



# WRITING

# Grade 4

2015 Released Test Questions

## TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	4	Subject	Writing	Question	1
<b>Reporting Category 2</b>	Revision: The student will demonstrate an ability to revise a variety of written texts.				
<b>Knowledge and Skill Statement 4.15</b>	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)				
<b>Essence Statement</b>	Revises text to clarify and improve meaning.				
<b>Prerequisite Skill</b>	revise drafts by adding details or sentences (K)				

Question 2

Grade	4	Subject	Writing	Question	2
<b>Reporting Category 2</b>	Revision: The student will demonstrate an ability to revise a variety of written texts.				
<b>Knowledge and Skill Statement 4.15</b>	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)				
<b>Essence Statement</b>	Revises text to clarify and improve meaning.				
<b>Prerequisite Skill</b>	revise drafts by adding details or sentences (K)				

Question 3

Grade	4	Subject	Writing	Question	3

## Question 4

Grade	4	Subject	Writing	Question	4
<b>Reporting Category 2</b>	Revision: The student will demonstrate an ability to revise a variety of written texts.				
<b>Knowledge and Skill Statement 4.15</b>	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)				
<b>Essence Statement</b>	Revises text to clarify and improve meaning.				
<b>Prerequisite Skill</b>	revise drafts by adding or deleting words, phrases, or sentences (2)				

## Presentation Instructions for Question 1

*Present* Stimulus 1.

*Direct* the student to the first sentence. *Communicate*: Sarah was excited. This sentence does not tell why Sarah was excited.

*Direct* the student to the second sentence. *Communicate*: Sarah was excited about a summer vacation.

*Communicate*: Find the sentence that tells why Sarah was excited.

### Stimulus 1

Sarah was excited.

\*

Sarah was excited about  
a summer vacation.



## Scoring Instructions

Student Action	Test Administrator Action	
If the student finds "Sarah was excited about camping in the mountains on her summer vacation,"	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find "Sarah was excited about camping in the mountains on her summer vacation,"	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding and reading the sentence "Sarah was excited about camping in the mountains on her summer vacation" in Stimulus 2b and <i>communicate</i> "<b>This sentence tells more about what Sarah did on her summer vacation</b>"; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "Sarah was excited about camping in the mountains on her summer vacation,"	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find "Sarah was excited about camping in the mountains on her summer vacation,"	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

*Present* Stimulus 3a and 3b.

*Direct* the student to Stimulus 3a. *Communicate* the title and text.

*Direct* the student to the empty box. *Communicate*: A sentence can be added here to provide more details.

*Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.

*Communicate*: Find the sentence that can be added to tell why the family was gathering branches.

Stimulus 3a

#### **Sarah s Vacation**

Sarah and her family drove through the mountains and arrived at a campsite. After putting up the tent, the family took a walk to gather small branches. They enjoyed cooking outdoors.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds "The family wanted to build a campfire" in Stimulus 3b,	➡ mark <b>A</b> for question 3 and move to question 4.
If the student does not find "The family wanted to build a campfire" in Stimulus 3b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify activities that people do when camping. <b>OR</b></li> <li>• Read the paragraph, inserting each answer choice into the empty box. <b>OR</b></li> <li>• Highlight the sentences before and after the empty box.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "The family wanted to build a campfire" in Stimulus 3b,	➡ mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "The family wanted to build a campfire" in Stimulus 3b,	➡ mark <b>C</b> for question 3 and move to question 4.





