

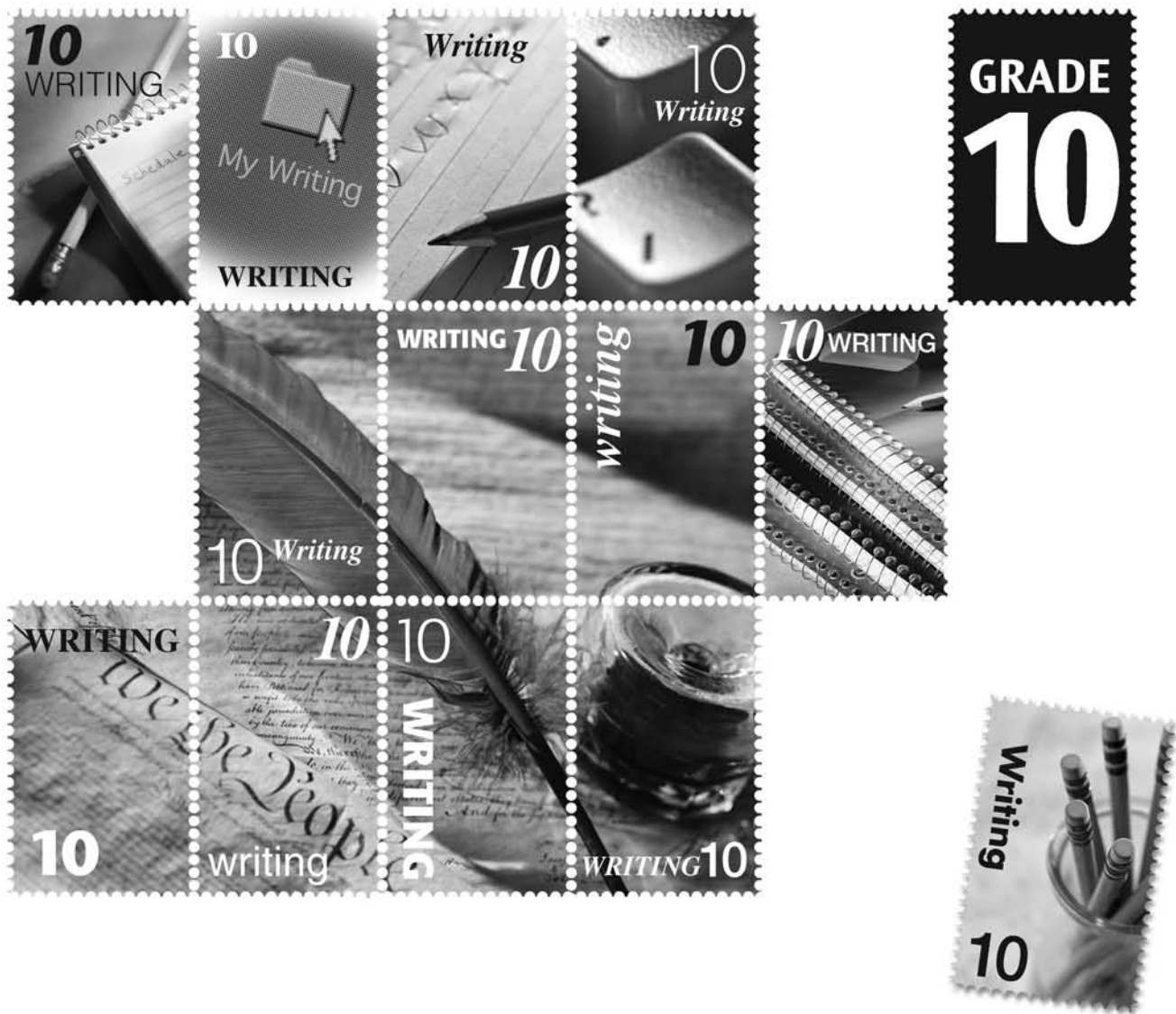
2006

FCAT

Florida Comprehensive Assessment Test

Student Name _____

WRITING+ SAMPLE TEST BOOK



WRITING+

FCAT Sample Test Materials

These sample test materials are designed to help you prepare to answer FCAT questions. These materials introduce you to the kinds of questions you will answer when you take the FCAT and include hints for responding to the different kinds of questions. The FCAT Writing+ sample test materials for Grade 10 include the following:

- ☒ **Sample Test Book and Answer Sheet**
Includes a sample prompt page, lined pages, a planning sheet for responding to the prompt and a sample multiple-choice test with a sample answer sheet. (Copies are available for all students in the tested grade.)
- ☐ **Sample Answer Key**
Includes explanations for the answers in the sample test. (Copies are available for classroom teachers only.)
- ☒ = This book

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FCAT Writing+

The writing assessment includes a prompt and multiple-choice questions.

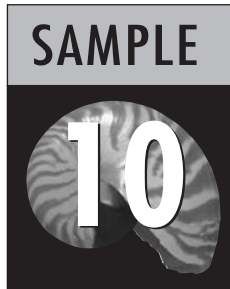


Table of Contents

FCAT Writing+ Prompt Information Page 2

Prompt information and hints for completing this part of the test are provided. A sample prompt page, lined pages, and a planning sheet are included.

FCAT Writing+ Sample Test Multiple-Choice Questions Page 9

The Writing+ Sample Test consists of 22 practice questions that are similar to the questions on the FCAT.

FCAT Writing+ Sample Answer Sheet Page 25

Before you start the sample test, you may remove the Sample Answer Sheet by tearing along the dotted line. Your answers to the sample test questions should be placed on the Sample Answer Sheet.

FCAT Writing+ Prompt Information

Hints for Responding to the FCAT Writing+ Prompt

Here are some hints to help you do your best when you respond to the FCAT Writing+ prompt. Keep these hints in mind when you write.

- ✓ **Read the prompt carefully.**
- ✓ **Plan your writing by organizing your ideas.**
- ✓ **Support your ideas by telling more about each reason or argument.**
- ✓ **Use a variety of sentence structures.**
- ✓ **Choose words that help others understand what you mean.**
- ✓ **Review and edit your writing.**

FCAT Writing+ Prompts

Below are examples of prompts. You may use one or both to practice your writing skills on pages 5–8. Your teacher may have other prompts for you to use.

Example of an Expository Prompt

Below is an example of an expository prompt. The purpose of expository writing is to explain, define, or tell how to do something by giving information. The first part of the prompt presents the topic: chores. The second part suggests that you think about the importance of chores and then write about why it is important for teenagers to have chores.

Writing Situation:

Most teenagers have chores.

Directions for Writing:

Think about why it is important for teenagers to have chores.

Now write to explain why it is important for teenagers to have chores.

Example of a Persuasive Prompt

Below is an example of a persuasive prompt. The purpose of persuasive writing is to convince the reader to accept your opinion or to take a specific action. The first part of the prompt focuses on the effect watching television may have on students' grades. The second part suggests that you think about the effect watching TV has on grades, and then write to persuade the principal to accept your point of view.

Writing Situation:

The principal of your school has suggested that watching TV causes students' grades to drop.

Directions for Writing:

Think about the effect watching TV has on your grades and your friends' grades.

Now write to convince your principal whether watching TV causes students' grades to drop.

Florida's Writing Test

For the test you will be given an answer book with a prompt inside. You will have 45 minutes to read the prompt, plan what you want to write, and write your response. A separate planning sheet will be provided. You will respond to a prompt that asks you to explain or to a prompt that asks you to persuade.

What you write should be written neatly and should show that you can organize and express your thoughts clearly and completely. You may not use a dictionary or other reference materials.

Directions for Responding to the Prompt

Pages 5–8 of this booklet show you what an FCAT prompt page, lined pages, and planning sheet look like. On the actual test, the prompt will appear in the box on the prompt page. It is important to use the planning sheet to jot down ideas and organize your writing. Although the planning sheet is not scored, you must turn it in with your test.

STUDENT'S NAME _____

PLANNING SHEET

Remember, use this sheet for planning what you will write. The writing on this sheet will **NOT** be scored. Only the writing in the writing folder **WILL** be scored.

SAMPLE

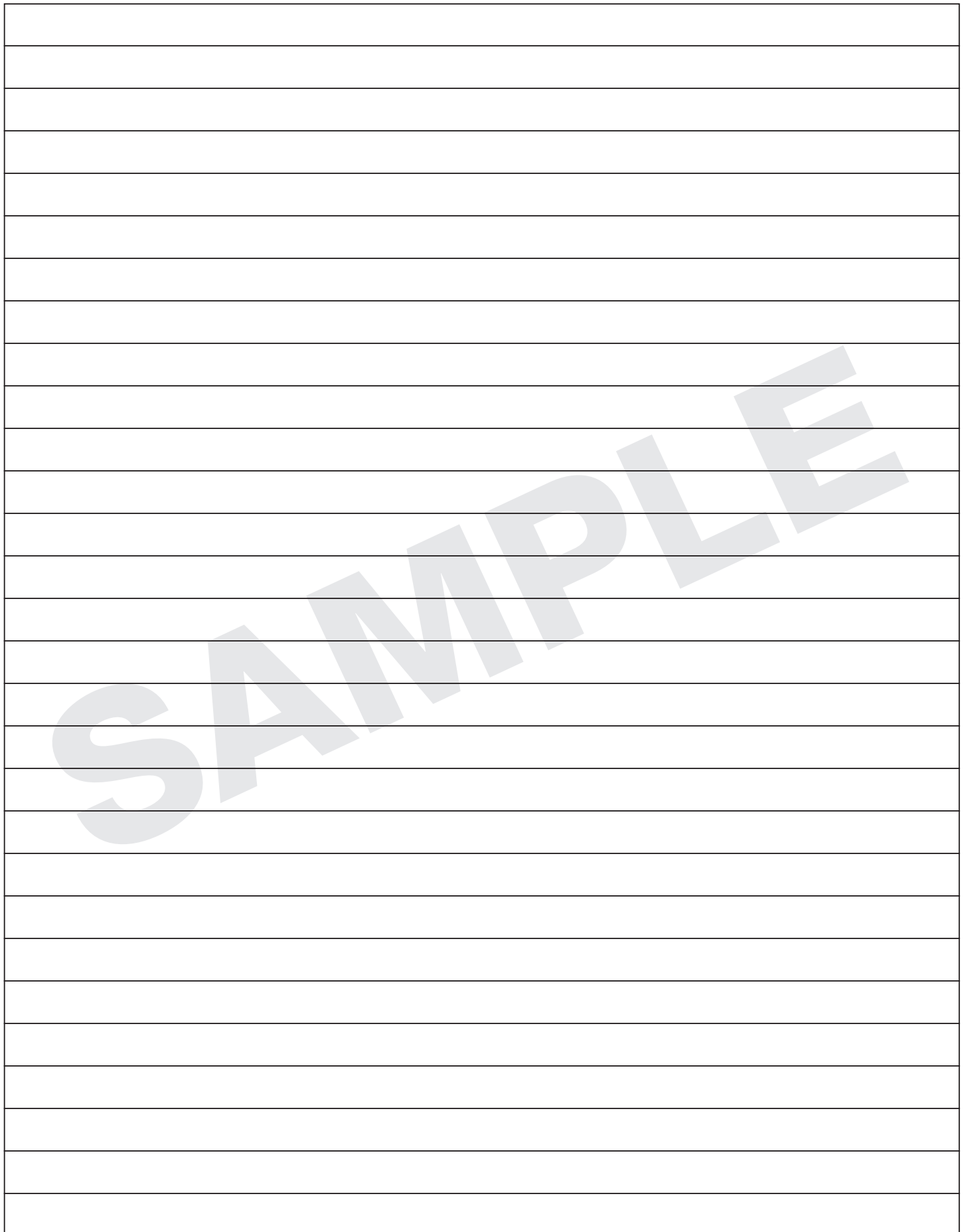
PROMPT

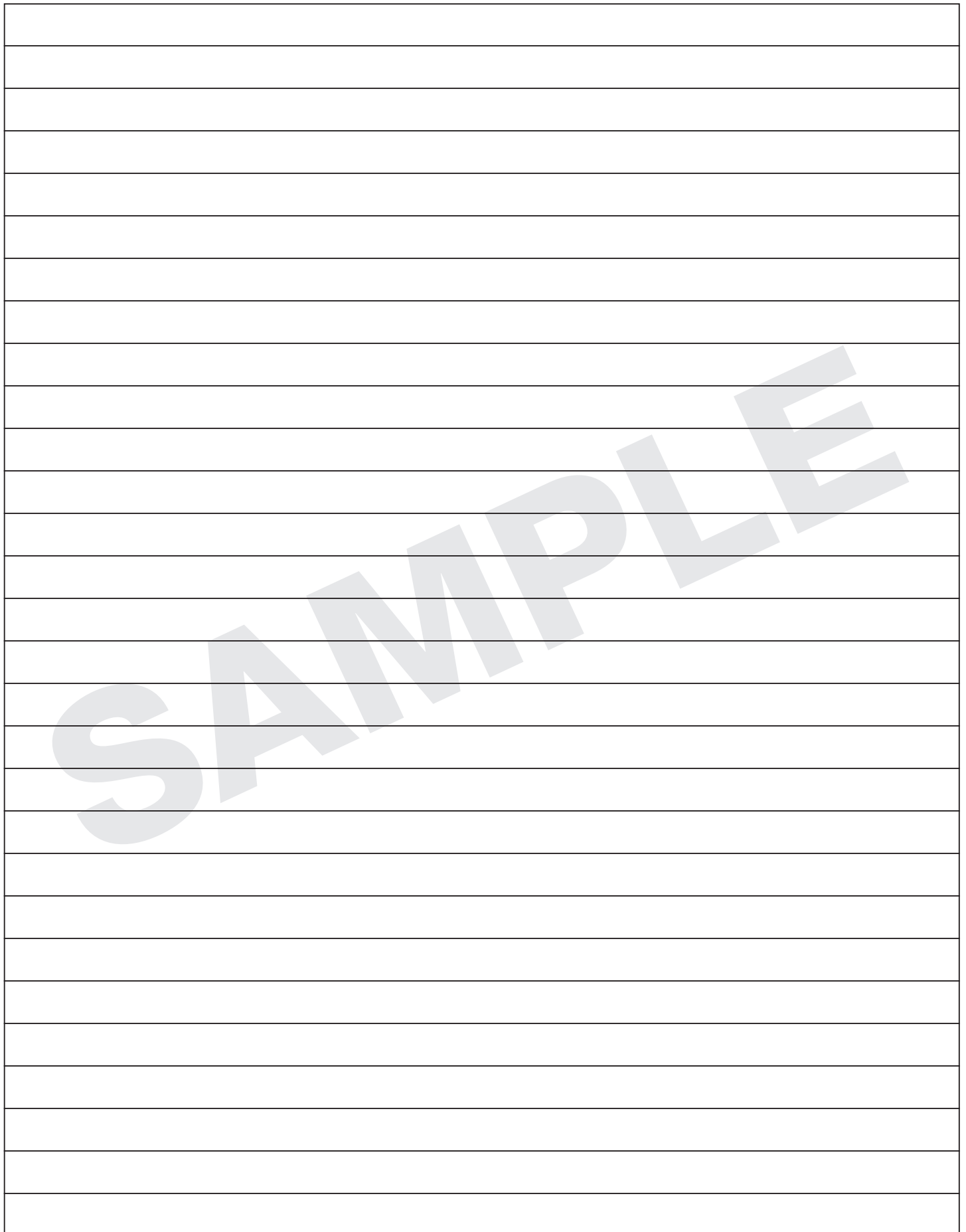
[On the actual test, an expository or a persuasive writing prompt is typed in this space.]

DO NOT WRITE ON THIS PAGE.

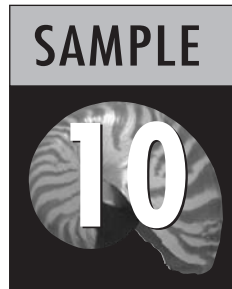
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FCAT Writing+ Sample Test Multiple-Choice Questions



Hints for Responding to the FCAT Writing+ Questions

Here are some hints to help you do your best when you respond to the FCAT Writing+ multiple-choice questions.

- ✓ **Think positively. Some questions may seem hard, but others will be easy.**
- ✓ **Relax and do your best.**
- ✓ **Learn how to answer each kind of question. Some FCAT Writing+ multiple-choice questions have four answer choices, while others have three answer choices.**
- ✓ **Read the directions carefully. Ask your teacher to explain any directions you do not understand.**
- ✓ **Read carefully, and answer the questions you are sure about first. If a question seems too difficult, skip it, and go back to it later.**
- ✓ **Be sure to fill in the answer bubbles completely. Do not make any stray marks on the answer sheet.**
- ✓ **Check each answer to make sure it is the best answer for the question.**

Directions for Completing the Multiple-Choice Questions

The Sample Test contains 22 questions and a Sample Answer Sheet. It should take about 30 to 45 minutes to read the test and answer all the questions. You will mark your answers on the Sample Answer Sheet on page 25. You may write on the pages of this test booklet; however, do not make stray marks on the answer sheet.

Before you begin, remove the Sample Answer Sheet by tearing along the dotted line.

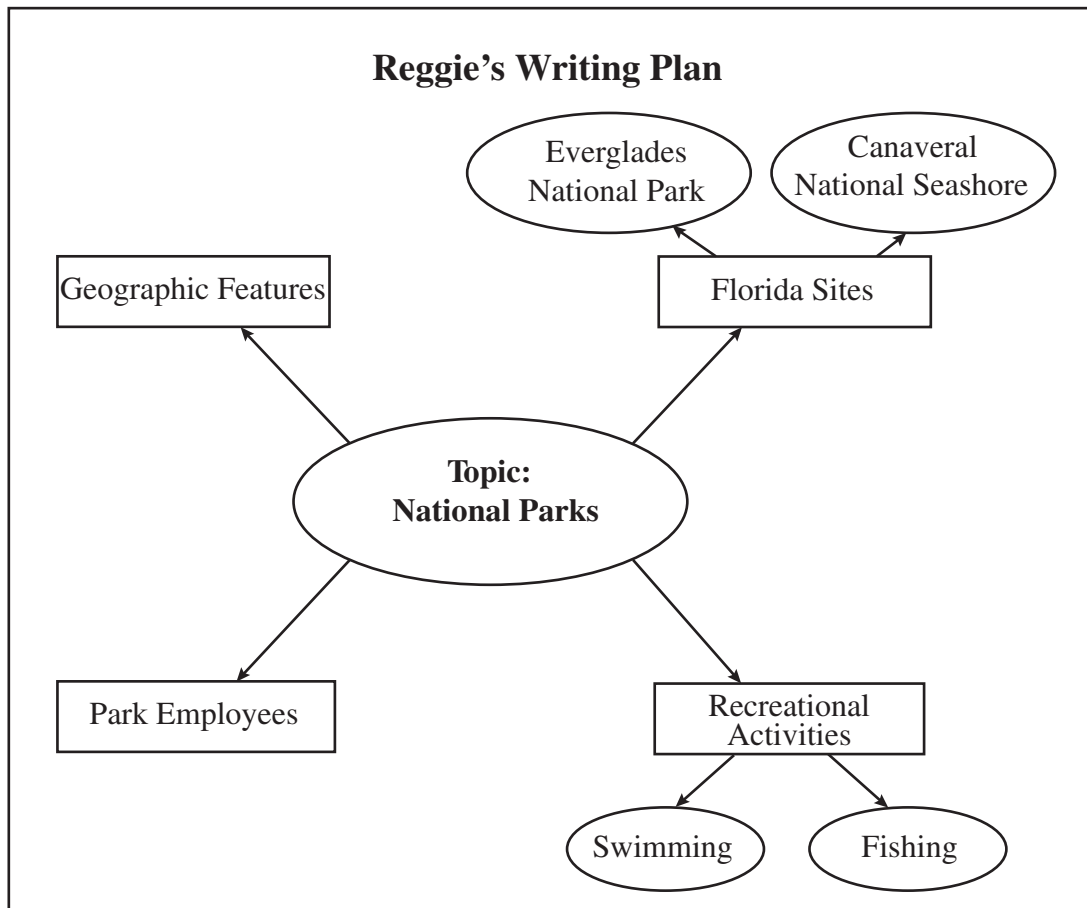
What does this mean?

1

A symbol like this appears in the FCAT Writing+ test to show a sentence number.

The test includes the kinds of writing you often do or the kinds of writing you may see in your textbooks. Most of the writing is in draft form, and you will be asked to make changes to improve the writing.

Reggie created the writing plan below to organize ideas for an essay. Use his writing plan to answer questions 1–3.



- 1** Under which subtopic should the writer add information about tour guides?
 - A.** Florida Sites
 - B.** Park Employees
 - C.** Geographic Features
 - D.** Recreational Activities

- 2** Based on the information in the writing plan, what type of essay is Reggie planning to write?
 - F.** an informational essay about selected national parks
 - G.** an expository essay about directions to two national parks
 - H.** a descriptive essay about wildlife in the mountains of a national park
 - I.** a persuasive essay about donating money to national park employees

- 3** Which detail below focuses on the subtopic "Geographic Features"?
 - A.** a museum of pioneer history
 - B.** many miles of sandy seashore
 - C.** the childhood home of a famous writer
 - D.** an eight-foot statue of a past president

Tyler is writing notes about the life of Samuel Clemens, whose pen name was Mark Twain. The notes contain errors. Read the notes to answer questions 4–6.

Tyler's Notes

1. In 1839, at the age of four, Samuel Clemens' family moved to Hannibal, Missouri.
2. After his father's death in 1847, he became a printer's assistant and then worked as a printer for his brother, Orion.
3. In 1852, when Samuel was seventeen, he left Hannibal to see the world.
4. After wandering around out West for a few years, he became a riverboat pilot and worked in that trade until the Civil War forced boat traffic on the Mississippi River to stop in 1861.
5. In 1865, he became famous for his story "The Notorious Jumping Frog of Calaveras County."
6. In 1867, he traveled to other countries.
7. At the age of seventy-five, he died when he had predicted he would—when Halley's Comet returned in 1910.

- 4 Based on the organization of the notes, which sentence below should the writer add to the list?

F. Samuel Clemens (Mark Twain) was born in 1835.
G. Mark Twain's home in Hartford, Connecticut, is a tourist attraction.
H. My favorite Mark Twain novel is *The Adventures of Huckleberry Finn*.
I. Hannibal, Missouri, was also the birthplace of Molly Brown, who survived the sinking of the *Titanic*.

- 5 The writer wants to add the following detail to the notes:

Clemens started using the pen name "Mark Twain" in 1862 when he began writing books and stories.

Based on the organization of the notes, after which number on the list should this detail be added?

- A. after number 3
B. after number 4
C. after number 5
D. after number 6
- 6 Based on the information in the notes, what kind of paper is Tyler planning to write?
- F. He will persuade the reader to buy Clemens' novels.
G. He will inform the reader about important events in Clemens' life.
H. He will describe for the reader the sights and sounds of the print shop.
I. He will tell the reader about tourist attractions along the Mississippi River.

The article below is a first draft that Caira wrote for her teacher. The article contains errors. Read the article to answer questions 7–11.

Summer Volunteer

[1] Last spring when I signed up to volunteer at Blaire Memorial Children's Hospital, I thought it would impress the college I might someday attend. [2] Surprisingly, being a volunteer for the last three months has significantly changed my life. [3] Now I want to pursue an education and career in nursing. [4] I know that working with children is a job I love.

[5] I volunteered in the hospital much of the summer, from 10:00 A.M. until 12:00 P.M., Monday through Friday. [6] On a typical day, I walked down the children's hallway and visited the patients. [7] I delivered messages and gifts, like flowers or balloons, to the patients. [8] I took them drinks or other things they needed. [9] Sometimes I helped them carry their things when they were leaving the hospital.

[10] My favorite part of the experience was entertaining the young children. [11] I brought some books from home and read stories and nursery rhymes to the children. [12] Sometimes we sang songs together. [13] I know this helped the children forget about their situation for a while. [14] Helping to bring some comfort and happiness to them made me happy, too.

[15] Even though school has started again, I will continue to be a volunteer and work at the hospital on Saturday mornings. [16] On Saturday afternoons, I enjoy visiting my grandparents. [17] I want to keep helping these children in any way that I can. [18] This is the most satisfying work I have ever done.

[19] I have received many letters and smiles from the children and lots of praise from the people who work in the hospital. [20] This experience has helped me realize how much I enjoy making other people happy. [21] I never knew I was a "people person," but now I see what a difference I have made for so many during their time in the hospital.

- 7** Which transition should be added to the beginning of sentence **8** to show a connection to the previous sentence?
- A.** Therefore
B. As a result
C. In addition
D. Consequently

- 8** Read the sentence below from the essay:

9 Sometimes I helped them carry their things when they were leaving the hospital.

Which words should replace the word "things" so that the reader knows specifically what was being carried?

- F.** heavy bags **H.** personal stuff
G. various junk **I.** assorted items

- 9 Which sentence below should be added after sentence 10 to support the ideas in the paragraph?
- A. I remember when I was in the hospital.
 - B. I enjoyed teaching them new games and crafts.
 - C. I always found lots of small jobs to do at the hospital.
 - D. I met two nurses who volunteered when they were my age.

- 10** Which sentence below is off topic and should be removed from the fourth paragraph?

- F.** sentence 15 **H.** sentence 17
G. sentence 16 **I.** sentence 18

- 11** Which sentence should be added to the fifth paragraph to help support the topic?
- A.** The hospital is a very clean place.
 - B.** My aunt is a nurse who loves her job.
 - C.** Working for free at the hospital is not fun.
 - D.** One patient even made a thank-you card for me.

Gabriel wrote the letter below to the school board. The letter contains errors. Read the letter to answer questions 12–15.

3630 Ridge Street
Miami, FL 33190
April 4, 2004

Dear School Board,

[1] I recommend Mrs. Santos for our school's Teacher of the Year award. [2] No teacher deserves it more. [3] She is one of the best teachers in our school.

[4] My first reason for recommending Mrs. Santos is because she is very good. [5] She is energetic and caring. [6] She relates well to the students. [7] She has made Spanish exciting. [8] My number one goal is to speak Spanish because I hope to visit Mexico this summer. [9] Mrs. Santos makes Spanish interesting and fun—even for those who have little or no Spanish-speaking ability. [10] Mrs. Santos speaks only in Spanish from the first day of class, but she does it in such a way that we can always understand her. [11] She shares stories and brings Spanish souvenirs to class.

[12] Mrs. Santos has a very deep respect for her students. [13] Mrs. Santos helps even the shyest students have confidence in their individual abilities. [14] She gently but firmly urges students to make new discoveries. [15] She has a unique teaching method that challenges students to link their personal interests with Spanish. [16] She even allows students to lead the class in certain units of study.

[17] Finally, Mrs. Santos is a great communicator. [18] She talks with parents and is available to help students after school. [19] She has high expectations, and she is always encouraging. [20] Her enthusiasm is accompanied by creative ideas. [21] She develops skits, songs, and short plays performed in Spanish and invites everyone to attend these after-school presentations.

[22] She is a great teacher; please give her a great honor by presenting her with the Teacher of the Year award.

Sincerely,
Gabriel Rodriguez

- 12** How does the writer show that he is writing to persuade?
- F.** He emphasizes his number one goal for the summer.
 - G.** He argues in favor of the importance of after-school presentations.
 - H.** He contrasts the positive and negative aspects of Mrs. Santos' class.
 - I.** He supports his position with positive characteristics about Mrs. Santos.

- 13** Read the sentence below from the letter:

4 **My first reason for recommending Mrs. Santos is because she is very good.**

Which revision of the sentence provides the most specific word choice?

- A.** First, I would like to recommend Mrs. Santos because she is a diligent and talented Spanish teacher.
 - B.** Most importantly, I am writing this because I want to recommend Mrs. Santos because she is a cool teacher.
 - C.** To begin with, my first reason for recommending Mrs. Santos is because she is a great teacher with true qualities.
 - D.** My first reason for recommending Mrs. Santos is because of the fact that she is a real good teacher, and I like her.
- 14** Which kind of detail should the writer add to help support the topic of the third paragraph?
- F.** a definition of "shyness"
 - G.** a detail about Mrs. Santos' class schedule
 - H.** a sentence about Mrs. Santos' grading system
 - I.** an example of Mrs. Santos' unique teaching method
- 15** Which sentence below contains word choice suitable for Gabriel's letter to the school board?
- A.** Mrs. Santos is so much nicer than any other teacher around.
 - B.** Mrs. Santos should get something for teaching a certain way.
 - C.** Her dedication to her students and to the subject matter qualifies her for the award.
 - D.** Mastering a foreign language is not an effortless task and should not be underestimated by exuberant or apathetic students.

Read the article "A Popular Dance." Choose the word or words that correctly complete questions 16–18.

A Popular Dance

In the early part of the (16) century, a popular dance called *Jarabe Tapatio* developed in Mexico. The dance tells a story of romance (17) a man and a woman.

The dancers tap and stamp their feet in a rhythmic pattern as they weave around each other, always a little distance apart. Toward the end of the dance, the male dancer throws down a large hat called a sombrero, and the female dancer dances around it. This part of the dance is called "The Dove" because the dancers' steps (18) like doves chasing each other.

Finally, the female dancer picks up the hat and puts it on her head, thus letting the male dancer know she likes him. The *Jarabe Tapatio* was proclaimed the national dance of Mexico in 1920.



16 Which answer should go in blank (16)?

- F. twentieth
- G. twentieth
- H. twentyeth

17 Which answer should go in blank (17)?

- A. among
- B. between
- C. toward

18 Which answer should go in blank (18)?

- F. look
- G. looks
- H. looked

- 19** In which sentence below is all **punctuation** correct?
- A.** Amie needs to buy the following supplies for her trip a camera, a journal, a compass, and hiking boots.
 - B.** Amie needs to buy the following supplies for her trip: a camera, a journal, a compass, and hiking boots.
 - C.** Amie needs to buy the following supplies for her trip; a camera, a journal, a compass, and hiking boots.

- 20** In which sentence below is all **capitalization** correct?
- F.** Kodiak island is off the Coast of Alaska.
 - G.** Kodiak Island is off the coast of alaska.
 - H.** Kodiak Island is off the coast of Alaska.

- 21** Read the sentence in the box:

John, after giving Megan a book for her birthday, said she could exchange it if she wanted.

Which sentence below expresses the same meaning as the sentence in the box?

- A.** John said she could exchange it, if she wanted, after giving Megan a book for her birthday.
- B.** After giving Megan a book for her birthday, John said she could exchange it if she wanted.
- C.** If she wanted, after giving Megan a book for her birthday, John said she could exchange it.

- 22** Combine the ideas in the box to create a logical sentence.

Daryl stood in the park waiting for his friends.

He saw a brown hawk.

The hawk was flying in circles above the park.

Which sentence below correctly combines the ideas in the box?

- F.** Daryl waited for his friends at the park, a brown hawk flew in circles around the park.
- G.** Watching a brown hawk circling the park above him while Daryl was waiting for his friends.
- H.** While waiting for his friends at the park, Daryl saw a brown hawk circling above him.



This is the end of the Writing+ Sample Test.
Until time is called, go back and check your work, or answer
questions you did not complete. When you have finished, close
your test book.

GO TO THE
NEXT PAGE

Name _____

Answer all the FCAT Writing+ multiple-choice questions on this Sample Answer Sheet.

1 **A** **B** **C** **D**

2 **F** **G** **H** **I**

3 **A** **B** **C** **D**

4 **F** **G** **H** **I**

5 **A** **B** **C** **D**

6 **F** **G** **H** **I**

7 **A** **B** **C** **D**

8 **F** **G** **H** **I**

9 **A** **B** **C** **D**

10 **F** **G** **H** **I**

11 **A** **B** **C** **D**

12 **F** **G** **H** **I**

13 **A** **B** **C** **D**

14 **F** **G** **H** **I**

15 **A** **B** **C** **D**

16 **F** **G** **H**

17 **A** **B** **C**

18 **F** **G** **H**

19 **A** **B** **C**

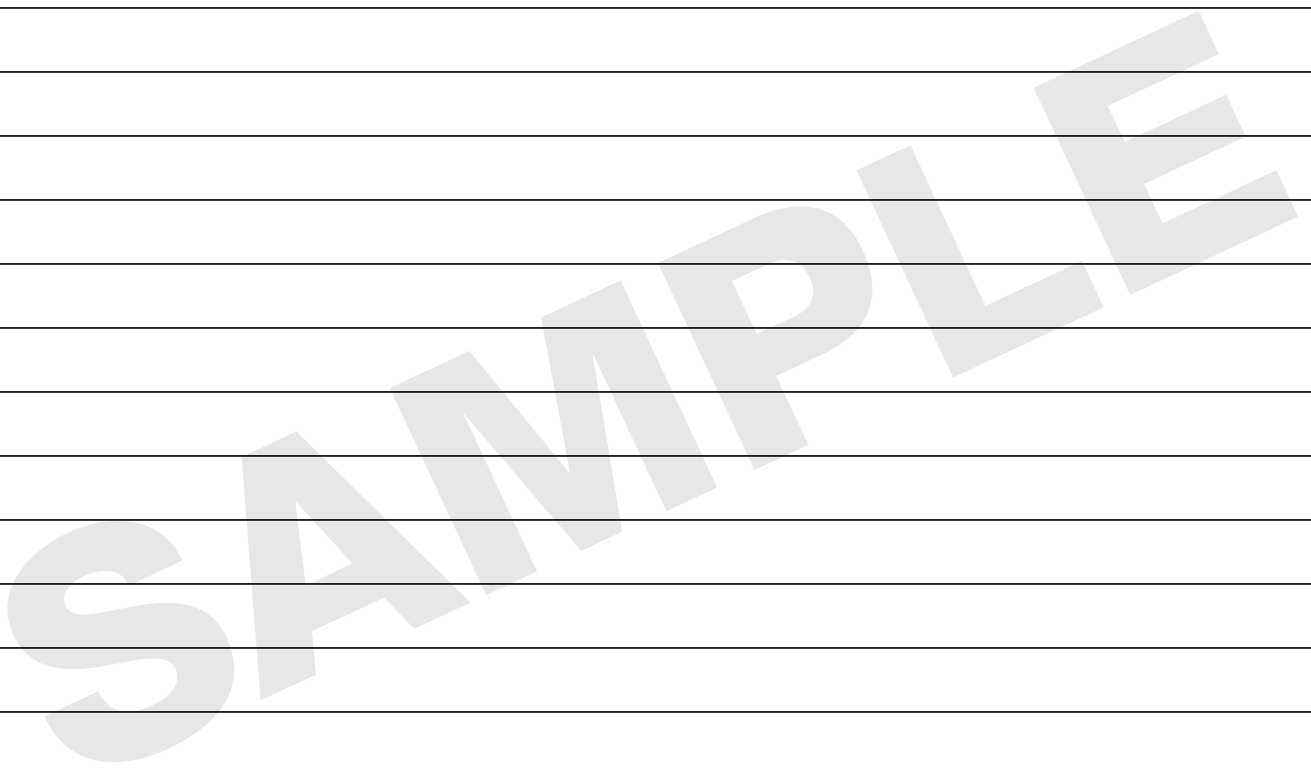
20 **F** **G** **H**

21 **A** **B** **C**

22 **F** **G** **H**

Fold and Tear Carefully Along Dotted Line.

Fold and Tear Carefully Along Dotted Line.









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WRITING+