

Oakland Unified School District ♦ Process Writing Assessment  
***A Persuasive Essay: Is TV Good for Kids?***  
Directions for Administering  
*7<sup>th</sup> Grade*

*Greetings 7<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 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 brainstorm with a partner to answer the questions. When they are done answering the questions, review the meaning of the words pro and con with the students. Next, have them fill out the Pro and Con chart individually. When students are finished they may share with a partner or with the whole class.

### Before You Read

Read the questions aloud. Lead a discussion about these three examples of figurative language so that students will not be confused when they come across these phrases in the reading.

## Reading

Read the directions aloud. Direct students to code the reading as they read. They will write a “1” next to the writer’s position, a “2” where the writing supports and develops the author’s position, and a “3” next to the counterargument. 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 guide students through the reading by reading aloud to them as they mark up the selection.

## Thinking and Talking

Review what it means to paraphrase: to restate a text or phrase in your own words. Divide the class into pairs. Have the pairs go back to the reading selection and review the pros and cons that they coded, and then paraphrase the strongest points. You may want to see a show of hands of how many students were persuaded by the reading selection and believe TV watching is good for kids vs. students who believe TV watching is bad for kids, then ask which points were the most convincing.

For the second section, you may want to give an overview of what the persuasive strategies are with examples from television or magazine ads. Then ask students in groups or pairs to find the strategies and discuss where to find them in the text.

## Planning and Organizing

Students complete this section individually. Read the directions aloud to students and explain the graphic organizer. You may choose to use a graphic organizer of your choice if you wish. **Do not** allow any materials, including the story, notes, or pre-writing charts, to leave the classroom.

## 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.