

Alaska

COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT STANDARDS BASED ASSESSMENTS (SBA)

Writing Item Sampler

Grade 7



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 Scientific discoveries begin with the “scientific method.”
2 This method, used by many scientists, are a system of tests to prove a new idea. **3** A scientist begins the scientific method by observing something in nature. **4** This might be a natural occurrence, such as puddles of water disappearing in the hot sun. **5** A scientist asks questions about what is seen and comes up with a guess, which is called a “hypothesis.” **6** A scientist then tests the hypothesis and carefully records all the data gathered. **7** Based on what is learned, the scientist forms a conclusion, and decides if the original hypothesis is correct incorrect, or should be altered. **8** I have used the scientific method in my earth science class many times.

Reporting Category: Revise Writing
Grade Level Expectation: 3.4.4

1. Which is the **best** revision of Sentence 1?
- A Scientific discoveries begin with a process called the “scientific method.”
 - B The scientific method is how scientific discoveries begin.
 - C Scientists call their process the “scientific method.”
 - D The “scientific method” is a process scientists use.

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Reporting Category: Structures and Conventions of Writing

Grade Level Expectation: 3.3.5

2. Which change is needed in Sentence 2?

- A Change scientists to scientists'.
- B Change are to is.
- C Change tests to test's.
- D No change is needed.

Reporting Category: Structures and Conventions of Writing

Grade Level Expectation: 3.3.3

3. Choose the **correct** way to write Sentence 7.

- A Based on what is learned the scientist forms a conclusion and decides if the original hypothesis is correct, incorrect, or should be altered.
- B Based on what is learned, the scientist forms a conclusion and decides, if the original hypothesis is correct, incorrect, or should be altered.
- C Based on what is learned, the scientist forms a conclusion and decides if the original hypothesis is correct, incorrect, or should be altered.
- D It is correct as is.

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

Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 3.2.2

4. Imagine you are running for student council president. Which would be **most** important to include in a speech asking the student body to vote for you?
- A which of your friends are on the council
 - B how many athletic awards you have won
 - C the ways you plan to help students
 - D how often you want to have meetings

Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 3.1.1

5. Read the paragraph.

They were considered expert metalworkers. They made fine objects and jewelry out of gold and bronze. They crafted these pieces into abstract designs and animal shapes. Their work also featured geometric shapes and human faces.

Choose the **best** topic sentence for the paragraph.

- A The Celtic people were very artistic.
- B The Celtic people were very loyal to their rulers.
- C The Celtic people did not have a written language.
- D The Celtic people lived in Ireland hundreds of years ago.

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Reporting Category: Revise Writing

Grade Level Expectation: 3.4.5

6. Which sentence has an informal voice?
- A Do not feed the bears!
 - B Once the batter is ready, plug in the waffle maker.
 - C Your prompt response is appreciated.
 - D When I see a spider, it freaks me out.

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Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 3.2.2

Extended Constructed Response (6 points)

8. You have noticed trash scattered on the ground on your way to school. You want to do something to clean it up.

Describe the problem, explain the steps you would take to solve the problem, and tell how to keep it from happening again.

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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