph formula.**





## 3.8 (A P E) Paragraph: Practice

Next, the temperature in the fall is perfect.

It provides a few days off in the middle of the first months of school to visit with friends and family while enjoying delicious food.

The leaves of the trees seem to explode into glorious colors: reds, oranges, golds, and browns.

The days in the low seventies let people comfortably wear whatever clothes they like, and the nighttime temperatures make for a great night's sleep.

More than any other season, fall is my favorite time of year.

Finally, my favorite holiday of the year, Thanksgiving, is in the fall.

Fall is definitely my favorite season of the year because it is the most beautiful of the four seasons, the temperature in fall is perfect, and my favorite holiday of the year is in the fall.

First, fall is the most beautiful of the four seasons.



## 3.8 (A P E) Paragraph: Practice

Fall is definitely my favorite season of the year because it is the most beautiful of the four seasons, the temperature in fall is perfect, and my favorite holiday of the year is in the fall. First, fall is the most beautiful of the four seasons. The leaves of the trees seem to explode into glorious colors: reds, oranges, golds, and browns. Next, the temperature in the fall is perfect. The days in the low seventies let people comfortably wear whatever clothes they like, and the nighttime temperatures make for a great night's sleep. Finally, my favorite holiday of the year, Thanksgiving, is in the fall. It provides a few days off in the middle of the first months of school to visit with friends and family while enjoying delicious food. More than any other season, fall is my favorite time of year.

## 3.8 (A P E) Paragraph: You Try It

Below is the **Assertion**, or claim, for your 3.8 paragraph. In your small groups, write the **Proof** and **Evaluation** sentences to support this assertion. Use the formula for a 3.8 (A P E) Paragraph to organize your writing.

***Simons Middle School students  
can improve their grades  
by taking strong notes,  
participating in class, and by  
attending class every day.***

**A**

**Assert** - State your 3-part claim in the topic sentence  
✓ 1 sentence

**P**

**Prove** - Cite evidence and provide explanations (clarify, support, or defend the topic)  
✓ 6 sentences

**E**

**Evaluate** - Close by connecting back to the topic sentence  
✓ 1 sentence



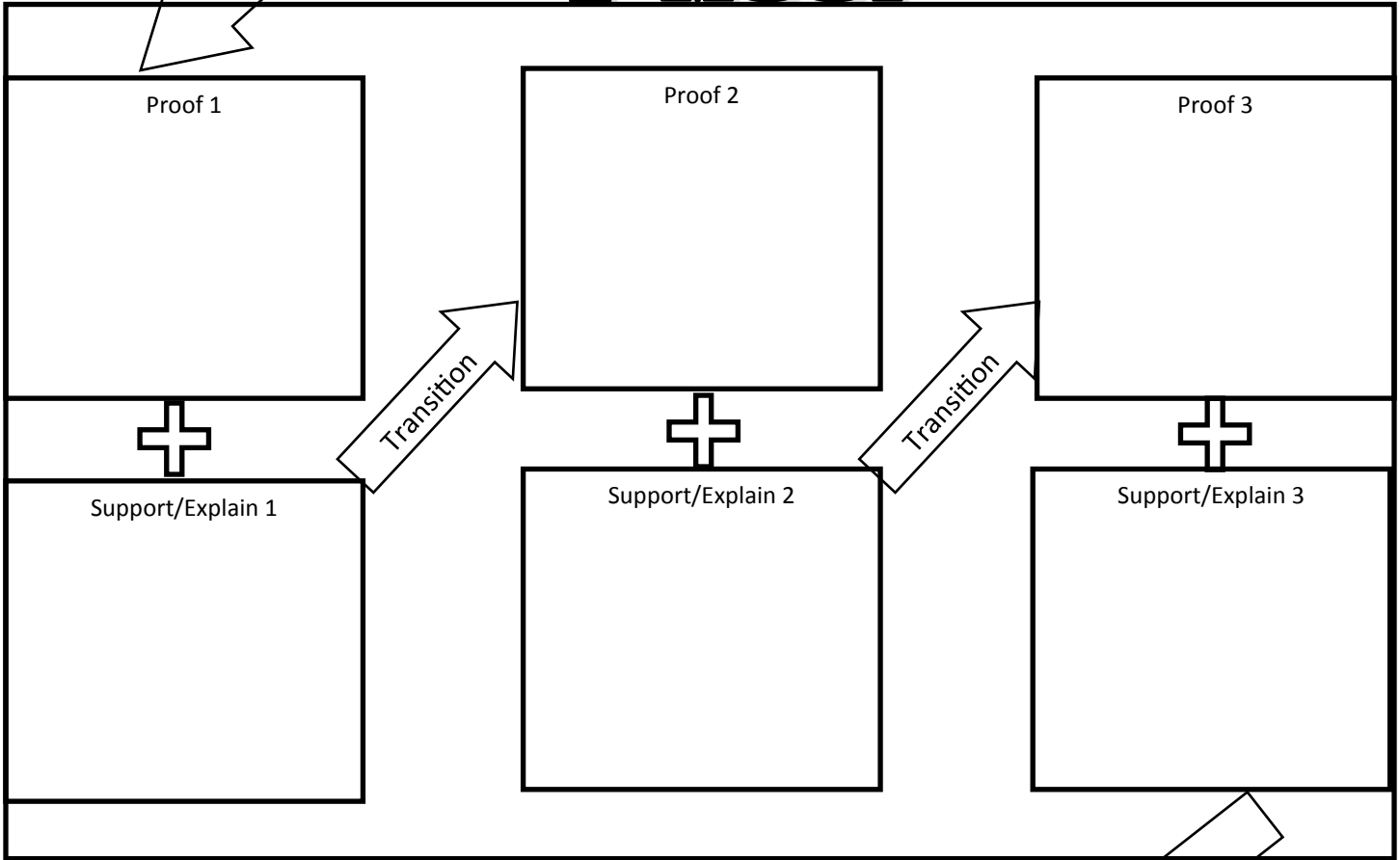
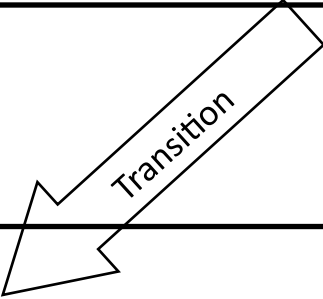
### 3.8 (A P E) Paragraph Checklist

<b>SENTENCES</b>	<b>I HAVE INCLUDED</b>	<b>YES</b>	<b>NO</b>	<b>FIXED</b>
<b>Sentence 1</b>	<b>Assert</b> I wrote a topic sentence with 3 parts that expresses the claim.			
<b>Sentence 2 and 3</b>	<b>Prove</b> I wrote at least 2 sentences about my first point.			
<b>Sentence 4 and 5</b>	<b>Prove</b> I wrote at least 2 sentences about my second point.			
<b>Sentence 6 and 7</b>	<b>Prove</b> I wrote at least 2 sentences about my third point.			
<b>Sentence 8</b>	<b>Evaluate</b> I wrote at least 1 conclusion sentence, which answers the question “ <b>So What?</b> ”			
<b>Transition Words</b>	<b>Transitions</b> I used transition words in my paragraph to move from point to point.			
<b>Punctuation</b>	<b>Punctuation</b> I used punctuation within and at the end of each of my sentences.			
<b>Capitalization</b>	<b>Capitalization</b> I used capitalization at the beginning of my sentences and when using the names of particular people, places, events, and things.			

# **A**SSERTION

3-Part Assertion:

# **P**ROOF



# **E**VALUATION

Conclusion

