

Oakland Unified School District ♦ Process Writing Assessment

An Expository Essay: Oakland

Directions for Administering 9th Grade

Greetings 9th Grade Teachers! This Process Writing Assessment reflects the joint work and wisdom of the High School 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

Time Schedule

The Process Writing Assessment takes place over two or 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.

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 day 2 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 Oakland. 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 Oakland in the chart. (*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.

Reading (5-7 minutes)

Begin the ***Reading*** section by reading the directions and reminding students to look for the controlling idea of the selection as they read. Explain to students that the purpose of this section is to provide a model of the kind of writing they will be doing. The essay they will read is a response to a very short reading passage. This kind of academic essay asks one to explain the argument the author makes in the reading and argue for or against that particular point of view or position. 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 essay model aloud to students.

Thinking, Talking, and Planning (4-6 minutes)

Divide students into groups or pairs to complete the next section: ***Thinking, Talking and Planning***. Encourage students to look for evidence in the reading selection that supports the writer’s thesis.

Understanding Ishmael Reed’s Position (9-12 minutes)

Read the introduction to ***Understanding Ishmael Reed’s Position*** section on page 4. Instruct students to circle any unfamiliar words or phrases. You may choose to read this passage aloud to students. Next, ask students to write down their best idea of what the words listed mean. Afterwards, conduct a whole-class conversation about the words.

Callaloo: Caribbean English, perhaps ultimately of African origin; akin to Caribbean Spanish *calalú* callaloo (greens and dish), Brazilian Portuguese *caruru*, Haitian Creole *kalalou* okra 1 : the edible young green leaves of a plant (as taro or a member of the genus *Xanthosoma*) of the arum family used as greens 2 : a soup or stew made with greens, onions, and crabmeat or pork.

For English language learners, in addition to the words listed at the bottom of page 4, there may be other words and cultural references you want to discuss including: Black cowboys, Kwanzaa, powpow, John Coltrane, “Naima,” Lakota, Yoruba, and naturalism. After these words are discussed, instruct students to reread the passage independently and then explain it to a partner. Each student should take notes as the partner explains the passage.

Next, on page 5, students reread the passage and talk with a partner. 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 6, students discuss agreement or disagreement with Reed’s position. Facilitate a class discussion and 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 Reed. Instruct them to circle their position.

Organizing Your Ideas (10-12 minutes)

On page 7, there is a graphic organizer to help students to develop evidence to support their position and organize their ideas. Since students will not be conducting research, this evidence will be generated from their own knowledge of Oakland. 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 2 or 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.