

TCAP Writing Operational Test

TCAP/WA

DIRECTIONS

In a few moments, you will see a passage(s) and a prompt. You are to plan and write an essay about the passage(s) according to the instructions provided in the prompt. This activity will show how well you write. Express your thoughts clearly and make your writing interesting to the reader. Your essay will be scored as a rough draft, but you should watch for careless errors.

Before writing, spend some time reading the passage(s), thinking about the prompt, and planning your thoughts.

WRITE ONLY ON THE PROMPT AND PASSAGE(S) YOU ARE GIVEN.

The time you have for writing is 60 minutes.

**PROMPT A – GRADE 11 WRITING ASSESSMENT
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (TCAP)
2013 OPERATIONAL TEST**

Following is an excerpt from a report on single-gender education by the Government Accounting Office, along with a table of results of a study by the Department of Education on whether single-gender (boys and girls taught separately) or coeducational (boys and girls taught together) classrooms produce better results in various areas.

from a 1996 General Accounting Office report:
**“PUBLIC EDUCATION: Issues Involving
Single-Gender Schools and Programs”**

Public education evolved from primarily single-gender (boys’) education to primarily coeducation before the turn of the 20th century. In colonial America, formal public education was primarily available to boys; girls were typically educated informally and in the home. Gradually, girls began to be integrated into the public elementary or “common” schools and, by the middle of the 19th century, almost as many girls as boys were attending these schools.

Most of the common schools were small and located in rural areas where the economy of educating boys and girls together may have played a part in the coeducational model. Coeducational schools also thrived, however, in urban areas where population density made separate schools a more practical alternative. During the 1800s, the desirability of coeducation in secondary schools was debated, and opponents cited the need to protect girls both from danger to their health and from boys. In addition, considerable discussion centered on the appropriate curriculum, including differences in abilities and learning styles of boys and girls and whether they should learn the same subjects in school.

By 1890, coeducation was clearly the most common model for public schools; in a survey of 628 U.S. school superintendents, only 41 reported having single-gender schools. Reviewing the findings of this survey, the U.S. Office of Education and the National Education Association’s Committee on the Education of Girls concluded at that time that the debate over the preferability of coeducation had been settled. Nevertheless, some single-gender schools existed.

In 1972, nondiscrimination legislation was passed to protect students from discrimination in education on the basis of gender. Title IX of the Education Amendments of 1972 prohibits school districts from discriminating against students on the basis of sex and sets legal limits to single-gender public education. In addition, several court cases in recent years have challenged single-gender public education under the Fourteenth Amendment of the U.S. Constitution.

. . . In 1994, the Senate passed the Danforth Amendment to the Improving America’s Schools Act of 1994. The amendment would have allowed a limited number of single-gender classrooms as demonstration projects; however, the demonstration projects were eliminated from the bill in conference. On May 15, 1995, Senator Kay Bailey Hutchison introduced . . . a bill to provide limited waivers from Title IX and other statutes to permit single-gender classes to enable researchers to collect data on the effectiveness of such classes for low-income educationally disadvantaged children. . . . On September 6, 1995, Senator Dan Coats introduced S. 1205, the Mentor Schools Act. The purposes of the proposed bill are to (1) award grants to local education agencies for establishing same-gender schools for low-income students; (2) determine whether same-gender schools make a difference in the educational achievement and opportunities of low-income, educationally disadvantaged individuals; (3) improve academic achievement and persistence in school; and (4) involve parents in the educational options and choices of their children. . . .

Source: “Issues Involving Single-Gender Schools and Programs,” from the U.S. Government Accountability Office.

Results of a compilation of studies by the Department of Education on Single-Gender vs. Co-Ed classrooms in schools. The percentages in this chart represent the percentage of studies whose outcomes supported Single Gender education, supported Co-Ed education, or did not support either (No Difference). “Mixed” refers to studies where results were inconclusive.

<i>Outcome</i>	<i>Pro-Single Gender</i>	<i>Pro-Co-Ed</i>	<i>No Difference</i>	<i>Mixed</i>
Academic Accomplishment at time of study	35%	2%	53%	10%
Long Term Academic Accomplishment College Performance and Graduation Graduate School Attendance	25%	0%	75%	0%
Social and Emotional Development (in school) Self concept; Self esteem; Self control; Educational and Career Aspirations; Delinquency; Attitudes toward School, etc.	45%	10%	39%	6%
Social and Emotional Development (Long Term) School Completion; Postsecondary Success or Unemployment; Eating Disorders; Political Involvement; Home Stability, etc.	50%	20%	30%	0%
Perceived School Culture	50%	0%	50%	0%
Climate for Learning	100%	0%	0%	0%
Opportunities for Leadership Roles	50%	0%	50%	0%
School Environment	0%	0%	100%	0%
Subjective Satisfaction	50%	50%	0%	0%
Satisfaction with School Environment	0%	100%	0%	0%
College Satisfaction	100%	0%	0%	0%

Source: U.S. Department of Education; Office of Planning, Evaluation and Policy Development; Doc # 2005-01.

READ THIS WRITING PROMPT CAREFULLY BEFORE YOU BEGIN YOUR WRITING.

Single-Gender Education

Write a persuasive essay in which you either (1) support or (2) oppose the idea that single-gender education produces better results than coeducational classrooms. Support your claim with an analysis of the material presented, using valid reasoning and sufficient evidence for support.

You may use the space below for prewriting. However, only the lined pages of your answer document will be scored. You will have a time limit of 60 minutes.

This writing prompt must be returned with all test material.