

Oakland Unified School District ♦ Process Writing Assessment
An Expository Essay: Money for Grades
Directions for Administering
9th Grade

Greetings 9th Grade Teachers! This Process Writing Assessment reflects the joint work and wisdom of the Writing Proficiency Project team - a collaborative of OUSD teachers and the Bay Area Writing Project. Its purpose is to capture students' best writing and to inform our instruction. Please read these directions carefully; we want to make sure that all students have the same test conditions.

Overview
PLEASE READ PRIOR TO THE ASSESSMENT DAY

Time Schedule

The Process Writing Assessment takes place over three consecutive class periods, not to exceed 60 minutes each. You may decide to break up the pre-writing activities according to your schedule. **Do not** give students more than one class period to complete their writing unless such accommodations are indicated in an IEP. Schedule the PWA according to how you believe your students will perform best. Please read through all the directions and the prewriting activities and prompt prior to administering the assessment. **The PWA should not be administered by a substitute teacher as the demands of the assessment require that teachers guide students through the activities and directions.**

Student Materials

The student packet is designed to move students through the writing process in the context of a timed writing. Please instruct students to write their essays on the folded writing paper and only write their names and class information in the space provided on the back of the paper. If a student needs additional space to write, please provide him or her with an extra page.

Do not allow any materials, including the reading selection, notes, or pre-writing charts to leave the classroom. **Students should not do any written work at home or outside of the time allotted for this assessment.** Remember that this is a first draft.

Specific Instructions

Day 1 and 2 (may extend one extra day if additional time is needed for pre-writing activities)

Introduction (2-3 minutes)

Introduce the Process Writing Assessment and the schedule.

Distribute the prompt and read the **Introduction** section. Answer any student questions that arise. You may also want to tell students that this is the kind of writing students may encounter on the Early Assessment of Progress in 11th grade, the SAT, and on college entrance writing exams.

Getting Started (5-8 minutes)

Read ***Getting Started*** to students and guide them through the questions. Have them work with a partner to generate information about motivations to succeed in school. Have them share their “brainstorming” as a whole class, capturing their ideas on chart paper or the white/chalk board. Next, have them make a list of the “pros” and “cons” of paying students for grades. (*For ELs: Explain that PRO means positive and CON means negative.*) Instruct them to share their ideas with their partner. The purpose of this ***Getting Started*** section is to tap into their prior knowledge and engage their interest in the topic.

Understanding the Reading Passage (9-12 minutes)

Read the introduction to ***Understanding the Reading Passage*** section on page 2. Instruct students to circle any unfamiliar words or phrases. You may choose to read this passage aloud to students. Several words have been defined in the footnotes. Explain to students that they can find the definitions of words that have a superscript number next to them at the end of the reading. Next, ask students to write down their best idea of what the words listed on page 3 mean. Afterwards, conduct a whole-class conversation about the words.

achievement

motivation

begrudge

nurture

paltry

For English language learners, in addition to the words listed above, you may want to take additional time to discuss all the words highlighted in the reading. After the vocabulary is explained and discussed, instruct students to reread the passage independently and then explain it to a partner. On page 3, each student should take notes as the partner explains the passage.

Next, on page 3 and 4, students should answer questions 3 and 4 independently.

Thinking, Talking, and Planning: Your Position (7-8 minutes)

In the ***Thinking, Talking, and Planning: Your Position*** section on page 4, students discuss agreement or disagreement with the author’s position. You may help to clarify the author’s position during this class discussion. Direct students to give specific examples and details that support their positions. You may use an overhead projector or chart paper to help you capture the ideas voiced in the discussion.

Finally, students decide whether they agree or disagree with the author’s position. Instruct them to circle their position.

Organizing Your Ideas (10-12 minutes)

On page 5, there is a graphic organizer to help students to plan and organize their ideas before they write. Since students will not be conducting research, the evidence they use in their essays will be generated from the examples in the reading AND their own knowledge and ideas about equity and money as motivation for decent grades. Their examples will be generated from their own life experiences living and going to school in Oakland. You may allow students time to organize their ideas on binder paper prior to writing if you have time to do this. This step should not cut into their writing time.

Writing (Day 3, not to exceed 60 minutes)

Read aloud the prompt and the checklists for writing and editing. Students may refer to the reading selection and any notes they recorded earlier as they write. The entire class period is dedicated to writing. You may remind students to reread their work and make revisions and edits as time allows. **Students should not do any written work at home or outside of the time allotted for this assessment.** Remember that this is a first draft.

Collect students' pre-writing packet separately and save for future reflection on their writing process. DO NOT allow any materials, including the reading selection, notes, or pre-writing charts to leave the classroom.

After the Assessment has been Completed

Please keep the assessment and prewriting activities in a safe place prior to scoring. Prior to the assessment window you should have received a PWA Teacher Administration and Scoring Packet. Please see the Scoring Options and Scoring Procedure sheets included in your packet for further details about scoring.

Student scores should be recorded on Edusoft answer sheets. If you did not receive these answer sheets with the testing materials, you may download them from Edusoft.