

Greene ESC  
2008 7th Grade  
Writing

Item Analysis

## Greene County ESC 2008 7th Grade Writing

| Q# | Question   |     |       | % Correct              | Std      | Bmk    | Indicator   |
|----|--|-----|-------|------------------------|----------|--------|---|
|    |  | Ans | State |                        |          |        |   |
| 1  | <p>Your principal has invited students to paint a large mural on the wall in your school's entryway. The students at your school will vote to decide what should be painted on the wall. What do you suggest should be painted on it? Write an essay to persuade your fellow students that your idea is the best. Write your response in the <b>Answer Document</b>. (13 points)</p> <p><b>Writing Applications Checklist, Persuasive Essay</b></p> <p>Check that your response:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> States clearly your position on the issue</li> <li><input type="checkbox"/> Is supported with examples and details</li> <li><input type="checkbox"/> Maintains a consistent point of view</li> <li><input type="checkbox"/> Is well-organized               <ul style="list-style-type: none"> <li>◦ Has an introduction, a body and a conclusion</li> <li>◦ Flows logically with effective transitions</li> </ul> </li> <li><input type="checkbox"/> Is written in an engaging style               <ul style="list-style-type: none"> <li>◦ Varies sentence structure</li> <li>◦ Uses effective word choice</li> </ul> </li> </ul> <p><b>Writing Conventions Checklist</b></p> <p>Check that your text:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses correct capitalization</li> <li><input type="checkbox"/> Uses correct punctuation</li> <li><input type="checkbox"/> Uses correct spelling</li> <li><input type="checkbox"/> Uses correct grammar</li> </ul> |     |       | Data is not available. | WA<br>WC | E<br>C | 7 <sup>th</sup> grade –<br>Indicator 5.<br>Write persuasive essays that establish a clear position and include relevant information to support ideas. |

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| Q# | Vocabulary  | Format | Universal Qualifiers | State Thinking Process  | Implied Thinking Process  | Student Expectation   | Lesson Plan Website  |
|----|---|--------|----------------------|---|---|---|--|
| 1  | suggest, essay, persuade, clearly, position, issue, support, examples, details, consistent point of view, introduction, body, conclusion, logically, transitions, style, varies sentence, word choice, capitalization, punctuation, spelling, grammar |        | best                 | write an essay to persuade your fellow students that your idea is the best. Write your response | <b>Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.</b> | Students need to know how to write essays (short articles about an idea) that argue for or against something. | <a href="http://ohio3-8.success-ode-state-oh-us.info/">http://ohio3-8.success-ode-state-oh-us.info/</a><br><a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=167">http://www.readwritethink.org/lessons/lesson_view.asp?id=167</a> |

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|----|---|-----------|-------|---|-----|-----|---|
|    |   | Ans       | State |   |     |     |   |
|    | Item 2 has not been slated for public release in 2008.  |           |       |   |     |     |   |
| 3  | <p>Which sentence contains a conjunction?</p> <p>A. The train whistled loudly at the station gate.</p> <p>B. The train whistled at the station gate in Elyria.</p> <p>C. The freight train, which was late, arrived at 9:00.</p> <p>D. The passenger train was late, but we were on time.</p> | D         | 52%   | <p>16% of total students who took this test chose "A" as their answer</p> <p>11% of total students who took this test chose "B" as their answer</p> <p>21% of total students who took this test chose "C" as their answer</p> <p>52% of total students who took this test chose "D" as their answer</p> | WP  | C   | 7 <sup>th</sup> grade – Indicator 5 - Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. |
|    | Item 4 has not been slated for public release in 2008.  |           |       |   |     |     |   |

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|----|-------------|--------|----------------------|------------------------|--|--|--|
| 3  | conjunction |        |                      |                        | - Use <b>grammatical structures to effectively communicate ideas in writing.</b> | Students need to know that conjunctions are words that connect or join two phrases or sentences together. Conjunctions are often used in writing as transition or connecting words to move from one idea to another. The most commonly used conjunctions are “and,” “but,” “or.” | <a href="http://ohio3-8.success-ode-state-oh-us.info/">http://ohio3-8.success-ode-state-oh-us.info/</a><br><a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=10">http://www.readwritethink.org/lessons/lesson_view.asp?id=10</a> |

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|----|--|-----------|-------|---|-----|-----|---|
|    |  | Ans       | State |   |     |     |   |
| 5  | <p>Which sentence uses correct capitalization?</p> <p>A. I invited Michaela, Ricky and Nadia to my party at Mario's pizza Shop next saturday afternoon.</p> <p>B. I invited Michaela, Ricky and Nadia to my party at Mario's Pizza Shop next Saturday afternoon.</p> <p>C. I invited Michaela, Ricky and Nadia to my party at Mario's Pizza shop next Saturday afternoon.</p> <p>D. I invited Michaela, Ricky and Nadia to my party at Mario's pizza shop next saturday afternoon.</p> | B         | 76%   | <p>3% of total students who took this test chose "A" as their answer</p> <p>76% of total students who took this test chose "B" as their answer</p> <p>14% of total students who took this test chose "C" as their answer</p> <p>7% of total students who took this test chose "D" as their answer</p> | WC  | B   | 7 <sup>th</sup> grade – Indicator 5 - Use correct capitalization. |

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|----|----------------|--------|----------------------|------------------------|--|---|--|
| 5  | capitalization |        | correct              |                        | <b>Use conventions of punctuation and capitalization in written work</b> | <p>Students need to know that conjunctions are words that connect or join two phrases or sentences together. Conjunctions are often used in writing as transition or connecting words to move from one idea to another. The most commonly used conjunctions are “and,” “but,” “or.”</p> | <p><a href="http://ohio3-8.success-ode-state-oh-us.info/">http://ohio3-8.success-ode-state-oh-us.info/</a></p> |

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|    |   | Ans       | State |   |     |     |  |
| 6  | <p>Where should the sentence below be inserted into the paragraph?</p> <p>1. Car makers have come up with ways to protect vehicles from rust. 2. Usually, they apply a coat of zinc to the iron used in cars. 3. As long as this coating is not damaged, the car will stay rust free.</p> <p><b>This layer prevents air and water from damaging the metal.</b></p> <p>A. Before sentence 1</p> <p><b>This layer prevents air and water from damaging the metal.</b> Car makers have come up with ways to protect vehicles from rust. Usually, they apply a coat of zinc to the iron used in cars. As long as this coating is not damaged, the car will stay rust free.</p> <p>B. Before sentence 2</p> <p>Car makers have come up with ways to protect vehicles from rust. <b>This layer prevents air and water from damaging the metal.</b> Usually, they apply a coat of zinc to the iron used in cars. As long as this coating is not damaged, the car will stay rust free.</p> <p>C. Before sentence 3</p> <p>Car makers have come up with ways to protect vehicles from rust. Usually, they apply a coat of zinc to the iron used in cars. <b>This layer prevents air and water from damaging the metal.</b> As long as this coating is not damaged, the car will stay rust free.</p> <p>D. After sentence 3</p> <p>Car makers have come up with ways to protect vehicles from rust. Usually, they apply a coat of zinc to the iron used in cars. As long as this coating is not damaged, the car will stay rust free. <b>This layer prevents air and water from damaging the metal.</b></p> | C         | 80%   | <p>4% of total students who took this test chose "A" as their answer</p> <p>10% of total students who took this test chose "B" as their answer</p> <p>80% of total students who took this test chose "C" as their answer</p> <p>6% of total students who took this test chose "D" as their answer</p> | WP  | D   | 7 <sup>th</sup> grade – Indicator 13 - Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. |

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| 6  | inserted   |        |                      |                        | Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. | Students need to know that sentences in a paragraph need to have a logical flow of ideas. Paragraphs should contain a topic sentence that establishes an idea, sentences that explain or develop this idea, often including details, and a closing sentence that sums up the information in the paragraph. | <a href="http://ohio3-8.success-ode-state-oh-us.info/">http://ohio3-8.success-ode-state-oh-us.info/</a><br><a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=16">http://www.readwritethink.org/lessons/lesson_view.asp?id=16</a> |

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|    | Items 7-8 have not been slated for public release in 2008.   |           |       |  |     |     |  |
| 9  | <p>The entire team of scientists rejoiced when one of them <b>located</b> a perfectly preserved fossil buried in the earth.</p> <p>Which word from the thesaurus would make the sentence above more effective?</p> <p><b>located</b> v. 1. discovered 2. placed 3. traced 4. sited</p> <p>A. discovered<br/>B. placed<br/>C. traced<br/>D. sited</p> | A         | 83%   | <p>83% of total students who took this test chose "A" as their answer</p> <p>4% of total students who took this test chose "B" as their answer</p> <p>4% of total students who took this test chose "C" as their answer</p> <p>9% of total students who took this test chose "D" as their answer</p> | WP  | E   | 7 <sup>th</sup> grade – Indicator 14 - Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. |

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|----|------------|--------|----------------------|------------------------|--|--|--|
| 9  | thesaurus  |        | more effective       |                        | - Select more effective vocabulary when editing by using a variety of resources and reference materials. | Students need to evaluate their own written work using resources and reference materials to determine whether the most effective vocabulary has been used. | <a href="http://ohio3-8.success-ode.state-oh-us.info/">http://ohio3-8.success-ode-state-oh-us.info/</a><br><a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=282">http://www.readwritethink.org/lessons/lesson_view.asp?id=282</a> |

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|    |  | Ans       | State |  |     |     |   |
| 10 | <p>You are to choose a wild animal and write an essay describing its habitat and stating how it raises its young.</p> <p>What is the primary purpose of this essay?</p> <p>A. to persuade<br/>B. to entertain<br/>C. to narrate<br/>D. to inform</p> | D         | 86%   | <p>4% of total students who took this test chose "A" as their answer</p> <p>5% of total students who took this test chose "B" as their answer</p> <p>5% of total students who took this test chose "C" as their answer</p> <p>86% of total students who took this test chose "D" as their answer</p> | WP  | E   | 7 <sup>th</sup> grade – Indicator 4 - Determine a purpose and audience. |
|    | Items 11-12 have not been slated for public release in 2008.   |           |       |  |     |     |   |

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|----|---|--------|----------------------|------------------------|---|---|--|
| 10 | essay, persuade, entertain, narrate, inform |        | primary purpose      |                        | <b>Determine audience and purpose for self-selected and assigned writing tasks.</b> | Students need to know that writers have a primary purpose or goal for writing an essay or other pieces of written work. Without a clearly defined purpose, written work can lack coherence, organization and the ability to effectively communicate the focus of the piece. | <a href="http://ohio3-8.success-ode-state-oh-us.info/">http://ohio3-8.success-ode-state-oh-us.info/</a><br><a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=159">http://www.readwritethink.org/lessons/lesson_view.asp?id=159</a> |
|    |   |        |                      |                        |   |   |  |

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| 13 | <p>Which sentence is a thesis statement for an essay about jogging?</p> <p>A. Many joggers run on indoor tracks.</p> <p>B. Special shoes have been designed for joggers.</p> <p>C. Jogging is a risky but rewarding form of exercise.</p> <p>D. Common jogging injuries include sprained ankles and knees.</p> | C         | 56%   | <p>10% of total students who took this test chose "A" as their answer</p> <p>14% of total students who took this test chose "B" as their answer</p> <p>56% of total students who took this test chose "C" as their answer</p> <p>20% of total students who took this test chose "D" as their answer</p> | WP  | A   | 7 <sup>th</sup> grade – Indicator 3 - Establish a thesis statement for informational writing or a plan for narrative writing. |
|    | Items 14-17 have not been slated for public release in 2008.   |           |       |   |     |     |   |

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|----|--------------------------|--------|----------------------|------------------------|---|--|---|
| 13 | thesis, statement, essay |        |                      |                        | Generate writing topics and establish a purpose appropriate for the audience. | <p>Students need to know that a thesis statement is the central argument (idea) of an essay. In an essay, the thesis statement is usually a subjective (not easily proved) idea or opinion. Throughout an essay, a thesis statement is supported by factual details and explanations that help describe it in more detail.</p> <p>Students need to identify their topic and purpose for writing in order to generate a thematic statement.</p> | <p><a href="http://ohio3-8.success-ode-state-oh-us.info/">http://ohio3-8.success-ode-state-oh-us.info/</a><br/> <a href="http://www.nytimes.com/learning/teachers/lessons/20020919thursday.html">http://www.nytimes.com/learning/teachers/lessons/20020919thursday.html</a></p> |
|    |                          |        |                      |                        |   |  |   |