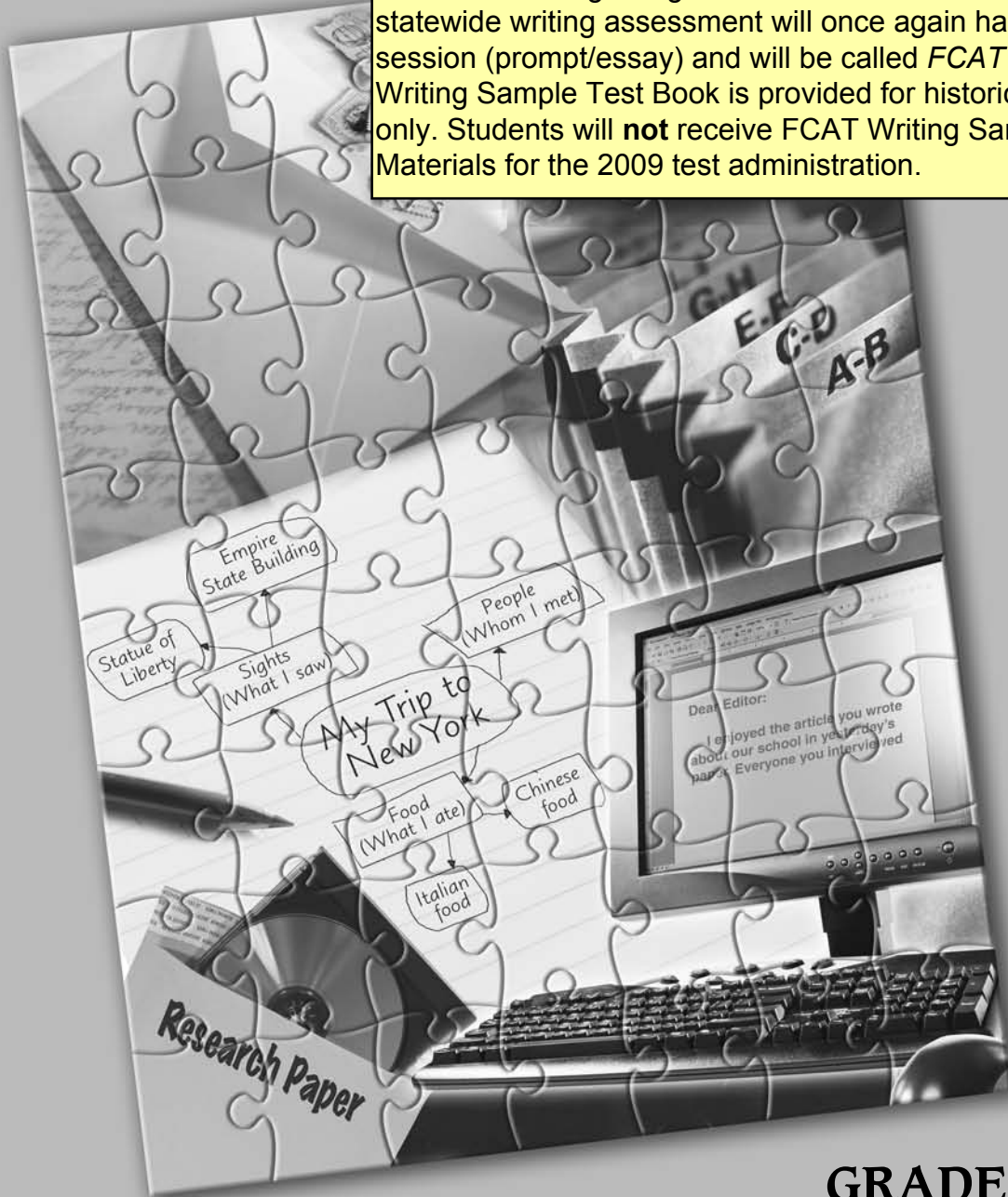


Teacher's Booklet

Note: On April 11, 2008, the State Board of Education approved the Commissioner's recommendation to remove the multiple-choice items from the *FCAT Writing+ (plus)* assessment. Beginning with the 2008-09 school year, the statewide writing assessment will once again have only one session (prompt/essay) and will be called *FCAT Writing*. This Writing Sample Test Book is provided for historic reference only. Students will **not** receive FCAT Writing Sample Test Materials for the 2009 test administration.



Writing+

Sample Answer Key

GRADE
10

FCAT Sample Test Materials

These sample test materials are designed to help students prepare to answer FCAT questions. These materials introduce them to the kinds of questions they will answer when they take the FCAT and include hints for responding to the different kinds of questions. The FCAT Writing+ sample test materials for Grade 10 include the following:

- Sample Test Book and Answer Sheet**
Includes a sample prompt page, lined pages, a planning sheet for responding to the prompt, and a sample multiple-choice test with a sample answer sheet. (Copies are available for all students in the tested grade.)
- Sample Answer Key**
Includes explanations for the answers in the sample test. (Copies are available for classroom teachers only.)
- = This book

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FCAT Writing+ Sample Answer Key

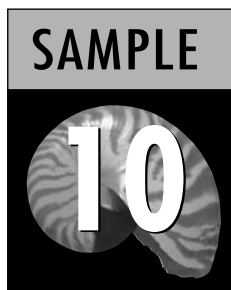


Table of Contents

FCAT Writing+ Prompt Information Page 2

Prompt information is provided about the prompt portion of FCAT Writing+. This booklet contains definitions for expository and persuasive writing and a description of the four writing elements. Thumbnail sketches of the sample prompt page, lined pages, and a planning sheet are also included in this booklet. The full-size version is included in the student sample test book.

FCAT Writing+ Sample Answer Key: Multiple-Choice Questions Page 11

The answers to the practice multiple-choice questions on the FCAT Writing+ Sample Test are provided along with rationales for the answer options, stimulus types, and reporting categories. The Sunshine State Standards benchmark assessed by each question and the benchmark clarification statement are also listed.

FCAT Writing+ Prompt Information

FCAT Writing+ includes a performance-based task and a multiple-choice portion. On the performance-based portion of the test, students are expected to produce a focused, organized, well-supported draft in response to one of two randomly assigned topics within a 45-minute time period. The scoring method used to score the FCAT Writing+ essay is called holistic scoring. Trained scorers judge the total piece of writing in terms of predefined criteria described in the rubric. Scorers are trained to assign a score based on the integration of the four writing elements: focus, organization, support, and conventions. A 6-point rubric further interprets the achievement of the four writing elements.

Description of Effective Writing

Student responses should be written so that the reader can understand the intended meaning. The writing should focus on the topic and have an organizational pattern. Ideas and details should support the topic. A well-written response should demonstrate knowledge of correct punctuation, capitalization, spelling, usage, and sentence structure.

Scoring Student Papers

Scores are based on the quality of students' writing. A scorer will give each paper a score from 1 to 6 based on specific scoring guidelines. Two scorers will read and score each paper, and the average of their two scores is the final score. If both scorers give a paper a score of 3, the final score is 3. If one scorer assigns the paper a score of 3, and the other scorer assigns a score of 2, the final score is 2.5. Scorers consider the following four elements in the writing: focus, organization, support, and conventions.

Focus refers to how clearly the paper presents and maintains the main idea, theme, or unifying point.

Organization refers to the structure or plan of development in the response. Transitional devices often help with organization by connecting one point to another or by relating supporting ideas to the main idea.

Support refers to the quality of details used to explain, clarify, or define. The quality of support depends on the writer's choice of words and the specificity, depth, relevance, and thoroughness of the writer's ideas.

Conventions refer to punctuation, capitalization, spelling, usage, and sentence structure.

Description of Grade 10 Writing Scores

Actual rubric wording can be found in *Florida Writes! Report on the 2006 FCAT Writing+ Assessment, Grade 10*.

- 6** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language with freshness of expression. Sentences vary in structure. Few, if any, errors occur in conventions.
- 5** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language. Sentences vary in structure. Conventions are generally correct.
- 4** The writing focuses on the topic, though it may contain loosely related information. An organizational pattern is apparent. Support is consistently developed, but it may lack specificity. Word choice is adequate. Sentences vary in structure. Conventions are generally correct.
- 3** The writing generally focuses on the topic, though it may contain loosely related information. An organizational pattern is demonstrated. Development of the supporting ideas may be uneven. Word choice is adequate. There is some variation in sentence structure. Usage, punctuation, and spelling are generally correct.
- 2** The writing addresses the topic, but it may lose focus by including extraneous information. An organizational pattern is demonstrated. Development of the supporting ideas may be nonspecific. Word choice may be limited. Errors may occur in the basic conventions.
- 1** The writing addresses the topic, but it may lose focus by including extraneous and loosely related ideas. The organizational pattern is weak. Ideas are presented through lists and limited or inappropriate word choice. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.
- U** Most writing that is unscorable is unrelated to the assigned topic or cannot be read.

FCAT Writing+ Prompt Specification

Descriptions of the Writing Prompts

Each student taking the FCAT Writing+ assessment is given a booklet in which the topic for writing, called a prompt, is printed. The prompt serves as a stimulus for writing by presenting the topic and by suggesting that the student think about some aspect of the topic's central theme. The prompt does not mandate a particular approach to writing.

Prompts are designed to elicit writing for specific purposes. For instance, expository prompts ask students to explain what, why, or how, while persuasive prompts require students to convince a person to accept a point of view or to take a particular action.

The prompts for the FCAT Writing+ assessment are selected to ensure that the subject matter is appropriate for tenth-grade students. In addition, prompts are reviewed for offensive or biased language relating to religion, gender, and racial or ethnic backgrounds. Each year the Florida Department of Education reviews, pilot tests, and field tests prompts for potential use.

Definition of Expository Writing

The purpose of expository writing is to explain, define, or tell how to do something by giving information. Good expository writing has a clear focus that is developed with details and facts to help the reader understand the writing.

Example of an Expository Prompt

Below is an example of an expository prompt. The first part of the prompt presents the topic: chores. The second part suggests that students think about the importance of chores and then write to explain why it is important for teenagers to have chores.

Writing Situation:

Most teenagers have chores.

Directions for Writing:

Think about why it is important for teenagers to have chores.

Now write to explain why it is important for teenagers to have chores.

Definition of Persuasive Writing

The purpose of persuasive writing is to convince the reader to accept an opinion or take a specific action. In well-written persuasion, the topic or issue is clearly stated and elaborated to indicate understanding and conviction on the part of the writer.

Example of a Persuasive Prompt

In the prompt below, the first part of the prompt focuses on the effect watching television may have on students' grades. The second part suggests that students think about the effect watching TV has on grades, and then write to persuade the principal to accept the students' points of view.

Writing Situation:

The principal of your school has suggested that watching TV causes students' grades to drop.

Directions for Writing:

Think about the effect watching TV has on your grades and your friends' grades.

Now write to convince your principal whether watching TV causes students' grades to drop.

The following page shows thumbnail sketches of the prompt portion of the FCAT Writing+ answer book. Full-size samples of these pages can be found in the FCAT Writing+ Sample Test Book (available for all students in the tested grades).

Additional information about the FCAT Writing+ performance task, including complete text of the scoring rubric, can be found in *Florida Writes! Report on the 2006 FCAT Writing+ Assessment, Grade 10*, and on the Florida Department of Education's web site at www.firn.edu/doe/sas/fcat/rubrcpag.htm.

Sample Pages from the Prompt Portion of the FCAT Writing+ Answer Book

<p>Page 2</p> <p>PROMPT</p> <p>[On the actual test, an expository or a persuasive writing prompt is typed in this space.]</p> <p>DO NOT WRITE ON THIS PAGE</p> <p>Copyright State of Florida Department of State</p> <p>○○○○○○○○○○○○○○○○</p>	<p>Page 3</p> <p>Blank lined writing area</p>
<p>Page 4</p> <p>Blank lined writing area</p>	<p>STUDENT'S NAME _____</p> <p>PLANNING SHEET</p> <p>Remember, use this sheet for planning what you will write. The writing on this sheet will NOT be scored. Only the writing in the writing folder WILL be scored.</p> <p>Blank lined writing area</p>

FCAT Writing+ Multiple-Choice Questions

The multiple-choice portion of FCAT Writing+ measures the Sunshine State Standards benchmarks that address prewriting, drafting, revising, and editing. To demonstrate mastery of the writing process, students must evaluate the following writing elements:

Focus includes planning for writing by grouping related ideas and identifying the purpose for writing and refers to how clearly a central idea (topic), theme, or unifying point is presented and maintained.

Organization refers to the structure or plan of development and the relationship of one point to another to provide a logical progression of ideas. It also refers to the use of transitional devices to signal both the relationship of the supporting ideas to the central idea, theme, or unifying point and the connections between and among sentences.

Support refers to the quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, relevance, and thoroughness. Support may be developed through the use of additional details, anecdotes, illustrations, and examples that further clarify meaning.

Conventions refer to punctuation, capitalization, spelling, usage, and sentence structure.

Information About Writing+ Item Types

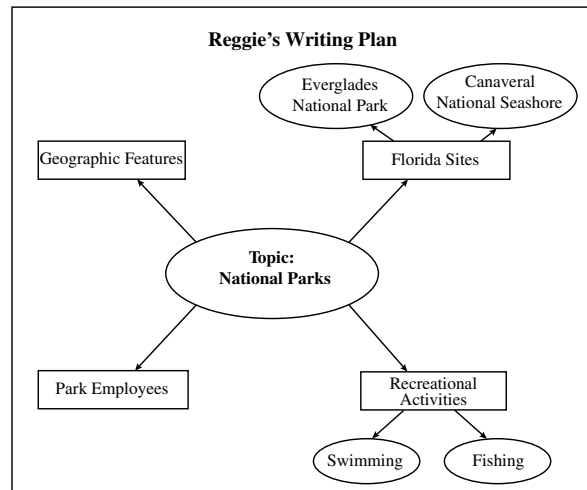
Item Types

Item Types	Multiple-Choice Option	Reporting Category
Plan-based item	4-Option	<ul style="list-style-type: none"> • Focus • Organization
Sample-based item	4-Option	<ul style="list-style-type: none"> • Focus • Organization • Support
Cloze-based item	3-Option	<ul style="list-style-type: none"> • Conventions
Stand-alone item	3-Option	<ul style="list-style-type: none"> • Conventions

Writing Plan A writing plan is a prewriting structure, such as an outline or story map. Students will answer questions about the purpose, strengths, and weaknesses of the writing plan.

Example of Writing Plan and Item

Reggie created the writing plan below to organize ideas for an essay. Use his writing plan to answer questions 1–3.



- 1 Under which subtopic should the writer add information about tour guides?
- Florida Sites
 - Park Employees
 - Geographic Features
 - Recreational Activities

What does this mean?

1 A symbol like this appears in the FCAT Writing+ test to show the sentence number.

Sample A writing sample is an example of student writing, such as a story, a report, a letter, or an article written in draft form. Items based on writing samples ask about the strengths and weaknesses of the sample.

Example of Writing Sample and Item

The article below is a first draft that Caira wrote for her teacher. The article contains errors. Read the article to answer questions 7–11.

Summer Volunteer

1 Last spring when I signed up to volunteer at Blaire Memorial Children's Hospital, I thought it would impress the college I might someday attend. **2** Surprisingly, being a volunteer for the last three months has

7 Which transition should be added to the beginning of sentence **8** to show a connection to the previous sentence?

A. Therefore **C.** In addition
B. As a result **D.** Consequently

Cloze A cloze stimulus is text with blanks inserted where a word or words need to be added. After reading the cloze stimulus, the student will choose the answer that correctly completes the sentence.

Example of Cloze Stimulus and Item

Read the article "A Popular Dance." Choose the word or words that correctly complete questions 16–18.

A Popular Dance

In the early part of the (16) century, a popular dance called *Jarabe Tapatio* developed in Mexico. The dance tells a story of romance

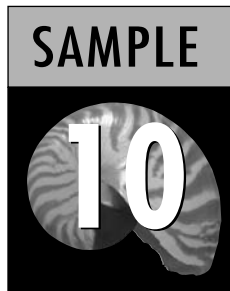
- 16** Which answer should go in blank (16)?
- F. twentieth
 - G. twentieth
 - H. twentyeth

Stand-alone Stand-alone items provide a succinct context for measuring the student's knowledge of conventions.

Example of Stand-Alone Item

- 19** In which sentence below is all **punctuation** correct?
- A. Amie needs to buy the following supplies for her trip a camera, a journal, a compass, and hiking boots.
 - B. Amie needs to buy the following supplies for her trip: a camera, a journal, a compass, and hiking boots.
 - C. Amie needs to buy the following supplies for her trip; a camera, a journal, a compass, and hiking boots.

FCAT Writing+
Sample Answer Key:
Multiple-Choice Questions



- 1 The correct answer is **B** (Park Employees).

Item Type: Plan-Based

Reporting Category: Organization

Benchmark: LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

Benchmark Clarification: The student uses prewriting to establish an effective organizational structure based on the central idea and purpose for writing.

The correct answer is B. Tour guides are employed to lead tours of the park. Details about tour guides should be placed under the subtopic "Park Employees."

Distractor Rationale

- A.** A detail about tour guides should not be placed under the subtopic "Florida Sites," which refers to different places of interest in Florida.
- C.** A detail about tour guides should not be placed under the subtopic "Geographic Features," which refers to land formations and topography of national parks.
- D.** A detail about tour guides should not be placed under the subtopic "Recreational Activities," which refers to activities in which people can participate for fun or relaxation.

- 2 The correct answer is **F** (an informational essay about selected national parks).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

Benchmark Clarification: The student demonstrates knowledge of prewriting strategies suitable for the specific writing mode or purpose.

The correct answer is F. Based on the subtopics in the writing plan, Reggie's essay will include factual information about different parks, park features, and activities in the parks; therefore, Reggie is planning to write an informational essay.

Distractor Rationale

- G.** Based on the information in the writing plan, Reggie will not be writing primarily to give directions to two national parks.
- H.** Based on the information in the writing plan, Reggie will not be writing specifically to describe the wildlife in the mountains of a national park.
- I.** Based on the information in the writing plan, Reggie will not be writing to persuade the reader to donate money to national park employees.

- 3 The correct answer is **B** (many miles of sandy seashore).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

Benchmark Clarification: The student demonstrates knowledge of how the selection and modification of information during prewriting affect the presentation and maintenance of the topic.

The correct answer is B. The detail "many miles of sandy seashore" focuses on the subtopic "Geographic Features." The subtopic "Geographic Features" refers to the land formations and topography of national parks.

Distractor Rationale

- A. A detail about "a museum of pioneer history" focuses on the subtopic, "Florida Sites," but the detail is not a geographic feature and should not be added to the subtopic, "Geographic Features."
- C. A detail about "the childhood home of a famous writer" focuses on the subtopic, "Florida Sites," but the detail is not a geographic feature and should not be added to the subtopic, "Geographic Features."
- D. A detail about "an eight-foot statue of a past president" focuses on the subtopic, "Florida Sites," but the detail is not a geographic feature and should not be added to the subtopic, "Geographic Features."

- 4 The correct answer is **F**. (Samuel Clemens [Mark Twain] was born in 1835.)

Item Type: Plan-Based

Reporting Category: Organization

Benchmark: LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

Benchmark Clarification: The student uses prewriting to establish an effective organizational structure based on the central idea and purpose for writing.

The correct answer is F. Based on the chronological organization of Tyler's notes, a detail that includes a date should be added.

Distractor Rationale

- G.** Tyler's notes are organized chronologically. Adding a detail about Mark Twain's home being a tourist attraction does not add a chronological detail; therefore, this detail should not be added to the list.
- H.** Tyler's notes are organized chronologically. A detail about the writer's favorite Mark Twain book is not a detail that can be placed in chronological order; therefore, this detail should not be added to the list.
- I.** Tyler's notes are organized chronologically. Information about a *Titanic* survivor's birthplace is not a detail that can be placed in chronological order; therefore, this detail should not be added to the list.

- 5 The correct answer is **B** (after number 4).

Item Type: Plan-Based

Reporting Category: Organization

Benchmark: LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

Benchmark Clarification: The student uses prewriting to establish an effective organizational structure based on the central idea and purpose for writing.

The correct answer is B. A note referring to the year 1862 would fit chronologically here.

Distractor Rationale

- A.** A note referring to the year 1862 does not fit chronologically before an event in 1861.
- C.** A note referring to the year 1862 does not fit chronologically between events in 1865 and 1867.
- D.** A note referring to the year 1862 does not fit chronologically between events in 1867 and 1910.

- 6 The correct answer is **G**. (He will inform the reader about important events in Clemens' life.)

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

Benchmark Clarification: The student demonstrates knowledge of prewriting strategies suitable for the specific writing mode or purpose.

The correct answer is G. This option requires the recognition that Tyler's notes indicate the intent to inform the reader about important events in Clemens' life.

Distractor Rationale

- F. Tyler's notes do not indicate an attempt to persuade the reader to buy Clemens' novels.
- H. Tyler's notes do not describe the sights and sounds of the print shop.
- I. Tyler's notes do not tell the reader a story about a family who moved to Hannibal, Missouri.

- 7 The correct answer is **C** (In addition).

Item Type: Sample-Based

Reporting Category: Organization

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student identifies appropriate compositional techniques for establishing relationships between and among ideas.

The correct answer is C. "In addition" provides an appropriate transition from sentence **7** to sentence **8** because the transition denotes the addition of related information.

Distractor Rationale

- A.** "Therefore" is not an appropriate transition because it indicates cause and effect. There is no cause-and-effect relationship between sentences **7** and **8**.
- B.** "As a result" is not an appropriate transition because it indicates cause and effect. There is no cause-and-effect relationship between sentences **7** and **8**.
- D.** "Consequently" is not an appropriate transition because it indicates cause and effect. There is no cause-and-effect relationship between sentences **7** and **8**.

- 8 The correct answer is **F** (heavy bags).

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how a command of the language affects the quality of writing.

The correct answer is F. The word "things" is vague and does not let the reader know specifically what the writer carried. "Heavy bags" is more specific than the word "things."

Distractor Rationale

- G. "Various junk" is vague, just as "things" is vague.
- H. "Personal stuff" is vague, just as "things" is vague.
- I. "Assorted items" is vague, just as "things" is vague.

- 9 The correct answer is **B**. (I enjoyed teaching them new games and crafts.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing.

The correct answer is B. Sentence 10 is about the writer's favorite experience as a volunteer, entertaining the patients. "I enjoyed teaching them new games and crafts" should be added because it supports and relates to the patients being entertained.

Distractor Rationale

- A. The writer's memory of her stay in the hospital is irrelevant to the topic of the paragraph.
- C. The writer's statement that she "always found lots of small jobs to do at the hospital" is related to the topic of the article, but it is not relevant to the ideas in the paragraph.
- D. The writer's statement that she met two former volunteers is related to the topic of this article, but it is not relevant to the ideas in the paragraph.

10 The correct answer is **G** (sentence **16**).

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of the relevance of written content to the central idea or topic.

The correct answer is G. The fourth paragraph is about how the writer enjoys volunteering so much that she wants to keep doing it. Sentence **16** ("On Saturday afternoons, I enjoy visiting my grandparents") should be deleted because it is unrelated to the paragraph.

Distractor Rationale

- F.** Sentence **15** is related to the topic and indicates that the writer plans to continue volunteering even though school has started.
- H.** Sentence **17** is related to the topic and indicates that the writer wants to continue volunteering because she helps the children.
- I.** Sentence **18** is related to the topic and indicates that the writer finds that volunteering is the most satisfying work she has ever done.

- 11** The correct answer is **D**. (One patient even made a thank-you card for me.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing.

The correct answer is D. The topic of the fifth paragraph is about the positive rewards the writer received from volunteering at the hospital. The detail "One patient even made a thank-you card for me" would add support to this topic.

Distractor Rationale

- A.** A detail about the cleanliness of the hospital does not support the topic of the positive rewards gained from volunteering. This detail should not be added to the fifth paragraph.
- B.** The detail about the writer's aunt's job does not support the topic of the positive rewards gained from volunteering. This detail should not be added to the fifth paragraph.
- C.** The detail that working for free is not fun is contrary to the topic about the positive rewards gained from volunteering. This detail should not be added to the fifth paragraph.

- 12** The correct answer is **I**. (He supports his position with positive characteristics about Mrs. Santos.)

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how compositional elements that depict the mode or achieve the purpose for writing.

The correct answer is I. The writer states his opinion in the first paragraph and then persuades by providing details that support why Mrs. Santos should receive the award.

Distractor Rationale

- F.** The writer's statement that his number one goal is to speak Spanish before he goes to Mexico is used as a loosely related, supporting detail but is not used as a persuasive position.
- G.** The writer mentions the after-school presentations, but his position throughout the letter is not one of support for the after-school presentations.
- H.** The writer never mentions any negative aspects of Mrs. Santos' class because doing so would weaken his position.

- 13 The correct answer is **A**. (First, I would like to recommend Mrs. Santos because she is a diligent and talented Spanish teacher.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how a command of the language affects the quality of writing.

The correct answer is A. The words "diligent" and "talented" in this answer option are more specific than the words "cool," "great," and "good" in the other answer options.

Distractor Rationale

- B. This sentence is too general and redundant. The writer refers to the teacher's qualities in a vague way ("she is a cool teacher").
- C. It is unnecessary and redundant to use both "To begin with" and "my first reason" in the same sentence. This sentence also contains the vague description "she is a great teacher with true qualities."
- D. This sentence contains vague language ("real good teacher"). It also contains the unnecessary words "because of the fact that."

- 14** The correct answer is **I** (an example of Mrs. Santos' unique teaching method).

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing.

The correct answer is I. An example of Mrs. Santos' unique teaching method would directly support the topic of the third paragraph.

Distractor Rationale

- F.** A definition of "shyness" would not support the topic of how Mrs. Santos interacts with her students.
- G.** Information about her class schedule would be unrelated to the topic about how Mrs. Santos interacts with her students.
- H.** A sentence about Mrs. Santos' grading system is unrelated to the topic. While assigning grades is one type of interaction with students, it is not the same type of interaction described in the third paragraph.

- 15 The correct answer is **C**. (Her dedication to her students and to the subject matter qualifies her for the award.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how a command of the language affects the quality of writing.

The correct answer is C. This sentence contains word choice and style similar to the rest of Gabriel's letter.

Distractor Rationale

- A. This sentence contains vague word choice and informal style. Making the statement that "Mrs. Santos is so much nicer than any other teacher around" is subjective and not supported by the ideas in the letter.
- B. This sentence contains word choice and style that are vague and not suitable for the writer's letter. The phrases "get something" and "a certain way" are not specific and would not be appropriate in a letter to the school board.
- D. This sentence contains word choice and style that are too complicated compared to the simpler word choice and style established in the letter.

- 16** The correct answer is **G** (twentieth).

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

The correct answer is G. The rule for adding a suffix to a word ending in *y* has been correctly applied. For words ending in *y* preceded by a consonant, change the *y* to *i* before adding a suffix that does not begin with *i*. (This does not apply to some one-syllable words, such as “dry” and “shy.”)

Distractor Rationale

- F.** In this option the *y* should have been changed to an *i* prior to adding the suffix.
- H.** In this option the *y* should have been changed to an *i* prior to adding the suffix.

- 17 The correct answer is **B** (between).

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is B. "Between" is used to refer to two people (or things) at a time.

Distractor Rationale

- A. "Among" is used to show a relationship involving all members of a group.
- C. "Toward" is used to show direction.

- 18** The correct answer is **F** (look).

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is F. Since the article is written in present tense, the verb must be in present tense. Additionally, the subject and verb must agree. Since the subject is "steps," the plural verb "look" must be used.

Distractor Rationale

- G.** The word "looks" does not correctly complete the sentence because "looks" is a singular verb.
- H.** The word "looked" does not correctly complete the sentence because "looked" is the past tense of the verb. Since the article is written in present tense, the verb must be in present tense.

- 19 The correct answer is **B**. (Amie needs to buy the following supplies for her trip: a camera, a journal, a compass, and hiking boots.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Benchmark Clarification: The student demonstrates knowledge of punctuation conventions.

The correct answer is B. The sentence is correctly punctuated. The first part of the sentence introduces a list of items. A colon is used to introduce a list.

Distractor Rationale

- A. The first part of the sentence introduces a list of items. The lack of punctuation introducing the list causes confusion.
- C. The first part of the sentence introduces a list of items. A semicolon is incorrectly used to introduce the list. Semicolons are used to join two sentences, not to introduce lists.

- 20** The correct answer is **H**. (Kodiak Island is off the coast of Alaska.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Benchmark Clarification: The student demonstrates knowledge of correct capitalization.

The correct answer is H. Rules for capitalization are correctly applied in the sentence; proper nouns are capitalized.

Distractor Rationale

- F.** The word "island" is part of a proper noun and should be capitalized. "Coast" is not a proper noun in this sentence and should not be capitalized.
- G.** The word "alaska" is a proper noun and should be capitalized.

- 21 The correct answer is **B**. (After giving Megan a book for her birthday, John said she could exchange it if she wanted.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Benchmark Clarification: The student demonstrates knowledge of sentence structure.

The correct answer is B. This sentence maintains the meaning of the sentence in the box.

Distractor Rationale

- A. The word order in this sentence is ineffective and does not maintain the meaning of the sentence in the box.
- C. The word order in this sentence is ineffective and does not maintain the meaning of the sentence in the box.

- 22** The correct answer is **H**. (While waiting for his friends at the park, Daryl saw a brown hawk circling above him.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Benchmark Clarification: The student demonstrates knowledge of sentence structure.

The correct answer is H. This answer choice correctly combines the sentences in the box to create one complete sentence.

Distractor Rationale

- F.** This answer choice incorrectly combines sentences with a comma.
- G.** This answer choice fails to provide a complete sentence.

The student's *Writing+ Sample Test Book* contains lined pages for notes or additional writing practice.

Notes

Notes



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