

Student Name _____

OHIO GRADUATION TESTS



Writing

Spring 2008

This test was originally administered to students in March 2008. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards.

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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 grouped 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 the short-answer question, 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.

2. Your assignment is to write a personal narrative.

Which topic is appropriate for this task?

- A. the family trip to Branson, Missouri
- B. the life of cartoonist Charles Schulz
- C. the causes and effects of school budget cuts
- D. the history of Mount Rushmore's famous faces

3. **Lakes are meant to provide summer fun for everyone. Many times, however, jet skis outnumber boats on smaller lakes. Using a jet ski is great fun, but common sense and a few basic rules are needed to keep the skiers and others safe.**

Which approach should a writer use to further develop this paragraph?

- A. charting weather conditions over lake areas
- B. researching articles describing America's smaller lakes
- C. surveying the number of people using camping facilities
- D. investigating accidents involving jet skis on smaller lakes

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

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.

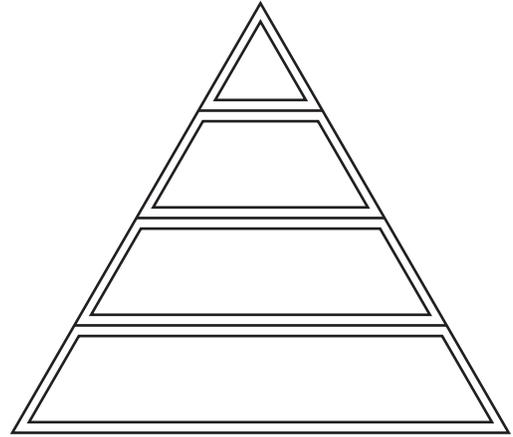
4. Which is the correct way to edit the sentence below?

The members of the soccer team surprisingly supported moving their game to the weekend.

- A. The members of the soccer team, surprisingly supported moving their game to the weekend.
- B. The members of the soccer team, surprisingly, supported moving their game to the weekend.
- C. The members of the soccer team surprisingly, supported moving their game to the weekend.
- D. The members of the soccer team, surprisingly supported, moving their game to the weekend.

5. A presentation or essay is more effective if the presenter or writer anticipates the questions and concerns of the target audience. Imagine Kerry has been asked to speak to a group of elementary school children who will be going to the middle school next year. This will be their first experience with following a schedule and changing classrooms. Give two questions or concerns that Kerry should anticipate from the children, and explain how she would effectively respond to each one. Write your answer in the **Answer Document**. (2 points)

6. For what purpose should a student use this graphic organizer?



- A. to illustrate one idea building upon others
- B. to demonstrate a recurring cycle
- C. to compare four concepts
- D. to show cause and effect

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7. What kind of editing notation needs to be made in the sentence below?

A popular debate these days, concerns requirements for people over sixty, to renew licenses by passing actual driving tests again.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. usage error

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

- Capitalize proper nouns and proper adjectives.
- Capitalize the names of periods and events in history.
- Capitalize the names of planets, continents and countries.
- Capitalize the names of religions, races, languages and nationalities.

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

The english language has changed since the middle ages.

- A. The English Language has changed since the middle ages.
- B. The English language has changed since the Middle Ages.
- C. The English language has changed since the Middle ages.
- D. The English language has changed since the middle Ages.

Read the draft paragraph and answer question 9.

^{1.} When I was younger, I loved riding the school bus. ^{2.} Every morning that bus would be coming down my street and was filled with my friends. ^{3.} Once I was in my seat, my best friend comes and sits besides me. ^{4.} In the mornings everyone are quiet in the afternoons the bus is very noisy from the shouts of children happy to be leaving school.

9. In the context of the paragraph, which is the correct way to revise and/or edit sentence 4?
- A. In the mornings, everyone is quiet in the afternoons the bus is very noisy from the shouts of children happy to be leaving school.
 - B. In the mornings, everyone was quiet; in the afternoons, the bus was very noisy from the shouts of children happy to be leaving school.
 - C. In the mornings, everyone are quiet; in the afternoons, the bus was very noisy from the shouts of children happy to be leaving school.
 - D. In the mornings, everyone was quiet; the shouts of children happy to be leaving school filled the bus in the afternoons, and it is very noisy.

Read the draft paragraph and answer question 10.

^{1.} Because of the teacher's illness, the unit test was postponed. ^{2.} The substitute teacher give the assignment and everyone worked to finish their paragraphs. ^{3.} When they had handed in his or her papers, both Bradley and Sam put their heads down. ^{4.} In the back of the room either Sue or Liza were whispering quietly.

10. In the context of the paragraph, which transitional word or phrase would be used before sentence 2?

- A. In fact, the substitute teacher give the assignment and everyone worked to finish their paragraphs.
- B. Instead, the substitute teacher give the assignment and everyone worked to finish their paragraphs.
- C. Moreover, the substitute teacher give the assignment and everyone worked to finish their paragraphs.
- D. For instance, the substitute teacher give the assignment and everyone worked to finish their paragraphs.

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11. Use the following rule to choose the correct revision and/or edit for the sentence below.

RULE: Use a comma (,) to separate three or more items in a series. Use a semicolon (;) to separate two or more complete ideas that already contain commas.

Noticing the lateness of the hour, Sharon rushed to the post office she was exhausted by lunchtime.

- A. Noticing the lateness of the hour, Sharon rushed to the post office; she was exhausted by lunchtime.
- B. Noticing the lateness of the hour; Sharon rushed to the post office; she was exhausted by lunchtime.
- C. Noticing the lateness of the hour, Sharon rushed to the post office, she was exhausted by lunchtime.
- D. Noticing the lateness of the hour; Sharon rushed to the post office, she was exhausted by lunchtime.

12. Read the sentence. Choose a revision and/or edit that improves the fluency of the sentence without changing its meaning.

The girl tried hard to focus on her work, but she just couldn't do it enough.

- A. The girl tried to focus, but she couldn't do it.
- B. The girl focused on her work, but she could not manage.
- C. The girl was trying but could not manage to focus on her work.
- D. The girl was focusing on her work, but she could not manage it.

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