

**Ohio Achievement Test
Grade 4 Writing**

March 2006

**Answer Key
and
Scoring Guidelines
with
Exemplar Student Responses**

**Grade 4 Writing
Answer Key
March 2006**

Item No.	Type	Content Standard	Content Standard Benchmark	Answer Key
1	Writing Prompt	Writing Applications and Writing Process	B	Not for Public Release
2	Fill-In Item	Writing Conventions	B	Not for Public Release
3	Fill-In Item	Writing Conventions	B	Not for Public Release
4	Fill-In Item	Writing Conventions	B	Not for Public Release
5	Fill-In Item	Writing Conventions	B	Not for Public Release
6	Fill-In Item	Writing Conventions	B	Not for Public Release
7	Multiple Choice	Writing Conventions	C	B
8	Multiple Choice	Writing Conventions	C	D
9	Multiple Choice	Writing Conventions	C	D
10	Multiple Choice	Writing Conventions	C	A
11	Fill-In Item	Writing Conventions	C	1 pt rubric
12	Multiple Choice	Writing Conventions	D	B
13	Multiple Choice	Writing Conventions	D	C
14	Multiple Choice	Writing Conventions	D	B
15	Multiple Choice	Writing Conventions	D	C
16	Multiple Choice	Writing Conventions	D	A
17	Writing Prompt	Writing Applications and Writing Process	C	4 pt rubric

Limited = 0-12; Basic = 13-17; Proficient = 18-27; Accelerated = 28-34; Advanced = 35-39
 Multiple Choice = 1 point; Fill-in = 1 point; Writing Prompts are 4 points x 3 = 12 points each

Holistic Rubric for Student Writing Prompts:

A written response that earns a score of 4:

- Fully addresses the prompt and purpose for writing
- Focuses on the topic with ample supporting details and little or no extraneous information
- Includes all components of the mode of writing
- Displays a sense of wholeness (cohesiveness) including a logical order of ideas
- Contains a beginning, middle and end appropriate for the mode of writing (introduction, body, conclusion – Expository) (Date, Salutation, Body, Closing, Signature– Letter)
- Contains appropriate paragraphing with clear transitions and topic sentences
- Uses language effectively by varying vocabulary and sentence patterns
- Contains correct grammatical structures with few or no errors
- Uses correct spelling of high-frequency and grade-level words; few or no minor errors in punctuation and capitalization

A written response that earns a score of 3:

- Adequately addresses the prompt and purpose for writing
- Relates to the topic with adequate supporting details but may have some extraneous information
- Includes most of the components of the mode of writing
- Contains a logical order of ideas
- Contains an apparent beginning, middle and end appropriate for the mode of writing (introduction, body, conclusion – Expository) (Date, Salutation, Body, Closing, Signature – Letter)
- Contains paragraphing with some transitions and topic sentences
- Varies vocabulary and sentence patterns
- Contains grammatical structures that are mostly correct
- Uses correct spelling of high-frequency grade-level words; few errors in punctuation and capitalization

A written response that earns a score of 2:

- Partially addresses the prompt and purpose for writing
- Demonstrates an awareness of the topic, with some supporting detail, but may contain extraneous information
- Includes some of the components of the mode of writing
- Contains fragmented ideas and is hard to understand
- Attempts a beginning, middle and end appropriate for the mode of writing (introduction, body, conclusion – Expository) (Date, Salutation, Body, Closing, Signature – Letter)
- Contains some paragraphing with few transitions of ideas, topic sentences and/or details
- Contains limited vocabulary and simple or incorrect sentences
- Contains grammatical errors that interfere with meaning
- Contains frequent errors in spelling, capitalization and punctuation that interfere with meaning

A written response that earns a score of 1:

- Attempts to address prompt and purpose for writing
- Relates slightly to topic, has little or no supporting detail and may contain much extraneous information
- Includes few of the components of the mode of writing
- Contains no logical order of ideas
- Contains little or no evidence of beginning, middle or end appropriate for the mode of writing (introduction, body, conclusion – Expository) (Date, Salutation, Body, Closing, Signature – Letter)
- Contains little evidence of paragraphing, lacks topic sentences
- Contains limited vocabulary and sentence patterns, and errors in language usage
- Contains serious grammatical errors that impede meaning
- Contains many errors in spelling, punctuation, and capitalization that impede meaning

11. his presidential term was short, lasting only one month.

Scoring Guidelines

Points	Student Response
1 point	Sample Response: His
0 point	Response is incorrect or irrelevant.

17. Writing a Letter

In this activity, you will write a letter. Remember to use the Revising Checklist and the Editing Checklist at the end of the writing activity to check your work.

Imagine that you are writing a report about a city.

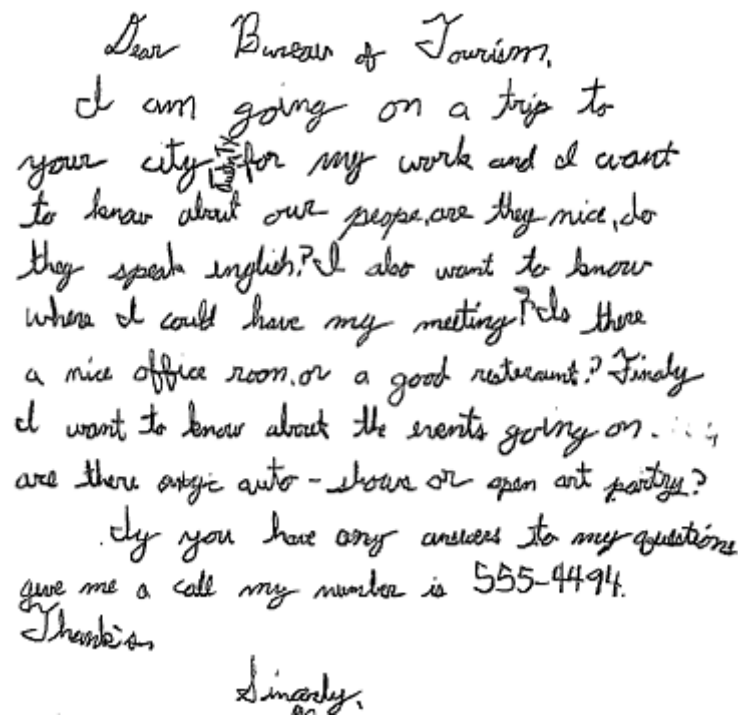
Write a **letter** to the Bureau of Tourism in the city, requesting information about its people, places and events. (The Bureau of Tourism gives visitors information about its city.) Be sure to write in detail about why you are asking for this information and what you want to know for your report.

Use the information from this selection to support your written response.

Scoring Guidelines and Student Samples

Score Point 4

Student Sample:



Dear Bureau of Tourism,
I am going on a trip to
your city for my work and I want
to know about our people, are they nice, do
they speak english? I also want to know
where I could have my meeting? Is there
a nice office room, or a good restaurant? Finally
I want to know about the events going on...
are there any auto-shows or open art partys?
If you have any answers to my questions
give me a call my number is 555-4494.
Thank's
Sincerely,
an

Score Rationale for Score Point 4:

The response fully addresses the prompt and purpose of writing a letter to request information from a board of tourism. The writer includes the necessary elements of the letter format and tells why he or she is requesting the information (*I am going on a trip to your city for my work*). The student also includes ample details about what information he or she is requesting (*I want to know about people...where could I have my meeting...are there any auto shows or open art partys?*). There is a sense of wholeness and logical order to the presentation of ideas with a clear beginning, middle, and end. Paragraphs are appropriate and language effective. Few errors are present. The best fit score for this paper is a “4”.

Score Point 3

Student Sample:

March 30, 2004
Weinton, West Virginia
1900 Vermont St. WVA 2646

Dear Bureau of Tourism,

If I were to come to
Canton, Ohio would I see the Hol of Fame.
I also would like to know if the
Mickly Monument is in Canton, Ohio. What
kind of other things will we see interesting.
My family and I are asking so many
questions because we know that the big
hol of fame pard and game is coming up
and it sounds so interesting. This
also will be our spring break to for
us. The Stachew of Libraty is not in
Canton is it were is it.

continued on next page

Score Point 3 Student Sample continued

Is there a fair or carnival for
the kids close by. Will there be
four buses every 15 to 20 min.
My family will hope to be able to
come please write us back at
190 Overmont SW Weirton, West Virginia
44640

Sincerely,

Score Rationale for Score Point 3:

The response adequately addresses the prompt and purpose of writing a letter to request information from a Board of Tourism. The writer includes the necessary elements of the letter format and tells why he or she is requesting the information (*if I were to come to Canton*). The student also includes adequate details about what information he or she is requesting (*would I see a hol of fame. what kind of other things will we see...Is there a fair or carnival...*). There is a logical order to the presentation of ideas with an apparent beginning, middle, and end. Paragraphs are appropriate (though there is only one). The writer varies vocabulary and sentences. Errors are present, and the response does not demonstrate effective use of language. The best-fit score for this paper is a "3".

Score Point 2

Student Sample:

Dear, Bureau of tourism,
I would like to have some
information. I would like
to know what is going on in
the city. ~~What~~ ^{What} ~~restraunts~~ ^{restraunts}, ^{you have} musivms, and
speshal events going on in the town.

From,

Score Rationale for Score Point 2:

The response partially addresses the prompt and purpose of writing a letter to request information from a board of tourism. The writer includes the necessary elements of the letter format and tells why he or she is requesting the information (*I would like to have some information*). The student also includes some details (not enough to be considered adequate) about what information he or she is requesting. There is an attempt at a beginning, middle, and end. Paragraphs are appropriate (though there is only one). There are few errors. The best-fit score for this paper is a "2".

Score Point 1

Student Sample:

Dear Bureau of Tourism,
I would like it if you could tell me how old
you are and when you were born.

Your friend,

Score Rationale for Score Point 1:

The response attempts to address the prompt and purpose of writing a letter to request information from a board of tourism. The writer includes some of the necessary elements of the letter format, but has misunderstood most of the prompt, writing a letter to a pen-pal rather than requesting information from a bureau of tourism. There is little supporting detail. The best-fit score for this paper is a "1".