

Alaska

COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT STANDARDS BASED ASSESSMENTS (SBA)

Writing Item Sampler

Grade 5



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 I really didn't enjoy cleaning my room until my mom showed me how much fun it could be. **2** I share a room with my sister. **3** She made a game out of it. **4** First, we set up three boxes. **5** One box was for trash another for items to put away and the last for items to give away.

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

1. Which sentence does **not** belong in the paragraph?
 - A Sentence 1
 - B Sentence 2
 - C Sentence 3
 - D Sentence 5

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

2. Choose the **correct** way to write Sentence 1.
 - A I really didn't enjoy cleaning my room until my Mom showed me how much Fun it could be.
 - B I really didn't enjoy cleaning my room until my Mom showed me how much fun it could be.
 - C I really didn't enjoy cleaning my room until my mom showed me how much Fun it could be.
 - D It is correct as is.

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Reporting Category: Structures and Conventions of Writing

Grade Level Expectation: 2.3.3

3. Choose the **correct** way to write Sentence 5.
- A One box, was for trash another for items to put away, and the last for items to give away.
 - B One box was for trash another, for items to put away, and the last for items to give away.
 - C One box was for trash, another for items to put away, the last for items to give away.
 - D It is correct as is.

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

Reporting Category: Revise Writing

Grade Level Expectation: 2.4.1

4. Read the paragraph.

Margaret helped her grandmother bake muffins. First, she carefully added flour. Then she added water and eggs to the mixture. She couldn't wait until the muffins were baked. With the help of her grandmother, she was going to surprise her family.

Which detail belongs in the paragraph?

- A Margaret liked to bake cookies.
- B Margaret stirred the mixture for a short time.
- C Margaret visited her grandmother often.
- D Margaret is careful about keeping the kitchen clean.

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Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 2.2.2

5. Read the sentence.

Before starting the science experiment, you should gather all the materials.

This sentence would **most likely** begin a

- A research report.
- B descriptive paragraph.
- C short story.
- D set of directions.

Reporting Category: Revise Writing

Grade Level Expectation: 2.4.1

6. Which sentence is **most** descriptive?

- A The captain pulled up the anchor and pulled the ropes out of the water.
- B The captain lifted the rusty anchor and untied the ropes that held his boat.
- C The captain took the anchor out of the water and pulled up the ropes.
- D The captain stood near the boat and pulled up the anchor and the wet ropes.

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Reporting Category: Revise Writing
Grade Level Expectation: 2.4.1
Short Constructed Response (2 points)

7. Read the paragraph.

My family went to a new restaurant last night. It was near our home. I ordered fish and vegetables.

Write **two** descriptive sentences to add to the paragraph. Be sure to use correct capitalization and punctuation.

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Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 2.1.1

Extended Constructed Response (6 points)

8. Think about a new student who will join your fifth grade class.

Give this student advice on how to do well in fifth grade at your school.

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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