

Diagnostic Assessment for Easy Essays in Three Steps

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Diagnostic Assessment Instructions

Duration: 45 minutes

Standard (s) Assessed: LA.B.1.3.1, LA.B.1.3.2

Description of Assessment Activity: Students write a five-paragraph essay in response to a given prompt.

Teacher Directions:

(It is suggested that the assessment be administered on a Friday (or day before a break) so that the teacher has time to score all essays. As this may be the first time scoring with the rubric called for here, it may take longer than normal to score the essays.)

Before the Assessment:

1. Copy enough prompts for each student to have one. (Prompts are available in this file.) As in the Florida Writes test, some students should receive an Expository Prompt and some should receive a Persuasive Prompt.
2. Create an Adapted Florida Writes rubric based on the instructions located in the lesson Easy Essays Step One.

During the Assessment:

1. Inform students that this is a "no-stakes" assessment that is designed to help the teacher understand where students are in the essay writing process.
2. Tell students that this essay is very similar to the one they will have on Florida Writes/FCAT writing section, so they should pay attention to its format and style.
3. Instruct students that they will have 45 minutes to complete the essay so they don't have to rush. Tell them that this is how much time is allotted for the Florida Writes/FCAT writing section.
4. Pass out the prompts. Be sure to stagger the prompts so that not all expository essays/persuasive essays are together.
5. Write students' start and end time on the board.
6. When students complete the work, have them remain quiet until all essays have been completed.

After the Assessment

1. Score student essays with the Adapted Florida Writes Rubric.
2. Keep a log of consistent problems. If they are not addressed in this unit, then add instruction accordingly.
3. Be ready to return the Diagnostic on the following class period.

Student Directions:

1. Read the prompt carefully.
2. Write an essay responding to the prompt.
3. Once finished, turn your paper into your teacher and sit quietly.

Scoring Method and Criteria:

Use the Adapted Florida Writes Rubric (see instructions for completion in the lesson Easy Essays Step One) to diagnostically assess student work. Record students' scores and note any consistent problems that all/most students seem to be having.

Student Name _____

Date _____

Writing Situation: Everyone has a special friend. Perhaps that person listens to your problems, gives advice, or even makes you laugh.

Directions for Writing: Explain how your friend is special to you. Be sure to include real life experiences that you have had with your friend so that the reader can understand the person and his/her importance in your life.

Student Name _____

Date _____

Writing Situation: While some students are given an allowance for performing various tasks, other students are expected to do the same task without receiving an allowance.

Directions for Writing: Now, write an essay to your parents convincing them as to why you deserve or don't deserve an allowance.