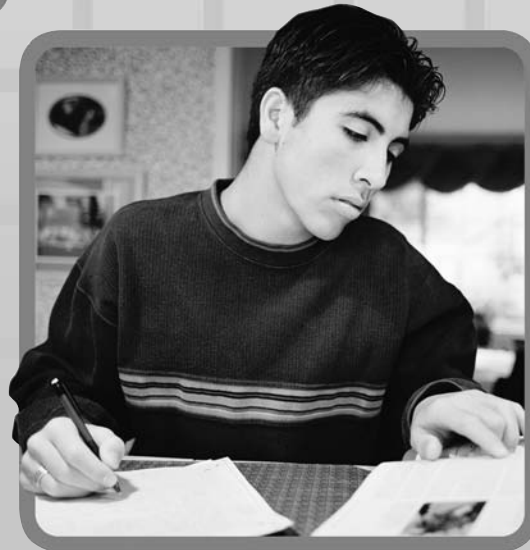
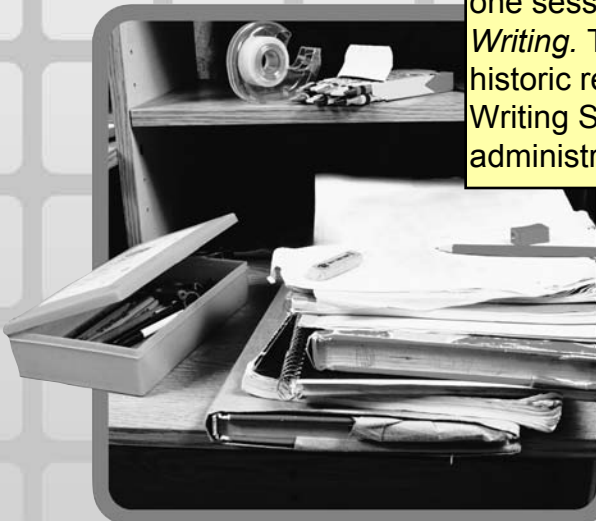


TEACHER'S BOOKLET

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

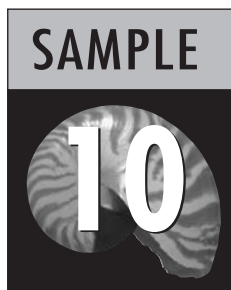


Table of Contents

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 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 10 Writing Scores

Actual rubric wording can be found in *Florida Writes! Report on the 2007 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: cities and towns. The second part suggests that students think about a city or town that is fun or special and then write to explain why this city or town is a fun or special place.

Writing Situation:

Many cities and towns are fun or special places.

Directions for Writing:

Think about a city or town that is a fun or special place to you.

Now write to explain why this city or town is a fun or special place to you.

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

The first part of the prompt below presents the topic: the place for a celebration. The second part suggests that a student think about the best place for the class celebration, and then write to persuade the class to accept the student's suggestion for the best place to hold the class celebration.

Writing Situation:

A class plans to eat at a special place for a class celebration.

Directions for Writing:

Think about where the class should eat for the celebration.

Now write to convince the class why the celebration should be held at the place you think is best.

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 10*, 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>■■■■</p>
<p>Page 4</p> <p>■■■■</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>■■■■</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 story map. Students will answer questions about the purpose, strengths, and weaknesses of the writing plan.

Example of Writing Plan and Item

Marissa developed a writing plan about national parks. Use her plan to answer questions 1–3.

National Parks

Purposes of national parks

- To preserve and share the history of America
- To preserve wildlife and natural resources

Problems at national parks

- Masses of people using parks damages scenery and natural resources.
- Increased number of vehicles in parks creates traffic and parking issues.

Ways to improve national parks

- Limit the number of visitors who enter each day.
- Increase the entrance fee for vehicles.
- Locate public parking areas and terminals, concessions, popular attractions, and trailheads on park boundaries and in towns near the parks.
- Restrict RV (recreational vehicle) parking to certain areas and times.

Positive effects on national parks

- Parks remain an unspoiled environment.
- Repair of historic structures
- Preservation of animal habitats
- Pleasant lodging and touring experiences for visitors
- Reduced noise, water, and air pollution

1 Which statement below is related to **Problems at national parks** and could be added to the writing plan to maintain the focus?

A. Thousands of families travel during holidays.

B. People of all ages walk the trails and use the picnic areas.

C. Crowded conditions make recreational activities dangerous.

D. More and more people are looking for places to relax away from home.

FCAT Writing+ Symbol

1

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

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 report below is a first draft that Alyssa wrote about a person she admires. The report contains errors. Read the report to answer questions 7–11.

Fay Fuller

1 Upon seeing Mt. Rainier for the first time when she was twelve years old, Fay Fuller was awed by the size of it. 2 Fuller decided to one day reach its snowy peak.

8 Which sentence is off topic and should be deleted from the report?

F. sentence 8

G. sentence 9

H. sentence 10

I. sentence 11

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 16–18.

Jazz Fest

New Orleans is the birthplace of jazz, and the city wanted a festival highlighting (16) abundant cultural heritage. In 1970, the city of New Orleans asked the great concert promoter George Wein to create a music festival.

16 Which answer should go in blank (16)?

F. it's
G. its
H. its'

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

Example of Stand-Alone Item

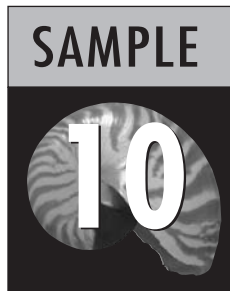
19 In which sentence below is all **capitalization** correct?

A. Uncle Martin, a botanist, enjoys wilderness camping trips in everglades national park.

B. Uncle Martin, a Botanist, enjoys Wilderness Camping Trips in Everglades National Park.

C. Uncle Martin, a botanist, enjoys wilderness camping trips in Everglades National Park.

FCAT Writing+
Sample Answer Key:
Multiple-Choice Questions



- 1 The correct answer is **C**. (Crowded conditions make recreational activities dangerous.)

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 C. The danger involved in participating in recreational activities is directly related to the topic and should be included under the heading "Problems at national parks."

Distractor Rationale

- A.** Families traveling during holidays is not directly related to the heading "Problems at national parks."
- B.** People of all ages walking the trails and using picnic areas is not directly related to the heading "Problems at national parks."
- D.** Finding places to relax away from home is not directly related to the heading "Problems at national parks."

- 2 The correct answer is **H**. (Use buses to transport visitors inside 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 how the selection and modification of information during prewriting affect the presentation and maintenance of the topic.

The correct answer is H. The use of buses to transport visitors inside national parks is relevant to the content of the writing plan and belongs under the heading "Ways to improve national parks."

Distractor Rationale

- F.** Using federal funding to design attractive entrances at national parks is not relevant to the content of the writing plan.
- G.** Eliminating admission fees would not improve national parks and, therefore, is not appropriate under this heading.
- I.** Building additional airports would not improve national parks, and, therefore, is not appropriate under this heading.

- 3** The correct answer is **D** (to explain situations occurring in national parks and offer solutions).

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 D. The writer's purpose is to discuss problems associated with the preservation of national parks and to offer solutions to remedy the problems.

Distractor Rationale

- A.** The writer's purpose is to discuss problems and offer solutions for preserving national parks, not to describe the resources that national parks offer.
- B.** The writer's purpose is to discuss problems and offer solutions for preserving national parks, not to persuade people to avoid visiting national parks.
- C.** The writer's purpose is to discuss problems and offer solutions for preserving national parks, not to document how industries have damaged national parks.

- 4 The correct answer is **F** (mentoring program).

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 demonstrates knowledge of how the selection and modification of information during prewriting affect the presentation and maintenance of the topic.

The correct answer is F. The detail "mentoring program" is misplaced under the heading "School Policies." It belongs under the heading "Community Involvement."

Distractor Rationale

- G.** The detail "one-week fall break" is not misplaced because it belongs under the heading "Calendar."
- H.** The detail "some clothing restrictions" is not misplaced because it belongs under the heading "School Policies."
- I.** The detail "near many apartment complexes" is not misplaced because it belongs under the heading "Location."

- 5 The correct answer is **A** (to compare **High School A** with **High School B**).

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 A. The writer's goal is to compare High School A to High School B.

Distractor Rationale

- B. The writing plan indicates that the writer will compare high schools A and B rather than describing what it is like to attend **High School A**.
- C. The writing plan indicates that the writer will compare high schools A and B more broadly than informing readers only about the types of classes and programs available at the two high schools.
- D. The writing plan indicates that the writer will compare high schools A and B rather than persuading readers that the dress code at **High School A** is superior to the dress code at **High School B**.

- 6** The correct answer is **H** (Clubs and Activities).

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 H. Including information about specific clubs and activities would provide additional information that is relevant to the topic.

Distractor Rationale

- F.** Adding details about class size would be repetitive.
- G.** Adding details about dress code would be repetitive.
- I.** Adding details about the number of students enrolled in each school would be repetitive.

- 7 The correct answer is **A** (after sentence 1).

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how the organization of writing affects the logical presentation of ideas and the unity of the piece.

The correct answer is A. The sentence flows logically after sentence 1.

Distractor Rationale

- B.** The sentence does not flow logically after sentence 3. Sentence 3 introduces Fuller's goals as an adult climber.
- C.** The sentence does not flow logically after sentence 5. Sentence 5 introduces a fact about the history of climbing.
- D.** The sentence does not flow logically after sentence 7. Sentence 7 introduces the idea that women were discouraged from taking part in dangerous activities such as climbing.

8 The correct answer is **H** (sentence **10**).

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; 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 H. Sentence **10** ("Croquet was an activity most women enjoyed") is extraneous to the third paragraph.

Distractor Rationale

F. Sentence **8** is related to the topic and should not be deleted.

G. Sentence **9** is related to the topic and should not be deleted.

I. Sentence **11** is related to the topic and should not be deleted.

- 9 The correct answer is **D**. (Permission was granted even though she was a woman.)

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; 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 of wholeness in writing.

The correct answer is D. A major point in the report is that women (in this case mountain climbers) faced many obstacles in the nineteenth century. This sentence supports, restates, and clarifies the idea that Fuller was allowed to join the mountain-climbing group despite the fact that she was a woman.

Distractor Rationale

- A. This sentence does not restate and clarify a major point.
- B. This sentence does not restate and clarify a major point.
- C. This sentence does not restate and clarify a major point.

- 10** The correct answer is **G**. (It emphasizes the theme of Fuller’s independence and determination.)

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; 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. Sentence 25 is effective because it emphasizes Fuller’s independence and determination, which is the unifying point of the report.

Distractor Rationale

- F.** Although the writer does emphasize Fuller’s drive to succeed throughout the report, sentence 25 does not contrast specific personality traits that contributed to Fuller’s success.
- H.** Although the writer does indicate that mountain climbing was a dangerous activity, sentence 25 does not highlight safety features and products commonly used by mountain climbers.
- I.** Although the writer does emphasize Fuller’s independence and determination to reach her goal, sentence 25 does not present an argument at the end of the report.

- 11** The correct answer is **D**. (To ensure that future generations of men—and women—could experience climbing the mountain, Fuller worked to have Mt. Rainier designated as a national park.)

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; 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. This detail illustrates how Fuller’s climb led to her interest in making Mt. Rainier a national park.

Distractor Rationale

- A.** A detail about Fuller’s teenage years does not support the ideas in the paragraph.
- B.** A detail about Fuller’s career as a reporter and her work relationship with her father does not support the ideas in the paragraph.
- C.** A detail about Fuller’s marriage does not support the ideas in the paragraph.

- 12** The correct answer is **I** (ventured).

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; 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 I. The word "got" is vague and does not clearly describe the action of "ventur[ing]" into a profession.

Distractor Rationale

- F.** "Went" does not add specificity to the sentence.
- G.** "Moved" does not add specificity to the sentence.
- H.** "Entered" does not add specificity to the sentence.

- 13 The correct answer is **D** (Despite his youth).

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; 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 D. "Despite his youth" provides an appropriate transition to connect the ideas in the second and third paragraphs because the transition sets up a contrast.

Distractor Rationale

- A.** "All things considered" is not an appropriate transition because a summarizing relationship does not exist between sentences **7** and **8**.
- B.** "On the other hand" is not an appropriate transition because a comparative relationship does not exist between sentences **7** and **8**.
- C.** "Shortly thereafter" is not an appropriate transition because a chronological relationship does not exist between sentences **7** and **8**.

- 14** The correct answer is **I** (after sentence **21**).

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how the organization of writing affects the logical presentation of ideas and the unity of the piece.

The correct answer is I. The sentence ("He also completed work for television commercials, such as creating the Pillsbury Doughboy™") should be added after sentence **21** to create a logical sequence of ideas.

Distractor Rationale

- F.** This sentence does not logically follow sentence **18**.
- G.** This sentence does not logically follow sentence **19**.
- H.** This sentence does not logically follow sentence **20**.

- 15 The correct answer is **D**. (Clearly, Chang’s contributions to art and technology were significant.)

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 purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; 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 D. The sentence (“Clearly, Chang’s contributions to art and technology were significant”) summarizes the final paragraph, which is about Chang’s overall success in art and technology.

Distractor Rationale

- A. A statement about Chang’s work in animation is not an effective conclusion for the essay.
- B. A statement about Disney’s appreciation for Chang is not an effective conclusion for the essay.
- C. A statement about Chang’s genius as a puppet maker is not an effective conclusion for this essay.

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

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 G. The word "its" is used correctly to indicate the possessive form.

Distractor Rationale

- F.** The context does not require the use of "it's", which is the contraction for "it is."
- H.** "Its'" is an incorrect form.

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

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. The verb “were” agrees in number with the subject, and the past tense is also correct for the context.

Distractor Rationale

- A.** The verb “was” does not agree with the plural subject.
- C.** The verb “are” agrees with the plural subject but does not agree with the tense.

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

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 H. "Attendance" is correct usage for the context.

Distractor Rationale

- F.** "Attendants" is incorrect usage for the context.
- G.** "Attendence" is an incorrect form of "attendance."

- 19 The correct answer is **C**. (Uncle Martin, a botanist, enjoys wilderness camping trips in Everglades National Park.)

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 C. The rule for capitalizing proper nouns is correctly applied in the sentence.

Distractor Rationale

- A.** "Everglades National Park" is a proper noun and should be capitalized.
- B.** "Botanist" and "Wilderness Camping Trips" are not proper nouns and should not be capitalized.

- 20** The correct answer is **F**. (The question, in this case, relates to the order in which the words are arranged.)

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 punctuation.

The correct answer is F. The sentence is correctly punctuated. The interrupting phrase "in this case" is correctly set off using commas.

Distractor Rationale

- G.** The interrupting phrase "in this case" is incorrectly punctuated.
- H.** The interrupting phrase "in this case" is incorrectly punctuated.

- 21 The correct answer is **C**. (The drugstore near the park has an assortment of multi-grain breakfast bars that are free to customers with a coupon.)

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 C. This sentence effectively combines the sentences to create a logical sentence.

Distractor Rationale

- A. This sentence contains misplaced modifiers.
- B. This sentence contains misplaced modifiers.

- 22** The correct answer is **G**. (Since they are usually busy, Americans often enjoy travel or entertainment during their vacations, and they sometimes search for bargains, discounts, or special offers.)

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 G. This sentence has the same sentence structure as the sentence in the box.

Distractor Rationale

- F.** This sentence does not contain a compound object in the first independent clause.
- H.** This sentence does not contain a prepositional phrase in the first independent clause.

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

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 spelling conventions.

The correct answer is A. "Excepted" is a misspelling of "accepted."

Distractor Rationale

- B.** The underlined section of the sentence is punctuated correctly.
- C.** The underlined section of the sentence is capitalized correctly.

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

Notes

Notes



WRITING+



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