

Student Name _____

OHIO GRADUATION TESTS



Writing

Base Test

March 2005

This test was originally administered to students in March 2005. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards.

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.

WRITING TEST

DIRECTIONS: The maximum time allowed for the test is 2 1/2 hours. Plan your time to completely respond to the two writing-prompt questions because 36 of the 48 total possible points on this test can be earned by responding to them. One writing-prompt question is at the beginning of the test; the other is at the end. You may refer to the questions as often as necessary.

For writing prompt questions, space is provided for prewriting activities. This section is provided for planning your writing. Nothing written in this space will be scored.

Make sure the draft you want scored is written in the lined section of the Answer Document. Your draft needs to be legible to be scored. It may be in printed or cursive handwriting.

Revising and editing are encouraged, although, for the purposes of this test, you will not be able to use reference materials. Erasing, crossing out and other editing changes may be made right on your draft in the Answer Document. You may not need to use the entire space provided, but be sure your answer is complete.

For multiple-choice questions, most questions are associated with a brief paragraph or a sentence. Some of the questions are clustered together; others stand alone. After reading the paragraph or sentence and the question, choose the correct answer and mark the corresponding circle in your Answer Document. If you change an answer, be sure to erase the first mark completely.

For short-answer questions, answer completely in the Answer Document in the space provided. You may not have to use the entire space provided, but be sure your answer is complete.

Read the following outline and answer question 2.

Outline for booklet on basic first aid for parents

I. Introduction

- A. Purpose of this booklet
- B. Important skills to know
- C. How to use this booklet

II. Preparation

- A. Supplies
- B. Professional training
- C. Emergency contact information

III. Steps in administering first aid treatments

IV. When to call professional help

2. In which section of the outline would you find the following sentence?

Most hospitals offer classes in CPR to the general public.

- A. Section I A
- B. Section I C
- C. Section II A
- D. Section II B

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Use the following information from a handbook on language to answer question 3.

- Capitalize points of the compass when they refer to actual regions: *a ranch in the West*.
- Capitalize titles of persons used with the person's name. When the title is used alone, capitalize it only when it stands for a specific person of high rank: *Professor Smith* is a *professor* of physics; the *Secretary of State* visited China.
- Capitalize names showing family relationships when the name serves as a proper noun: We stopped talking when *Mother* entered the room.

3. Which is the correct way to edit the sentence below?

I visited uncle Bill, who is a doctor in the Midwest.

- A. I visited Uncle Bill, who is a Doctor in the midwest.
- B. I visited Uncle Bill, who is a doctor in the Midwest.
- C. I visited Uncle Bill, who is a Doctor in the Midwest.
- D. I visited uncle Bill, who is a doctor in the Midwest.

Use the following information from a handbook on language to answer question 4.

- Use a semicolon to join two or more independent or main clauses that are not connected by a coordinating conjunction. Coordinating conjunctions are *and*, *but*, *or*, *nor*, *for*, *so* and *yet*.
- Use a semicolon before a conjunctive adverb when the word connects two independent or main clauses in a compound sentence. Conjunctive adverbs include *however*, *in addition*, *instead*, *for example* and *therefore*.

4. Which of these sentences should be edited to correct an error?

- A. CDs are cheaper than records; they also have better sound quality.
- B. The CD first went on sale in 1983, and it quickly outsold the vinyl record.
- C. The CD has made music easy to copy, therefore, many people now make their own CDs.
- D. Developers of the CD believed the market would continue to grow; however, CD sales have dropped in the past two years.

Writing

5. Select the correct way to edit the sentence.

On our vacation we plan to fish in the ocean, swimming in the surf, and relax in the hotel.

- A. On our vacation, we plan to fish in the ocean, swim in the surf, and relax in the hotel.
- B. On our vacation we plan fishing in the ocean, swimming in the surf, and to relax in the hotel.
- C. On our vacation we plan to fish in the ocean, to swim in the surf, and relaxing in the hotel.
- D. On our vacation, we plan fishing in the ocean, to swim in the surf, and relaxing in the hotel.

6. You have been given the assignment to speak about Langston Hughes at an assembly in your high school. Use the information below to organize and write the introduction. Your introduction should be in paragraph form.

Langston Hughes:

- was born in Joplin, Missouri, in 1902.
- began writing poems in eighth grade.
- wrote sixteen books of poems and three collections of short stories.
- attended high school in Cleveland, Ohio, and was named class poet.
- enrolled at Columbia University but dropped out to write poetry.
- spent most of his life in Harlem.

Write your answer in the **Answer Document**. (2 points)

Read the draft paragraph and answer question 7.

¹.When I was younger, I loved riding the school bus. ².Every morning that bus, filled with my friends, came down my street. ³.Once I was in my seat, my best friend came and sat beside me. ⁴.In the mornings, everyone was quiet; in the afternoons, the bus was very noisy from the shouts of children happy to be leaving school.

7. Where should the sentence below be inserted into the paragraph?

Those rides home were the best part of my day.

A. after Sentence 1

When I was younger, I loved riding the school bus. **Those rides home were the best part of my day.** Every morning that bus, filled with my friends, came down my street. ...

B. after Sentence 2

... Every morning that bus, filled with my friends, came down my street. **Those rides home were the best part of my day.** Once I was in my seat, my best friend came and sat beside me. ...

C. after Sentence 3

... Once I was in my seat, my best friend came and sat beside me. **Those rides home were the best part of my day.** In the mornings, everyone was quiet; in the afternoons, the bus was very noisy from the shouts of children happy to be leaving school.

D. after Sentence 4

... In the mornings, everyone was quiet; in the afternoons, the bus was very noisy from the shouts of children happy to be leaving school. **Those rides home were the best part of my day.**

Writing

Use the following information from a handbook on language to answer question 8.

Use a comma

- to separate three or more words, phrases or clauses in a series: We bought *pens, pencils and paper*.
- to separate adjectives that equally modify the same noun: He is a *tired, old* man.
- to set off introductory words, phrases or clauses from the rest of the sentence: *Unfortunately,* we came too late.
- to set off parenthetical elements: He is, *as a rule,* a very calm man.

8. Which is the correct way to edit the sentence below?

In a most creative and imaginative way Cheryl presented her project to the class.

- A. In a most creative, and imaginative way, Cheryl presented her project to the class.
- B. In a most creative and imaginative way Cheryl, presented her project to the class.
- C. In a most creative, and imaginative, way Cheryl presented her project to the class.
- D. In a most creative and imaginative way, Cheryl presented her project to the class.

On the March 2005 Ohio Graduation Writing Test, questions 9 – 11 are field test items that are not released.

Writing

Read the draft paragraph and answer questions 12 – 15.

¹.The sea pulls back its deep gray cloak laced with white foam during low tide. ².Hidden jewels are revealed in the sand. ³.Some are half-buried; others are strewn about wildly as if spilled from an overturned chest. ⁴.During this magical time, I can find shells, shiny pebbles, shards of sea-glass and the lost dreams of past visitors. ⁵.The tide comes back in, and the sea reclaims the secrets of its inner world.

12. In the context of the paragraph, which transitional phrase would be appropriate to use at the beginning of sentence 5?

- A. As a result, the tide comes back in, and the sea reclaims the secrets of its inner world.
- B. All around, the tide comes back in, and the sea reclaims the secrets of its inner world.
- C. After a while, the tide comes back in, and the sea reclaims the secrets of its inner world.
- D. In other words, the tide comes back in, and the sea reclaims the secrets of its inner world.

13. In the context of the paragraph, which is the correct way to revise and/or edit sentence 1 for clarity?

- A. The sea pulls back, during low tide, its gray cloak laced with white foam.
- B. During low tide, its gray cloak laced with white foam, the sea pulls back.
- C. The sea pulls back its gray cloak during low tide, laced with white foam.
- D. During low tide, the sea pulls back its gray cloak laced with white foam.

14. Which topic sentence would be appropriate for the paragraph?
- A. The sea resembles a cloak.
 - B. High tide always follows low tide.
 - C. Many people lose things at the beach.
 - D. Many treasures can be found during low tide.

15. If the writer chooses to revise and expand the essay, which strategy would be appropriate?
- A. include a paragraph on local shops and restaurants
 - B. include some additional descriptions about local tides
 - C. include some background information on global warming
 - D. include a paragraph about the time her little sister got lost at the beach

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