

Alaska

COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT STANDARDS BASED ASSESSMENTS (SBA)

Writing Item Sampler

Grade 4



Alaska Department of Education & Early Development

INTRODUCTION

The Assessment Item Sampler is designed to help teachers assist students to do their best on the Alaska Comprehensive System of Student Assessment, Standards Based Assessments in grades 3 through 9. Data Recognition Corporation, the contractor designing the Standards Based Assessments, produced this item sampler from questions developed for Alaska.

The Standards Based Assessments are designed to estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, and mathematics outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school accountability system. Results are valuable for districts, schools, and students. Results are used to measure a school's Adequate Yearly Progress in accordance with No Child Left Behind. Additionally, these assessments, because they are consistent across grade levels, provide the ability to gauge students' academic progress. This test, combined with other information from classroom and local assessments, provides districts with valuable student performance data and degrees of mastery.

The Assessment Item Sampler was developed to give students and teachers a practical way to become familiar with the kinds of test questions that will appear on the Standards Based Assessments. The Assessment Item Sampler is in no way a predictor of the test taker's ability to perform on the actual Standards Based Assessments, nor are the questions the same as those on the actual test. The questions on the item sampler reflect the type of questions one might see on the actual assessment. The length of the item sampler does not reflect the amount of time it will take for a student to complete the actual Standards Based Assessments. The purpose of the sampler is to help teachers become familiar with the Standards Based Assessments and give them a tool to use with students as they prepare for the assessment.

Additional copies of the Assessment Item Sampler can be downloaded from the Alaska Department of Education & Early Development Web site by going to <http://www.eed.state.ak.us/tls/assessment/sba.html>.

Read the paragraph. It has mistakes that need to be corrected. Use the paragraph to answer questions 1 through 3.

1 Meteors are rocks that fall from space. **2** Meteors look like streaks of light. **3** They can be seen on clear, dark nights. **4** Meteors are also known as “shooting stars.” **5** Some meteors are made of stone. **6** Others are made of iron. **7** When meteors enter Earth’s atmosphere, they burn and glow. **8** Those large enough to reach the ground are called meteorites.

Reporting Category: Write Using a Variety of Forms
Grade Level Expectation: 2.1.1

1. Which is the topic sentence of the paragraph?
 - A Sentence 1
 - B Sentence 2
 - C Sentence 3
 - D Sentence 4

Writing Item Sampler: Grade 4

Reporting Category: Revise Writing

Grade Level Expectation: 2.4.1

2. Read the sentence.

Most meteors crumble before they reach Earth.

Where should the sentence be placed in the paragraph?

- A after Sentence 3
- B after Sentence 4
- C after Sentence 5
- D after Sentence 7

Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 2.2.2

3. This paragraph is an example of

- A an informative report.
- B an observation.
- C a friendly letter.
- D a creative story.

Writing Item Sampler: Grade 4

For questions 4 through 6, mark your answers in the answer booklet.

Reporting Category: Structures and Conventions of Writing
Grade Level Expectation: 2.3.1

4. Read the sentences.

Jane flew to Anchorage.

Jane visited her friends.

Choose the **best** way to combine the sentences.

- A Jane flew to Anchorage visited her friends.
- B Jane flew to Anchorage, but Jane visited her friends.
- C Jane flew to Anchorage, or Jane visited her friends.
- D Jane flew to Anchorage and visited her friends.

Reporting Category: Structures and Conventions of Writing
Grade Level Expectation: 2.3.3

5. Which sentence has **correct** punctuation?

- A Do you know who did this painting
- B Do you know who did this painting!
- C Do you know who did this painting?
- D Do you know who did this painting.

Writing Item Sampler: Grade 4

Reporting Category: Revise Writing

Grade Level Expectation: 2.4.1

6. Read the paragraph.

Softball is a sport played between two teams of nine players each. It is similar to baseball but differs from it in several ways. In softball, the ball is always pitched underhand. In baseball, the ball is usually thrown overhand or sidearm.

Choose the sentence that **best** fits in the paragraph.

- A The object of both games is to score runs.
- B The playing field is smaller than a baseball field.
- C Each team has players that stand in the outfield.
- D A baseball and a softball are covered with white leather.

Writing Item Sampler: Grade 4

Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 2.1.1

Short Constructed Response (2 points)

7. Read the topic sentence.

Serena is deciding which instrument she would like to play in the school band.

Choose the details that support the topic sentence. Write the sentences on the lines below. Be sure to use correct capitalization and punctuation.

1. Serena’s mother will decide for her.
2. Serena will play a few notes on each instrument.
3. Band class is right after lunch.
4. Serena may try out for the track team.
5. Before Serena decides, she will talk to the band teacher.

Writing Item Sampler: Grade 4

Reporting Category: Using a Variety of Forms

Grade Level Expectation: 2.2.2

Extended Constructed Response (6 points)

8. Write a story about an act of kindness you have done for someone.

As you write your response, use the Writing Skills Checklist below to

- help you plan your writing.
- check your writing when you are finished.

Writing Skills Checklist

- Have you written complete sentences?
- Have you written well-developed paragraphs?
- Have you supported your writing with specific details?
- Does your writing stay on the topic and maintain a focus?
- Is your writing organized with a beginning, middle, and an end?
- Is your writing clear, and does it make sense to a person who reads it?
- Have you checked for correct capitalization, punctuation, spelling, and grammar?

Number of lines is not representative of the test book. Students will have two additional pages of lines for their response.



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