

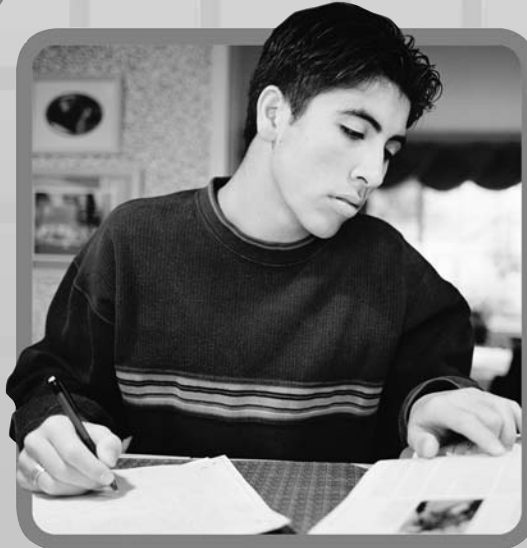
2008

FCAT

Florida Comprehensive Assessment Test®

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
8

WRITING+

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 8 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 a rubric. Scorers are trained to assign a score based on the integration of the four writing elements: focus, organization, support, and conventions. The 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 8 Writing Scores

Actual rubric wording can be found in *Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 8*.

- 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, including precision in word choice. Sentences vary in structure. Conventions are generally correct.
- 5** The writing focuses on the topic with ample development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is mature and precise. Sentences vary in structure. Conventions are generally correct.
- 4** The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Support is adequate, but development may be uneven. Sentences sometimes vary in structure, though many are simple. Conventions are generally followed.
- 3** The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentence structure may vary, though many sentences have simple constructions. Knowledge of conventions is usually demonstrated.
- 2** The writing is related to the topic but offers little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice is limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in conventions.
- 1** The writing may only minimally address the topic because there is little or no development of supporting ideas. Unrelated information may be included. An organizational pattern may not be evident. Ideas are provided through lists, and word choice is limited or immature. Frequent errors in sentence structure and conventions impede communication.
- 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 eighth 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: an enjoyable activity. The second part suggests that students think about an activity they enjoy and then explain what they enjoy about the activity.

Writing Situation:

Most people enjoy doing some activity.

Directions for Writing:

Think about an activity you enjoy.

Now explain what you enjoy about this activity.

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 presents the topic: homework on weekends. The second part suggests that a student think about whether students should be required to do homework on weekends, and then convince a teacher to accept the student's opinion.

Writing Situation:

Some teachers require students to do homework on the weekend.

Directions for Writing:

Think about whether students should be required to do homework on weekends.

Now write to convince a teacher to accept your opinion about whether students should be required to do homework on weekends.

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 2007 FCAT Writing+ Assessment, Grade 8*, and on the Florida Department of Education's website at <http://fcat.fldoe.org/rubrcpag.asp>.

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 NAME _____</p> <p>PLANNING SHEET</p> <p>Use this sheet for planning what you will write. The writing on this sheet will NOT be scored. Only the writing on pages 3 and 4 of the writing answer document will be scored.</p> <p>Blank lined writing area</p> <p>This sheet will NOT be scored. When you have finished planning, write your response on pages 3 and 4 of your writing answer document.</p> <p>48743</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 a story map. Students will answer questions about the purpose, strengths, and weaknesses of the writing plan.

Example of Writing Plan and Item

Hannah made the writing plan below to organize ideas for a paper. Use her writing plan to answer questions 1-3.

Sailing Solo

Setting: Dolphin Island; 1993-2000

↓

Characters: Cassie Lynn
Aunt Rachel
Grandma

↓

Conflict: Cassie Lynn dreams of being the first girl to sail solo around Dolphin Island. She doesn't have a boat.

1993

Cassie Lynn's love of boating begins when she sails on her Aunt Rachel's sailboat, *Tidewater*.

1994

Cassie Lynn begins saving for her own boat by packing her school lunches instead of buying them from the cafeteria.

1997

Aunt Rachel and Grandma help Cassie Lynn buy an 8-foot sailboat she names *Little Wonder*.

2000

At age 16, Cassie Lynn enters the Dolphin Island Sailing Race. Aunt Rachel's boat shop is on the bay.

↓ ↓ ↓ ↓

Results:

Cassie Lynn participates in a race around Dolphin Island.

- She comes in fifth.
- She is the only female one-person crew to finish the race.

Cassie Lynn makes a new goal.

- Next year, she intends to win the race.

1 The writer wants to add the following detail to the writing plan:

off the coast of Australia

Within which section of the organizational plan should this detail be placed?

A. Characters

B. Conflict

C. Results

D. Setting

FCAT Writing+ Symbols

1

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

→

This symbol appears in the FCAT Writing+ test to show a new paragraph.

The test includes the kinds of writing you often do or the kinds of writing you may see in your textbooks. Most of the writing is in draft form, and you will be asked to make changes to improve the writing.

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 Ebony wrote for her school newspaper. Read the article to answer questions 4–8.

The New Bird Exhibit — Lorikeet Lane

→ **1** If you like to study birds, especially parrots, then the new bird exhibit at the zoo is right for you. **2** Located off the walking path near the zoo entrance, Lorikeet Lane is the new home for twenty medium-size lorikeets. **3** Lorikeets, members of the parrot family, are friendly birds from islands in the South Pacific.

4 Which sentence below is an unimportant detail that should be deleted?

F. sentence **4**

G. sentence **6**

H. sentence **9**

I. sentence **10**

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

Choose the word or words that correctly complete questions 15–18.

Night Sounds

I was standing by a small marshy pond
listening to the night sounds when I heard a (15)
scream from across the pond. My imagination ran

15 Which answer should go in blank (15)?

- A.** pearning
- B.** peircing
- C.** piercing

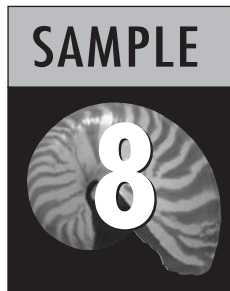
Stand-alone Stand-alone items provide a succinct context for measuring the student’s knowledge of conventions.

Example of Stand-Alone Item

19 In which sentence below is all **punctuation** correct?

- A.** Gymnastics class usually held on Monday, will be held on Tuesday next week.
- B.** Gymnastics class: usually held on Monday, will be held on Tuesday next week.
- C.** Gymnastics class, usually held on Monday, will be held on Tuesday next week.

FCAT Writing+
Sample Answer Key:
Multiple-Choice Questions



- 1** The correct answer is **D** (Setting).

Item Type: Plan-Based

Reporting Category: Organization

Benchmark: LA.B.1.3.1 The student organizes information before writing according to the type and purpose of writing.

Benchmark Clarification: The student demonstrates knowledge of the function of prewriting in establishing an effective organizational plan.

The correct answer is D. Based on the organizational plan, a detail about the location should be placed within the "Setting" section of the writing plan.

Distractor Rationale

- A.** A detail about the location would cause faulty organization if placed within the "Characters" section.
- B.** A detail about the location would cause faulty organization if placed within the "Conflict" section.
- C.** A detail about the location would cause faulty organization if placed within the "Results" section.

- 2** The correct answer is **F** (a narrative about a girl who enters a race).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.3.1 The student organizes information before writing according to the type and purpose of writing.

Benchmark Clarification: The student demonstrates knowledge of the function of planning in accomplishing the specific writing mode or purpose.

The correct answer is F. The writing plan contains short story elements that indicate the writer is preparing to write a narrative.

Distractor Rationale

- G.** The writing plan is structured around short story elements and not around details that could be used to compare sailboats.
- H.** The writing plan is structured around short story elements and not around arguments for encouraging people to participate in a sailboat race.
- I.** The writing plan is structured around short story elements and not around details about an island where tourists come to see dolphins.

- 3** The correct answer is **A**. (Aunt Rachel’s boat shop is on the bay.)

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.3.1 The student organizes information before writing according to the type and purpose of writing.

Benchmark Clarification: The student recognizes how modifications to a writing plan affect the maintenance of the writing focus.

The correct answer is A. The detail is extraneous to the events that are the focus of the writing plan.

Distractor Rationale

- B.** This detail is important to the result of the story.
- C.** This detail is an important result of the story.
- D.** This detail is an important event in the story.

- 4 The correct answer is **G** (sentence 6).

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

The correct answer is G. The detail about the children's petting zoo fails to focus on the lorikeet exhibit and should be deleted.

Distractor Rationale

- F.** This detail is important because it compares the new exhibit to the giant birdhouse to show how the exhibit is special.
- H.** This detail is important because it provides information about what type of food encourages lorikeets to flock.
- I.** This detail is important because it describes bird sounds visitors are likely to hear at the bird exhibit.

- 5 The correct answer is **B** (after sentence 8).

Item Type: Sample-Based

Reporting Category: Organization

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of how a logical progression of ideas contributes to effective organization and communication.

The correct answer is B. To achieve a logical progression of ideas, information about lorikeet behavior should be placed after the sentence about how lorikeets fly up and sit on people's shoulders.

Distractor Rationale

- A.** A sentence about lorikeet behavior would be illogical after sentence 5.
- C.** A sentence about lorikeet behavior would be illogical after sentence 11.
- D.** A sentence about lorikeet behavior would be illogical after sentence 12.

- 6 The correct answer is **F** (sentence 14).

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

The correct answer is F. This sentence simply repeats information about bird experts from sentence 12.

Distractor Rationale

- G.** This sentence tells what bird experts can do but does not repeat information.
- H.** This sentence cites information from an expert about where lorikeets prefer to live but does not repeat information.
- I.** This sentence cites information from an expert about other types of foods lorikeets like to eat but does not repeat information.

- 7 The correct answer is **D**. (Most of the lorikeets at the zoo, however, are rich scarlet red, bright green, or royal blue.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of how to incorporate supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in writing.

The correct answer is D. This sentence specifies lorikeet colors and supports sentence 18.

Distractor Rationale

- A. This sentence does not support sentence 18.
- B. This sentence restates information from sentence 18.
- C. This sentence does not support sentence 18.

- 8** The correct answer is **H**. (Visit the zoo yourself to experience these incredible creatures.)

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

The correct answer is H. This sentence provides the most effective conclusion because it focuses on the idea that if you like to study birds, you will visit the zoo to see the new bird exhibit.

Distractor Rationale

- F.** This sentence offers an opinion about lorikeet colors but does not offer an effective conclusion.
- G.** This sentence offers a suggestion that does not appear consistent with the rest of the article.
- I.** This sentence provides information about bird experts but is not an effective conclusion.

- 9 The correct answer is **C**. (He had no idea when he had volunteered to help that it would be this much work.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of how to incorporate supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in writing.

The correct answer is C. This sentence adds details that are relevant to the opening paragraph.

Distractor Rationale

- A. This sentence is not relevant to the opening paragraph.
- B. This sentence is not relevant to the opening paragraph.
- D. This sentence restates information from sentence 2.

- 10** The correct answer is **I**. (The writer reveals David’s personal response and feelings to help the reader understand the main character.)

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of the mode or purpose for writing.

The correct answer is I. The writer uses characterization by revealing David’s thoughts and feelings in the first paragraph, thus promoting the narrative purpose.

Distractor Rationale

- F.** Including factual details to help the reader understand technical information is a technique often used to promote an informational purpose. The writer does not use this technique in the first paragraph.
- G.** Presenting an opinion to persuade the reader to take action is a technique often used to promote a persuasive purpose. The writer does not use this technique in the first paragraph.
- H.** Providing the most important information first to show the reader the organizational plan is a method of organization often used in expository essays. The writer does not use this technique in the first paragraph.

- 11** The correct answer is **C** (finely carved gray and brown flint).

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of how communication is affected by word choice.

The correct answer is C. The words “finely carved gray and brown flint” most specifically describe the arrowheads in the collection.

Distractor Rationale

- A.** The word “nicely” is vague.
- B.** The phrase “some quite special” is vague.
- D.** The words “really unique and interesting-looking” are vague.

- 12** The correct answer is **H** (sentence 14).

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has a varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

The correct answer is H. The sentence about oysters is off topic.

Distractor Rationale

- F.** This sentence is focused on the topic; it illustrates the character's feelings about his task.
- G.** This sentence is focused on the topic; it specifically describes rocks at the rock show.
- I.** This sentence is focused on the topic; it relates to David's interest in geodes.

- 13 The correct answer is **D** (Returning home later that afternoon).

Item Type: Sample-Based

Reporting Category: Organization

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of how to use transitional elements to develop relationships among ideas.

The correct answer is D. This transition provides a link to clarify the sequence of events in the story.

Distractor Rationale

- A. "After lunch" is incorrect because David had already eaten lunch before they drove to the rock show.
- B. "As a special favor" is incorrect because David's actions were not a special favor.
- C. "Before leaving the show" is incorrect because David and his uncle had already left the show, so he could not have performed these actions prior to leaving.

- 14** The correct answer is **I** (after sentence **20**).

Item Type: Sample-Based

Reporting Category: Organization

Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Benchmark Clarification: The student demonstrates knowledge of how a logical progression of ideas contributes to effective organization and communication.

The correct answer is I. To achieve a logical progression of ideas, the reference to “tiny treasures” should be placed after sentence **20** because this placement links the troublesome rocks to the field of “treasured” geodes.

Distractor Rationale

- F.** Placing this sentence after sentence **7** would cause faulty organization.
- G.** Placing this sentence after sentence **11** would cause faulty organization.
- H.** Placing this sentence after sentence **17** would cause faulty organization.

- 15** The correct answer is **C** (piercing).

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

The correct answer is C. "Piercing" follows the rule of "i" before "e" except after "c."

Distractor Rationale

- A.** "Pearcing" incorrectly uses the letters "ea" as a substitute for "ie."
- B.** "Peircing" incorrectly reverses the letters "ie."

- 16** The correct answer is **H** (slowly).

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

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

The correct answer is H. The adverb “slowly” correctly completes the sentence.

Distractor Rationale

- F.** “Slow” is an adjective, which is not the correct usage.
- G.** “Slower” would be used to compare, which is incorrect usage.

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

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

The correct answer is B. "Hurried" is spelled correctly because "y" is changed to "i" before adding "ed."

Distractor Rationale

- A.** "Hurread" uses the letters "ead" to replace "ied."
- C.** "Hurried" fails to apply the rule of changing the "y" to "i" before adding "ed."

- 18** The correct answer is **F** (had heard).

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

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

The correct answer is F. Since the writer describes the action in the past, the correct verb phrase is "had heard."

Distractor Rationale

- G.** "Am hearing" is incorrect because the writer is not describing the action in present tense.
- H.** "Have heard" is incorrect because it describes a past action that continues into the present.

- 19** The correct answer is **C**. (Gymnastics class, usually held on Monday, will be held on Tuesday next week.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Benchmark Clarification: The student demonstrates knowledge of punctuation conventions.

The correct answer is C. This sentence correctly uses commas to set off non-essential information.

Distractor Rationale

- A.** This sentence requires a comma after "class" to indicate non-essential information.
- B.** This sentence incorrectly uses a colon instead of a comma after "class."

- 20** The correct answer is **H**. (Founded in 1948, Helicopter Association International is dedicated to promoting the unique contributions that helicopters make to society.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Benchmark Clarification: The student demonstrates knowledge of correct capitalization.

The correct answer is H. The name "Helicopter Association International" refers to a specific group and is correctly capitalized in the sentence.

Distractor Rationale

- F.** The words "Helicopter Association International" should be capitalized because this is the name of a specific group. The word "society" is not a proper noun and should not be capitalized.
- G.** The word "International" should be capitalized because it is part of a proper noun.

- 21** The correct answer is **B**. (Amy watched the bird until it disappeared behind the trees, and then she went home.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Benchmark Clarification: The student demonstrates knowledge of sentence structure.

The correct answer is B. This sentence correctly combines all ideas in the box to create a logical sentence.

Distractor Rationale

- A.** This sentence incorrectly sequences the events and also suggests Amy disappeared behind the tree.
- C.** This sentence awkwardly describes Amy's and the bird's actions and does not properly identify who went home.

- 22** The correct answer is **G**. (As an elephant entertained the audience of children, the adults laughed at the clown.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Benchmark Clarification: The student demonstrates knowledge of sentence structure.

The correct answer is G. "As an elephant entertained the audience of children, the adults laughed at the clown" has the same structure as "When the teachers played the students in basketball, the game ended in a tie." Both sentences begin with a subordinate clause and end with an independent clause containing a prepositional phrase.

Distractor Rationale

- F.** "After eating lunch with friends at the hotel, the tourists saw the historic monuments" begins with a subordinate clause, but the following independent clause does not contain a prepositional phrase.
- H.** "Before the picture was hung in the principal's office at school, students gave approval" begins with a subordinate clause, but the following independent clause does not contain a prepositional phrase.

- 23 The correct answer is **A** (usage error).

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

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

The correct answer is A. The writer incorrectly uses the word “of” instead of the correct word, “have.”

Distractor Rationale

- B.** There are no misspellings in this sentence.
- C.** There are no capitalization errors in this sentence.

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

Notes

Notes



WRITING+



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