

## OS Program

### In-class writing assessment

Writing assessments will be made in the OTA classroom at designated times.

Students will take the assessment in groups of up to 20 people.

Students will be given 20 minutes to write one paragraph on a question that is provided. Sample questions are:

- How would you define occupational therapy and what does this mean to you?
- What strengths do you have that are an asset to you working in the field of occupational therapy? What is the best part of your work as an OTA?
- OT practitioners work with people at various stages in life - children, adults and older people. What age group do you like to work with and why?
- Think of a client that you have helped. How were you helpful? What skills did you use?
- What do you think is meant by this quote, "The heart is wheelchair accessible"?
- Show YouTube video clip - "She without an arm, he without a leg". Ask student to write how they felt about watching it. (This is a ballet where the man is missing a leg and the woman is missing an arm)
- What qualities should an OTA have and why are they important?
- What do you think is meant by this quote, "Occupational Therapy Practitioners know that hope still glimmers in the darkest hour"? This can be interchanged with, "Broken crayons still color".
- Write a paragraph about what this picture communicates to you. (we will interchange pictures)



- What do you think of when you look at these father/son pictures?



### Grading rubric

Competency	Excellent 20	Good 15	Acceptable 10	Poor 5
Content	Demonstrates a deep sense of empathy, insight, and caring attitude with several specific examples	Demonstrates a sense of empathy, insight, and caring attitude with few specific examples	Information is more descriptive than feeling based	Information is not relevant or is unclear
	Excellent 20	Good 15	Acceptable 10	Poor 5
Correctness	Correct word classes (e.g. nouns, verbs, {form, sequence of tense}, adverbs, prepositions, and articles. Correct mechanics (i.e. spelling, punctuation, and sentence structure {no	Responses have 1-2 errors in grammar or mechanics but are written in complete sentences.	Responses have 3 or more errors but the meaning is easily understood.	Meaning of content is lost due to grammatical errors

	run-ons or fragments}			
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### Additional quotes to use in writing samples

*A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.* –  
Winston Churchill

*Kites rise highest against the wind, not with it.*

– [Winston S. Churchill](#)

*“I can’t adjust the direction of the wind, but I can adjust my sails to always reach my destination”* Jimmy  
Dean