

Oakland Unified School District ♦ Process Writing Assessment  
***An Expository Essay: What's Cool Today:  
A Fashion Trend***  
Directions for Administering  
***6<sup>th</sup> Grade***

*Greetings 6<sup>th</sup> Grade Teachers! This Process Writing Assessment reflects the collaborative work and wisdom of the Middle School Writing Proficiency Project Team - a partnership between OUSD classroom teachers and the Bay Area Writing Project. Its purpose is to capture students' writing to better inform our instruction. Please read these directions carefully; we want to make sure that all students have the same test conditions.*

## Overview

### Time Schedule

The Process Writing Assessment takes place over two to three consecutive class periods, not to exceed 60 minutes each. You may decide how to break up the pre-writing activities according to your schedule. However, **do not give students more than ONE 60 minute class period to write the essay** (unless such accommodations are indicated in an IEP). Schedule the PWA within the testing window according to how you believe your students will perform best.

### Student Materials

The student packet is designed to move students through the initial stages of the writing process. Please instruct students to write their essays on the folded writing paper and write their names and class information in only 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

### Introduction

Introduce the Process Writing Assessment and the schedule. Distribute the student prompt packet and read the *Introduction* section. Answer any student questions that arise.

### Getting Started

Read *Getting Started* to students and guide them through the questions. Have them work and brainstorm independently to generate information about three fashion trends. They can make a list, jot down words or phrases and draw pictures. Have them share their “brainstorming” as a whole class, capturing their ideas on chart paper or the white/chalk board. Ask them to put a star beside the fashion trend they know best and can write the most about.

## **Reading**

Begin the *Reading* section by reading the directions and asking students to look for and code the article as they read. Instruct students to write the number “1” where the writer explains what the fashion trend is, a #2 where the writer describes how the trend developed and became popular, a #3 where the writer relates how the trend has led to new products or ideas, and a #4 where the writer explains why or how the new trend, product, idea is cool or important. The purpose of the reading selection is to suggest strategies for developing students’ writing and to provide a model. Students should proceed independently, annotating the reading selection. You may answer questions about vocabulary and/or clarify parts of the reading selection. You may also choose to read the article aloud to students.

## **Thinking and Talking**

Divide students into pairs. Instruct students to work together to discuss the reading and write responses to the six questions about the reading in the graphic organizer provided.

## **Planning On Your Own**

Students complete this section independently. A graphic organizer similar to the one they just filled out is provided to help students brainstorm and think about their ideas for their own essay. You may want to review the headings of the graphic organizer and answer any questions students have about the task at hand. **Do not** allow any materials, including the story, notes, or pre-writing charts, to leave the classroom.

## **Organizing Your Ideas**

After students have completed the brainstorming squares, they may use information from a few of the boxes to fill out the graphic organizer. Remind students that they don’t need to use ALL of the information from all of the squares in the graphic organizer. You may substitute this graphic organizer for another of your choice if you wish. \*Note - you may want to read and deconstruct the prompt before having students organize their ideas (see next section).

## **Writing**

Read the prompt to students. As a class, break down the important elements of the prompt: role of writer, intended audience, format, and topic. Read through the checklists for *Writing Reminders* and *After You Write*. 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.