

Greene ESC
2008 OGT
Writing

Item Analysis

Greene County ESC 2008 OGT Writing

Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
1	<p>Due to budget cuts the administration is considering eliminating all athletic programs in your school. How do you feel about this proposal? State your position and persuade your reader to see your point of view. Be specific in your argument. Write your response in the Answer Document. (18 points)</p> <p style="text-align: center;">PREWRITING</p> <p>Important! Use the space below only to plan and practice your response. Nothing you write in the space below will be scored.</p>				WA	E	8 th grade – Indicator 5. Write persuasive composition that: a. establish and develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information.
2	<p>Your assignment is to write a personal narrative.</p> <p>Which topic is appropriate for this task?</p> <p>A. the family trip to Branson, Missouri</p> <p>B. the life of cartoonist Charles Schulz</p> <p>C. the causes and effects of school budget cuts</p> <p>D. the history of Mount Rushmore’s famous faces</p>	A			WP	A	Grade 10 – Indicator 4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. Grade 9 – Indicator - 4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. Grade 8 – Indicator 4 - Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

2
Std = Standard
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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
1	eliminating, argument		all, specific		state your position and persuade your reader to see your point of view. Be specific in your argument, write your response	Students need to know how to write persuasively (in a way that convinces the reader to agree with the writer's argument) by stating an opinion and supporting it with relevant information.	http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx http://content.scholastic.com/browse/unitplan.jsp?id=65
2	personal narrative, task, causes and effects		appropriate		Formulate writing ideas, and identify a topic appropriate to the purpose and audience.	Students need to know how to identify a topic appropriate to the purpose and audience for a piece of writing.	http://www.nytimes.com/learning/teachers/lessons/20041210friday.html?searchpv=learning_lessons http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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3	<p>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.</p> <p>Which approach should a writer use to further develop this paragraph?</p> <p>A. charting weather conditions over lake areas</p> <p>B. researching articles describing America’s smaller lakes</p> <p>C. surveying the number of people using camping facilities</p> <p>D. investigating accidents involving jet skis on smaller lakes</p>	D			WP	B	Grade 10 - 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). Grade 9 – Indicator 2 Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). Grade 8 – Indicator 2. Conduct background reading, interviews or surveys when appropriate.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
3	approach, charting, researching, surveying, investigating		further develop		Determine the usefulness of organizers and apply appropriate pre-writing tasks.	Students need to know what pre-writing tasks are and how to apply them appropriately.	http://www.nytimes.com/learning/teachers/lessons/20021024thursday.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

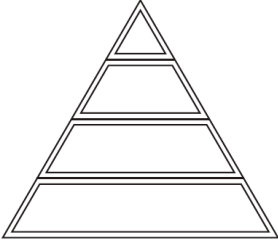
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4	<p>Use the following information from a handbook on language to answer question 4.</p> <p>Use a comma</p> <ul style="list-style-type: none"> • to separate three or more words, phrases or clauses in a series: We bought <i>pens, pencils and paper</i>. • to separate adjectives that equally modify the same noun: He is a <i>tired, old</i> man. • to set off introductory words, phrases or clauses from the rest of the sentence: <i>Unfortunately</i>, we came too late. • to set off parenthetical elements: He is, <i>as a rule</i>, a very calm man. <p>Which is the correct way to edit the sentence below?</p> <p>The members of the soccer team surprisingly supported moving their game to the weekend.</p> <p>A. The members of the soccer team, surprisingly supported moving their game to the weekend.</p> <p>B. The members of the soccer team, surprisingly, supported moving their game to the weekend.</p> <p>C. The members of the soccer team surprisingly, supported moving their game to the weekend.</p> <p>D. The members of the soccer team, surprisingly supported, moving their game to the weekend.</p>	B			WP	D,E	Grades 8, 9, and 10 – Indicator 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. AND Grades 8, 9, and 10 – Indicator 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

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4	phrases, clauses, series, adjectives, modify, introductory, phrases, clauses, parenthetical elements		three or more, separate, equally, same, correct	edit the sentence	Edit to improve fluency, grammar and usage, and apply tools to judge the quality of writing.	Students need to know how to apply editing strategies to improve sentence fluency, grammar and usage — specifically comma usage.	http://www.teachersnetwork.org/teachnetnyc/jvitulano/baseball.htm http://english.unitecology.ac.nz/resources/units/problem/home.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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5	<p>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)</p>				WP	A	Grades 8, 9, and 10 – Indicator 1- Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
6	<p>For what purpose should a student use this graphic organizer?</p>  <p>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</p>	A			WP	B	Grades 8, 9, 10, -5. Use organizational strategies (e.g., notes and outlines) to plan writing.

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5	presentation, essay, anticipates, target audience		more effective, first, two	give two questions or concerns that Kerry should anticipate from the children, and explain how she would effectively respond to each one. Write	Formulate writing ideas, and identify a topic appropriate to the purpose and audience.	Students need to know how to formulate writing ideas and identify a topic appropriate to the purpose and audience.	http://english.unitecology.ac.nz/resources/units/writing_pub/home.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx
6	purpose, graphic organizer, one idea building, recurring cycle, concepts, cause and effect	figure graphic organizer			Determine the usefulness of organizers and apply appropriate pre-writing tasks.	Students need to know how to identify the purpose of a graphic organizer.	http://www.nytimes.com/learning/teachers/lessons/20021024tuesday.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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7	<p>What kind of editing notation needs to be made in the sentence below?</p> <p>A popular debate these days, concerns requirements for people over sixty, to renew licenses by passing actual driving tests again.</p> <p>A. spelling error B. punctuation error C. capitalization error D. usage error</p>	B			WP	D	Grades 8, 9, and 10 – Indicator 15 - Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

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7	notation, capitalization, usage error				Edit to improve fluency, grammar and usage, and apply tools to judge the quality of writing.	Students need to know how to edit sentences to improve fluency, grammar and usage.	http://www.smithsonianeducation.org/educators/lesson_plans/collect/telsto/telsto0a.htm http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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8	<p>Use the following information from a handbook on language to answer question 8.</p> <ul style="list-style-type: none"> • 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. <p>Which is the correct way to edit the sentence below?</p> <p>The english language has changed since the middle ages.</p> <p>A. The English Language has changed since the middle ages.</p> <p>B. The English language has changed since the Middle Ages.</p> <p>C. The English language has changed since the Middle ages.</p> <p>D. The English language has changed since the middle Ages.</p>	B			WP	D,E	<p>Grades 8, 9, and 10 – Indicator 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. AND Grades 8, 9, and 10 – Indicator 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
8	capitalize proper nouns, proper adjectives, periods, events in history, edit		correct		Edit to improve fluency, grammar and usage, and apply tools to judge the quality of writing.	Students need to know how to identify grammatical errors.	http://www.teachersnetwork.org/teachnetnyc/jvitulano/baseball.htm http://english.unitecology.ac.nz/resources/units/problem/home.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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9	<p>Read the draft paragraph and answer question 9.</p> <p>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.</p> <p>In the context of the paragraph, which is the correct way to revise and/or edit sentence 4?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	B			WP	D	Grades 8, 9, and 10 – Indicator 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
9	context, revise, edit		correct		Edit to improve fluency, grammar and usage, and apply tools to judge the quality of writing.	Students need to know how to edit to improve sentence fluency, grammar and usage.	http://www.nytimes.com/learning/teachers/lessons/20010302friday.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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Q#	Question	Ans	% Correct		Std	Bmk	Indicator
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10	<p>Read the draft paragraph and answer question 10.</p> <p>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.</p> <p>In the context of the paragraph, which transitional word or phrase would be used before sentence 2?</p> <p>A. In fact, the substitute teacher give the assignment and everyone worked to finish their paragraphs.</p> <p>B. Instead, the substitute teacher give the assignment and everyone worked to finish their paragraphs.</p> <p>C. Moreover, the substitute teacher give the assignment and everyone worked to finish their paragraphs.</p> <p>D. For instance, the substitute teacher give the assignment and everyone worked to finish their paragraphs.</p>	B			WP	C,D	<p>Grades 8, 9, and 10 – Indicator 13 Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. Grades 8, 9 , and 10, Indicator 15 - 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
10	context, transitional word, phrase		before		Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. AND Edit to improve fluency, grammar and usage.	Students need to be able to evaluate a piece of writing and revise for effective use of transitions.	http://www.bced.gov.bc.ca/car/eers/aa/lessons/tpc12.htm http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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Q#	Question	Ans	% Correct		Std	Bmk	Indicator
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11	<p>Use the following rule to choose the correct revision and/or edit for the sentence below.</p> <p>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.</p> <p>Noticing the lateness of the hour, Sharon rushed to the post office she was exhausted by lunchtime.</p> <p>Read the sentence. Choose a revision and/or edit that improves the fluency of the sentence without changing its meaning.</p> <p>The girl tried hard to focus on her work, but she just couldn't do it enough.</p> <p>A. The girl tried to focus, but she couldn't do it.</p> <p>B. The girl focused on her work, but she could not manage.</p> <p>C. The girl was trying but could not manage to focus on her work.</p> <p>D. The girl was focusing on her work, but she could not manage it.</p>	A			WP	C,D	<p>Grades 8, 9, and 10 – Indicator 14 - Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. Grades 8, 9, and 10 – Indicator 15 - Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>

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11	rule, comma, semicolon, complete ideas		correct	use the following rule to choose the correct revision and/or edit for the sentence below	Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. AND Edit to improve fluency, grammar and usage.	Students need to know how to edit a sentence to improve conventions.	http://english.unitecology.ac.nz/resources/units/poetic_writing/home.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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12	<p>Read the sentence. Choose a revision and/or edit that improves the fluency of the sentence without changing its meaning.</p> <p>The girl tried hard to focus on her work, but she just couldn't do it enough.</p> <p>A. The girl tried to focus, but she couldn't do it.</p> <p>B. The girl focused on her work, but she could not manage.</p> <p>C. The girl was trying but could not manage to focus on her work.</p> <p>D. The girl was focusing on her work, but she could not manage it.</p>	C			WP	C,D	<p>Grades 8, 9, and 10 – Indicator 13 - Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. Grades 8, 9, and 10 – Indicator 15 - Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>

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12	revision, fluency		improves	read the sentence, without changing its meaning	Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. AND Edit to improve fluency, grammar and usage.	Students need to know how to use revision strategies to improve the clarity of a sentence.	http://www.nytimes.com/learning/teachers/lessons/20010608friday.html http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx

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13	<p>People often make a positive difference in others' lives. Think of a person who affected your life or the life of someone you know. Provide specific details about the person, what the person did, and how this person made a positive difference in someone's life. Write your response in the Answer Document. (18 points)</p> <p style="text-align: center;">PREWRITING</p> <p>Important! Use the space below only to plan and practice your response. Nothing you write in the space below will be scored.</p>				WA	C	Grades 8, 9, and 10 Indicator 6 - Produce informal writings (e.g., journals, notes and poems) for various purposes.

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13	affected		specific, details, what, how, positive	provide specific details about the person, what the person did, and how this person made a positive difference in someone's life, write	Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.	Students need to know how to use personal knowledge and experience to write an essay that will address the prompt.	http://readwritethink.org/lessons/lesson_view.asp?id=905 http://ogt.success-ode-state-oh-us.info/ItemRelease/Questions.aspx