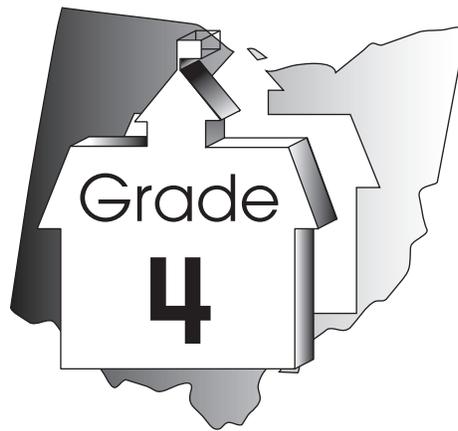


Student Name: \_\_\_\_\_

# Ohio Achievement Tests



## Writing Student Test Booklet Half-Length Practice Tests

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

**Directions:**

Today you will be taking the Ohio Grade 4 Writing Practice 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.

Go to next page

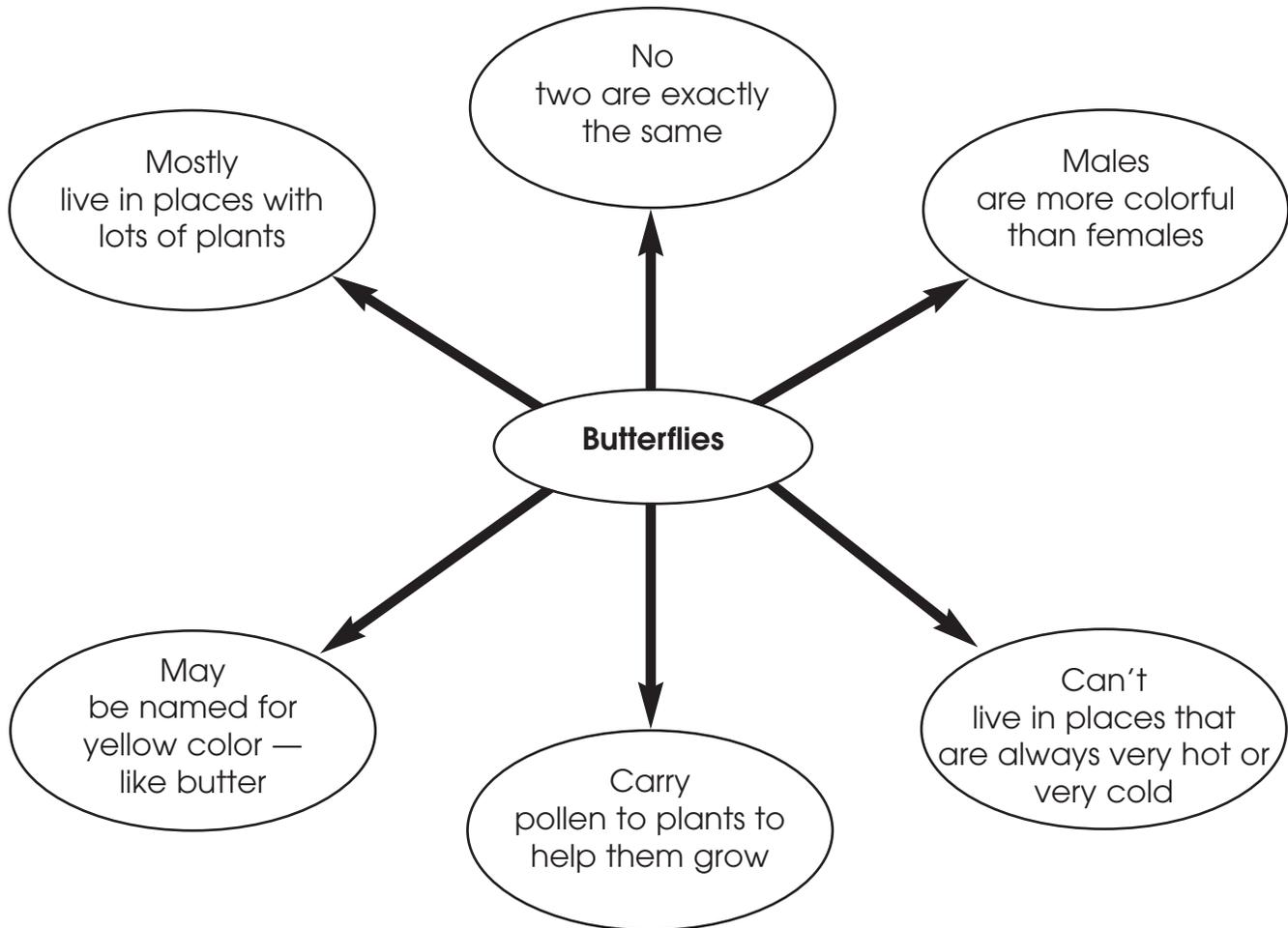


1. Writing an Informational Report

In this activity, you will use the facts on the graphic organizer to write a report about butterflies. You may look back at the graphic organizer as much as necessary to complete your report. Remember to use the Revising Checklist and the Editing Checklist at the end of the writing activity to check your work.



## Butterflies



Write an **informational report** about butterflies. Use the information on the graphic organizer to write your report. Use the facts and details you have been given. Make sure your report has an introduction, a body and a conclusion.







**Revising Checklist**

- I used facts and details from the graphic organizer in my report.
- My report gives information about butterflies.
- My report has an introduction, a body and a conclusion.
- I re-read my report 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.



**Directions: Spelling Activities — Use the selection to answer Questions 2 – 6. If the underlined word is not spelled correctly, write the correct spelling of the word on the line provided. If the underlined word is spelled correctly, mark the box with an X.**

### Ohio Inventors

Sevral famous inventors came from Ohio. One is Charles Kettering, whose invention allowed people to start their cars by turning a key insted of using a hand crank. Another inventor, Garrett Morgan, created the stoplight, which made driving saffer. Two well-known inventors were Orville and Wilbur Wright, who invented the first flying mashine, later known as an airplane. Thomas Edison's most important invention was the electric light bulb.

2. Sevral famous inventors came from Ohio.

---

The word is spelled correctly as is.

3. One is Charles Kettering, whose invention allowed people to start their cars by turning a key insted of using a hand crank.

---

The word is spelled correctly as is.

# W

## Writing

4. Another inventor, Garrett Morgan, created the stoplight, which made driving saffer.
- 

The word is spelled correctly as is.

5. Two well-known inventors were Orville and Wilbur Wright, who invented the first flying mashine, later known as an airplane.
- 

The word is spelled correctly as is.

6. Thomas Edison's most important invention was the electric light bulb.
- 

The word is spelled correctly as is.



**Directions: Punctuation and Capitalization Activities — Use the selection to answer Questions 7 – 11. If what is underlined is not correct, either fill in the circle next to the correct answer or write it correctly on the line provided.**

### The Erie Canal

In the early 1800s, the Erie Canal improved transportation in the United States. The canal opened the way from New York City to the Midwest. Instead of traveling over primitive roads to the Midwest people used the easier and cheaper canal. Because shipping corn, wheat and livestock from the Midwest to New York City was also cheaper by canal, the Erie Canal made trading easier. It encouraged the growth of the area west of the Appalachian mountains.

7. In the early 1800s, the Erie Canal improved transportation in the United States.

- A. 1800s;
- B. 1800s.
- C. 1800s:
- D. Correct as is

8. The canal opened the way from New York City to the Midwest.

- A. Midwest.”
- B. Midwest!
- C. Midwest.
- D. Correct as is

# W

## Writing

9. Instead of traveling over primitive roads to the Midwest people used the easier and cheaper canal.
- A. Midwest, people
  - B. Midwest. People
  - C. Midwest" people
  - D. Correct as is
10. Because shipping corn, wheat and livestock from the Midwest to New York City was also cheaper by canal, the Erie Canal made trading easier.
- A. corn wheat
  - B. corn and, wheat
  - C. corn: wheat
  - D. Correct as is
11. It encouraged the growth of the area west of the Appalachian mountains.

The word uses correct capitalization as is.



**Directions: Grammar and Usage Activities — Use the selection to answer Questions 12 – 16. If the underlined word is not correct, fill in the circle next to the correct answer.**

### A Problem Plant

Sometimes it's fine to bring plants from one country to other, but sometimes imported plants can cause problems. For example, the kudzu plant was brought to the United States because it looked nice and grew easily. Workers started plant kudzu next to new roads. As it turned out, the kudzu grew too quicker. It caused problems at covering farm fields and ruining crops.

12. Sometimes it's fine to bring plants from one country to other, but sometimes imported plants can cause problems.
- A. a other
  - B. another
  - C. one others
  - D. Correct as is
13. For example, the kudzu plant was brought to the United States because it looked nice and grew easily.
- A. brings
  - B. brougthen
  - C. bringing
  - D. Correct as is

# W

## Writing

14. Workers started plant kudzu next to new roads.
- A. plants
  - B. planted
  - C. planting
  - D. Correct as is
15. As it turned out, the kudzu grew too quicker.
- A. quickly
  - B. quickest
  - C. quicken
  - D. Correct as is
16. It caused problems at covering farm fields and ruining crops.
- A. to
  - B. by
  - C. on
  - D. Correct as is

## 17. Writing a Narrative

For this activity, you will use the prewriting activity to organize your thoughts and then write a narrative (story). Read the topic and instructions carefully before filling out the story map provided.

Remember to use the Revising Checklist and the Editing Checklist at the end of the writing activity to check your work.

Think of a time when you did something special (for example, went to an interesting place, spent time with a friend, or did something to make someone else feel happy).

Write a **narrative** (story), telling about what happened. If you cannot think of something special you did, write about something special you would like to do.

Be sure to include in detail:

- The place (setting)
- The people who were there (characters)
- The events (plot)



Story Title:

Where does the story take place? (Setting)

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---

Who is in the story? (Characters)

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What happens in the story? (Plot)

Events:

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

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

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

Ending: \_\_\_\_\_

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**Revising Checklist**

- I wrote a story about a time when I did something special.
- I wrote in detail.
- I included a setting, characters and a plot.
- I re-read my narrative 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.

