

## WRITING DIAGNOSTIC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Notes

- This diagnostic will determine the activities you will need to complete and the standards you will need to master throughout our upcoming unit.
- This exam centers around two informational texts about recent events in our country. Each passage will have several multiple choice questions and at least one short answer question. For each short answer question make sure you write complete sentences with proper grammar and conventions. You must type your answers into this document in order to receive full credit.
- For the second part of the exam, you will write a five-paragraph essay. For this essay, you will develop a thesis based on the two articles you read during the beginning of the diagnostic, and support your theses with evidence from the text.
- I will grade this diagnostic carefully – just like a final exam – in order to determine what standards you need to master for the rest of the semester and which standards you have already mastered. I will mark the standards you have mastered off of your mastery checklist and they will count toward your final course grade.

### STANDARDS ASSESSED

**ELA.9-10.L.2.c-d:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Spell correctly
- d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**ELA.9-10.L.4.a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**ELA.9-10.RI.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELA.9-10.W.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**ELA.9-10.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## PART I: SENTENCES AND PARTS OF SPEECH

Read the following sentence and the answer the following questions.

*Cameron quickly ran to the crowded basketball court.*

1. In the above sentence, **Cameron** is a(n):

- a. Adjective
- b. Objective Noun
- c. Verb
- d. Pronoun

2. In the above sentence, \_\_\_\_\_ is an adjective.

- a. Cameron
- b. Ran
- c. Basketball
- d. Crowded

3. In the above sentence, **quickly** is a:

- a. Pronoun
- b. Adjective
- c. Adverb
- d. Verb

4. In the box below, rewrite the above sentence so the **verb** is in the **present tense**.

5. In the box below write two proper sentences that contain a noun, verb, adjective, and adverb. Label each word in your sentences with the appropriate part of speech (noun, verb, adjective, adverb). Be sure to use correct verb tense (ex: past, present and future) and correct punctuation.

1.
2.

## PART II: WRITING A PARAGRAPH

Read the below paragraph and answer the following questions.

*Georgia is a great state. First of all, it has mountains, like the Blue Ridge Mountains in North Georgia, and beaches, like Tybee Island located near Savannah. It is also home to several companies like Coca Cola, Chick-fil-a, and several sports teams, such as the Atlanta Hawks and the Atlanta Braves. Basketball is my favorite sport. I like basketball more than I like baseball or football, even though I always watch football in the fall. The Atlanta Braves are moving from Turner Field to Cobb County and the Atlanta Falcons are getting a new stadium. My brother plays soccer, but once he turns five he says he wants to start playing basketball. What is your favorite sport?*

1. In the above paragraph, what is the topic sentence?
  - a. Basketball is my favorite sport.
  - b. Georgia is a great state.
  - c. What is your favorite sport?
  - d. The paragraph does not have a topic sentence.
  
2. In the box below, rewrite the above paragraph so that it focuses on one topic and is well-supported with relevant points. Use the topic sentence you choose in question one to start your paragraph.

### PART III: ANALYZING TEXTS AND WRITING PARAGRAPHS

Read the article, [Grand Jury Won't Indict Ferguson Cop in Shooting](#), and answer the following questions.

1. (ELA.9-10.L.4a) In the third paragraph on the first page, what does the word *inconsistent* mean?
  - a. the same
  - b. doesn't support
  - c. not the same
  - d. opposite
2. (ELA.9-10.RI.1) *The Aug. 9 shooting inflamed tensions in the predominantly black St. Louis suburb that is patrolled by an overwhelmingly white police force. As Brown's body lay for hours in the center of a residential street, an angry crowd of onlookers gathered. Rioting and looting occurred the following night, and police responded with armored vehicles and tear gas.*

Read this passage and closely examining the author's word choice, what mood do you feel he was trying to set?

- a. Despair (sadness)
  - b. Hopelessness
  - c. Hostility
  - d. Overwhelmed
3. (ELA.9-10.RI.1, ELA.9-10.L.2.c-d) Explain your answer to question two using specific evidence from the text (two sentences minimum).

Read the article, [Police Killings Prompt Activists to Seek 'New Civil Rights Movement'](#) and answer the below questions.

4. (ELA.9-10.RI.1, ELA.9-10.L.4a) In second paragraph, the word *interlocked* means \_\_\_\_\_.
  - a. Overlapping
  - b. Different
  - c. Similar
  - d. Difficult
5. (ELA.9-10.L.4.a) Based on your above answer, identify two other parts of the passage or article that support your answer. Please use complete sentences.

<b>Definition</b>	
<b>Textual Support 1</b>	
<b>Textual Support 2</b>	

6. How does this article characterize the protestors across the United States who are bringing awareness to the recent acts of police brutality nationwide?
  - a. Mislead
  - b. Remorseful
  - c. Scared
  - d. Angry
7. (ELA.9-10.RI.1) Justify your answer to the above question by identifying three pieces of specific evidence from the article that support your characterization of the protestors.

<b>Characterization</b>	
<b>Evidence</b>	
<b>Evidence</b>	
<b>Evidence</b>	

8. (ELA.9-10.RI.1, ELA.9-10.L.2.c-d) Take one piece of evidence from the above question and write a well-organized paragraph justifying why one of your pieces of evidence supports your characterization of the protestors.

### Part III: Essay

**Standards Addressed:** ELA.9-10.W.1; ELA.9-10.W.4; ELA.9-10.RI.1, ELA.9-10.L.2.c-d

- Formulate a hypothesis as to why distrust of law enforcement is extremely high at this time.
- Compose an argument supporting your hypothesis by providing specific evidence from the two articles you just read, as well as other relevant and credible sources.
- Your essay must include at least five paragraphs and utilize proper organization, grammar, sentence structure, capitalization, and punctuation.
- Write your essay in the space below.

<b>Standard</b>	<b>Exceeding Standard</b>	<b>Meeting Standard</b>	<b>Approaching Standard</b>	<b>Just Beginning Standard</b>
<b>ELA.9-10.L.2.c-d</b>	The student spelled all words correctly and used correct punctuation and capitalization. The punctuation and capitalization added to the effectiveness of the student's writing.	The student spelled all words correctly and used correct punctuation and capitalization.	The student spelled most words correctly and mostly used correct punctuation and capitalization.	The student misspelled most words and did not use correct punctuation and capitalization.
<b>ELA.9-10.L.4.a</b>	The student answered questions 1 and 4 correctly. The student's answer to question 5 strongly demonstrates that the student can use context from the text to determine the meaning of unknown words.	The student answered questions 1 and 4 correctly. The student's answer to question 5 demonstrates that the student can use context from the text to determine the meaning of unknown words.	The student answered only question 1 or question 4 correctly. The student's answer to question 5 somewhat demonstrates that the student can use context from the text to determine the meaning of unknown words.	The student incorrectly answered questions 1 and 4. The student's answer to question 5 does not demonstrate that the student can use context from the text to determine the meaning of unknown words.

<b>ELA.9-10.RI.1</b>	<p>Throughout the assessment, the student cites strong and thorough textual evidence to support his/her answer. The student develops insightful inferences based on the text to further support his/her answers.</p>	<p>Throughout the assessment, the student cites strong and thorough textual evidence to support his/her answer. The student develops inferences based on the text to further support his/her answers.</p>	<p>Throughout the assessment, the student cites textual evidence to support his/her answer.</p>	<p>Throughout the assessment, the student does not cite textual evidence to support his/her answer, but rather uses personal opinions.</p>
<b>ELA.9-10.W.1</b>	<p>The final draft of the essay contains <b>five extremely well-written</b> paragraphs, a strong thesis statement, and well-reasoned, strongly-supported points. The points directly support the thesis.</p>	<p>The final draft of the essay contains <b>five well-written</b> paragraphs, a strong thesis statement, and well-reasoned, strongly-supported points. The points support the thesis</p>	<p>The final draft of the essay contains <b>less than five paragraphs or five poorly written paragraphs.</b> There is not a strong thesis statement, and the points are not well-supported or aligned with the thesis.</p>	<p>The final draft of the essay is disorganized and has no clear paragraph structure. The essay includes a weak thesis that is not well supported.</p>
<b>ELA.9-10.W.4</b>	<p>The student's writing is clear and coherent. The development, organization and style are not only appropriate but also strengthen the student's answers and essays.</p>	<p>The student's writing is clear and coherent. The development, organization and style are appropriate for the audience.</p>	<p>The student's writing is somewhat clear and coherent. The development, organization and style are somewhat appropriate for the audience.</p>	<p>The student's writing is not clear and coherent. The development, organization and style are not appropriate for the audience.</p>

<b>Score</b>	
<b>Comments</b>	
Please move on to:	<ul style="list-style-type: none"><li><input type="checkbox"/> Writing Boot Camp: Writing a Sentence</li><li><input type="checkbox"/> Writing Boot Camp: Writing a Paragraph</li><li><input type="checkbox"/> Writing Boot Camp: Writing an Essay</li><li><input type="checkbox"/> Rhetorical Analysis</li><li><input type="checkbox"/> Logical Fallacies</li></ul>