

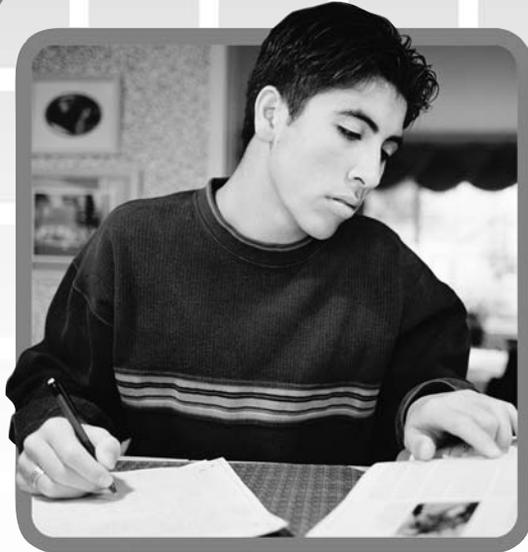
2008

# 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+**  
**SAMPLE TEST BOOK**

GRADE  
**4**

WRITING+

## 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 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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# 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 22 practice questions that are similar to the questions on the FCAT.

# 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 event or reason.**
- ✓ **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 a Prompt That Asks You to Write to Explain**

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: animals. The second part suggests that you 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.*

### **Example of a Prompt That Asks You to Write a Story**

Below is an example of a narrative prompt. The purpose of narrative writing is to tell a story. The first part of the prompt focuses on a time you got good news. The second part suggests that you think of a time you got good news, and then 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.*

## **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 tell a story.

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 narrative writing prompt is typed in this space.]

SAMPLE

**DO NOT WRITE ON THIS PAGE.**

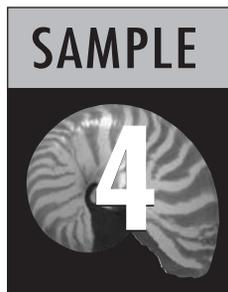
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# FCAT Writing+ Sample Test: Multiple-Choice Questions



The questions in this section are called multiple-choice questions. **A multiple-choice question is followed by several answer choices.** Read all the answer choices under each question, and decide which answer is correct. Fill in the bubble next to the answer you think is correct for each multiple-choice question.

## **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+ 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 without making any stray marks.**
- ✓ **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 22 sample test questions. It should take about 30 to 45 minutes to read the test and answer all the questions. Fill in the bubble beside the answer you have chosen. If you change your answer, be sure to erase completely. You may write on the pages of this test booklet; however, do not make stray marks near the answer bubbles.

### FCAT Writing+ Symbols

1

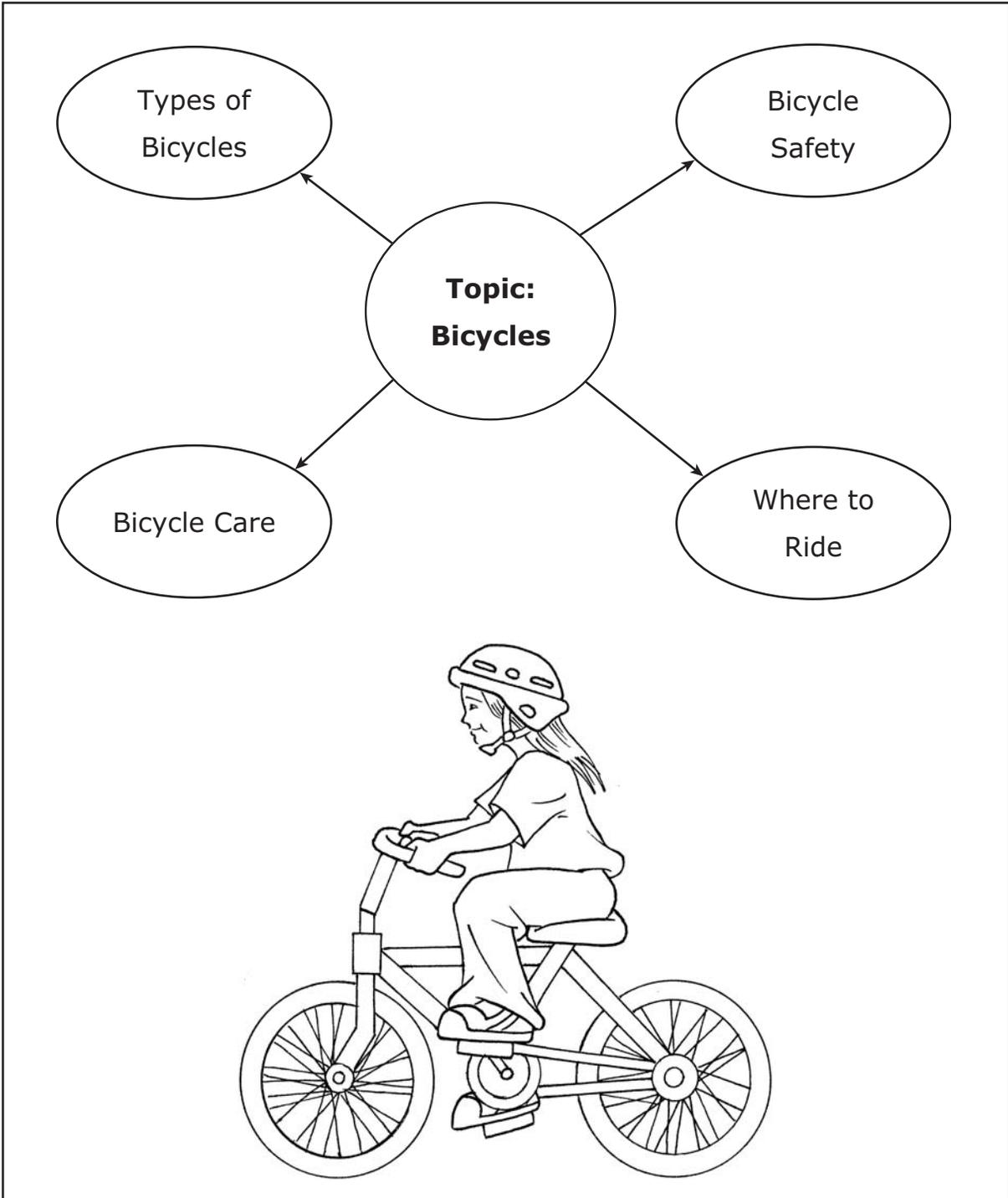
A symbol like this appears in the FCAT Writing+ test to show a sentence number.

→

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.

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



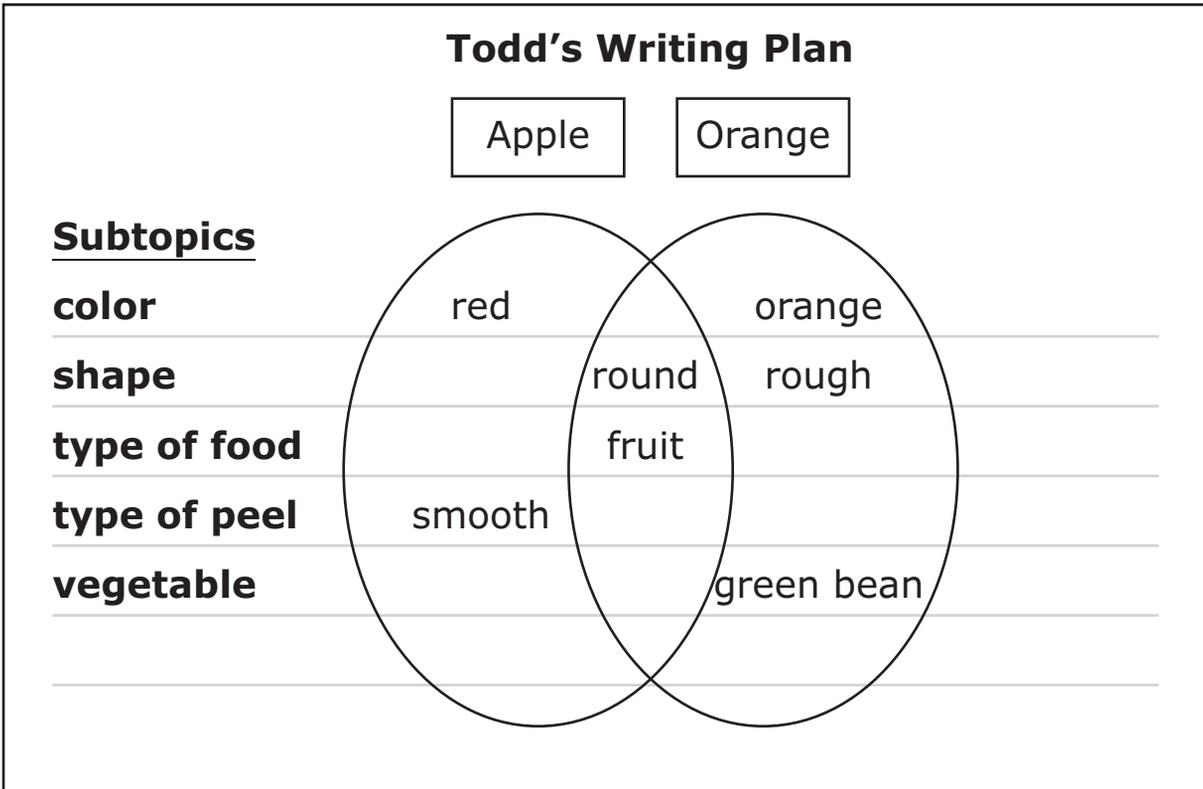
**1** Based on Jonie’s writing plan, what kind of paper is she planning to write?

- Ⓐ 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

**2** Under which subtopic should “bicycle helmet” be placed?

- Ⓕ Bicycle Care
- Ⓖ Bicycle Safety
- Ⓗ Where to Ride
- Ⓘ Types of Bicycles

Todd made the writing plan below to organize ideas for a paper. Use his writing plan to answer questions 3–6.



- 3** Which subtopic in the writing plan is off topic and should be removed?
- (A) **color**
  - (B) **type of peel**
  - (C) **shape**
  - (D) **vegetable**

- 4 Which detail is misplaced and should be moved?
- Ⓕ fruit
  - Ⓖ orange
  - Ⓗ rough
  - Ⓘ round
- 5 Based on the writing plan, what kind of paper is the writer planning to write?
- Ⓐ a paper that compares two fruits
  - Ⓑ a paper that describes foods of different colors
  - Ⓒ a paper that tells a story about eating healthy snacks
  - Ⓓ a paper that explains the differences between two shapes
- 6 Based on the writing plan, which subtopic below is on topic and should be added?
- Ⓕ **baking**
  - Ⓖ **sound**
  - Ⓗ **spices**
  - Ⓘ **taste**

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.
- [4] Snakehead fish were found in a pond in Maryland.
- [5] These fish are thin and have heavy scales that cover their heads.
- [6] Snakehead fish eat so much that experts feared that the pond's food supply might be used up. [7] If that happened, many animals that live near the pond would have to move somewhere else to find food.
- [8] The problem does not stop there. [9] Snakehead fish have an odd habit. [10] They can gulp air and use their fins to get out of the water and travel across land. [11] Once the snakehead fish have eaten up the food supply in one lake, they can "walk" to another lake.
- [12] The lionfish, now living in the Atlantic Ocean near the southern United States, is also harmful. [13] It has dark red stripes and large fan-shaped fins. [14] Sharp points on its fins carry a strong poison that causes a painful sting. [15] The sharp points keep larger fish from eating the lionfish. [16] Some land animals protect themselves with spikes and horns. [17] With few enemies to threaten lionfish, their number will probably increase. [18] This increased number means that other fish, such as snapper and grouper, will have to move away to find food.

~Continued~

→ [19] No one is sure how the snakehead fish and the lionfish came to live in U.S. waters. [20] One idea is that people buy these fish and release them in nature. [21] It does not matter how these fish came to be here. [22] Scientists must now work to remove them from America's lakes and oceans.

- 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.
- 8 Which sentence below should be added after sentence [5] to provide a supporting detail?
- (F) They have long, sharp teeth.
  - (G) They are sold as food in markets.
  - (H) Some wildlife may have to leave the area.
  - (I) Some fish are longer than the snakehead fish.

- 9 Read sentence 10 from the report.

10 **They can gulp air and use their fins to get out of the water and travel across land.**

Which word below should replace “get” to make the wording most specific?

- Ⓐ go
  - Ⓑ pass
  - Ⓒ move
  - Ⓓ climb
- 10 Which sentence is off topic and should be taken out of the fourth paragraph?
- Ⓕ sentence 14
  - Ⓖ sentence 16
  - Ⓗ sentence 17
  - Ⓘ sentence 18

GO TO THE  
NEXT PAGE

The paper below is a first draft Brooke wrote for a class project. The paper contains mistakes. Read the paper to answer questions 11–14.

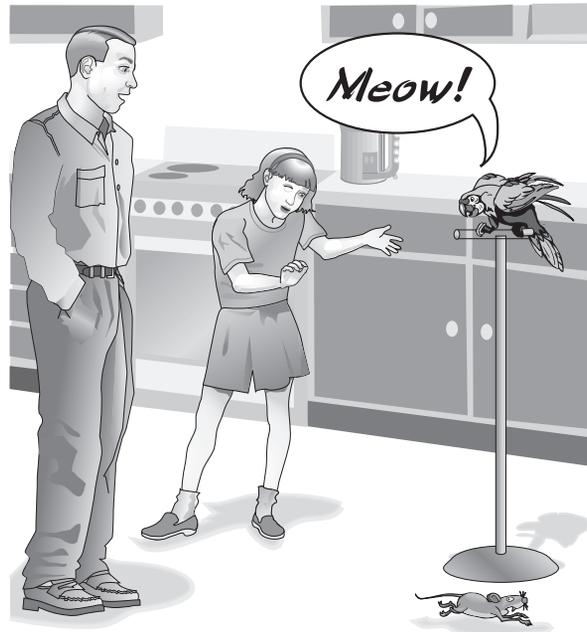
### Cleaning up the Walking Path

- [1] Weeds and grass had grown all over our school walking path. [2] The half-mile-long path around the playground was covered in scratchy, tall weeds, so nobody liked to walk on it.
- [3] The fourth graders at my school do a school project each year. [4] For our project, we voted to clean up the walking path. [5] We also voted on our favorite food. [6] First, we split the path into parts. [7] Then, each class was asked to pull weeds in a particular section of the path. [8] Since each class only had to take care of a small part of the path, the job did not seem too difficult. [9] Some students volunteered to work after school, and the teachers also gave the students time during school each week to work on the path. [10] Parents brought tools from home so students could dig up the weeds. [11] A local hardware store donated gardening gloves so students could pull weeds without getting itchy.
- [12] It was hard, but after about a month, the work on the path was finished. [13] Kids began walking on the path again. [14] Now, after lunch, several groups of kids walk on the path. [15] Teachers even walk on the path. [16] Since the path is used so often, weeds have a harder time growing. [17] Weeds have a hard time growing because the path is used often.
- [18] The owner of a sign company in our city heard about all of this. [19] She was so proud of us that she donated a sign for the path. [20] It is white with blue letters and says, "Walking Path Cleared and Maintained by the Fourth Grade." [21] I am proud of our work. [22] Instead of a scratchy, weedy path, we now have a nice, clear path. [23] In years to come, I hope that the fourth grade classes will keep the path clean.

- 11** Why is sentence **2** effective in the paper?
- (A) It clarifies the plan for organizing the paper.
  - (B) It gives the writer's opinion about the class project.
  - (C) It explains how important a playground is to a school.
  - (D) It identifies the problem to establish the purpose for writing.
- 12** Which sentence adds an unnecessary detail to the second paragraph?
- (F) sentence **4**
  - (G) sentence **5**
  - (H) sentence **6**
  - (I) sentence **7**
- 13** Which transition could be added to the beginning of sentence **13** to connect the ideas in sentences **12** and **13**?
- (A) Once the weeds were gone
  - (B) Because we could wear gloves
  - (C) Before the weeds were scratchy
  - (D) When they knew they shouldn't
- 14** Which sentence below adds a detail that supports sentence **20**?
- (F) Now others will know about our project.
  - (G) Now my friends and I race down the path.
  - (H) Now the weeds have stickers that cling to your socks.
  - (I) Now it is easier to pull weeds after the rain has made the path muddy.

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.

"Eeek!" screamed Maya.

"Oh my!" shouted her father.

"Meow!" squawked Flip.

~Continued~

**15** Which answer should go in blank (15)?

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

Thinking there was a cat in the kitchen, the mouse (16) away. Maya and her father sighed in relief. They didn't care that the parrot only said one word. It was the perfect word!

And the mouse (17) never seen again.

**16** Which answer should go in blank (16)?

- Ⓕ scurry
- Ⓖ scurried
- Ⓗ scurrying

**17** Which answer should go in blank (17)?

- Ⓐ is
- Ⓑ was
- Ⓒ were

**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.
- 19 In which sentence below is all **punctuation** correct?
- A Everyone in the baseball stadium heard the umpire shout, "The batter is out!"
  - B Everyone in the baseball stadium heard the umpire shout "The batter is out!"
  - C "Everyone in the baseball stadium heard the umpire shout, The batter is out!"
- 20 Read the sentence below.

**Lettuce and carrots are on the salad bar in the cafeteria.**

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

- F We ate cake and ice cream at the party after school.
- G Girls and boys play at the soccer field near the library.
- H Lee and Amy ran through puddles and played in the rain.

- 21 Combine all the ideas in the box to create one sentence that makes sense.

**Sam likes the lake.**

**He likes to swim and play at the lake.**

**His friends also like to swim and play at the lake.**

Which sentence below correctly combines the ideas from the box?

- (A) Sam and his friends like to swim and play at the lake.
- (B) Sam likes the lake and to swim, and his friends also like the lake.
- (C) Sam likes the lake and likes to swim, and his friends also like to play.

- 22 Read the sentence below.

**Many men, women, and children in our county  
have fun exploring the gardens and nature  
trails in the new park.**

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

- (F) spelling error
- (G) punctuation error
- (H) 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.









**WRITING+**



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