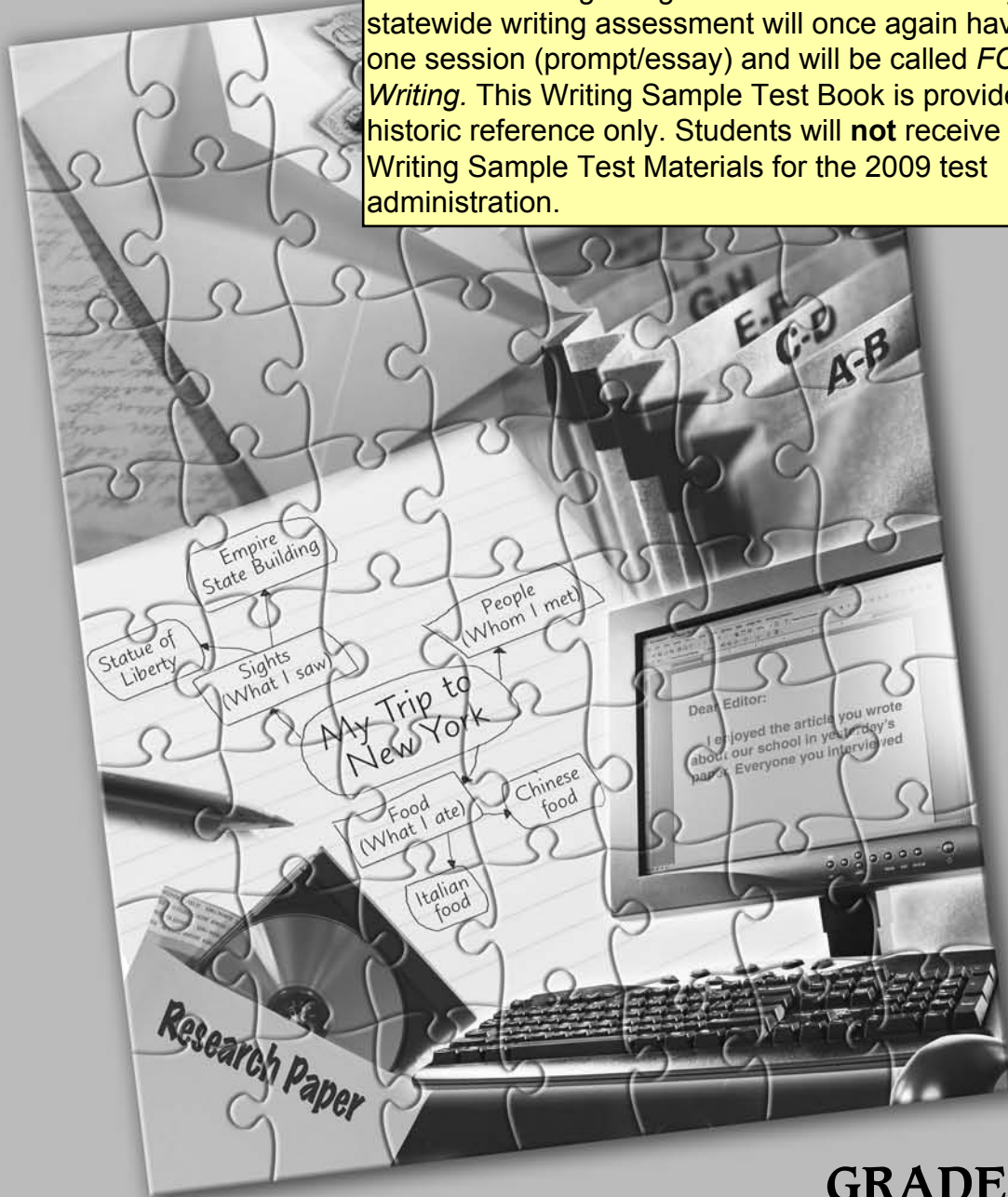


Teacher's Booklet

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

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 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 8 Writing Scores

Actual rubric wording can be found in *Florida Writes! Report on the 2006 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: 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 8*, 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 style="text-align: center;">PROMPT</p> <p style="text-align: center;">[On the actual test, an expository or a persuasive writing prompt is typed in this space.]</p> <p style="text-align: center;">DO NOT WRITE ON THIS PAGE</p> <p style="text-align: center;"><small>Copyright State of Florida Department of State</small></p> <p style="text-align: center;">○○○○○○○○○○○○○○○○</p>	<p>Page 3</p> <p style="text-align: center;"><small>STUDENT'S NAME _____</small></p> <p style="text-align: center;">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>Page 4</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

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

Celia's Writing Plan

```

graph TD
    A((Topic: Wild Cats)) --> B((Behavior  
(What they do)))
    A --> C((Diet  
(What they eat)))
    A --> D((Appearance  
(What they look like)))
    A --> E((Habitat  
(Where they live)))
    D --> F[Large paws]
    D --> G[Long tails]
    E --> H[Rocky areas]
    
```

1 Under which subtopic should details about Grassy areas, Forests, and Mountains be placed?

A. Appearance
 B. Behavior
 C. Diet
 D. Habitat

What do these mean?

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 Antonio wrote for his teacher. The article contains errors. Read the article to answer questions 4–9.

The Beginning of Organized Baseball

- [1] The first organized baseball teams and their rules go back to the 1840s. [2] At that time, a New Yorker named Alexander J. Cartwright wrote the first-known written rules of the game.
- [3] Baseball had been played for fun in America since the early 1800s.

4 Which sentence should be deleted because it presents a detail that is unimportant to the article?

F. sentence [18]

H. sentence [20]

G. sentence [19]

I. sentence [21]

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

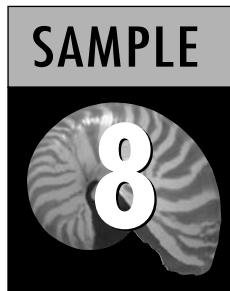
Read the article "Crocodiles and Alligators." Choose the word or words that correctly complete questions 15–18.	
<p style="text-align: center;">Crocodiles and Alligators</p> <p>Crocodiles and alligators are similar in appearance, but <u>(15)</u> different in many ways. A crocodile weighs four times more than an</p>	<p>15 Which answer should go in blank (15)?</p> <p>A. their B. there C. they're</p>

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

Example of Stand-Alone Item

<p>19 In which sentence below is all punctuation correct?</p> <p>A. John spilled the bowl of cereal it splashed across the table. B. John spilled the bowl of cereal, it splashed across the table. C. John spilled the bowl of cereal; it splashed across the table.</p>
--

FCAT Writing+
Sample Answer Key:
Multiple-Choice Questions



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

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. Details about the places wild cats can live, such as grassy areas, forests, and mountains, should be added under the subtopic "Habitat."

Distractor Rationale

- A.** Details about physical descriptions of wild cats should be placed under the subtopic "Appearance."
- B.** Details about activities or actions of wild cats should be placed under the subtopic "Behavior."
- C.** Details about food sources for wild cats should be placed under the subtopic "Diet."

- 2 The correct answer is **F**. (Sometimes wild cats are playful.)

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 F. The detail "Sometimes wild cats are playful" indicates action and supports the subtopic "Behavior."

Distractor Rationale

- G.** The detail about climates supports the subtopic "Habitat."
- H.** The detail about special markings supports the subtopic "Appearance."
- I.** The detail about food sources supports the subtopic "Diet."

- 3 The correct answer is **B** (a paper that explains characteristics of wild cats).

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 B. The writing plan shows that the writer is planning to use informational details to explain characteristics of wild cats.

Distractor Rationale

- A. Since the writing plan includes only one topic, the writer is not planning to write a paper comparing wild cats and pet cats.
- C. Since the writing plan does not indicate that the writer will explain the steps involved in drawing a wild cat, the writer is not planning to write an instructional paper.
- D. Since the writing plan does not include subtopics about the decline of the wild cat population, the writer is not planning to write a paper describing the population decline.

- 4 The correct answer is I (sentence 21).

Item Type: Plan-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 I. The detail provides extraneous information about baseball players being elected to the Baseball Hall of Fame, thus creating a lack of focus.

Distractor Rationale

- F. This detail helps to maintain focus and is important because it expresses the central idea that Cartwright was the first to place baseball rules in written form.
- G. This detail helps to maintain focus and is necessary because it demonstrates the importance of Cartwright's work to modern baseball.
- H. This detail helps to maintain focus and is a concluding statement that is relevant to the article.

- 5 The correct answer is **A**. (At that time, a New Yorker named Alexander J. Cartwright wrote the first formal rules of the game.)

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 A. The revised sentence is improved by eliminating repetition (i.e., "wrote" and "written").

Distractor Rationale

- B. This version of the sentence repeats "first" and the idea of writing the rules.
- C. This version of the sentence repeats the idea of writing the rules.
- D. This version of the sentence repeats "first" and the idea of writing (or recording) the rules.

- 6 The correct answer is **I**. (Alexander J. Cartwright should be called the “father” of modern baseball.)

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 I. Because this idea can be concluded from the article, this statement could be appropriately added to the end of the article to strengthen the focus, indicating insight into the writing situation.

Distractor Rationale

- F. This general information about baseball does not maintain focus and should not be used to conclude the article.
- G. This general information about people and baseball does not maintain focus and should not be used to conclude the article.
- H. This statement of opinion does not maintain focus and should not be used to conclude the article.

- 7 The correct answer is **B**. (He wants to show how the establishment of rules led to baseball becoming a nationally recognized sport.)

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 B. Organizing by cause-and-effect is appropriate in a paper that shows how the establishment of rules led to baseball becoming a nationally recognized sport.

Distractor Rationale

- A. Organizing by comparing two baseball clubs would be appropriate in a paper showing how teams are alike.
- C. Organizing by presenting the most important argument last would be appropriate in a paper convincing someone of the writer's opinion.
- D. Organizing by emphasizing the counterclockwise movement of a player around the bases would be appropriate in a paper describing the particular path on the field a player must follow.

- 8 The correct answer is **G**. (The rules and regulations that Cartwright developed became known as the Knickerbocker rules.)

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 G. This sentence matches the objective tone used in Antonio's article.

Distractor Rationale

- F.** This sentence is too informal to match the objective tone of the article.
- H.** This sentence is too informal to match the objective tone of the article.
- I.** This sentence is too formal to match the objective tone of the article.

- 9 The correct answer is **B** (after sentence 2).

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. Sentence 2 introduces Cartwright as the writer of the first-known rules of baseball. The detail about how he developed the rules further explains and should follow the idea presented in sentence 2.

Distractor Rationale

- A.** Sentence 1 states the main idea of the article. Information about the source of Cartwright's rules does not support and should not follow sentence 1.
- C.** Sentence 3 gives information about how long baseball has been played in America. Information about the source of Cartwright's rules does not support and should not follow sentence 3.
- D.** Sentence 4 mentions that during the early games of baseball, friends played by various rules. Information about the source of Cartwright's rules does not support and should not follow sentence 4.

10 The correct answer is **G** (sentence **9**).

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. Sentence **8** states that the students will read a short passage. Sentence **9** repeats this information.

Distractor Rationale

- F.** Sentence **4** contains information about the requirement that students auditioning must be in sixth, seventh, or eighth grade. This information is not repeated in the announcement.
- H.** Sentence **12** contains information about an invitation to attend a third audition. This information is not repeated in the announcement.
- I.** Sentence **14** contains information about students selected on Thursday who will be performing together. This information is not repeated in the announcement.

- 11** The correct answer is **B** (Finally).

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 B. The transition “Finally” indicates time order. The action mentioned in sentence **13** will follow the action mentioned in sentence **12**.

Distractor Rationale

- A.** “Still” is not an appropriate transition from sentence **12** to sentence **13** because sentence **13** does not contain information that is being added to sentence **12**.
- C.** “In addition” is not an appropriate transition from sentence **12** to sentence **13** because sentence **13** does not contain information that is being added to sentence **12**.
- D.** “Furthermore” is not an appropriate transition from sentence **12** to sentence **13** because sentence **13** does not contain information that is an extension of sentence **12**.

- 12** The correct answer is **H**. (With practice, learning the passage should not take long.)

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 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 how to incorporate supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in writing.

The correct answer is H. This sentence provides a detail that supports sentence **10**, which is about memorizing a short passage.

Distractor Rationale

- F.** This sentence is about the final audition, not about students memorizing a short passage at home.
- G.** This sentence is about previous auditions, not about students memorizing a short passage at home.
- I.** This sentence is about the theater arts committee, not about students memorizing a short passage at home.

- 13 The correct answer is **D** (working on costumes and make-up).

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 D. The words “doing other things” are general and nonspecific. Replacing these words with “working on costumes and make-up” adds specificity.

Distractor Rationale

- A. “Assisting” is vague, just as “doing” is vague.
- B. “Volunteering time” is not as specific as “working on costumes and make-up.”
- C. “Helping” is vague, just as “doing” is vague.

14 The correct answer is I (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 I. Sentence 6 gives information about last year's auditions that is unimportant to the announcement, thus creating a lack of focus.

Distractor Rationale

- F. The information about when auditions will be held helps to maintain focus and is important in the announcement.
- G. The information about auditions continuing through Saturday helps to maintain focus and is important in the announcement.
- H. The information about the role of the theater arts committee helps to maintain focus and is important in the announcement.

- 15 The correct answer is **C** (they're).

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 C. This is the correct use of the contraction for "they are."

Distractor Rationale

- A. "Their" does not mean "they are." "Their" shows ownership and is a homophone for the correct answer, "they're."
- B. "There" does not mean "they are." "There" means "at that place" and is a homophone for the correct answer, "they're."

- 16** The correct answer is **F** (is closed).

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. The singular verb "is" agrees with the singular subject "mouth."

Distractor Rationale

- G.** The plural verb "are" does not agree with the singular subject "mouth."
- H.** The verb "was" is past tense and does not agree with the present tense of the sample.

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

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. The rule for making the word plural has been correctly applied. In a word ending in *y*, preceded by a consonant, change the *y* to *i* and add *es*.

Distractor Rationale

- A. The rule for making the word plural was not applied correctly.
- C. The rule for making the word plural was not applied correctly.

- 18** The correct answer is **H** (themselves).

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. This uses the correct reflexive pronoun.

Distractor Rationale

- F.** "Theirselves" is nonstandard for "themselves."
G. "Themselfs" is a misspelling of "themselves."

- 19 The correct answer is **C**. (John spilled the bowl of cereal; it splashed across the table.)

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. The answer shows the correct use of a semicolon to connect two sentences.

Distractor Rationale

- A. The semicolon needed to connect the two sentences is missing.
- B. A comma is placed where a semicolon should be.

- 20** The correct answer is **F**. (We live beside the new grocery store on Main Street near Kennedy General Hospital.)

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 will demonstrate knowledge of capitalization conventions.

The correct answer is F. This sentence contains proper nouns that are capitalized ("Main Street," "Kennedy General Hospital").

Distractor Rationale

- G.** In this sentence, "Grocery" is a common noun and should not be capitalized.
- H.** In this sentence, "street" is a proper noun and should be capitalized because it is part of the name of a specific street, "Main Street."

- 21 The correct answer is **A**. (Michael, running to the playground, did not hear Carlos asking him to wait.)

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 A. The sentence rephrases the example sentence and maintains the original meaning.

Distractor Rationale

- B.** This sentence states that Carlos did not hear Michael; this does not express the same meaning as the sentence in the box.
- C.** This sentence states that Carlos was running; this does not express the same meaning as the sentence in the box.

- 22** The correct answer is **H**. (Running quickly, my sister tried to grab the dog that had broken the leash.)

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 H. This sentence correctly combines the words in the box to create a complete, meaningful sentence.

Distractor Rationale

- F.** The word order makes the meaning of this sentence confusing.
- G.** The word order makes the meaning of this sentence confusing.

- 23 The correct answer is **B**. (Many children like to play outside when the weather is nice.)

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 the ideas in the box to create one complete sentence.

Distractor Rationale

- A. This sentence unnecessarily repeats the word "play."
- C. This sentence changes the meaning of the ideas in the box.

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

Notes

Notes



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