

Student Name: _____

Ohio's Assessment System



Writing

Student Booklet

Diagnostic Measure

3rd Edition

Office of Curriculum and Assessment

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Activity 1: Punctuation and Capitalization

Directions: In this activity, you are going to make sure that the punctuation and capitalization in a short reading selection are correct. First, you will try a sample question so that you get an idea of what the questions are like.

Sample

Read the sentence below. If the underlined place has incorrect punctuation or capitalization, circle the choice that makes it correct. If it is correct as written, circle C.

Arthur ate his sisters sandwich.

- A. sister
- B. sister's
- C. Correct



Juan wrote a report for school. He underlined three places and the title in the report. Help Juan decide if he used correct punctuation and capitalization at each of the underlined places.

Directions: Read Juan's report and answer questions 1 through 4.

a special octopus

1



A mimic octopus can pretend to be a sea snake so that sharks do not attack it. When a shark comes too close, the mimic octopus flattens itself to look like a snake's body. The octopus stretches out its arms to look long and skinny. The shark is fooled. It thinks the octopus is a sea snake. The shark does not like the taste of sea snakes. the shark swims away, and the octopus is safe.

4



Directions: Read the sentences below. If the underlined word or phrase has incorrect punctuation or capitalization, circle the choice that makes it correct. If it is correct as written, circle C.

1. a special octopus

1

A. A Special Octopus

B. A special octopus

C. Correct

2. A mimic octopus can pretend to be a sea snake so that sharks do not attack it.

2

A. it!

B. it?

C. Correct



-
-
3. When a shark comes too close, the mimic octopus flattens itself to look like a snake's body.

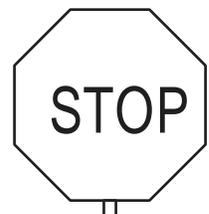
3

- A. snakes
- B. snakes'
- C. Correct

4. the shark swims away, and the octopus is safe.

4

- A. the
- B. The
- C. Correct



Activity 2: Spelling

Directions: This is a spelling activity. You are going to make sure that words in a short reading selection are spelled correctly. First, you will try a sample question so that you get an idea of what the questions are like.

Sample

Read the sentence below. If the underlined word is spelled wrong, write the correct spelling of the word in the blank. If it is correct as is, mark the box.

The dragonfly and the toad were having a rase.

1

The word is spelled correctly as is.



Elisa wrote a report for school. Her report has four underlined words. Help Elisa decide if she spelled each underlined word correctly.

Directions: Read Elisa's report and answer questions 5 through 8.

Tires



Cars have four tires to roll smoothly down the street. Tires are

1

made of rubber and are filled with air. They have treads that help them

2

roll over bumpy parts of the rode. Treads also keep the tires from sliping

3

4

on water or ice. Some trucks have more tires. They may use six or ten

tires at one time. Big trucks need even more tires because they carry

heavy weight.



Directions: Read the sentences below. If the underlined word is spelled wrong, write the correct spelling of the word on the blank. If it is correct as is, mark the box.

5. Cars have four tires to roll smoothly down the street.

1

The word is spelled correctly as is.

6. Tires are made of rubber and are filed with air.

2

The word is spelled correctly as is.



-
7. They have treads that help them roll over bumpy parts of the rode.

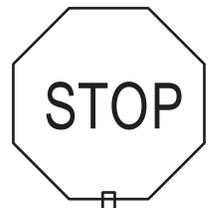
3

The word is spelled correctly as is.

8. Treads also keep the tires from sliping on water or ice.

4

The word is spelled correctly as is.



Activity 3: Grammar and Usage

Luke wrote a story for school. He underlined four places in the story. Help Luke decide if he used the underlined words correctly.

Directions: Read Luke's story and answer questions 9 through 12.

Where Does Dust Come From?



Dust seem to pile up in corners and on top of things. Where

1

does it come from? The dust in your home comes from many, many

places. There are little pieces of dirt that you track in from your shoes.

There are flakes of dead skin and hair from you and his pets. Anything

2

that you drop, like cookie crumbs, can be crushed but become part of

3

the dust under your bed. Dust will always be with us.

4



Directions: Read the sentences below. If the underlined word or phrase has incorrect grammar or usage, circle the choice that makes it correct. If it is correct as written, circle C.

9. Dust seem to pile up in corners and on top of things.

1

- A. seeming
- B. seems
- C. Correct

10. There are flakes of dead skin and hair from you and his pets.

2

- A. your
- B. her
- C. Correct



11. Anything that you drop, like cookie crumbs, can be crushed but become part of the dust under your bed.

3

A. and

B. that

C. Correct

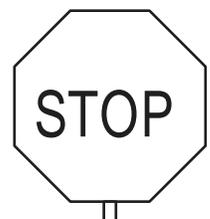
12. Dust will always be with u s.

4

A. will always is

B. will always was

C. Correct



Activity 4: Writing a Response to a Story

For this activity, you will do the following things: First you will read a story, and then you will complete your prewriting. Prewriting will help you get ready to write about the story. Then when you have finished your prewriting, follow the Writing Directions to write your response on the lined pages in your student booklet.

Remember that you may look back at your prewriting and the story as much as necessary to complete your response.

Use the Revising Checklist and the Editing Checklist at the end of the Writing Activity to check your work.



Go to the next page



Directions: Read the story.

A Cabin at Gold Springs by Marilyn Adams



I was visiting my older cousin Martin for the first time. Martin lived at Gold Springs, high in the mountains. I had heard about Gold Springs ever since I was little. Martin lived in the cabin that our great-grandfather had built almost one hundred years ago.

As we drove up to the cabin, Martin said, “I hope you brought your flashlight, kid. You know great-grandpa didn’t put electricity in the cabin. It’s going to get cold, too. We’ll get some wood and make a fire to keep warm and cook our supper. I hope the spring isn’t frozen over. We’ll have to carry our water from there.”

“You mean there’s no television or video games?” I asked.

“Not without electricity. There’s no refrigerator either,” said Martin. “But there are plenty of things to do for fun. Gold Lake is nearby, and it has some big fish in it. We have a canoe. Deer and even bear come down to the lake in the evenings. My horses always love going out for a trail ride. We might even get some snow up here this time of year.”

I looked out the window and thought to myself what an adventure this was going to be.



Prewriting

Imagine you are visiting Martin's cabin.

- What would your first day at the cabin be like?
- What would you be able to do for a day without electricity?
- What chores might you have to take care of?
- What would you do for fun?

Use your imagination and the details from the story to complete the chart below. List the things that you and Martin do during the morning, afternoon and evening of your first day at the cabin. Look back at the questions above as you complete the chart.

Our Day at Martin's Cabin		
Morning	Afternoon	Evening





Lined writing area consisting of 20 horizontal lines.

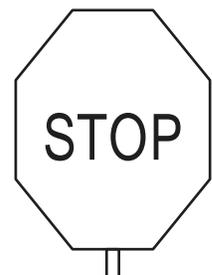


Revising Checklist

- I explained what Martin and I did at the cabin.
- I have enough details to make my description of my day at the cabin clear to the reader.
- My description of my day at the cabin has a beginning, a middle and an end.
- I re-read my description of my day at the cabin, and it makes sense.

Editing Checklist

- I double-checked my spelling.
- I double-checked my capitalization.
- I double-checked my punctuation.
- I double-checked for complete sentences.



Activity 5: Writing a Short Report

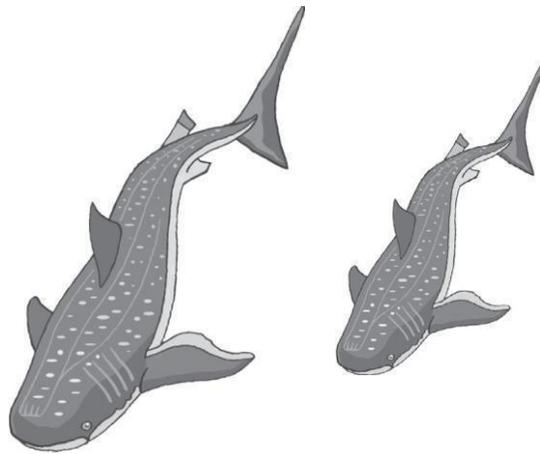
In this activity, you will be writing a short report about sharks.

Start by reading the Introduction to the Writing Task to yourself. Then complete your prewriting, which will help you organize your report.

When you have finished your prewriting, read the Writing Directions and write a first draft of your report on the lined pages. Use the Revising Checklist and the Editing Checklist at the end of the Writing Activity to check your work.



Sharks



Introduction to the Writing Task

You are writing a report about sharks. The facts you have found on whale sharks, dogfish sharks and great white sharks are on the three note cards on the next page. You will use them to write a report.



Prewriting

1. Read all three shark note cards carefully.
2. Decide which sharks you will write about.

Shark Note Cards

Whale Shark

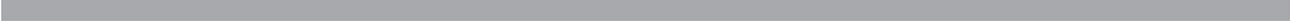
1. 60 feet long
2. not dangerous to people
3. eats small fish
4. biggest shark in the world

Dogfish Shark

1. a very common shark
2. 3 to 4 feet long
3. scientists study this shark to learn about nerves and muscles
4. people eat this shark

Great White Shark

1. powerful jaws
2. has hundreds of teeth
3. excellent sense of smell
4. fast swimmer



Lined writing area consisting of 18 horizontal lines.



Revising Checklist

- My report about sharks has a topic sentence in each
- paragraph. My report tells about different kinds of sharks.
- I have enough details to make my report about sharks clear to the reader.
- I re-read my report, and it makes sense.

Editing Checklist

- I double-checked my spelling.
- I double-checked my capitalization.
- I double checked my punctuation.
- I double-checked for complete sentences.

