

Language Arts Diagnostic Assessment for Wellness Wonders



Table of Contents

Item	Page Number
Language Arts Diagnostic Assessment, Instructions	2
Language Arts Checklist	4

Assessment Title: Language Arts Diagnostic Pretest
Assessment Form: Diagnostic
Type of Assessment: Performance Assessment

Duration: 20 minutes

Standard (s) Assessed: LA.B.2.2.6.3.1, LA.B.2.2.6.3.6, Information Managers, and Critical and Creative Thinkers.

Description of Assessment Activity: Students are asked to write an expository paragraph explaining how to brush their teeth.

Teacher Directions:

1. Read student directions.
2. Allow time for students to complete their responses.
3. Take up the papers.
4. Save the papers. They are to be compared to final paragraphs at the end of the unit. The comparison will be an indication of student achievement.

Note: There are three diagnostic assessments for this unit. They include the KWL diagnostic, this language arts diagnostic, and a math diagnostic. To minimize student fatigue, the teacher might consider beginning the diagnostics three days in advance and conducting one diagnostic each day.

Student Directions:

1. Take out a piece of notebook paper.
2. Put your name and today's date on your paper.
3. During our Wellness Wonders Unit we will discuss how to write an expository paragraph.
4. Today I'd like for you to write an expository paragraph about how to brush your teeth.
5. You may not know how to write an expository paragraph. That's OK. Just do the best you can.
6. I will read your paragraphs to find out what you already know and what I need to teach you.
7. Write a paragraph about how to brush your teeth.

Scoring Method and Criteria:

The Language Arts Diagnostic will be collected and assessed using the provided Language Arts Checklist. Student papers will be saved until the end of the unit. During the unit students will write expository responses on Summative Assessments 1 and 2 and Language Arts Summative 1. The teacher will use the Language Arts Checklist/Writing to record mastery of skills. Criteria for achievement include:

- Writing focuses on the topic
- Writing has little or no irrelevant or repetitious information
- The student attempts to use appropriate expository transitions to relate ideas.

Note - The assessment papers are returned to students at the end of the unit for self-reflection of achievement.

