

Louisiana Believes

# Grade 3 English Language Arts Practice Test

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For further information, contact:  
Louisiana Department of Education's Help Desk  
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# iLEAP Practice Test—Grade 3 English Language Arts

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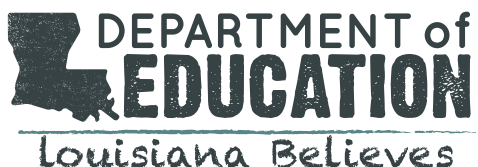
## Test Administrator Instructions

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- ★ This document contains a Practice Test that shows what each part, or session, of the actual grade 3 transitional English Language Arts assessment is like.
- ★ The Practice Test may be used at home or at school for students to become familiar with the iLEAP test they will take in spring 2013. It can help students feel more relaxed when they take the actual test.
- ★ Some sessions of the Practice Test are shorter than those on the actual test. The iLEAP Assessment Guides ([http://www.doe.state.la.us/topics/assessment\\_guides.html](http://www.doe.state.la.us/topics/assessment_guides.html)) provide information on the number of questions that are on the actual test.
- ★ The Content and Style rubrics for scoring student responses to the writing prompt are located on pages 39 and 40. For more information about what sample work looks like for a grade 3 writing prompt, use the Sample Student Work (Grades 3–8) document, found on the LDOE website at

[http://www.doe.state.la.us/topics/writing\\_prompts.html](http://www.doe.state.la.us/topics/writing_prompts.html)

- ★ The English language arts test has four sessions to be taken separately:
  - Session 1: Writing (pages 2 to 7) includes two passages and a Writing Topic; a planning sheet for notes, brainstorming, and/or writing an outline; and two Rough-Draft pages. The Writer’s Checklist and Final-Draft pages are on pages 36 to 38.  
  
NOTE: On the actual test, the Writer’s Checklist, the directions to the writing session (above the passage), and the Writing Topic will be read aloud. The passage(s) must not be read aloud except to students with the accommodation Tests Read Aloud. Each student should be given a dictionary and thesaurus to use during the writing session only.
  - Session 2: Using Information Resources (pages 8 to 17) includes 3 sources students use to answer 4 multiple-choice questions.
  - Session 3: Reading Parts 1 & 2 (pages 18 to 26) include 5 vocabulary items and 3 reading passages students use to answer 12 reading comprehension questions. All items are multiple choice.
  - Session 4: Language (pages 27 to 35) includes 26 multiple-choice questions that assess a student’s ability to find mistakes in spelling, capitalization, punctuation, and usage and expression.
- ★ Students put their answers to multiple-choice items on the Answer Sheet on pages 41 to 43.
- ★ Answer keys for the multiple-choice items are located on pages 44 to 46.



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## Session 1: Writing Directions

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For the writing session, you will write a composition that uses information from a reading passage to respond to the Writing Topic.

- Before you begin the test, your teacher will read aloud the Writer’s Checklist, the directions above the passage, and the Writing Topic.
- You may use a dictionary and thesaurus for this session only.
- You may review your work in this session but do not work on any other part.

# Session 1: Writing

**Directions:** Read the passages about backpacking and the Great Smoky Mountains National Park. As you read the passages, imagine that you are backpacking in the park. Then use the passages to help you write a well-organized story of two or more paragraphs.

## Backpacking

Sometimes the best trip is a simple trip. One of the simplest trips you can take is a backpacking trip. Backpacking is when a person takes a short journey, carrying only the belongings he or she can fit in a backpack. There are many wonderful places to explore with just a backpack, such as a forest, a beach, or a national park.

Before you take your trip, make sure you have a plan. Get a map of the area and review it with everyone in your group. Make sure you and everyone else understand how to read the map. Pack only the things you will need for the trip. If you think it might rain, bring a raincoat. Pack an extra pair of shoes in case the shoes you wear get wet. The temperature may be cool, so pack a jacket. Don't forget to bring water, lunch, and even a snack. A hat will help to keep the sun out of your eyes.

When you reach your destination, try to enjoy each moment of your trip. Observe the nature around you. Binoculars will help you see animals and birds from a distance. Look for flowers you have not seen before. Listen for sounds you do not usually hear. Take pictures and leave nothing behind. You might even want to bring a notebook to write about the things you see. Most of all, have fun!

## The Great Smoky Mountains National Park

The Great Smoky Mountains National Park is known as “wildflower national park” because wildflowers bloom there year-round. In the spring, the trails are full of all kinds of flowers. Bright yellow petals, deep blue flowers, and pale pink buds are everywhere.

The Great Smoky Mountains area is also known as an excellent place to spot wildlife. Would you like to see a deer, a turkey, or a woodchuck? Walk quietly and be on the lookout, and you just might see one.

Amazing waterfalls are waiting to delight you at the national park. Almost every river and stream within the park has a waterfall. Just remember to be safe when you are around the water in the park. Stay on the trails and bridges and never climb on the rocks near a waterfall!

Would you like to visit the park with your pet? Dogs are allowed in the park but are not allowed on the trails. They must always be on a leash and must stay on roads, in the campgrounds, or in the picnic areas. These rules help to keep your pet safe.

Always remember to plan your trip based on the weather. The park is open year-round. It is cool and dry in the fall, rainy in the spring, and hot in the summer. No matter when you come, you are sure to enjoy yourself.

# Session 1: Writing

## Writing Topic

Imagine you are backpacking in the Great Smoky Mountains National Park.

**Write a story for your teacher about backpacking in Great Smoky Mountains National Park. Describe the things you might see and what might happen. Use details from BOTH passages to help you tell your story.**

**As you write, follow the suggestions below.**

- Your story should have two or more paragraphs.
- Be sure your story has a beginning, a middle, and an end.
- Use details from BOTH passages and include enough information so your teacher will understand what happened in your story.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Use page 5 for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 6 and 7. Write your final draft on pages 40 and 41.

**Remember: The prewriting activities on page 5 and the rough draft on pages 6 and 7 will not be scored. Only your final draft on pages 40 and 41 will be scored.**

# Session 1: Writing

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Use for notes, brainstorming, **and/or** an outline.







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## Session 2: Using Information Resources Directions

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This is a test of your ability to use information resources. All questions are multiple choice.

- This test has several resources followed by questions.
- Four answers are given for each question. Choose the answer you think is better than the others.
- Write your answers for questions 1 through 4 in the spaces provided on the answer sheet.
- You may review your answers in this session but do not work on any other part.

## Session 2: Using Information Resources

### Research Topic: Nocturnal Animals

Suppose you want to find out more about nocturnal animals for a report you are writing. Three different sources of information about nocturnal animals are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Pages from the Web Site *NighttimeCritters.org*
  - a. Home Page (page 10)
  - b. Virginia Opossum (page 11)

2. From *The Encyclopedia of Nocturnal Animals*
  - a. "About Bats" (page 12)
  - b. The Body of an Owl Diagram (page 13)

3. From the Book *The Night World*
  - a. Table of Contents (page 14)
  - b. Index (page 15)

**Directions:** Skim pages 10 through 15 to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer the questions on pages 16 and 17. Use the information sources to answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

## Session 2: Using Information Resources

1. Page from the Web Site NighttimeCritters.org
  - a. Home Page

Address @: <http://www.NighttimeCritters.org/home> >>GO



### Nighttime Critters in North America

Click on an animal's name to see a picture and learn more about it!

- [°Badger](#)
- [°Bat](#)
- [°Coyote](#)
- [°Otter](#)
- [°Opossum](#)
- [°Owl](#)
- [°Porcupine](#)
- [°Raccoon](#)
- [°More](#)
- [°Report a Sighting](#)

### Nighttime Critters!

While you are asleep, many animals are awake and having fun! These animals are called **nocturnal** (nok-tur-nul) animals. This doesn't really mean that they never come out during the day. It just means that they are most active at night. This is when they do most of their hunting, foraging (searching for berries or other food), and nest building. Because they are active when other animals are not, nocturnal animals don't have to compete with daytime animals for food or territory.

Because they work mostly at night, many nocturnal animals have at least one highly developed sense that allows them to see, hear, or smell better in the dark.

Some **super senses** many nocturnal animals share are:

**Super sight:** Some nocturnal animals have very large eyes for seeing at night. For example, an owl's eyes fill more than half its head! These large eyes allow the animals to take in more light. Because their eyes are so sensitive to light, nocturnal animals try to avoid daylight, which hurts their eyes.

**Super hearing:** Other nocturnal animals, such as some bats, have large ears that allow them to hear better at night. Some bats' ears can be as large as their entire bodies! Sensitive hearing allows nocturnal animals to hear danger or a possible meal before they can see it.

**Super-sensitive paws and whiskers:** Many nocturnal animals have to use the sense of touch to find their way in the dark. For example, a raccoon's paws are so sensitive that it can grab and hold things under water and tell whether those things will be tasty to eat!

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## Session 2: Using Information Resources

1. Page from the Web Site NighttimeCritters.org
  - b. Virginia Opossum

Address @: <http://www.NighttimeCritters.org/vaopossum.htm> >>GO



### Nighttime Critters in North America

Click on an animal's name to see a picture and learn more about it!

- [°Badger](#)
- [°Bat](#)
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- [°Otter](#)
- [°Opossum](#)
- [°Owl](#)
- [°Porcupine](#)
- [°Raccoon](#)
- [°More](#)
- [°Report a Sighting](#)



**Name:**  
Virginia opossum

**Type of Animal:**  
The opossum is a *marsupial*, which means the opossum carries its young in a pouch on its belly after they are born. The opossum is the only marsupial living in North America.

**Where and When to See Them:**

- East of the Rocky Mountains in the United States
- Western coast of the United States and British Columbia
- In forests, prairies, and even towns. They can sometimes be spotted digging in garbage or eating pet food left outside.
- At night

**Size:**  
2 1/2 feet long, including its long, hairless tail

**Interesting Fact:**  
When the Virginia opossum is in danger from another animal or a human, it will "play possum," meaning it will pretend to be dead. It will remain very still with its eyes closed and its tongue hanging out until the attacker goes away!

**Food:**  
The opossum is an *omnivore*, meaning it will eat both plants and animals, including carrion (dead animals).

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## Session 2: Using Information Resources

2. From *The Encyclopedia of Nocturnal Animals*
  - a. “About Bats”

### About Bats



Scientific Name: *Chiroptera*—means hand-wing.

### Flying Mammals

Bats are mammals. Like other mammals, they have hair on their bodies and the mothers feed milk to their babies. However, bats are the only mammals that can fly.

### Flying

Bats' bodies may be as small as 1 inch or as long as 16 inches. Bats use their wings to fly. They use strong muscles in the back, chest, and shoulders to flap their wings.

### Types of Bats

There are more than 900 species of bats. Bats are divided into two groups: **megabats** and **microbats**. Most megabats are flying foxes. Flying foxes have faces that look like a fox's or dog's. They have large eyes, simple ears, and simple noses. Microbats have small eyes, large ears, and complexly shaped noses.

### Food

Most microbats will eat only insects. However, some eat mice, frogs, fish, other bats, and other small animals. A few microbats eat fruit, nectar, and pollen. Most megabats eat fruit or nectar from flowers. Bats that eat nectar use their long tongues to remove it from the flowers. Vampire bats feed on the blood of animals.

### Habitat

Most bats live in areas with warm climates. However, bats can live in almost every kind of habitat except very hot deserts and near the North and South Poles.

### Behavior

Bats spend most of their time in their roosts, or homes. Roosts often are found in caves and come in many sizes. There might be just a few bats or millions of bats living in them. Bats hang upside down in their roosts. Most bats hunt for food at night.

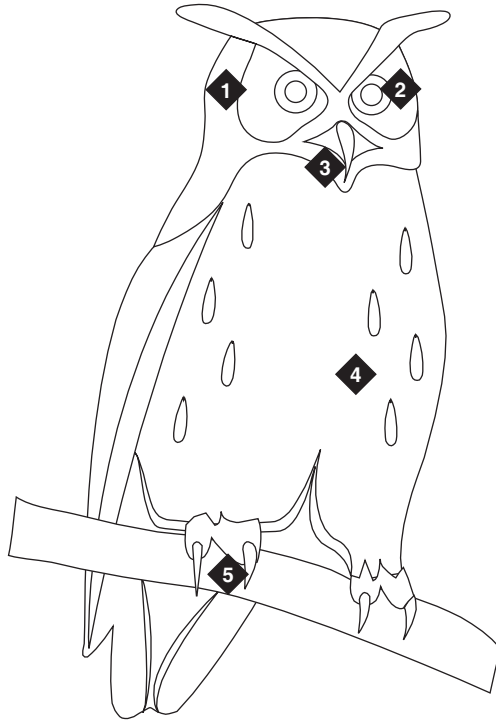
### Senses: Sight, Hearing, Smell

All bats can see. Some bats use their eyesight to locate food. All bats can hear very well. They use their ears to move around at night. Most bats have an excellent sense of smell. This helps bats find food. It also lets mothers find their own pups in the roost.

## Session 2: Using Information Resources

2. From *The Encyclopedia of Nocturnal Animals*  
b. The Body of an Owl Diagram

### The Body of an Owl



- 1. Feathers around eyes:** Feathers circle the owl's large eyes, making them look even bigger. This gives the owl a wide-awake look, even when its eyes are closed!
- 2. Large eyes:** Although the owl's large eyes help it see in the dark, they are so big that they can't move side to side like other animals' eyes. To look around, an owl must move its entire head, which it can turn almost completely around in a circle.
- 3. Curved beak:** An owl is a *carnivore* (meat eater). Its strong, curved beak helps it tear the meat off its prey.
- 4. Thick feathers:** The owl's fluffy feathers make it almost silent when it flies. The feathers also help keep the owl warm on cool nights.
- 5. Talons:** The owl's claws are a special type called *talons*. Talons are used for grabbing unsuspecting mice, rats, rabbits, and other small animals and gripping them tightly while the owl flies.

## Session 2: Using Information Resources

3. From the Book *The Night World*  
a. Table of Contents

Table of Contents	
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<b>Glossary</b>	<b>105</b>
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## Session 2: Using Information Resources

3. From the Book *The Night World*  
b. Index

### INDEX

All numbers in **bold** refer to pages that include photographs or illustrations.

#### A

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#### Y

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## Session 2: Using Information Resources

1. On which page of the book *The Night World* would you find a photograph or illustration of a bat?
  - A. Page 36
  - B. Page 37
  - C. Page 38
  - D. Page 39
  
2. To find information about nocturnal sea creatures, which resource would be most useful?
  - A. The table of contents from the book *The Night World*
  - B. The home page from the Web site NighttimeCritters.org
  - C. The index from the book *The Night World*
  - D. The Virginia Opossum page from the Web site NighttimeCritters.org
  
3. Look at an outline of "About Bats" from *The Encyclopedia of Nocturnal Animals*.

I. _____ A. Large eyes B. Simple ears C. Simple noses
II. _____ A. Small eyes B. Large ears C. Complexly shaped noses

Which information goes in the blank at II?

- A. Microbats
- B. Megabats
- C. Mammals
- D. Flying foxes

## Session 2: Using Information Resources

4. Look at The Body of an Owl diagram from *The Encyclopedia of Nocturnal Animals*. The number 3 points to which part of the owl's body?
- A. Talons
  - B. Large eyes
  - C. Curved beak
  - D. Thick feathers



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## Session 3: Reading, Part One Directions

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This is a test about words and their meanings.

- For each question, you are to decide which one of the four answers has most nearly the same meaning as the underlined word above it.
- Write your answers for questions 5 through 9 in the spaces provided on the answer sheet.

## Session 3: Reading

5. The wind scatters the leaves.

- A. sinks
- B. drags
- C. tangles
- D. separates

6. The kitten was bold.

- A. not cute
- B. not afraid
- C. not asleep
- D. not playful

7. Cherish a friend

- A. say hello to
- B. live close to
- C. care deeply for
- D. make plans with

8. Inquire about something

- A. tell
- B. ask
- C. obey
- D. wonder

9. They saw a bare room.

- A. large
- B. pretty
- C. empty
- D. familiar



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## Session 3: Reading, Part Two Directions

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This is a test of how well you understand what you read.

- This session consists of reading passages followed by questions.
- Read each passage and then answer the questions.
- Four answers are given for each question. You are to choose the answer that you think is better than the others.
- Write your answers for questions 10 through 21 in the spaces provided on the answer sheet.

## Session 3: Reading

A giant animal leaps out of the ocean and crashes back down. Water splashes everywhere. The animal is a humpback whale, and the great leap is called a breach. The whale is called “humpback” because of the way its back looks as it is about to dive.

An adult humpback whale is larger than a school bus. It has a large tail fin called a fluke. Each whale has different markings on its fluke. Scientists use these markings to identify whales. They can tell one whale from another whale by the fluke. The fluke is like a human fingerprint, which can be used to tell one person from another.

Humpback whales are known for their songs. They sing underwater. A song can last twenty minutes. Scientists have recorded these songs. They are not sure what the songs mean. Perhaps the whales are trying to attract other whales. Perhaps they are warning enemies to stay away.

## Session 3: Reading

10. What do scientists look at in order to tell one whale from another?
- A. The whale's humpback
  - B. The whale's fluke
  - C. The whale's teeth
  - D. The whale's breach
11. According to the passage, why do humpbacks sing?
- A. It is not clear why they sing.
  - B. They use songs to avoid their enemies.
  - C. The whales sing to pass the time underwater.
  - D. Singing is the only way to communicate with their babies.
12. What does the detail about the school bus help readers to understand?
- A. How big humpbacks are
  - B. Where humpbacks live
  - C. How loudly humpbacks sing
  - D. When humpbacks dive
13. How did the humpback whale come to get its name?
- A. Because of the size of its back just after it dives
  - B. Because of the sound it makes when splashing in the water
  - C. Because of the way its back looks when it is about to dive
  - D. Because its fluke is so large and strange-looking



## Session 3: Reading

Can you imagine sleeping on a bed of ice in a room made of ice? That is what guests do at the Ice Hotel in Sweden. This special hotel is made entirely of ice. Each room is different. Some rooms have ice carvings of trees or seashells. People sleep in sleeping bags on top of reindeer skins to keep warm on their ice beds.

People can stay at the Ice Hotel only in winter. Each time they visit, the hotel is different because every year the hotel must be rebuilt.

In March, workers collect blocks of ice. The blocks are cut from the frozen Torne River and stored until they are needed. Then artists and architects work together to plan a new hotel.

In November, the construction begins. First, the builders spray snow on special metal forms. Next, walls are built with the blocks of ice that have been collected. The walls divide the hotel rooms. Then the builders and artists carve beds and other furniture for the rooms.

In spring, the ice melts, and the water returns to the river. The hotel disappears until the next winter. Then, the process of planning and building begins again.

Staying at the Ice Hotel is an adventure, but guests must remember to pack warm clothes!

## Session 3: Reading

**14. What is the last step in making the Ice Hotel?**

- A. Storing the ice
- B. Building the walls
- C. Carving the furniture
- D. Spraying the snow onto forms

**15. What is the most likely reason the Ice Hotel disappears?**

- A. The workers stop building.
- B. The weather gets warm.
- C. The people stop visiting.
- D. The river begins to freeze.

**16. What is the first paragraph about?**

- A. How the Ice Hotel is built
- B. When people can visit the Ice Hotel
- C. How to get to the Ice Hotel
- D. What it is like to stay at the Ice Hotel

**17. How is this hotel different from any other?**

- A. Guests sleep on beds.
- B. It has a lot of furniture.
- C. It must be rebuilt each year.
- D. Many guests visit each year.

## Session 3: Reading

It was the final soccer game of the year. I was sad to see the season end. I was also excited because I love playing soccer. My friend Amanda plays on my team, but she has not scored a goal yet this season. We had one last chance to change that.

The game started out fast, and our team scored the first goal. Then the opposing team scored, so the game was tied. The players on our team looked worried. Winning this game was important to us. An opposing player almost scored another goal, but we blocked the net so the ball could not go in.

With only a few minutes left in the game, I was able to get the ball and pass it to Amanda. She kicked the ball as hard as she could. It flew through the air and right into the net!

Amanda had scored her first goal, and we won the game. The whole team congratulated her. "Thanks, Julie," Amanda said to me as we walked off the field.

## Session 3: Reading

18. How does the speaker feel about soccer?
- A. Upset
  - B. Joyful
  - C. Unhappy
  - D. Comfortable
19. What is this story about?
- A. Two friends who win a soccer game
  - B. The official rules for playing soccer
  - C. Two players on different soccer teams
  - D. The best way to score a goal in soccer
20. Why did the players on Julie's team look worried?
- A. They felt tired of playing the game.
  - B. They wanted the season to last longer.
  - C. They hoped the score would be tied.
  - D. They thought they might lose the game.
21. How did Amanda probably feel when she scored her first goal?
- A. Curious
  - B. Brave
  - C. Delighted
  - D. Free



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## Session 4: Language Directions

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This is a test of how well you can find mistakes in writing. The directions at the top of each page tell what type of mistake to look for.

- On the pages with mistakes in spelling, capitalization, and punctuation, choose the answer with the same letter as the **line** containing the mistake.
- On the pages with mistakes in usage and expression, choose the answer with the same letter as the **line** containing the mistake, or choose the word, phrase, or sentence that is better than the others.
- When there is no mistake or no change needed, choose the last answer.
- Write your answers for questions 22 through 47 in the spaces provided on the answer sheet.

## Session 4: Language

**Directions:** On this page, look for mistakes in spelling.

22. A. remove  
B. refuse  
C. result  
D. return  
E. *(No mistakes)*

23. A. parrot  
B. squirrel  
C. message  
D. horrible  
E. *(No mistakes)*

24. A. bord  
B. path  
C. school  
D. listen  
E. *(No mistakes)*

25. A. glue  
B. every  
C. score  
D. lovely  
E. *(No mistakes)*

## Session 4: Language

**Directions:** On this page, look for mistakes in spelling.

26. A. size  
B. view  
C. jokeing  
D. hungry  
E. *(No mistakes)*
27. A. airplain  
B. fireworks  
C. classroom  
D. quicksand  
E. *(No mistakes)*

## Session 4: Language

**Directions:** On this page, look for mistakes in capitalization.

28. A. 289 vinewood ave.  
B. Bryan, VA 77010  
C. August 22, 2011  
D. *(No mistakes)*
29. A. Dear dad,  
B. We are having a great time  
C. at Uncle Ted's house.  
D. *(No mistakes)*
30. A. We went to a living history park  
B. named Colonial Days. While there, we  
C. found out people cooked in fireplaces.  
D. *(No mistakes)*
31. A. They even baked pies in them. Uncle  
B. Ted said, "why don't you taste a piece  
C. of apple pie?" The pie was really good.  
D. *(No mistakes)*
32. A. I will write again next week.  
B. your son,  
C. Jeffrey  
D. *(No mistakes)*



## Session 4: Language

**Directions:** On this page, look for mistakes in capitalization.

33. A. My older sister Beth  
B. took a french cooking class  
C. last July at the high school.  
D. *(No mistakes)*

## Session 4: Language

**Directions:** On this page, look for mistakes in punctuation.

34. A. My music teacher lets us sing  
B. songs play different instruments,  
C. and march together outside.  
D. *(No mistakes)*
35. A. If you are interested in a free ticket,  
B. you should send your letter to Mary's Music,  
C. PO Box 572 New Orleans, LA 70113.  
D. *(No mistakes)*
36. A. Our family fun event  
B. had a picnic live music and  
C. a bonfire in the evening.  
D. *(No mistakes)*
37. A. United States swimmer Michael  
B. Phelps won his eighth Olympic  
C. gold medal on August 17 2008.  
D. *(No mistakes)*

## Session 4: Language

**Directions:** On this page, look for mistakes in punctuation.

38. A. Carlos is the best speller in our  
B. class. Hes always the last one standing  
C. when we have a class spelling bee.  
D. *(No mistakes)*
39. A. Tracy knows how to bake some  
B. healthy cookies. She makes them  
C. with different fruits and nuts.  
D. *(No mistakes)*

## Session 4: Language

**Directions:** On this page, look for mistakes in usage and expression.

40. A. When Jan spent the weekend  
B. at our house, she bringed her new  
C. video game. We had fun playing it.  
D. *(No mistakes)*
41. A. The sheeps that were in  
B. the petting zoo seemed to  
C. have smiles on their faces.  
D. *(No mistakes)*
42. A. Some people work for themselves. My  
B. neighbor, for example, makes furniture  
C. and has her own shop in town.  
D. *(No mistakes)*
43. A. Anne and her grandmother  
B. are walking into town together  
C. and is going shopping.  
D. *(No mistakes)*
44. A. I think Kara should let her brother win  
B. once in a while. Therefore, her brother  
C. is only five years old.  
D. *(No mistakes)*

## Session 4: Language

**Directions:** In questions 45–47, choose the best answer based on the following paragraph.

<sup>1</sup> Before we got there, we met our friend Bobby. <sup>2</sup> He is the neighborhood funny guy. <sup>3</sup> He lives with his older sister and her husband. <sup>4</sup> He likes to play jokes on people. <sup>5</sup> Then he pretends that he doesn't know anything about it. <sup>6</sup> That's how he earning his nickname, "The Jokester." <sup>7</sup> Even though he has fooled me more than once, he is still a good friend.

**45. Choose the best first sentence to add to this story.**

- A. A good joke can really make a lot of people laugh.
- B. My brother and I like to play basketball and soccer.
- C. After dinner, my brother and I headed for the playground.
- D. Nobody can tell funny jokes as well as my uncle.

**46. Choose the best way to write the underlined part of sentence 6.**

- A. earned
- B. will earn
- C. is earning
- D. *(No change)*

**47. Which sentence should be left out of the story?**

- A. Sentence 2
- B. Sentence 3
- C. Sentence 5
- D. Sentence 6



## ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

### Content:

- Read the directions, the passage(s), and the writing topic carefully and write on all parts.
- Present a clear main idea.
- Give enough details about your main idea.
- Use examples from the passage(s) to explain your ideas.
- Present your ideas in a way that makes sense. Include a beginning, middle, and ending.





### Style:

- Choose interesting words that say exactly what you mean.
- Write complete sentences and use different kinds of sentences to make your writing easy to follow.






### Important Reminders:

Your composition will be scored on content.

-  your central idea
-  development of ideas
-  use of the passage(s)
-  organization






Your composition will be scored on style.

-  word choice
-  expression of ideas
-  sentence variety







## DIRECTIONS FOR WRITING

Follow the steps below to help you write your composition.





### Step 1: Planning and Drafting

-  Read the directions, the passage(s), and the writing topic in your test booklet carefully.
-  Think about what you will write before you begin.
-  Make sure to use examples from the passage(s).
-  Use the space provided in your test booklet for planning your composition and writing your rough draft.
-  Remember that your planning notes and rough draft will not be scored.

### Step 2: Revising

-  Review your composition to make sure you have covered all the points on the Writer's Checklist.
-  Reread your rough draft.
-  Rearrange ideas or change words to make your meaning clear and improve your composition.
-  Write your final draft neatly on the correct page(s) in your answer document.
-  Write your final draft in either print or cursive using a No. 2 pencil.
-  Use appropriate formatting.

### Step 3: Proofreading

-  Read your final draft.
-  Correct any errors in subject-verb agreement, verb tenses, word meanings, and word endings.
-  Correct errors in punctuation, capitalization, and spelling.
-  Erase or strike through words if necessary.



**Only the writing on the Final Draft pages in your answer document will be scored.**



**Remember to print or write neatly.**







## CONTENT (One Passage): Central Idea, Development, and Organization

**Key Questions:** Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>focused central idea</li> <li>shows a complete understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>clear central idea</li> <li>shows a general understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>vague central idea</li> <li>shows a partial understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>unclear or absent central idea</li> <li>shows a lack of understanding of the task</li> </ul>
<b>USE OF THE PASSAGE AND DEVELOPMENT</b>	<b>A composition without information from the passage cannot receive a score higher than a 2 in Content.</b>			
	<ul style="list-style-type: none"> <li>includes well-chosen information from the passage to support central idea</li> <li>Passage information and ideas are developed thoroughly.</li> <li>Details are specific, relevant, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes sufficient and appropriate information from the passage to support central idea</li> <li>Passage information and ideas are developed adequately (may be uneven).</li> <li>Details are, for the most part, relevant and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes insufficient or no information from the passage</li> <li>Ideas are not developed adequately (list-like).</li> <li>Some information may be irrelevant or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage</li> <li>minimal/no development</li> <li>Information is irrelevant, inaccurate, minimal, confusing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Evidence of planning and logical order allows reader to easily move through the composition.</li> <li>clear beginning and ending</li> <li>effective linking words and phrases</li> <li>sense of wholeness</li> </ul>	<ul style="list-style-type: none"> <li>Logical order allows reader to move through the composition without confusion.</li> <li>has a beginning and ending</li> <li>some linking words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>attempt at organization</li> <li>weak beginning, ending</li> <li>may lack linking words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>random order</li> <li>no beginning or ending</li> <li>difficult for the reader to move through the response</li> </ul>

## STYLE: Word Choice, Sentence Fluency, and Voice

*Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>• precise</li> <li>• effective</li> <li>• vivid words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>• clear but less specific</li> <li>• includes some interesting words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>• generic</li> <li>• limited</li> <li>• repetitive</li> <li>• overused</li> </ul>	<ul style="list-style-type: none"> <li>• functional</li> <li>• simple (below grade level)</li> <li>• may be inappropriate to the task</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• fluid, very easy to follow, because of variety in length, structure, and beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• generally varied in length and structure</li> <li>• Most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• little or no variety in length and structure</li> <li>• Awkward sentences may affect the fluidity of the reading.</li> <li>• same beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• simple sentences</li> <li>• no variety</li> <li>• Construction makes the response difficult to read.</li> </ul>
<b>VOICE (individual personality of the writing)</b>	<ul style="list-style-type: none"> <li>• compelling and engaging</li> </ul>	<ul style="list-style-type: none"> <li>• clear, but may not be particularly compelling</li> </ul>	<ul style="list-style-type: none"> <li>• weak and/or inconsistent voice</li> </ul>	<ul style="list-style-type: none"> <li>• no voice</li> <li>• Response is too brief to provide an adequate example of style; minimal attempt.</li> </ul>

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## Session 2: Using Information Resources

### Multiple-Choice Answer Sheet

---

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

---

## Session 3: Reading Multiple-Choice Answer Sheet

---

Name: \_\_\_\_\_

5. \_\_\_\_\_

14. \_\_\_\_\_

6. \_\_\_\_\_

15. \_\_\_\_\_

7. \_\_\_\_\_

16. \_\_\_\_\_

8. \_\_\_\_\_

17. \_\_\_\_\_

9. \_\_\_\_\_

18. \_\_\_\_\_

10. \_\_\_\_\_

19. \_\_\_\_\_

11. \_\_\_\_\_

20. \_\_\_\_\_

12. \_\_\_\_\_

21. \_\_\_\_\_

13. \_\_\_\_\_

---

## Session 4: Language Multiple-Choice Answer Sheet

---

Name: \_\_\_\_\_

22. \_\_\_\_\_

35. \_\_\_\_\_

23. \_\_\_\_\_

36. \_\_\_\_\_

24. \_\_\_\_\_

37. \_\_\_\_\_

25. \_\_\_\_\_

38. \_\_\_\_\_

26. \_\_\_\_\_

39. \_\_\_\_\_

27. \_\_\_\_\_

40. \_\_\_\_\_

28. \_\_\_\_\_

41. \_\_\_\_\_

29. \_\_\_\_\_

42. \_\_\_\_\_

30. \_\_\_\_\_

43. \_\_\_\_\_

31. \_\_\_\_\_

44. \_\_\_\_\_

32. \_\_\_\_\_

45. \_\_\_\_\_

33. \_\_\_\_\_

46. \_\_\_\_\_

34. \_\_\_\_\_

47. \_\_\_\_\_

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## Session 2: Using Information Resources

### Multiple-Choice Answer Key

---

Name: \_\_\_\_\_

1. C
2. A
3. A
4. C

---

## Session 3: Reading Multiple-Choice Answer Key

---

Name: \_\_\_\_\_

5. D

6. B

7. C

8. B

9. C

10. B

11. A

12. A

13. C

14. C

15. B

16. D

17. C

18. B

19. A

20. D

21. C

---

## Session 4: Language Multiple-Choice Answer Key

---

Name: \_\_\_\_\_

- |     |          |     |          |
|-----|----------|-----|----------|
| 22. | <u>E</u> | 35. | <u>C</u> |
| 23. | <u>B</u> | 36. | <u>B</u> |
| 24. | <u>A</u> | 37. | <u>C</u> |
| 25. | <u>E</u> | 38. | <u>B</u> |
| 26. | <u>C</u> | 39. | <u>D</u> |
| 27. | <u>A</u> | 40. | <u>B</u> |
| 28. | <u>A</u> | 41. | <u>A</u> |
| 29. | <u>A</u> | 42. | <u>A</u> |
| 30. | <u>D</u> | 43. | <u>C</u> |
| 31. | <u>B</u> | 44. | <u>B</u> |
| 32. | <u>B</u> | 45. | <u>C</u> |
| 33. | <u>B</u> | 46. | <u>A</u> |
| 34. | <u>B</u> | 47. | <u>B</u> |