

Alaska

COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT STANDARDS BASED ASSESSMENTS (SBA)

Writing Item Sampler

Grade 8



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

1 My English classroom is bright and cheerful. **2** When I enter the room, I first noticed the colorful bulletin boards in the front of the classroom. **3** All of the bulletin boards are decorated with bright wrapping paper. **4** Students' papers, school news, and photographs are arranged and displayed in various decorative ways. **5** The tables are also decorated. **6** Our teacher has covered them with bright purple cloth. **7** My favorite part of the classroom is the display of posters. **8** Posters of flowers, cities, and books cover the majority of the walls. **9** My English classroom is the most vibrant in the school.

Reporting Category: Structures and Conventions of Writing
Grade Level Expectation: 3.3.5

1. Choose the **correct** revision of Sentence 2.
 - A When I entered the room, I first notice the colorful bulletin boards in the front of the classroom.
 - B When I entered the room, I first notice the colorful bulletin boards in the front of the classroom.
 - C When I enter the room, I first notice the colorful bulletin boards in the front of the classroom.
 - D It is correct as is.

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Reporting Category: Revise Writing

Grade Level Expectation: 3.4.4

2. Choose the detail that **best** fits in the paragraph.
- A There are great posters in our science classroom.
 - B There are colorful rugs on the classroom floor.
 - C The teacher’s podium is tall and sturdy.
 - D The teacher’s desk is in the front of the room.

Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 3.2.2

3. The writer of the paragraph is **most likely** trying to
- A describe a place.
 - B tell a story.
 - C persuade someone.
 - D give directions.

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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: 3.3.2

4. Which sentence is written correctly?
- A You're turtle needs to be fed, and your expected to do it.
 - B Their going to the store in one hour, and they're sister will bring them back.
 - C I am barely able to reach this shelf, so please be patient and bear with me.
 - D An our is all we need to write the paper, according to hour teacher.

Reporting Category: Revise Writing

Grade Level Expectation: 3.4.5

5. Brenda is writing an entertaining story about the time she and her mother accidentally stepped in wet cement. Which voice should she use?
- A technical
 - B formal
 - C persuasive
 - D humorous

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Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 3.1.2

6. Travis is writing a story about a boy named George who lived on a farm. Which supporting detail does **not** belong in the story?
- A The Minnesota farm had both corn and soybean fields, and George spent time working in them every day.
 - B He enjoyed summer because he could spend most of his days outside helping his father with the crops.
 - C A large number of farms still exist in Minnesota, although the number has declined in the last fifty years.
 - D George's father, grandfather, and great-grandfather all lived and worked on this very same farm in Minnesota.

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Reporting Category: Structures and Conventions of Writing

Grade Level Expectation: 3.3.3

Short Constructed Response (2 points)

7. Read the sentences.

Jason asked Annie, What time is it?

It's 5:30, replied Annie.

On the lines below, write the sentences using quotation marks correctly.

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Reporting Category: Write Using a Variety of Forms

Grade Level Expectation: 3.1.3

Extended Constructed Response (6 points)

8. There are many ways to stay informed about what goes on in the world. You can
- read a newspaper.
 - watch TV.
 - listen to the radio.
 - search the Internet.

From the list, choose **two** ways of finding information. In an essay, compare and contrast the effectiveness of the two sources you have chosen.

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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