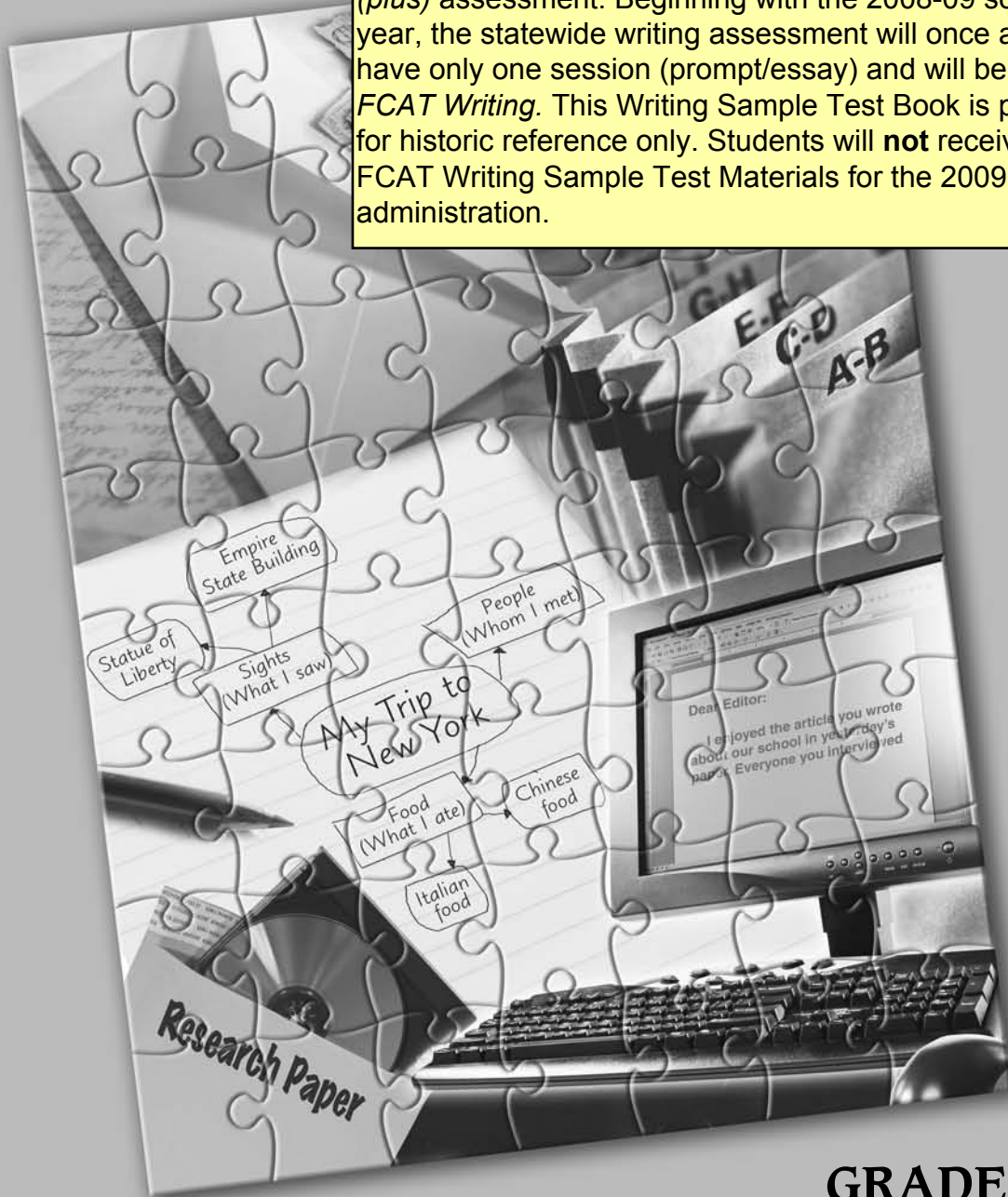


Teacher's Booklet

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

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 © 2006
State of Florida
Department of State

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 the rubric. Scorers are trained to assign a score based on the integration of the four writing elements: focus, organization, support, and conventions. A 6-point rubric further interprets the achievement of the four writing elements.

Description of Effective Writing

Student responses should be written so that the reader can understand the intended meaning. The writing should focus on the topic and have an organizational pattern. Ideas and details should support the topic. A well-written response should demonstrate knowledge of correct punctuation, capitalization, spelling, usage, and sentence structure.

Scoring Student Papers

Scores are based on the quality of students' writing. A scorer will give each paper a score from 1 to 6 based on 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 2006 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: classroom pets. The second part suggests that students think about what animal they would like to have for a classroom pet and explain why.

Suppose you could have any animal in the world for a classroom pet.

Think about what animal you would like to have for a classroom pet.

Now write to explain why this animal should be your classroom pet.

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 focuses on an unforgettable experience. The second part of the prompt suggests that students think about an unforgettable experience and write about it.

Everyone has done something that he or she will always remember.

Think about a time you did something special that you will always remember.

Now write a story about the time you did something special that you will always remember.

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 2006 FCAT Writing+ Assessment, Grade 4*, and on the Florida Department of Education's web site at www.firn.edu/doe/sas/fcat/rubrcpag.htm.

Sample Pages from the Prompt Portion of the FCAT Writing+ Test Book

<p>Page 2</p> <p>PROMPT</p> <p>[On the actual test, an expository or a narrative 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'S NAME _____</p> <p>PLANNING SHEET</p> <p>Remember, use this sheet for planning what you will write. The writing on this sheet will NOT be scored. Only the writing in the writing folder WILL be scored.</p> <p>■■■■</p> <p>0001167</p>

FCAT Writing+ Multiple-Choice Questions

The multiple-choice portion of FCAT Writing+ measures the Sunshine State Standards benchmarks that address prewriting, drafting, revising, and editing. To demonstrate mastery of the writing process, students must evaluate the following writing elements:

Focus includes planning for writing by grouping related ideas and identifying the purpose for writing and refers to how clearly a central idea (topic), theme, or unifying point is presented and maintained.

Organization refers to the structure or plan of development and the relationship of one point to another to provide a logical progression of ideas. It also refers to the use of transitional devices to signal both the relationship of the supporting ideas to the central idea, theme, or unifying point and the connections between and among sentences.

Support refers to the quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, relevance, and thoroughness. Support may be developed through the use of additional details, anecdotes, illustrations, and examples that further clarify meaning.

Conventions refer to punctuation, capitalization, spelling, usage, and sentence structure.

Information About Writing+ Item Types

Item Types

Item Types	Multiple-Choice Option	Reporting Category
Plan-based item	4-Option	<ul style="list-style-type: none"> • Focus • Organization
Sample-based item	4-Option	<ul style="list-style-type: none"> • Focus • Organization • Support
Cloze-based item	3-Option	<ul style="list-style-type: none"> • Conventions
Stand-alone item	3-Option	<ul style="list-style-type: none"> • Conventions

Writing Plan A writing plan is a prewriting structure, such as an outline or a story map. Students will answer questions about the purpose and strengths and weaknesses of the writing plan.

Example of Writing Plan and Item

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

Lisa's Writing Plan

```

graph TD
    Topic([Topic:  
My Summer  
Vacation]) --> Where([Where I went])
    Topic --> Who([Who went  
with me])
    Topic --> Why([Why I like  
dogs])
    Topic --> Did([What I did])
    Topic --> Learned([What I  
learned])
    Where --> Beach[to the beach]
    Who --> Mother1[my mother]
    Did --> Sand[played in the  
sand]
    Learned --> Swim[how to swim]
    Learned --> Mother2[my mother]
    
```

1 Which subtopic from Lisa's Writing Plan is off-topic and should be crossed off the plan?

Ⓐ What I did

Ⓑ What I learned

Ⓒ Why I like dogs

Ⓓ Who went with me

What do these mean?

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 story below is a first draft that Brianna wrote. The story contains mistakes. Read the story to answer questions 7–10.

Dinner with Suki

-
- 1 Linda was going to have a special dinner with her friend Suki.
- 2 Linda was wearing a new dress, and her hair was tied with a ribbon.

7 Which sentence contains a detail that is unimportant to the story?

- (A) sentence 1 (C) sentence 7
- (B) sentence 4 (D) sentence 8

Cloze A cloze stimulus is text with blanks inserted where a word or words need to be added. After reading the cloze stimulus, the student will choose the answer that correctly completes the sentence.

Example of Cloze Stimulus and Item

Read the story "A Hidden Surprise." Choose the word or words that correctly complete questions 15–17.

<p>A Hidden Surprise</p> <p>Mom asked Megan and Jacob to rake the leaves. She handed rakes to <u>(15)</u>. She gave</p>	<p>15 Which answer should go in blank (15)?</p> <p>Ⓐ him</p> <p>Ⓑ them</p> <p>Ⓒ they</p>
--	---

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 **punctuation** correct?

Ⓕ My favorite fruit's are apples, pears, and watermelons.

Ⓖ My favorite fruits are apples pears, and watermelons?

Ⓗ My favorite fruits are apples, pears, and watermelons.

FCAT Writing+
Sample Answer Key:
Multiple-Choice Questions



- 1 The correct answer is **C** (Why I like dogs).

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 C. The subtopic "Why I like dogs" is not clearly related to the topic "My Summer Vacation."

Distractor Rationale

- A. The subtopic "What I did" would indicate the writer's activities during her summer vacation.
- B. The subtopic "What I learned" could be developed to include what the writer learned on her summer vacation.
- D. The subtopic "Who went with me" would add information about who went with the writer on her summer vacation.

- 2 The correct answer is I (What I enjoyed most).

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. Based on the information in the writing plan, Lisa should add the idea "What I enjoyed most" because it directly supports the topic "My Summer Vacation."

Distractor Rationale

- F. "Why I like to sing" is not specific to summer vacation.
- G. "When school starts" is off-topic because it is not directly related to summer vacation.
- H. "Where my dad works" is off-topic because it is not directly related to the writer's experience on her summer vacation.

- 3 The correct answer is **C** (a paper that explains what her vacation was like).

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 C. Lisa's Writing Plan clearly demonstrates her intention to write a paper about what her vacation was like.

Distractor Rationale

- A. Lisa's Writing Plan does not include characters or events to indicate that she will write a story about summer weather. The subtopics in the plan are all related to a summer vacation.
- B. Lisa's Writing Plan does not include references or sensory details to indicate that she will describe a meal at camp. The subtopics in the plan are all related to a summer vacation.
- D. Lisa's Writing Plan does not include details about her teacher's vacation. The subtopics in the plan are all related to Lisa's summer vacation.

- 4 The correct answer is **F**. (The grass needs to be cut.)

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 F. A note about the grass needing to be cut should be added to the list because it is a problem Andy could see at the playground.

Distractor Rationale

- G.** "There was a squirrel in the tree" is an observation, but it is not a problem.
- H.** The fact that his "friend lives near the playground" is not a problem.
- I.** "The playground belongs to the community" is general information, but it is not a problem.

- 5 The correct answer is **C**. (The building next door used to be a store.)

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 C. A detail about how the building next door to the playground used to be a store is not a playground problem.

Distractor Rationale

- A. The absence of trash cans is a problem that promotes littering at the park.
- B. The missing sign is a problem that shows the poor conditions at the park.
- D. The broken branches and piles of leaves are problems that show the park is not being kept clean.

- 6 The correct answer is **F** (a paper that explains the problems he and his parents saw).

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 F. Andy's List is arranged to explain the problems he and his parents saw at the playground. The list provides the information he needs to write a paper about the problems he and his parents saw.

Distractor Rationale

- G.** The writer's plan does not list causes for or solutions to the problems.
- H.** The writer's plan does not present a sequence of events to indicate that he will write a narrative.
- I.** The writer's plan does not indicate that the writer feels responsible for making improvements to the park.

- 7 The correct answer is **B** (sentence 4).

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 B. The main idea of the story is about Linda eating new food while visiting her friend. "Their car was shiny blue" is not important to the story, thus creating a lack of focus.

Distractor Rationale

- A. Sentence 1 helps to maintain the focus of the story by sharing that Linda was going to have a special dinner with her friend Suki.
- C. Sentence 7 helps to maintain the focus of the story by describing the smells in Suki's home.
- D. Sentence 8 helps to maintain the focus of the story by telling that Linda and Suki soon sat down to eat.

- 8 The correct answer is I (after sentence 13).

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 uses an organizational pattern to establish a logical progression of ideas.

The correct answer is I. This item requires the reader to recognize that events in the third paragraph are listed in chronological order. The sentence about enjoying the tastes and textures of the new food should be added **after** Linda has eaten the food.

Distractor Rationale

- F. Because sentence 8 is about sitting down at the table, adding a sentence about enjoying the tastes before she has done so is illogical.
- G. Because sentence 9 is about looking at the foods, adding a sentence about enjoying the tastes before she has done so is illogical.
- H. Because sentence 11 is about Linda's feelings upon seeing the new foods, adding a sentence about enjoying the tastes before she has done so is illogical.

- 9 The correct answer is **B**. (It was hard to chew, yet she liked it.)

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 B. "It was hard to chew, yet she liked it" tells about a story event (what Linda is thinking after she takes her first bite of squid).

Distractor Rationale

- A. "She had never eaten squid before" repeats an idea and would be ineffective support after sentence 20.
- C. "She wondered how this new dish would taste" repeats an idea and would be ineffective support after sentence 20.
- D. "It was kind of chewy, and she stopped eating it" would not support sentence 20 in the context of the fourth paragraph.

- 10** The correct answer is **H** (Linda describing the meal to her mother at 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 H. This item requires the reader to recognize that the events of the story are listed in the order they occurred, and that the main idea is about Linda eating a new food while visiting her friend. A paragraph about Linda's description of the meal to her mother would keep the story focused on Linda's experience and keep the events in logical order.

Distractor Rationale

- F.** A paragraph about Suki going to bed early does not make sense as a final paragraph to the story. A large gap in time would be created, and the story would lose focus.
- G.** A paragraph about Linda tying her hair with a red ribbon would shift the focus away from the main idea of the story.
- I.** A paragraph about Suki showing Linda around the house would make sense after the first paragraph, but it would create confusion and a lack of focus if added to the end of the story.

- 11 The correct answer is **D** (sentence **19**).

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 D. In the fourth paragraph, the writer presents the sequence of events during a soccer game. The detail “No one has moved into your house” should be deleted from the paragraph because it is unrelated to the topic.

Distractor Rationale

- A.** Sentence **14** tells the reader that the second half of the soccer game was better than the first half. Since the fourth paragraph is about what happened in the second half of the soccer game, sentence **14** is directly related to the topic.
- B.** Sentence **15** tells what happened first in a series of events that took place in the second half of the soccer game. Since the fourth paragraph is about what happened in the second half of the soccer game, sentence **15** is directly related to the topic.
- C.** Sentence **17** tells about certain events that took place in the second half of the soccer game. Since the fourth paragraph is about what happened in the second half of the soccer game, sentence **17** is directly related to the topic.

- 12** The correct answer is **G** (First).

Item Type: Plan-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 the effective use of transitional devices.

The correct answer is G. Adding “First” to sentence 15 is one way to show that it is the first event in a series of events, cueing the reader to the organization of the paragraph.

Distractor Rationale

- F.** “Also” indicates that the sentence will further explain an idea. Using this transition will miscue the reader as to what information is to follow in the sentence.
- H.** “Furthermore” indicates that the sentence will further explain an idea. Using this transition will miscue the reader as to what information is to follow in the sentence.
- I.** “However” indicates that the sentence will present a counter example. Using this transition will miscue the reader as to what information is to follow in the sentence.

- 13 The correct answer is **D**. (We were proud because we worked as a team.)

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 D. The paragraph is about the results of the soccer game. A sentence about the pride in working as a team adds support to this idea.

Distractor Rationale

- A. A detail about when Janet learned the rules of soccer does not add support for the ideas in the fifth paragraph about the results of the soccer game.
- B. A detail about how fun it would be to move to another city does not add support in a paragraph about the results of the soccer game.
- C. A detail about Janet's favorite day of the week does not add support in a paragraph about the results of the soccer game.

- 14** The correct answer is **H** (after sentence **13**).

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 uses an organizational pattern to establish a logical progression of ideas.

The correct answer is H. In the third paragraph, Janet writes about her coach encouraging the team not to be afraid. She adds that, "His talk cheered me up anyway." The detail "He always made us think we could win if we tried" is directly related to the ideas in the third paragraph.

Distractor Rationale

- F.** A sentence about the coach making the team believe they could win would not make sense after sentence **4**.
- G.** A sentence about the coach making the team believe they could win would not make sense after sentence **9**.
- I.** A sentence about the coach making the team believe they could win would not make sense after sentence **14**.

- 15 The correct answer is **B** (them).

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 objective form of the plural pronoun "them" is correct because it refers to two or more people.

Distractor Rationale

- A.** Since the antecedent is plural, the singular pronoun "him" is incorrect.
- C.** Since the correct answer is the object of the preposition "to," the subject "they" is incorrect.

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

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 F. This is the correct possessive pronoun form.

Distractor Rationale

- G.** "There" is not a possessive pronoun.
- H.** "They're" is a contraction of "they are" and not a possessive form.

- 17 The correct answer is **A** (sat).

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 A. The actions in the sample are in the past tense. The correct past tense form of the verb "sit" is "sat."

Distractor Rationale

- B.** "Set" can be used as a verb that means "to put" or "to place," which is not correct for this context.
- C.** "Sit" is the present tense form of the verb and is not correct for this context.

- 18** The correct answer is **H**. (My favorite fruits are apples, pears, and watermelons.)

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 H. There is a period at the end of the declarative sentence. The words "apples," "pears," and "watermelons" are items in a series, and the commas are in the correct places.

Distractor Rationale

- F.** Adding an apostrophe to "fruits" makes the word possessive, which is incorrect for this sentence.
- G.** The use of the question mark for end punctuation is incorrect because the sentence is not a question. Additionally, a comma is missing after "apples" in the series.

- 19 The correct answer is **B**. (Melinda’s mom reminded us, “Be sure to wear your helmets while riding your bikes on Elm Street.”)

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 B. This item requires application of capitalization rules. The first word of the direct quotation and the proper noun, “Elm Street,” should both be capitalized.

Distractor Rationale

- A.** The first word of the direct quotation should be capitalized, and the word “street” should be capitalized as part of a proper noun.
- C.** The first word of the direct quotation should be capitalized, and “elm” should be capitalized as part of a proper noun.

- 20** The correct answer is **F**. (On the last Friday in June, Dr. Smith leaves for vacation.)

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 F. Capitalization is accurate in this sentence: days of the week, months, titles (with names), and names are all capitalized.

Distractor Rationale

- G.** Last names, such as "Smith," should be capitalized, and common nouns, such as "vacation," should not be capitalized.
- H.** The names of months should be capitalized as well as abbreviations of professional titles, such as "Dr."

- 21 The correct answer is **A**. (Sally unpacked her backpack when she got home from school.)

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 words in the box to create a complete, meaningful sentence.

Distractor Rationale

- B.** The word order makes the meaning of this sentence confusing.
- C.** The word order makes the meaning of this sentence confusing.

- 22** The correct answer is **F**. (Carla told a very funny joke on the playground.)

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 F. This answer choice correctly combines the sentences in the box to create one complete sentence.

Distractor Rationale

- G.** This answer choice incorrectly combines the sentences by failing to use a connecting word or punctuation between them.
- H.** This answer choice incorrectly combines the sentences by changing the meaning of the sentences in the box.

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

Notes

Notes



FLORIDA DEPARTMENT OF EDUCATION
www.fldoe.org

Assessment and School Performance
Florida Department of Education
Tallahassee, Florida

Copyright © 2006 State of Florida Department of State

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

WRITING+

ISBN 999-8504-29-5



9 789998 504295