

Oakland Unified School District ♦ Process Writing Assessment

## ***A Response to Literature Essay:***

### ***“How I Started Writing Poetry”***

***By Reginald Lockett***

**Directions for Administering**

***8<sup>th</sup> Grade***

*Greetings 8<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 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**

(Each section is aligned with the student prompt packet)

### **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 directions to students and guide them in thinking about their experiences. Have them work independently or with a partner to answer the questions. You may choose to discuss the answers as a whole class when they are finished.

### **Vocabulary**

Begin this section by reading the directions and guiding students through the vocabulary matching. When they are finished, go over the answers as a whole class. Answers: 1:d, 2:e, 3:a, 4:c, 5:b

## **Reading**

Clarify the directions with students. Read the selection aloud while students follow along silently. You may answer questions about vocabulary and/or clarify parts of the reading selection. Before students re-read the story silently, tell them that they will be looking for a theme, or important idea/insight in the story. Remind them that stories often have multiple themes. Next, students should proceed independently, re-reading and annotating the selection.

## **Thinking, Talking and Planning**

### **#1-2**

Students should complete questions # 1-2 on their own.

### **#3-5**

For question #3 students should share their idea with a partner. After students have had a chance to write down their own and their partner's ideas about the themes they found in the story, you should elicit ideas from the whole class and write these on the board. Students should write down other ideas that they hear in the space under question #4.

Now that students have had time to think and talk about the themes in the story, ask them to think about the one they find most interesting and have the most to write about. Have students write the theme that they will write their essay about on the lines below #5.

### **#6**

Next turn the page and read aloud the directions for #6. You may want to remind students that writing commentary is articulating how a particular passage or quotation from the text is important, and how it relates to the theme. Good commentary does not summarize, repeat key words and phrases, or include statements such as "I think" or "I feel." Good commentary is concise and provides essential context information. Students complete this section on their own.

## **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.