

Oakland Unified School District ♦ Process Writing Assessment  
***A Persuasive Essay: Single Gender Classes?***  
Directions for Administering  
*7<sup>th</sup> Grade*

*Greetings 7<sup>th</sup> Grade Teachers! This Process Writing Assessment reflects the joint work and wisdom of the Middle School Writing Proficiency Project Team - a collaborative of OUSD classroom teachers and the Bay Area Writing Project. Its purpose is to assess 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 2-3 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 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 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

### Introduction

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

### Getting Started

Read directions aloud to students and lead a class discussion related to the questions asked in this section. Encourage students to consider any experience they have had with single gender classes, teams, or groups in order to activate their own knowledge and experience about this topic. Ask them to discuss and answer the questions with a partner. Next, have them independently write down three

pros and three cons of single gender classes. Ask students to share what they wrote down with a partner, or share in a whole-class discussion.

## **Reading**

Begin this section by reading the directions aloud to students. As they read each letter, remind the students to look for and label #1 the writer's position, #2 ideas that support and develop this position, and #3 the counterargument. Students should proceed independently, annotating the reading selections. You may answer questions about vocabulary and/or clarify parts of the reading selection. You may also choose to guide students through the reading by reading out loud to them as they mark up the selections.

## **Thinking, Talking, and Planning**

Divide students into pairs to complete this section. Encourage students to look for evidence in the reading selection to answer the questions 1-4. You may want to go over the first three questions and student responses prior to asking them to answer question #4. Ask students to complete question #4 on their own. For #4 you may want to see a show of hands of how many students were persuaded by the parent letter versus the teacher's letter, and ask students to explain why.

## **Organizing**

Students should go back and add the ideas they just discussed to their PRO and CON chart in the section *Getting Started*. Next have students look carefully at the graphic organizer. Read the directions aloud to students and explain how to use the graphic organizer. Students are not required to use the graphic organizer provided in the test packet; if you have a different graphic organizer that has been successful with students, feel free to use that instead.

## **Writing**

Read aloud the prompt and the checklists. 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, make revisions, and edit as time allows.

Instruct students to write their names only on the back of their writing paper in the space provided. 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.