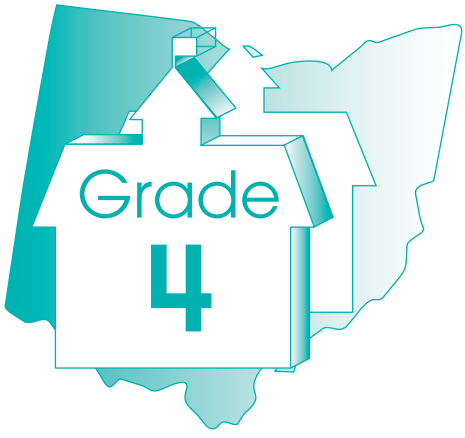
Department of Education

Student Name _____

# Ohio Achievement Tests




STOP

Do not place student label in space below. Place on back cover.

## Writing

Student Test Booklet

May 2008

*This test was originally administered to students in May 2008*

*Not all items from the May 2008 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11:4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as public record.*

*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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**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.

1. 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 your class went on a field trip, for example, to a park, the local library, a museum, the zoo, a newspaper office, or another place.

Write a **letter** to thank your teacher for taking your class on the trip. Be sure to include what you liked about the trip and some details about what you did on the trip.

# W Writing

Use Pencil Please



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## Revising Checklist

- ☐ I wrote a letter to my teacher, thanking him or her for taking our class on a trip.
- ☐ I explained why I liked the trip and wrote details about what we did on the trip.
- ☐ I used correct letter format.
- ☐ I re-read my letter 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.

Items 2–6 have not been slated for public release in 2008.

**Directions: Punctuation and Capitalization 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 or write it correctly on the line provided.**

## Travel Agency

Ray Lee's parents work at a travel agency called Vacation travel. Ray likes to go there after school and look at the agency's display of posters for Europe, Asia, Africa, and other parts of the world His father and mother always say, "Someday w'ell go." Then Ray always says, "Let's go now!" Rays parents are happy that he wants to see different places around the world.

7. Ray Lee's parents work at a travel agency called Vacation travel.

_____

☐ The word uses correct capitalization.

8. Ray likes to go there after school and look at the agency's display of posters for Europe, Asia, Africa, and other parts of the world

○ A. world.

○ B. world!

○ C. world?

○ D. Correct as is

9. His father and mother always say, "Someday w'ell go."

- A. well
- B. we'll
- C. wel'l
- D. Correct as is

10. Then Ray always says, "Let's go now!"

- A. now,"
- B. now"
- C. now?"
- D. Correct as is

11. Rays parents are happy that he wants to see different places around the world.

- A. Ray
- B. Rays'
- C. Ray's
- D. Correct as is

Items 12–16 have not been slated for public release in 2008.

17. Writing an Informational Report

In this activity, you will use the facts and details on the graphic organizer to write a report about bats. 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.

## Bats

BATS

| Mammals | Flying | Other Facts | Useful to Humans |
|---|---|---|---|
| • Means they have babies, not eggs<br>• Warm-blooded like humans<br>• NOT birds | • Wings made of skin, not feathers<br>• Wings 3 times as long as bodies | • Nocturnal (means they sleep by day, hunt by night)<br>• Use sonar to locate food and navigate | • Eat mosquitoes and other insects<br>• Save plants and crops from insects |

Write an **informational report** about bats. Use information in the graphic organizer to write your report. Make sure your report has an introduction, a body and a conclusion.

# W Writing

Use Pencil Please



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# W Writing

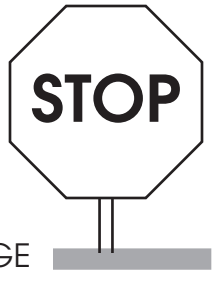
Use Pencil Please

## Revising Checklist

- ☐ My report is about bats.
- ☐ I used facts and details from the graphic organizer in my report.
- ☐ My report has an introduction, a body and a conclusion.
- ☐ 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.



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