

Alaska

COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT STANDARDS BASED ASSESSMENTS (SBA)

Writing Item Sampler

Grade 6



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 The change in daylight hours for Alaskans provides two very different seasons with both winter and summer offering unique activities and challenges. **2** The hours of daylight in Alaska increase until the summer solstice in June. **3** Then from June until the winter solstice in December, the days get shorter and the hours of daylight decrease. **4** Some areas in Alaska do not see the sun at all for many weeks during the winter. **5** During the increased hours of sunlight in the summer, Alaskans keep busy with many tasks and activities. **6** During the dark winter months, some communities have problems with vehicle and moose accidents.

Reporting Category: Write Using a Variety of Forms
Grade Level Expectation: 2.2.2

1. In the paragraph, the writer organizes the information by
 - A telling a story.
 - B giving directions.
 - C describing and reporting.
 - D comparing and contrasting.

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Reporting Category: Revise Writing

Grade Level Expectation: 2.4.1

2. Choose the **best** detail to add to the paragraph.
- A Alaskans adjust their indoor and outdoor activities to the varying hours of daylight.
 - B Different sections of Alaska support certain types of wildlife, such as moose, caribou, and bears.
 - C Alaska’s geography consists of mountains, lakes, forests, streams, and rivers.
 - D Alaskans enjoy fishing in the many rivers and lakes throughout the state.

Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 2.1.4

3. Choose the **best** conclusion for the paragraph.
- A Winter activities in Alaska are challenging.
 - B Summer brings more hours of daylight in Alaska.
 - C Alaskans must adapt to the state’s seasonal changes.
 - D Moose accidents are a problem in Alaska.

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

Reporting Category: Structures and Conventions of Writing

Grade Level Expectation: 2.3.3

4. Which sentence has an error in capitalization?
- A My dog’s name is Sergeant, and Dad taught him to chase sticks in the park.
 - B My grandma’s fiftieth wedding Anniversary was on August 4, 2004.
 - C We rode the Amtrak train all the way to Seattle, Washington.
 - D Janet, Alice, and Julie all read Anne of Green Gables at the same time.

Reporting Category: Structures and Conventions of Writing

Grade Level Expectation: 2.3.3

5. Which sentence is written correctly?
- A “When is the movie going to be over” asked Maria.
 - B “When is the movie going to be over.” asked Maria.
 - C “When is the movie going to be over?” asked Maria.
 - D “When is the movie going to be over,” asked Maria?

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Reporting Category: Revise Writing

Grade Level Expectation: 2.4.1

6. Lily is writing about her experience in a community play. Which sentence should come **first** in her paper?
- A When I finished singing, my best friend clapped.
 - B I had to sing at an audition before I got the part.
 - C My voice shook as I began to sing.
 - D I stood on stage and sang “Mary Had a Little Lamb.”

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Reporting Category: Structures and Conventions of Writing

Grade Level Expectation: 2.3.4

Short Constructed Response (2 points)

7. Read the following information.

Melanie and Andrew took the twins for a long drive through the mountains, they stopped at Jamar's house for a quick meal before driving back home.

Rewrite the information as **two** complete sentences.

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Reporting Category: Write using a Variety of Forms

Grade Level Expectation: 2.2.1

Extended Constructed Response (6 points)

8. Think about meeting someone from the past. Who would you like to meet? What would you talk about with this person?

Write a story about meeting this person. Be sure to use some dialogue in your story.

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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