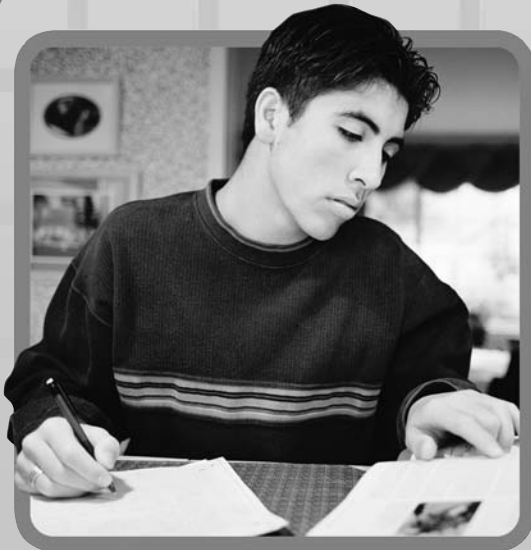
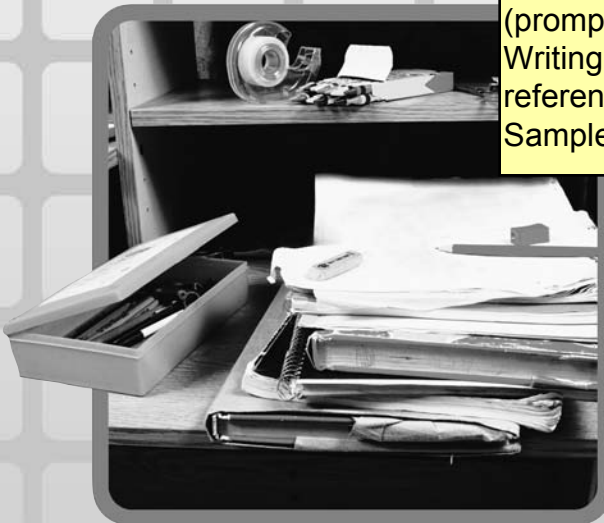


TEACHER'S BOOKLET

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

4

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 4 include the following:

- Sample Test Book**
Includes a sample test and instructions for completing the sample test. The prompt section includes a prompt page, lined pages, and a planning sheet. The multiple-choice section includes sample questions. (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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Florida Department of Education
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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 narrative 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 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 4 Writing Scores

Actual rubric wording can be found in *Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 4*.

- 6** 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, including precision in word choice. Sentences vary in structure. Conventions are generally correct.
- 5** The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, but lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling 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. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 3** The writing generally focuses on the topic, but 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 but limited. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 2** The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1** The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. Unrelated information may be included. No organizational pattern is evident. Ideas are usually provided through lists, and word choice is limited or immature. Frequent errors in punctuation, capitalization, spelling, and sentence structure may 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 narrative prompts direct students to tell a story or write about something that happened.

The prompts for the FCAT Writing+ assessment are selected to ensure that the subject matter is appropriate for fourth 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: animals. The second part suggests that students think about and explain how animals can help us.

Sometimes animals help us.

Think about how animals can help us.

Now explain how animals can help us.

Definition of Narrative Writing

The purpose of narrative writing is to tell a story that is either real or imagined. Good narrative writing has a central theme or idea with a story line that is easy to follow. The events of the narrative should be arranged in a logical order.

Example of a Narrative Prompt

In the prompt below, the first part of the prompt presents the topic: getting good news. The second part of the prompt suggests that students think of a time they got good news, and write a story about it.

Everyone likes getting good news.

Think about a time you got good news.

Now write a story about a time you got good news.

The following page shows thumbnail sketches of the prompt portion of the FCAT Writing+ test 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 4*, and on the Florida Department of Education's website at <http://fcat.fldoe.org/rubrcpag.asp>.

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

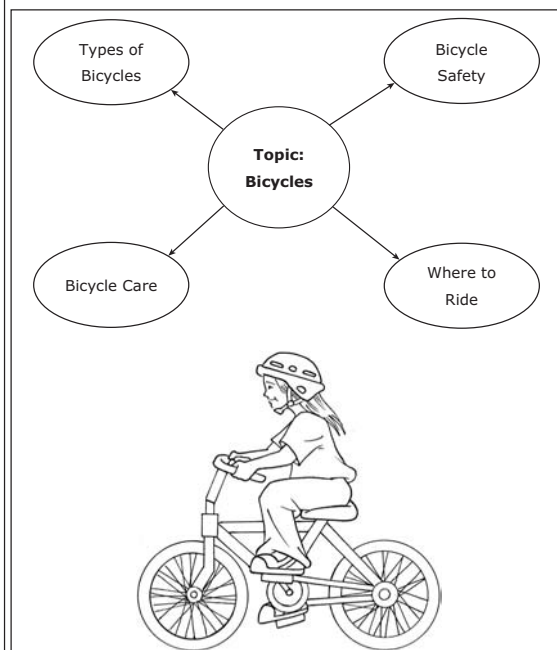
Item Types

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 and strengths and weaknesses of the writing plan.

Example of Writing Plan and Item

Jonie made the writing plan below to organize the ideas for her paper. Read her writing plan to answer questions 1–2.



- 1 Based on Jonie's writing plan, what kind of paper is she planning to write?
- Ⓐ a paper that describes her bicycle
 - Ⓑ a paper that tells a story about bicycles
 - Ⓒ a paper that teaches how to ride a bicycle
 - Ⓓ a paper that gives information about bicycles

FCAT Writing+ Symbols

1

A symbol like this appears in the FCAT Writing+ test to show a 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 report below is a first draft of a report that Miranda wrote for her science class. The report contains mistakes. Read the report to answer questions 7–10.

Fish Attack!

-
- 1 Both the snakehead fish and the lionfish are from Asia.
 - 2 Somehow, they made their way across the ocean to America.
 - 3 They are not welcome in our rivers, lakes, ponds, or oceans though.

- 7 Which sentence below should be added before sentence 1 to introduce the topic of the report?
- A Many fish live on the continent of Asia.
 - B America is known for its beautiful lakes.
 - C Two strange fish have found a new home.
 - D Ocean travel is difficult for some animals.

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 "Maya's Parrot." Choose the word or words that correctly complete questions 15–17.

Maya's Parrot

Maya received a beautiful new parrot named Flip. Flip had one little problem though. He meowed like a cat.

Maya worried about Flip. She tried to teach him some new words, but he just did not seem to understand. Maya finally gave up. Flip was a one-word bird.

One day, Maya and (15) father saw a mouse scamper across the kitchen floor.

15 Which answer should go in blank (15)?

- (A) their
- (B) his
- (C) her

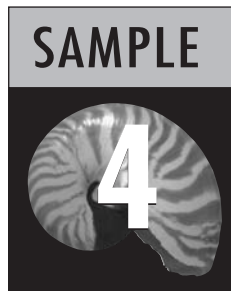
Stand-alone Stand-alone items provide a succinct context for measuring the student's knowledge of conventions.

Example of Stand-Alone Item

Read and answer questions 18–22.

- 18** In which sentence below is all **capitalization** correct?
- (F) On October 30, Suzy celebrated her third Birthday at reed Park with her parents, best friend, and Grandma collins.
 - (G) On October 30, Suzy celebrated her third birthday at Reed Park with her parents, best friend, and Grandma Collins.
 - (H) On October 30, Suzy celebrated her third birthday at Reed park with her Parents, Best Friend, and Grandma Collins.

FCAT Writing+
Sample Answer Key:
Multiple-Choice Questions



- 1 The correct answer is **D** (a paper that gives information about bicycles).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Benchmark Clarification: The student recognizes how a writing plan affects the writing mode or purpose.

The correct answer is D. The subtopics of the writing plan focus on aspects of bicycles that, when developed, will provide information about bicycles.

Distractor Rationale

- A.** The subtopics of the writing plan do not provide descriptive details; therefore, Jonie is not planning to describe her bicycle.
- B.** The subtopics of the writing plan are not events or story elements; therefore, Jonie is not planning to write a story about bicycles.
- C.** The subtopics of the writing plan do not present steps in a process; therefore, Jonie is not planning to write a "how-to" paper.

- 2 The correct answer is **G** (Bicycle Safety).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Benchmark Clarification: The student uses the writing plan as a tool for maintaining the focus.

The correct answer is G. "Bicycle helmet" should be placed under the subtopic "Bicycle Safety" because the detail "bicycle helmet" is related to "Bicycle Safety."

Distractor Rationale

- F.** The detail "bicycle helmet" is not related to "Bicycle Care."
- H.** The detail "bicycle helmet" is not related to "Where to Ride."
- I.** The detail "bicycle helmet" is not related to "Types of Bicycles."

- 3** The correct answer is **D** (vegetable).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Benchmark Clarification: The student uses the writing plan as a tool for maintaining the focus.

The correct answer is D. Neither an apple nor an orange can be categorized as a “vegetable.”

Distractor Rationale

- A.** An apple and an orange can be categorized by their colors.
- B.** An apple and an orange can be categorized by the characteristics of their peels.
- C.** An apple and an orange can be categorized by their shapes.

- 4 The correct answer is **H** (rough).

Item Type: Plan-Based

Reporting Category: Organization

Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Benchmark Clarification: The student understands how a writing plan is used as an organizational tool.

The correct answer is H. "Rough" has been incorrectly placed as a detail that identifies the "shape" of an orange. "Rough" should be placed beside "peel" and under "Orange" as a detail that identifies the texture of an orange peel.

Distractor Rationale

- F.** "Fruit" is correctly placed as a detail that identifies the "type of food" as an apple and an orange.
- G.** "Orange" is correctly placed as a detail that identifies the "color" of an orange.
- I.** "Round" is correctly placed as a detail that identifies the general "shape" of an apple and an orange.

- 5 The correct answer is **A** (a paper that compares two fruits).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Benchmark Clarification: The student recognizes how a writing plan affects the writing mode or purpose.

The correct answer is A. The design of the writing plan emphasizes the similarities and differences between an apple and an orange; therefore, a paper based on the writing plan should compare the two fruits.

Distractor Rationale

- B.** The design of the writing plan does not emphasize a description of foods of different colors; therefore, a paper based on the writing plan will not describe foods of different colors.
- C.** The design of the writing plan does not emphasize events; therefore, a paper based on the writing plan will not relate a story.
- D.** The design of the writing plan does not emphasize shapes; therefore, a paper based on the writing plan will not explain the differences between two shapes.

- 6** The correct answer is **I** (taste).

Item Type: Plan-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Benchmark Clarification: The student uses the writing plan as a tool for maintaining the focus.

The correct answer is I. "Taste" should be added as a subtopic because it maintains the focus of the writing plan, which is a comparison of the two fruits.

Distractor Rationale

- F.** The subtopic "baking" should not be added to the writing plan because it is inconsistent with the focus of the plan.
- G.** The subtopic "sound" should not be added to the writing plan because it is inconsistent with the focus of the plan.
- H.** The subtopic "spices" should not be added to the writing plan because it is inconsistent with the focus of the plan.

- 7 The correct answer is **C**. (Two strange fish have found a new home.)

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

The correct answer is C. The report is about the snakehead fish and the lionfish, two unusual fish that have recently moved into American waters.

Distractor Rationale

- A.** "Many fish live on the continent of Asia" is not an appropriate introduction for a report focused on particular fish in American waters.
- B.** "America is known for its beautiful lakes" is not an appropriate introduction for a report focused on particular fish in American waters.
- D.** "Ocean travel is difficult for some animals" is not an appropriate introduction for a report focused on particular fish in American waters.

- 8** The correct answer is **F**. (They have long, sharp teeth.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

Benchmark Clarification: The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing.

The correct answer is F. The description of the “long, sharp teeth” is a detail that effectively supports the second paragraph.

Distractor Rationale

- G.** The detail that snakehead fish “are sold as food in markets” does not effectively support the second paragraph.
- H.** The detail that “Some wildlife may have to leave the area” would be repetitive in the second paragraph.
- I.** The detail that “Some fish are longer than the snakehead fish” does not effectively support the second paragraph.

- 9 The correct answer is **D** (climb).

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

Benchmark Clarification: The student recognizes how word choice affects the quality of a response.

The correct answer is D. "Climb" should replace "get" in sentence 10 because the word "climb" denotes a specific motion.

Distractor Rationale

- A.** "Go" is vague, just as "get" is vague.
- B.** "Pass" is vague, just as "get" is vague.
- C.** "Move" is vague, just as "get" is vague.

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

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

The correct answer is G. The fourth paragraph focuses on the lionfish; sentence **16** focuses on land animals, which is off topic.

Distractor Rationale

- F.** Sentence **14** helps to maintain the focus of the paragraph by describing how the lionfish protects itself.
- H.** Sentence **17** helps to maintain the focus of the paragraph by explaining why the number of lionfish off the coast of America is likely to increase.
- I.** Sentence **18** helps to maintain the focus of the paragraph by describing why increasing numbers of lionfish will be problematic for other fish.

- 11** The correct answer is **D**. (It identifies the problem to establish the purpose for writing.)

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

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

The correct answer is D. Sentence 2 establishes the purpose for writing.

Distractor Rationale

- A.** Sentence 2 establishes the purpose for writing; it does not clarify the plan for organizing the paper.
- B.** Sentence 2 establishes the purpose for writing; it does not include the writer's opinion.
- C.** Sentence 2 establishes the purpose for writing; it does not explain the importance of a playground to a school.

- 12** The correct answer is **G** (sentence **5**).

Item Type: Sample-Based

Reporting Category: Focus

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

The correct answer is G. The second paragraph focuses on the clean-up project, from its inception to its completion. Sentence **5** detracts from this focus.

Distractor Rationale

- F.** Sentence **4** maintains the focus of the paragraph by explaining how the clean-up project was adopted.
- H.** Sentence **6** maintains the focus of the paragraph by providing a detail about how the clean-up project was organized.
- I.** Sentence **7** maintains the focus of the paragraph by adding information about how the clean-up work was divided between classes.

- 13 The correct answer is **A** (Once the weeds were gone).

Item Type: Sample-Based

Reporting Category: Organization

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

Benchmark Clarification: The student demonstrates knowledge of effective use of transitional devices.

The correct answer is A. "Once the weeds were gone" establishes the time order relationship between sentences **12** and **13** (i.e., once the weeds were cleared from the walking path, the students began using it again).

Distractor Rationale

- B.** "Because we could wear gloves" does not show a relationship between the completion of work on the path and students using the path again.
- C.** "Before the weeds were scratchy" does not show a relationship between the completion of work on the path and students using the path again.
- D.** "When they knew they shouldn't" does not show a relationship between the completion of work on the path and students using the path again.

- 14** The correct answer is **F**. (Now others will know about our project.)

Item Type: Sample-Based

Reporting Category: Support

Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

Benchmark Clarification: The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing.

The correct answer is F. "Now others will know about our project" provides further support for sentence 20.

Distractor Rationale

- G.** "Now my friends and I race down the path" does not support sentence 20.
- H.** "Now the weeds have stickers that cling to your socks" does not support sentence 20.
- I.** "Now it is easier to pull weeds after the rain has made the path muddy" does not support sentence 20.

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

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

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

The correct answer is C. "Her" is the correct singular possessive pronoun to indicate that this is Maya's father.

Distractor Rationale

- A.** "Their" is a plural possessive pronoun that would be incorrect in this context.
- B.** "His" is a masculine singular possessive pronoun; therefore, "his" is not correct.

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

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

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

The correct answer is G. "Scurried" is the correct past tense of the verb.

Distractor Rationale

- F.** "Scurry" is the present tense of the verb, which is incorrect in this context.
- H.** "Scurrying" is the present participle, not the past tense, of the verb "scurry."

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

Item Type: Cloze-Based

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

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

The correct answer is B. The actions in the sample are in the past tense, so the verb must be in the past tense. Also, the subject and verb must agree in number. The subject is "mouse," which is singular. "Was" is the singular past tense form of the verb.

Distractor Rationale

- A.** The verb "is" is in the singular present tense, which is not correct in this context.
- C.** The verb "were" is in the plural past tense, which is not correct in this context.

- 18** The correct answer is **G**. (On October 30, Suzy celebrated her third birthday at Reed Park with her parents, best friend, and Grandma Collins.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

Benchmark Clarification: The student demonstrates knowledge of correct capitalization.

The correct answer is G. "Reed Park" and "Grandma Collins" should be capitalized because they are proper nouns.

Distractor Rationale

- F.** The common noun "birthday" should not be capitalized.
- H.** "Park" should be capitalized because it is a proper noun, and "parents" and "best friend" should not be capitalized because they are common nouns.

- 19 The correct answer is **A**. (Everyone in the baseball stadium heard the umpire shout, "The batter is out!")

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

Benchmark Clarification: The student demonstrates knowledge of punctuation conventions.

The correct answer is A. The quotation marks are correctly placed before and after the quotation, "The batter is out!"

Distractor Rationale

- B.** A comma should be used to introduce the quotation.
- C.** In this sentence, only the umpire's words should be in quotation marks.

- 20** The correct answer is **G**. (Girls and boys play at the soccer field near the library.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

Benchmark Clarification: The student demonstrates knowledge of sentence structure.

The correct answer is G. "Girls and boys play at the soccer field near the library" has the same sentence structure as the sentence in the box: a compound subject followed by a verb and two prepositional phrases.

Distractor Rationale

- F.** "We ate cake and ice cream at the party after school" does not have the same sentence structure as the sentence in the box. The structure of the sentence in this option is a subject followed by a verb, a compound object, and two prepositional phrases.
- H.** "Lee and Amy ran through puddles and played in the rain" does not have the same sentence structure as the sentence in the box. The structure of the sentence in this option is a compound subject followed by a compound predicate with prepositional phrases.

- 21** The correct answer is **A**. (Sam and his friends like to swim and play at the lake.)

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

Benchmark Clarification: The student demonstrates knowledge of sentence structure.

The correct answer is A. This sentence correctly combines the ideas in the box to create a complete, meaningful sentence.

Distractor Rationale

- B.** This sentence does not correctly combine all the ideas in the box. The meaning of this sentence is different from that of the sentences in the box.
- C.** This sentence does not correctly combine all the ideas in the box. The meaning of this sentence is different from that of the sentences in the box.

- 22** The correct answer is **F** (spelling error).

Item Type: Stand-Alone

Reporting Category: Conventions

Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

The correct answer is F. "Exploreing" is not spelled correctly. When adding -ing to a word that ends with a silent "e," the "e" should be dropped. The correct spelling is "exploring."

Distractor Rationale

- G.** No punctuation errors are present in the underlined section of the sentence.
- H.** No capitalization errors are present in the underlined section of the sentence.

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

Notes

Notes



WRITING+



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