

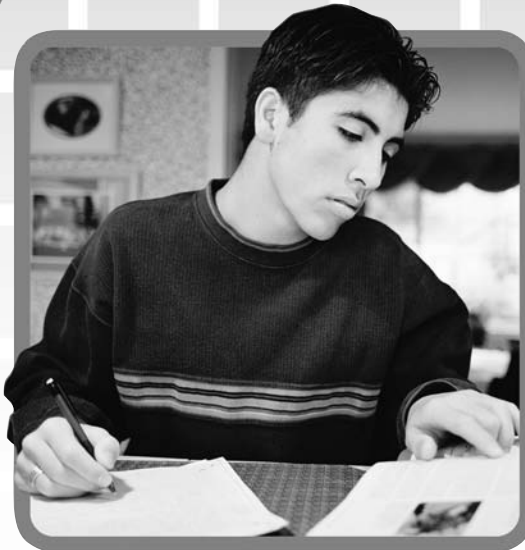
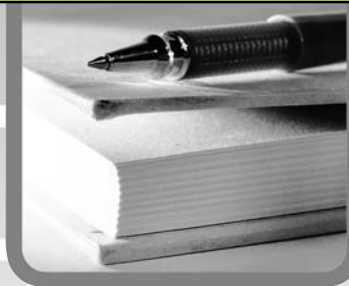
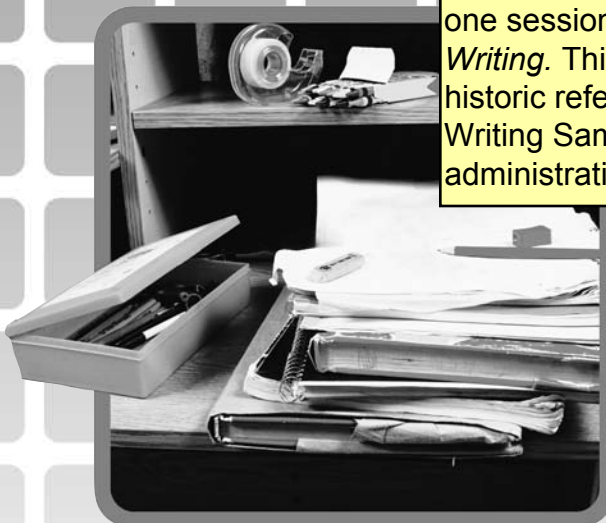
2008

FCAT

Florida Comprehensive Assessment Test®

Student Name

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+

WRITING+
SAMPLE TEST BOOK

GRADE

8

FCAT Sample Test Materials

These sample test materials are designed to help you prepare to answer FCAT questions. These materials introduce you to the kinds of questions you will answer when you 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 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

Copyright Statement for This Assessment and School Performance Publication

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System for Public K-12 Schools as defined in Section 1000.01(4), Florida Statutes. The copyright notice at the bottom of this page must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

Permission is **NOT** granted for distribution or reproduction outside of the Uniform System for Public K-12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

The Administrator
Assessment and School Performance
Florida Department of Education
Tallahassee, Florida 32399-0400

Copyright © 2007
State of Florida
Department of State

FCAT Writing+

The writing assessment includes a prompt and multiple-choice questions.

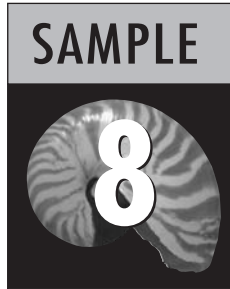


Table of Contents

FCAT Writing+ Prompt Information Page 2

Prompt information and hints for completing this part of the test are provided. A sample prompt page, lined pages, and a planning sheet are included.

**FCAT Writing+ Sample Test:
Multiple-Choice Questions Page 9**

The FCAT Writing+ Sample Test consists of 23 practice questions that are similar to the questions on the FCAT.

FCAT Writing+ Sample Answer Sheet Page 25

Before you start the FCAT Writing+ Sample Test, you may remove the Sample Answer Sheet by tearing along the dotted line. Your answers to the sample test questions should be placed on the Sample Answer Sheet.

FCAT Writing+ Prompt Information

Hints for Responding to the FCAT Writing+ Prompt

Here are some hints to help you do your best when you respond to the FCAT Writing+ prompt. Keep these hints in mind when you write.

- ✓ **Read the prompt carefully.**
- ✓ **Plan your writing by organizing your ideas.**
- ✓ **Support your ideas by telling more about each reason or argument.**
- ✓ **Use a variety of sentence structures.**
- ✓ **Choose words that help others understand what you mean.**
- ✓ **Review and edit your writing.**

FCAT Writing+ Prompts

Below are examples of prompts. You may use one or both to practice your writing skills on pages 5–8. Your teacher may have other prompts for you to use.

Example of an Expository Prompt

Below is an example of an expository prompt. The purpose of expository writing is to explain, define, or tell how to do something by giving information. The first part of the prompt presents the topic: an enjoyable activity. The second part suggests that students think about an activity they enjoy and then explain what they enjoy about the activity.

Writing Situation:

Most people enjoy doing some activity.

Directions for Writing:

Think about an activity you enjoy.

Now explain what you enjoy about this activity.

Example of a Persuasive Prompt

Below is an example of a persuasive prompt. The purpose of persuasive writing is to convince the reader to accept your opinion or to take a specific action. The first part of the prompt focuses on the idea that most students do not like to do homework on the weekends. The second part suggests that a student think about whether students should be required to do homework on weekends, and then convince a teacher to accept the student's opinion.

Writing Situation:

Some teachers require students to do homework over the weekend.

Directions for Writing:

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

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

Florida's Writing Test

For the test you will be given a booklet with a prompt inside. You will have 45 minutes to read the prompt, plan what you want to write, and write your response. A separate planning sheet will be provided. You will respond to a prompt that asks you to explain or to a prompt that asks you to persuade.

What you write should be written neatly and should show that you can organize and express your thoughts clearly and completely. You may not use a dictionary or other reference materials.

Directions for Responding to the Prompt

Pages 5–8 of this booklet show you what an FCAT prompt page, lined pages, and planning sheet look like. This sample test book is for practice only. On the actual test, the prompt will appear in the box on the prompt page. It is important to use the planning sheet to jot down ideas and organize your writing. Although the planning sheet is not scored, you must turn it in with your test.

PROMPT

[On the actual test, an expository or a persuasive writing prompt is typed in this space.]

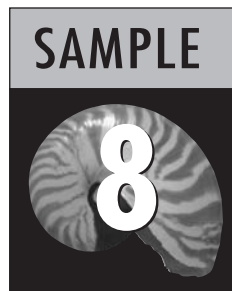
SAMPLE

DO NOT WRITE ON THIS PAGE.

Copyright
State of Florida
Department of State



FCAT Writing+
Sample Test:
Multiple-Choice Questions



Hints for Responding to the FCAT Writing+ Questions

Here are some hints to help you do your best when you respond to the FCAT Writing+ multiple-choice questions.

- ✓ **Think positively. Some questions may seem hard, but others will be easy.**
- ✓ **Relax and do your best.**
- ✓ **Learn how to answer each kind of question. Some FCAT Writing+ multiple-choice questions have four answer choices, while others have three answer choices.**
- ✓ **Read the directions carefully. Ask your teacher to explain any directions you do not understand.**
- ✓ **Read carefully, and answer the questions you are sure about first. If a question seems too difficult, skip it, and go back to it later.**
- ✓ **Be sure to fill in the answer bubbles completely. Do not make any stray marks on the answer sheet.**
- ✓ **Check each answer to make sure it is the best answer for the question.**

Directions for Completing the Multiple-Choice Questions

The Sample Test contains 23 questions and a Sample Answer Sheet. It should take about 30 to 45 minutes to read the test and answer all the questions. You will mark your answers on the Sample Answer Sheet on page 25. You may write on the pages of this test booklet; however, do not make stray marks on the answer sheet.

Before you begin, remove the Sample Answer Sheet by tearing along the dotted line.

FCAT Writing+ Symbols

1

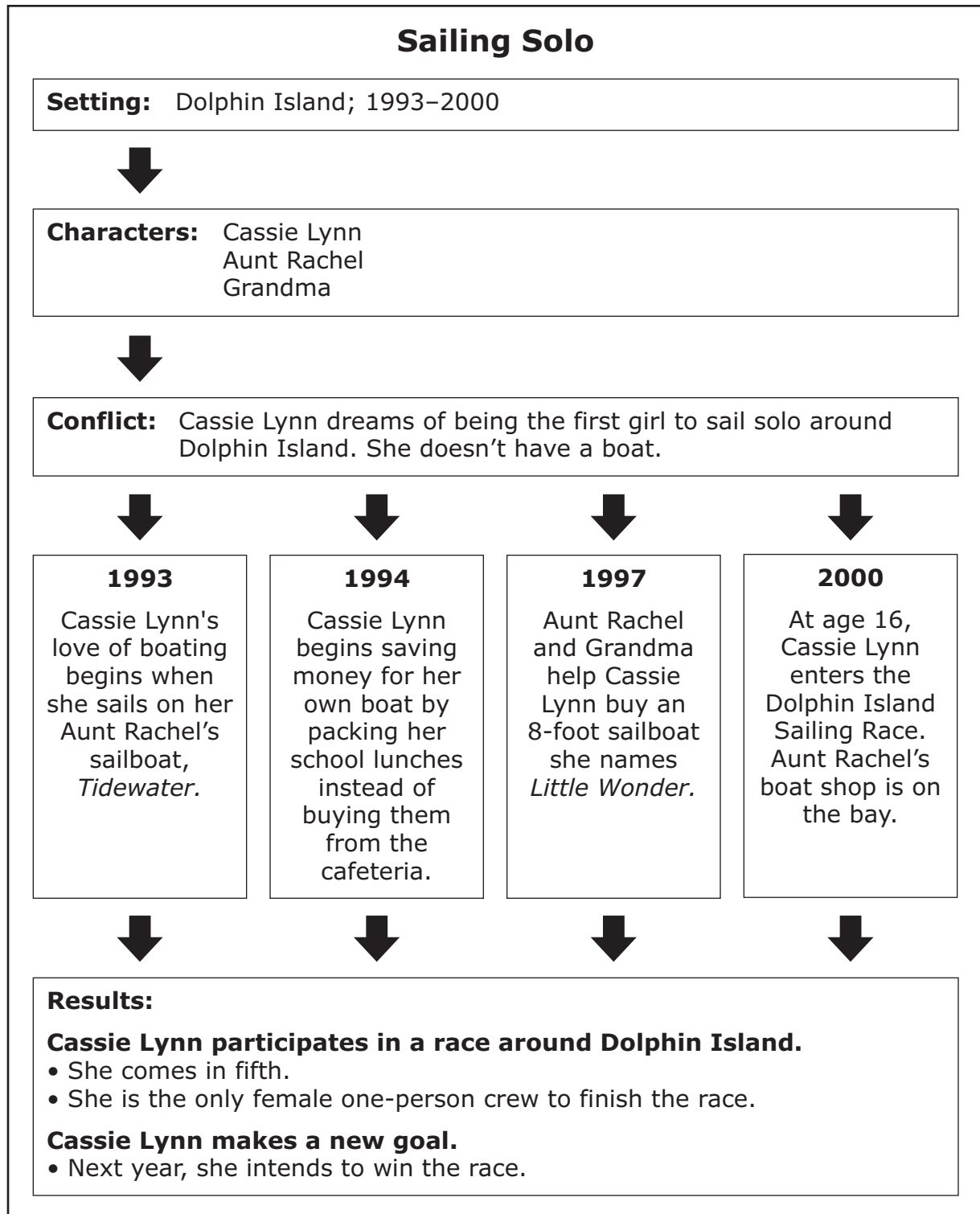
A symbol like this appears in the FCAT Writing+ test to show a sentence number.

→

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.

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



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

off the coast of Australia

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

- A. **Characters**
 - B. **Conflict**
 - C. **Results**
 - D. **Setting**
- 2 Based on information in the plan, what kind of paper is the writer planning to write?
- F. a narrative about a girl who enters a race
 - G. an informational report comparing sailboats
 - H. a persuasive essay encouraging people to participate in a sailboat race
 - I. a descriptive essay about an island where tourists come to see dolphins
- 3 Which detail is off topic and should be removed from the writing plan?
- A. Aunt Rachel's boat shop is on the bay.
 - B. Cassie Lynn participates in a race around Dolphin Island.
 - C. She is the only female one-person crew to finish the race.
 - D. Aunt Rachel and Grandma help Cassie Lynn buy an 8-foot sailboat she names *Little Wonder*.

The article below is a first draft that Ebony wrote for her school newspaper. Read the article to answer questions 4–8.

The New Bird Exhibit — Lorikeet Lane

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

→ [4] While the giant birdhouse at the zoo has always been impressive, this special exhibit is better than any other bird exhibit the zoo has ever had. [5] At Lorikeet Lane, guests can actually hold and feed these wonderful creatures. [6] Guests can also feed the peacocks at the children’s petting zoo. [7] Lorikeets are not the least bit shy. [8] In fact, these curious birds will fly up and sit on your head or shoulder. [9] Of course, holding a cup of nectar encourages them to flock even more. [10] Additionally, lorikeets like to imitate sounds they hear. [11] Some will even try to talk.

→ [12] Fortunately, bird experts are always available at Lorikeet Lane. [13] The zoo is great about keeping knowledgeable people around. [14] At Lorikeet Lane, bird experts are there all the time. [15] These people can answer questions about the birds. [16] One expert, Mr. Davis, explained that lorikeets like to live in rainforests. [17] He also said that they love to eat fruit, flowers, pollen, and, of course, nectar.

→ [18] There are many species of lorikeets, and they come in a wide range of stunning colors. [19] Don’t take my word for it.

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

- F. sentence 4
- G. sentence 6
- H. sentence 9
- I. sentence 10

5 The author wants to add the sentence below to the article:

They are playful, energetic birds that flock to people for attention.

Where should this sentence be placed to keep the details in the correct order?

- A. after sentence 5
- B. after sentence 8
- C. after sentence 11
- D. after sentence 12

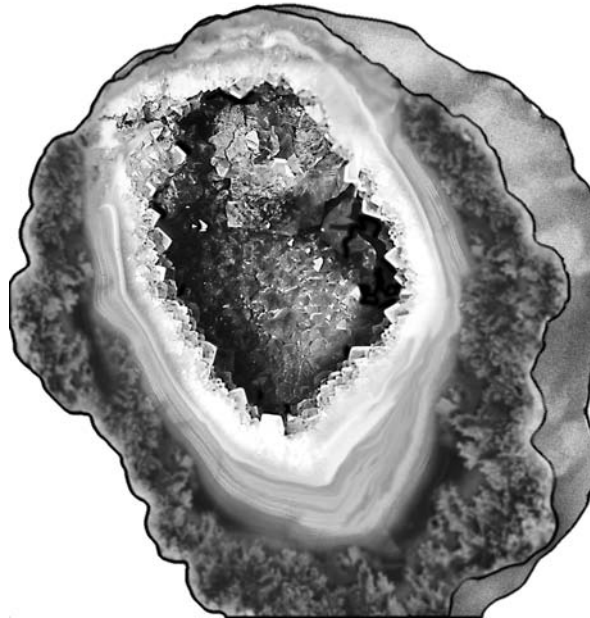
6 Which sentence should be deleted from the article because it contains information already presented?

- F. sentence 14
- G. sentence 15
- H. sentence 16
- I. sentence 17

- 7 Which sentence below should be added to support sentence 18?
- A. Many birds of North America migrate to a warmer climate in the winter.
 - B. There are over five hundred different species of birds living throughout the world.
 - C. These colorful birds are members of the parrot family, and some even have the ability to talk.
 - D. Most of the lorikeets at the zoo, however, are rich scarlet red, bright green, or royal blue.
- 8 Which sentence below should be added to conclude the article?
- F. No colors are as pretty as those found on these birds.
 - G. The best advice is to wait until summer to see the birds.
 - H. Visit the zoo yourself to experience these incredible creatures.
 - I. Bird experts have researched these birds extensively to learn more about them.

The story below is a first draft Neil wrote for his class. The story contains mistakes. Read the story to answer questions 9–14.

Hidden Treasure



→ [1] David picked up the steel rake for what seemed like the millionth time and resumed raking rocks out of his uncle's field. [2] He was relieved when he heard his aunt calling him to come inside and have some lunch. [3] To his relief, he had not been called in only to eat lunch. [4] After lunch, as they were clearing the table, his uncle announced, "I have a plan for the afternoon. [5] Let's drive into town to see the annual Gem, Rock, Mineral, and Fossil Show." [6] *Oh, no, not more rocks,* thought David as he climbed wearily into his uncle's car for the drive to the rock show.

→ [7] An hour later, David was surrounded by incredible collections of rocks, gems, and fossils. [8] Samples of red jasper, agate, turquoise, and amber were displayed in glass cases. [9] Resting on pieces of black velvet were chunks of purple amethyst and pink quartz. [10] Another display case held a

~Continued~

collection of arrowheads. [11] Every color of the rainbow sparkled from the rocks on display. [12] David was impressed.

→ [13] David's attention was drawn to a display of geodes, which are ordinary-looking rocks with colorful crystals inside. [14] An oyster with a pearl hides something beautiful within an ordinary-looking shell. [15] David wanted to know how to recognize and split a geode. [16] To learn more, David asked the geode collector many questions. [17] David left the Gem, Rock, Mineral, and Fossil Show with a newfound interest in rocks.

→ [18] David leapt out of his uncle's car and headed straight for the field he had been so eager to leave. [19] He had a suspicion that was proved correct moments later. [20] Some of the rocks that caused him so much trouble hours before were actually geodes.

- 9 Which sentence below should be added between sentences **1** and **2** to support the ideas in the paragraph?
- A. He noticed the neighbor’s field was filled with wildflowers.
 - B. He had once used a plastic rake to clear leaves from the yard.
 - C. He had no idea when he had volunteered to help that it would be this much work.
 - D. He didn’t like this kind of work and was glad that his aunt asked him to stop for lunch.
- 10 What writing technique does the writer use in the first paragraph to promote his narrative purpose?
- F. The writer includes precise facts and details to help the reader understand technical information.
 - G. The writer presents David’s opinion about rocks to persuade the reader to take a particular action.
 - H. The writer provides the most important information first to show the reader the organizational plan.
 - I. The writer reveals David’s personal response and feelings to help the reader understand the main character.
- 11 Read sentence **10** from the story:

10 Another display case held a collection of arrowheads.

Which words should replace “a collection of” to make the wording most specific?

- A. nicely handcrafted
- B. some quite special
- C. finely carved gray and brown flint
- D. really unique and interesting-looking

12 Which sentence should be deleted because it is off topic?

F. sentence 6

G. sentence 9

H. sentence 14

I. sentence 16

13 Which transition should be added to the beginning of sentence 18 to connect the third and fourth paragraphs?

A. After lunch

B. As a special favor

C. Before leaving the show

D. Returning home later that afternoon

14 The writer wants to add the following sentence to the story:

The field was full of tiny treasures.

Where should this sentence be placed to keep the events in the correct order?

F. after sentence 7

G. after sentence 11

H. after sentence 17

I. after sentence 20

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

Night Sounds

I was standing by a small marshy pond listening to the night sounds when I heard a (15) scream from across the pond. My imagination ran wild! Should I freeze or run? I decided to back up (16). When I felt safe, I turned and (17) to my grandfather's little camp. When I told my grandfather what I (18), he laughed and said, "It's a limpkin." The limpkin is a rare Everglades bird that stands twenty-eight inches tall and has brown-and-white-speckled feathers. It loves to visit marshes, swamps, and springs in search of its favorite food: the apple snail.



15 Which answer should go in blank (15)?

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

16 Which answer should go in blank (16)?

- F. slow
- G. slower
- H. slowly

17 Which answer should go in blank (17)?

- A. hurread
- B. hurried
- C. hurried

18 Which answer should go in blank (18)?

- F. had heard
- G. am hearing
- H. have heard

- 19 In which sentence below is all **punctuation** correct?
- A. Gymnastics class usually held on Monday, will be held on Tuesday next week.
 - B. Gymnastics class: usually held on Monday, will be held on Tuesday next week.
 - C. Gymnastics class, usually held on Monday, will be held on Tuesday next week.

- 20 In which sentence below is all **capitalization** correct?
- F. Founded in 1948, helicopter association international is dedicated to promoting the unique contributions that helicopters make to Society.
 - G. Founded in 1948, Helicopter Association international is dedicated to promoting the unique contributions that helicopters make to society.
 - H. Founded in 1948, Helicopter Association International is dedicated to promoting the unique contributions that helicopters make to society.

- 21 Combine all the ideas in the box to create a logical sentence.

After the bird disappeared, Amy went home.

Amy watched the bird.

The bird disappeared behind the trees.

Which sentence below correctly combines the ideas in the box?

- A. After Amy went home, she watched the bird and disappeared behind the trees.
- B. Amy watched the bird until it disappeared behind the trees, and then she went home.
- C. The bird disappeared behind the trees while Amy watched the bird and then went home.

- 22 Read this sentence.

When the teachers played the students in basketball, the game ended in a tie.

Which of the following has the same sentence structure as the sentence in the box?

- F. After eating lunch with friends at the hotel, the tourists saw the historic monuments.
- G. As an elephant entertained the audience of children, the adults laughed at the clown.
- H. Before the picture was hung in the principal's office at school, students gave approval.

- 23 Read the sentence below.

My brother, sister, and uncle would of enjoyed the spring production my friends and I saw at the town's new theater.

Which type of mistake appears in the underlined section of the sentence?

- A. usage error
- B. spelling error
- C. capitalization error



This is the end of the Writing+ Sample Test.
Until time is called, go back and check your work, or answer
questions you did not complete. When you have finished, close
your Sample Test Book.

Name _____

Answer all the FCAT Writing+ multiple-choice questions on this Sample Answer Sheet.

Fold and Tear Carefully Along Dotted Line.

1 A B C D

2 F G H I

3 A B C D

4 F G H I

5 A B C D

6 F G H I

7 A B C D

8 F G H I

9 A B C D

10 F G H I

11 A B C D

12 F G H I

13 A B C D

14 F G H I

15 A B C

16 F G H

17 A B C

18 F G H

19 A B C

20 F G H

21 A B C

22 F G H

23 A B C

Fold and Tear Carefully Along Dotted Line.

SAMPLE

SAMPLE



WRITING+



FLORIDA DEPARTMENT OF EDUCATION
www.fldoe.org

Assessment and School Performance
Florida Department of Education
Tallahassee, Florida

ISBN 999-8568-81-1



9 789998 568815