

EVALUATION
WRITING ASSESSMENT
UNIT 2 – NINTH GRADE FINAL EXAM

Name _____

TO THE STUDENT:

In this exercise, you will be helping teachers see how well you are able to express your ideas in writing. Every student will be reading a selected text, thinking about it, then talking about it. The reading and talking will help you think about and develop your own ideas. Finally, you will write. Teachers will read and evaluate your writing. Do your best.

PART I: PRE-WRITING ACTIVITIES

SECTION A: READING AND RESPONDING *INDIVIDUALLY*

You will have 30 minutes to work on this part of your test. If you finish early, please sit quietly and wait for further instructions.

BEFORE YOU READ

The story you will read was written by Frank Chin. In this passage from *Donald Duk*, he writes about one time when Donald's uncle, Donald Duk, shares part of their family's history with him. You will be evaluating this passage and the role that elders play in passing on cultural knowledge and cultural pride. The prompt for your essay is: evaluate the role of older relatives in helping their Americanized youth regain a sense of pride in their historic culture.

Before you read, take a few minutes to think about what historic culture means. How do youth in our culture become Americanized? Why do so many children born in the United States turn against the culture of their ancestors who were not born in the United States? In school, how much access do students in the United States have to the histories of cultures outside the United States? Can knowing one's cultural history, what one's ancestors did and were capable of, help to give one a sense of pride or at least relieve one of the embarrassment one might feel? What is the role of the elders in reclaiming cultural pride? Take a few minutes to write your ideas down here.

NOW READ THE SELECTION.

AFTER YOU READ:

1. What do you remember best about this passage from *Donald Duk*? Respond to what you read in the space provided below. You can respond by drawing a picture of a scene or a character, making a story map, or writing what this incident makes you think of in relation to your thoughts above. If you draw or sketch something, explain what you tried to show.

2. In *Donald Duk*, Chin describes an interaction between an uncle and his nephew. Using your evaluation prompt, *evaluate the role of older relatives in helping their Americanized youth regain a sense of pride in their historic culture*, and your answers to the questions above establish three criteria you think you will need to evaluate this passage as demonstrating the role of an elder in the process of reclaiming cultural pride. Give at least three reasons.

SECTION B: PARTNER/SMALL GROUP ANALYSIS

In this section, you will get into pairs or small groups. You will work together to discuss your ideas and to listen to the ideas of other members of your group. Everyone in your group will participate. You will have 25 minutes for this section of your test. If you finish early, please start on Section C.

1. In this passage, Chin describes an interaction between an uncle and his nephew. In the table below, answer the questions to analyze the story.

Why was little Donald Duk sneaking into the room so quietly?	
What is the significance of the Black Tornado in the Chin family history?	
Identify the turning point in the story? (This is the point in the story when the conversation between little Donald and big Donald changes tone.)	
What is the significance of the railroad in the Chin family history?	
What does little Donald's dream about the railroad indicate about his knowledge of his family history?	

- Discuss the writer’s beliefs about the role of cultural knowledge in a person’s sense of individual pride. Discuss Chin’s belief about the role of elders in passing on cultural awareness. What, in the passage, convinces you that he believes these things? Write down each of the major points your group members tell in the space below. Be sure you write their name next to their ideas.

- Now choose 5 toolbox elements from below and find at least one example of each in *Donald Duk*. Then explain how Chin’s use of these writing strategies made his writing clear and interesting. (Use the back of this page if you need more room.) You can use Chin’s use of these writing tools as examples to support your criteria.

Golden Line(s)
Show Not Tell
Metaphors

Similes
Supporting Details
Message/Theme

Voice
Reflection

- Example: _____
- Example: _____
- Example: _____
- Example: _____
- Example: _____

SECTION C: INDIVIDUAL SYNTHESIS

You will have five minutes to complete this section of your test. Write your answers on the back of this page. The idea is for you to write notes, not whole sentences. You just want to get your ideas on paper so you will be prepared to start your essay tomorrow.

Now that you have analyzed the story, list the three criteria you established in Section C. Next to each criteria, list at least 2 examples from the story that demonstrate Frank Chin’s effective or ineffective explanation of the role of older relatives in helping their Americanized youth regain a sense of pride in their historic culture.



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PART II: WRITING ACTIVITY

**THE ROLE OF ELDERS IN PASSING ON CULTURAL HISTORY:
EVALUATE THE ROLE OF OLDER RELATIVES IN HELPING THEIR AMERICANIZED YOUTH REGAIN A
SENSE OF PRIDE IN THEIR HISTORIC CULTURE.**

WRITING SITUATION:

You have had a chance to read and talk about *Donald Duk*. You've also had some time to think and talk about three criteria you would use to evaluate this passage. Now you're going to write an evaluation piece using these three criteria.

As you write, be sure to use this passage by Frank Chin as grounds for your argument. This is not an opinion paper! It is an evaluation essay. The examples with which you evaluate the criteria should come directly from the text. Remember that your argument must come from you in your own words, but be substantiated by examples from the text. State your position clearly (this is your thesis statement) and use transitions to guide the reader. Refer to the table you completed in Part 1 of this exam and any of your notes for ideas. You will have 60 minutes to complete this portion of the exam. Have fun and good luck!

THINGS TO REMEMBER:

1. Make sure you understand the prompt.
2. Spend some time thinking and planning. You may use your notes from any part of the exam. Review your notes and make sure to use them in your evaluation essay. Write your essay on the back of this sheet.
3. Please write neatly with a pen or dark pencil. If I can't read it, you don't get graded!
4. Leave time to proofread your writing. Check punctuation, spelling, and grammar.