Nombre: _____

Sistema de evaluación de Ohio

Redacción

Folleto de prueba del estudiante

Mayo de 2009

Esta evaluación fué originalmente administrada a estudiantes en Mayo del 2009. Este material público es apropiado para uso por parte de maestros en Ohio en situaciones de enseñanza. Esta evaluación está alineada con los Criterios Académicos de Contenido para Inglés de Ohio.

This test was originally administered to students in May 2009. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.

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Acknowledgments

Writing

Selection: Andrew's Tree

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W Writing

Directions:

Today you will be taking the Ohio Grade 4 Writing Achievement Test. This is a test of how well you write. Three different types of questions appear on this test: fill-in, multiple choice and response to writing prompts.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.

2. When you write your answers, write them neatly and clearly in the space provided using a pencil.

3. When you are asked to select the answer, make sure you fill in the circle next to the correct answer. Mark only one answer.

4. If you do not know the answer to the question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.

5. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.

Instrucciones:

Hoy participarás de la Prueba de evaluación de redacción de 4.° grado de Ohio. Esta es una prueba para evaluar cómo escribes. En esta evaluación, aparecen tres tipos diferentes de preguntas: para completar, de opción múltiple y preguntas para desarrollar un tema por escrito.

Existen varios detalles importantes que debes recordar:

1. Lee atentamente cada pregunta. Analiza lo que se pregunta. Si un gráfico u otros diagramas acompañan a la pregunta, obsérvalos atentamente para que te ayuden a responderla. Luego, selecciona o escribe la respuesta que consideres correcta.

2. Cuando escribas tus respuestas, escríbelas con lápiz de manera clara y ordenada en el espacio provisto.

3. Cuando te pidan que selecciones una respuesta, asegúrate de completar el círculo que está al lado de la respuesta correcta. Marca solamente una respuesta.

4. Si no conoces la respuesta a una pregunta, puedes saltearla y seguir con otra. Si tienes tiempo, regresa a las preguntas que dejaste sin responder y respóndelas antes de entregar el Cuadernillo de evaluación del alumno.

5. Si terminas la evaluación antes del tiempo asignado, puedes revisar todo el trabajo. Cuando hayas finalizado y hayan retirado tu Cuadernillo de evaluación del alumno, puedes trabajar en otra tarea en silencio.

W Writing

1. Writing a Response to Literature

In this activity, you are going to read a story and write a response. You may look back at the story as much as necessary to complete your response. Remember to use the Revising Checklist and the Editing Checklist at the end of the writing activity to check your work.

1. Redacción de una Respuesta a un Texto Literario

En esta actividad, leerás un relato y escribirás una respuesta. Puedes volver a leer el relato todas las veces que sea necesario para completar tu respuesta. Para revisar tu trabajo, recuerda que puedes usar la Lista de verificación de revisión y la Lista de verificación de edición que está al final de la actividad de redacción.

Andrew's Tree

By Patricia Toht

Andrew's tree grew in a corner of his big backyard where the muddy creek rolled with rain. Rushing water tickled the roots and lapped at the lower branches.

Some days Andrew liked to swing on the climbing rope his father had hung from a sturdy branch. He ran with flying feet and grabbed the rope just above the fourth knot. With a mighty swing, he kicked the willow's outermost leaves.

Some days Andrew liked to climb to his special reading spot. Halfway up, where one big branch split into two smaller ones, he settled in with his book.

One windy day, Andrew put on his jacket.

"Where do you think you're going?" asked his mother.

"To my tree," he answered.

"Oh no you're not," said his mother. "A big storm is coming. You'll have to stay inside and find something else to do."

Andrew sat by the window, wishing he were outside. He watched the clouds darken and lower, and the wind began to bend the trees. The wind howled. Branches scratched at the siding.

After the storm passed, Andrew and his parents surveyed the damage. In the corner of the backyard, Andrew's tree was split. Half of its branches lay scattered on the ground. Andrew's special reading branch was smashed beneath another, and the climbing rope was a twisted snarl.

"I'd better call the tree service to cut that willow down," said his mother.

The next day four workers came to remove the tree. Their saws, with sharp teeth spinning, sounded like wild animals. Aargh! Roar! They chewed deep into the willow. When they were finished, only a stump remained.

"Look here Andrew," his mother called, pointing to the stump. "See those rings inside the trunk?"

Andrew saw circles that looked like ripples on a pond.

"Nature gave your tree a golden ring for each year of its life," she explained. "Count them. You'll see that your tree lived a long time here by the creek."

Andrew counted seventy-three rings, but it didn't make him feel any better.

The next day Andrew carried a book out to the backyard. Setting it in the grass, he climbed on top of the willow stump. From there he could see a frog sunning itself in the creek. He could see a cardinal hiding in the apple tree and his mother standing at the back door. "Pretty good lookout," he said.

Andrew climbed down and backed away from the stump, then raced toward it. Using the stump as a springboard, he rocketed through the air.

"Wow! Great launch pad!" he said.

He sat down and leaned against the stump. His back nestled into a curve between two outstretched roots. Sweet sawdust perfumed the air.

Andrew picked up his book and opened it. As he read, this new spot felt comfortable and familiar. Andrew smiled. His tree hadn't left him after all.

Pasa a la página siguiente

W Writing

Write a **response** that addresses the following:

Tell what happened to Andrew's favorite tree, and explain how he felt about it throughout this selection.

Use information from this selection to support your written response.

Redacta una **respuesta** que incluya lo siguiente:

Explica lo que le sucedió al árbol preferido de Andrew y cómo se sintió durante todo el fragmento.

Usa la información del fragmento para respaldar tu respuesta por escrito.

W Writing

Remember to write your answer in English.

Revising Checklist

- ☐ I used information and details from the story in my response.
- ☐ I told what happened to Andrew's tree.
- ☐ I told how Andrew felt about the tree throughout the story.
- ☐ I re-read my response and it makes sense.

Editing Checklist

- ☐ I double-checked my spelling.
- ☐ I double-checked my punctuation.
- ☐ I double-checked my capitalization.
- ☐ I double-checked to make sure all of my sentences are complete.

Lista de Verificación de Revisión

- ☐ En mi respuesta, usé la información y los detalles del relato.
- ☐ Conté lo que le sucedió al árbol de Andrew.
- ☐ Conté cómo se sintió Andrew con respecto al árbol durante todo el relato.
- ☐ Volví a leer mi respuesta y tiene sentido.

Lista de Verificación de Edición

- ☐ Revisé bien la ortografía.
- ☐ Revisé bien la puntuación.
- ☐ Revisé bien el uso de mayúsculas.
- ☐ Revisé bien que todas las oraciones fueran oraciones completas.

Directions: Grammar and Usage Activities — Use the selection to answer Questions 2 – 6. If the underlined word is not correct, fill in the circle next to the correct answer.

A Clever Disguise

Some insects are very good at hiding itself. This protecting the insects from birds and other animals that want to eat them. For example, an insect called the treehopper has a green body and a tall, pointed head. The treehopper looks just like a sharp thorn can it stands on a branch. A hungry bird could stand right next to a treehopper and think it was a thorn.

2. Some insects are very good at hiding itself.

   ○ A. they
   ○ B. their
   ○ C. themselves
   ○ D. Correct as is

3. This protecting the insects from birds and other animals that want to eat them.

   ○ A. protect
   ○ B. protects
   ○ C. protection
   ○ D. Correct as is

Instrucciones: **Actividades de Gramática y Uso de la Lengua — Usa el fragmento para responder a las preguntas 2 a 6. Si la palabra subrayada no es correcta, completa el círculo que está al lado de la respuesta correcta.**

A Clever Disguise

Some insects are very good at hiding itself. This protecting the insects from birds and other animals that want to eat them. For example, an insect called the treehopper has a green body and a tall, pointed head. The treehopper looks just like a sharp thorn can it stands on a branch. A hungry bird could stand right next to a treehopper and think it was a thorn.

2. Some insects are very good at hiding itself.

   ○ A. they
   ○ B. their
   ○ C. themselves
   ○ D. Es correcta como está

3. This protecting the insects from birds and other animals that want to eat them.

   ○ A. protect
   ○ B. protects
   ○ C. protection
   ○ D. Es correcta como está

4. For example, an insect called the treehopper has a green body and a tall, pointed head.

- ○ A. have
- ○ B. having
- ○ C. to have
- ○ D. Correct as is

5. The treehopper looks just like a sharp thorn can it stands on a branch.

- ○ A. when
- ○ B. does
- ○ C. will
- ○ D. Correct as is

6. A hungry bird could stand right next to a treehopper and think it was a thorn.

- ○ A. thought
- ○ B. thinks
- ○ C. thinking
- ○ D. Correct as is

4. For example, an insect called the treehopper has a green body and a tall, pointed head.

- ○ A. have
- ○ B. having
- ○ C. to have
- ○ D. Es correcta como está

5. The treehopper looks just like a sharp thorn can it stands on a branch.

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6. A hungry bird could stand right next to a treehopper and think it was a thorn.

- ○ A. thought
- ○ B. thinks
- ○ C. thinking
- ○ D. Es correcta como está

Directions: Grammar and Usage Activities — Use the selection to answer Questions 7 – 11. If the underlined word is not correct, fill in the circle next to the correct answer.

Otters

Young animals tend to be playful, wherever they are wild or tame. Once wild animals become fully grown, however, they must keep themselves busy by hunting for food and avoiding enemies. As fully grown animals, they have little time into playing. The otter is amazing different. Grown otters enjoys having a good time by jumping into lakes, streams or snowbanks.

7. Young animals tend to be playful, wherever they are wild or tame.

- ○ A. whether
- ○ B. either
- ○ C. but
- ○ D. Correct as is.

8. Once wild animals become fully grown, however, they must keep themselves busy by hunting for food and avoiding enemies.

- ○ A. them
- ○ B. themself
- ○ C. themselfs
- ○ D. Correct as is

Instrucciones: **Actividades de Gramática y Uso de la Lengua — Usa el fragmento para responder a las preguntas 7 a 11. Si la palabra subrayada no es correcta, completa el círculo que está al lado de la respuesta correcta.**

Otters

Young animals tend to be playful, wherever they are wild or tame. Once wild animals become fully grown, however, they must keep themselves busy by hunting for food and avoiding enemies. As fully grown animals, they have little time into playing. The otter is amazing different. Grown otters enjoys having a good time by jumping into lakes, streams or snowbanks.

7. Young animals tend to be playful, wherever they are wild or tame.

   ○ A. whether
   ○ B. either
   ○ C. but
   ○ D. Es correcta como está.

8. Once wild animals become fully grown, however, they must keep themselves busy by hunting for food and avoiding enemies.

   ○ A. them
   ○ B. themself
   ○ C. themselfs
   ○ D. Es correcta como está

9. As fully grown animals, they have little time into playing.

- ○ A. under
- ○ B. over
- ○ C. for
- ○ D. Correct as is

10. The otter is amazing different.

- ○ A. amaze
- ○ B. amazingly
- ○ C. amazes
- ○ D. Correct as is

11. Grown otters enjoys having a good time by jumping into lakes, streams or snowbanks.

- ○ A. enjoying
- ○ B. does enjoy
- ○ C. enjoy
- ○ D. Correct as is

9. As fully grown animals, they have little time into playing.

- A. under
- B. over
- C. for
- D. Es correcta como está

10. The otter is amazing different.

- A. amaze
- B. amazingly
- C. amazes
- D. Es correcta como está

11. Grown otters enjoys having a good time by jumping into lakes, streams or snowbanks.

- A. enjoying
- B. does enjoy
- C. enjoy
- D. Es correcta como está

On the May 2009 Grade 4 Writing Achievement Test, items 12–16 are field-test items, which are not released.

Items 17–22 have not been slated for public release in 2009.

En la Evaluación de Rendimiento de Redacción de Cuarto Grado, administrada en Mayo del 2009, las preguntas 12 a la 16 son de prueba de campo, lo cual significa que no es material público.

Las preguntas 17 a la 22 no han sido marcadas para ser hechas públicas en el 2009.

W