



**COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT
(CSSA)**

Writing Practice Test Scoring Guide

**Grade 10 SBA–HSGQE
HSGQE Retest**



Alaska Department of Education & Early Development

Writing Practice Test Scoring Guide

with Answer Keys, Scoring Guidelines, and Sample Papers

General Introduction

The Alaska Department of Education and Early Development (EED), in cooperation with Data Recognition Corporation, designed and produced the Alaska Practice Test to support students in doing their best on the Alaska Comprehensive System of Student Assessment, *Standards Based Assessments* in grade 10. A scoring guide, with answer keys, scoring guidelines, sample student papers, and a test map, provides the teacher with information and tools to score each practice test.

Content

A *Practice Test Scoring Guide* for each grade level and subject area is posted on the EED Website (<http://www.eed.state.ak.us/tls/assessment>). To access this website, follow these instructions.

Directions to access the AK EED Website

1. Type or copy and paste the link to the Alaska EED Website into your browser.
<http://www.eed.state.ak.us/tls/assessment>
2. Select Standards Based Assessments.
3. Select Item Samplers / Practice Tests.
4. Select the grade-level assessment (or other document) you wish to download.
5. At this point you may save the file to your computer or print the file directly from the website. Printing from the website can be very time consuming. It is likely you will want to save the file(s) to your computer, then print.

This guide is divided into two sections. Section I includes the answer keys and scoring guidelines (with detailed item-specific scoring rubrics for scoring short and extended constructed-response questions) and sample student papers with annotations for each score point. Section II presents a grade-level test map that lists item sequence, corresponding Grade Level Expectation and/or Performance Standard, and an answer key.

Purpose

The passages, stimuli, prompts, graphs, charts, and items included for each content-area practice test were created for use in Alaska classrooms. These materials may be copied and used as part of a local instructional program.* Alaska educators may use the reading, writing, and mathematics practice tests, the *Practice Test Administration Directions*, and the *Practice Test Scoring Guides* to support daily instruction in the classroom and to prepare their students for the operational assessments.

Important: The practice tests were developed for usability purposes only, and in no way should the tests or scores students receive be considered a predictor of a student's ability to perform on the operational assessments. Passages, prompts, stimuli, and items provide samples of what students will see on the operational tests. Items are not necessarily the same in terms of measurement, rigor, or the length of time it takes a student to respond.

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Item Format

The writing practice test includes two types of writing items: multiple choice and constructed response. Practice test multiple-choice items have four answer options. The correct response to each multiple-choice item is worth one point.

Three types of constructed-response items are presented in the writing practice test: short constructed response (SCR) are 2-point items; extended constructed response (ECR) are 4-point or 6-point items. Item-specific scoring guidelines and examples of responses for each score point are presented with each constructed-response item.

Scoring Guidelines

Following the multiple-choice answer key are general scoring rubrics for 2-point, 4-point, and 6-point constructed-response items. The general scoring rubric includes item-specific guidelines to assist the teacher with scoring constructed-response items.

Sample student papers are included for each short and extended constructed-response score point. An item-specific annotation follows each sample student response. The annotations are designed to provide the teacher with the explanation of why the score point was awarded.

Test Maps

The test map presents the sequence of the items, the Grade Level Expectation and/or Performance Standard to which each item is aligned, and the answer key. This at-a-glance chart is designed to assist the teacher with scoring the practice test.

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

1. C
2. B
3. A
4. A
5. Think about something you would like to accomplish in the future.

Write one paragraph that identifies what you would like to do and explains why you want to accomplish it. This item is worth 4 points.

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

5. Extended Constructed Response (4-point)

Score	Rubric
4	<p><i>An effective, well-developed composition that fulfills the assigned purpose</i></p> <ul style="list-style-type: none"> • Specific details support ideas • Organizational plan is logical, with effective sequencing • Word choices are effective and precise • Transitions and sentence structure are purposeful and varied • Few errors are present in grammar, usage, spelling, and punctuation • Errors do not interfere with meaning
3	<p><i>A complete composition that addresses the assigned purpose</i></p> <ul style="list-style-type: none"> • General details support ideas • Organizational plan has predictable sequencing • Word choices are purposeful, but pedestrian • Transitions and sentence structures are simple, but accurate • Some errors may be present in grammar, usage, spelling, and punctuation • Few errors may interfere with meaning
2	<p><i>An oversimplified composition that addresses the assigned purpose</i></p> <ul style="list-style-type: none"> • Some details support ideas • Organizational plan has lapses; may be a list • Word choices are basic or predictable • Transitions and sentence structures are repetitive • Many errors may be present in grammar, usage, spelling, and punctuation • Few errors may interfere with meaning
1	<p><i>A deficient composition that attempts to address the assigned purpose</i></p> <ul style="list-style-type: none"> • Few or no details support ideas; ideas may be random, confusing, repetitious, or consist of a bare list • Organizational plan and sequencing are weak; may be a brief list • Word choices are confusing and/or immature • Sentence structures are repetitive and fragmented, with few or no transitions • Predominant errors may be present in grammar, usage, spelling, and punctuation • Errors may interfere with meaning

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers**

Item #5 Response Score: 4

Extended Constructed Response:

In the future I would like to Play in the NHL for at least 15 years and win at least the Lords Stanley cup once In those 15 years. I would like to accomplish this goal because I love to play the game, and I would be getting paid the big bucks to do something I love. I would like to play for the New Jersey Devils, or the Dallas Stars. They are my two favorite teams in the NHL. New Jersey is my favorite team of all Hockey teams, and Leagues. I would like to be on Scott Steven's line, or his defensive Partner I should say. This is what I want to do with my life, and my goal for my life. I just love the game that much. Also, Like I said before I will be getting paid the big bucks to play the game I love, so that is a really big Bonus for me. let's just, or I just hope I make it that far. I have a couple more levels to play before I make it that far though. So let's hope I make it through those levels too.

Annotation for score point: 4

- Effective, well-developed composition with specific details to support ideas (“I would be getting paid the big bucks to do something I love,” “be on Scott Steven’s line, or his defensive partner”)
- Logical organization
- Precise word choices (“New Jersey Devils, or the Dallas Stars”)
- Varied sentence structure
- Few errors

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers**

Item #5 Response Score: 3

Extended Constructed Response:

In the future I would like to become a
teacher for kindergardeners. The reason I would
like to do this is because, when I was in
Kindergarten my teacher was so awesome,
and so fun. I learned so much in
Kindergarten, and I believe that she made
a huge impact in my life today. We did so
many fun things in Kindergarten and I
remember it so well. I want to make an
impact in childrens life when I get older
and I want them to remember me someday
in the way that I remember my teacher
today.
When I get older I want to become a
Kindergarten teacher and make an impact in
Kids lives.

Annotation for score point: 3

- Complete composition with general details to support ideas (“learned so much in kindergarten,” “she made a huge impact in my life today”)
- Predictable sequencing
- Pedestrian word choices (“so awesome,” “so fun”)
- Some errors in spelling and punctuation

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers**

Item #5 Response Score: 2

Extended Constructed Response:

In the future I would like to accomplish
in having a good family. I would want this
so that I could be happy for the rest of my
life and have children to carry on my
blood lines. It may not be the best thing
to accomplish in life but it's a goal that
I would like to set.

Annotation for score point: 2

- Oversimplified composition with some details to support ideas (“be happy for the rest of my life,” “have children to carry on my bloodlines”)
- Basic word choices (“good family,” “best thing”)
- Sentence structure error and some missing punctuation

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
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Item #5 Response Score: 1

Extended Constructed Response:

Accomplishments
Theres on thing in this world that I want
to accomplish and thats becomming a model.
Its all I've ever dreamed of since I was
growing up.

Annotation for score point: 1

- Deficient composition with few details to support ideas (“becoming a model,” “all I’ve ever dreamed of”)
- Only two sentences
- Missing apostrophes, misspelled words, and a grammar error

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

6. B
7. A
8. C
9. Many people think that the music young people listen to today is a bad influence.
In an essay, state whether or not you believe the music young people listen to today is a bad influence. Be sure to support your statement with details and examples. This item is worth 6 points.

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

9. Extended Constructed Response (6-point)

Score	Rubric
6	<p><i>An effective, well-developed composition that fulfills the assigned purpose and demonstrates exceptional analytical thinking</i></p> <ul style="list-style-type: none"> • Support and elaboration are complete and insightful with specific and relevant details to enhance ideas. • Organizational plan is logical, focused, and enhances the composition’s meaning. • Introduction, conclusion, and transitions are logical and effective with refined sequencing and pacing. • Interactive attention is given to audience; voice is evocative. • Language is sophisticated with vivid and appealing word choices. • Sentences are purposeful and clear with varied length, structure, and cadence. • Few or no errors are present in grammar, usage, spelling, and punctuation; errors do not interfere with meaning.
5	<p><i>Well-developed composition that fulfills the assigned purpose and demonstrates sound analytical thinking</i></p> <ul style="list-style-type: none"> • Support and elaboration are thorough with specific and relevant details to develop ideas. • Organizational plan is logical and coherent. • Introduction, conclusion, and transitions are logical with effective sequencing and pacing. • Detailed attention is given to audience; voice is distinctive. • Language is effective and purposeful with precise word choices. • Sentences are purposeful, clear, and varied in length and structure. • Few errors are present in grammar, usage, spelling, and punctuation; errors do not interfere with meaning.
4	<p><i>Complete composition that addresses the assigned purpose and demonstrates adequate analytical thinking</i></p> <ul style="list-style-type: none"> • Support and elaboration may be uneven with some details to develop ideas. • Organizational plan is established. • Introduction, conclusion, and transitions are appropriate with predictable sequencing and pacing. • Attention is given to audience; voice is inconsistent. • Language is appropriate and familiar with pedestrian word choices. • Sentences are grammatically correct and vary in length and structure. • Errors may be present in grammar, usage, spelling, and punctuation; few errors interfere with meaning.

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

Score	Rubric
3	<p><i>Oversimplified or incomplete composition that addresses the assigned purpose and demonstrates uneven analytical thinking</i></p> <ul style="list-style-type: none"> • Support is incomplete or somewhat unclear with few details to develop ideas. • Organizational plan is present but lacks focus. • Introduction, conclusion, and transitions have lapses in sequencing and pacing. • Audience is given some attention; voice is indistinct. • Language is familiar with basic or predictable word choices and some lapses in communication. • Sentences may be uneven, have grammatical lapses, and have little variety in length and structure. • Many errors may be present in grammar, usage, spelling, and punctuation; few errors interfere with meaning.
2	<p><i>Simple or incomplete composition that attempts to address the assigned purpose and demonstrates poor analytical thinking</i></p> <ul style="list-style-type: none"> • Support is vague with underdeveloped ideas. • Organizational plan is weak. • Introduction, conclusion, and transitions may be absent; sequencing and pacing may be missing. • Attention to audience is limited; voice is minimal. • Language is vague and may be redundant with limited or immature word choices. • Sentences may be incomplete or fragmented; sentence structure is awkward and may lack transitions. • Conspicuous errors may be present in grammar, usage, spelling, and punctuation; errors may interfere with meaning.
1	<p><i>Deficient composition that attempts to address the assigned purpose and demonstrates little or no analytical thinking</i></p> <ul style="list-style-type: none"> • Ideas may be random, confusing, repetitious, or consist of a bare list with little or no development of ideas. • Organizational plan is missing. • Introduction, conclusion, and transitions are absent; sequencing and pacing are missing. • No attention is given to audience; no voice is present. • Language is inaccurate and confusing with immature word choices. • Sentences may be cumbersome and fragmented with no variety in structure; transitions are absent. • Fundamental errors may be present in grammar, usage, spelling, and punctuation; errors may interfere with meaning.

SECTION I: Grade 10 Writing Practice Test Answer Keys,
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Item #9

Response Score: 6

Extended Constructed Response:

"A journey through life without music is like a journey through the desert." - Pat Conroy. People have always depended on music for as long as it has existed - to cheer them up, to celebrate, to keep them grounded, to reminisce. I guarantee you that there is not a single person in the world who has never been somehow positively influenced by music, much less the young people of today. For us, music is an outlet, an expression of ourselves and our emotions and a chance to form our own tastes. It is for these reasons that I believe the music young people listen to today is not a bad influence.

Teenagers are in a very confusing portion of their life. They are growing into adults, yet at the same time are treated as children. They are discovering who they are and making and breaking lifelong friendships and relationships. Thus, most teenagers are in desperate need

SECTION I: Grade 10 Writing Practice Test Answer Keys,
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Item #9

Response Score: 6 continued

of an outlet. Music provides the perfect opportunity. Teens can listen to music that depicts their feelings, or they can create music that does so. This often helps teens reduce their feelings of being overwhelmed or alone.

Listening to music also provides a chance for self expression, a chance for teens to differentiate between themselves and form their own interests. Part of becoming your own person is forming opinions about things such as music. Some kids will like ^{common} heavy metal, others will like cddies; whatever their taste, it speaks to them. It is what they want ^{or need} to listen to in order to express themselves and their opinions, and should thus be able to do so.

A common misconception that adults make constantly is that if a child is especially violent and they listen to music with 'violent' lyrics, they are violent because of the music. This is not true. If a teenager is that violent,

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Item #9

Response Score: 6 continued

then there was something inherently wrong with him/her to begin with. I guarantee you a perfectly well-adjusted child would not suddenly become violent from simply listening to a violent song. In fact, for most, this would decrease their violent tendencies as it is an outlet for such anger.

When Pat Corroy said life without music would be a journey through a desert, he didn't mean one kind of music. He meant whatever kind of music one needs to sustain them. It is my firm belief that everyone should have access to the music they enjoy listening to and find is an outlet for them. Every young person has different opinions and tastes, or is forming them, and it is crucial to let them keep such. The music young people listen to should not be grouped under the heading 'bad

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Influence! just as teens should not be grouped under the heading 'juveniles.' Music is a crucial part of most people's existence, and should never, ever be confiscated.

Annotation for score point: 6

- Effective well-developed composition with insightful, specific details to develop ideas (“to cheer them up, to celebrate, to keep them grounded, to reminisce,” “making and breaking lifelong friendships and relationships,” “in desperate need of an outlet”)
- Logical organization that enhances composition’s meaning
- Sophisticated language with vivid word choices (“something inherently wrong with him/her to begin with,” “life without music would be a journey through a desert,” “chance for self-expression, a chance for teens to differentiate”)
- Purposeful and clear sentences with varied sentence structure
- Few errors

SECTION I: Grade 10 Writing Practice Test Answer Keys,
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Item #9 Response Score: 5

Extended Constructed Response:

<p>The music that young people listen to today is not a bad influence. It is just people expressing how they feel about different issues. There is nothing wrong with it. People choose which music they want to listen to so if they don't like the message an artist is giving them they don't have to listen.</p> <p>Music expresses how people feel and is a good way to let go of anger and frustration. The kind of music a person listens to tells a lot. It says what they feel and how they really are on the inside. It expresses us in every way. Everyone is different especially adults and teenagers. Adults don't know everything about teenagers like what they are going through and how they're feeling. Being able to express themselves by music is an okay thing to do.</p> <p>People used to think that Elvis was a bad influence on young people, but today he is nothing. Parents didn't like Elvis in the beginning because of the way he danced.</p>

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Item #9

Response Score: 5 continued

Today parents would be relieved to see Elvis on MTV instead of Britney Spears taking off clothes. Think what it might be like in twenty years. What happens in music videos and in music might be much worse.

The kind of music young people listen to today is no different than the music played twenty years ago. Parents didn't like it then and don't like it now. Music is constantly changing, just like what our society calls "right" music is changing. Music is important for growth of society. If it had stayed with classical music forever where would we be today? There has to be change in order to grow.

All music is good. Judging people by what kind of music they listen to is bad. There are so many artists and kinds of music that telling a person they can't listen to a certain kind is bad. Crime rates are not up because of the music. Times are changing and music is music.

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Annotation for score point: 5

- Well-developed composition with thorough elaboration and specific details to develop ideas (“let go of anger and frustration,” “Today parents would be relieved to see Elvis on MTV instead of Brittany Spears taking off clothes”)
- Logical organization
- Distinctive voice
- Precise word choices (“what they feel and how they really are on the inside,” “change in order to grow,” “times are changing”)
- Varied sentence structure
- Few errors

SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers

Item #9

Response Score: 4

Extended Constructed Response:

On the topic of music young people listen to now a days and it having an affect on our actions. I disagree. I believe it has an effect on our mood however. Different types of music put different types of people in different moods. For me country music makes me happy, rock music makes me energetic, and rap music makes me angry or sad. I tend not to listen to to much rap.

However, people saying it causes teens to go out and commit crimes I believe is so wrong. Artists now a days do talk about some very vulgure topics. But most of these things are already in the world. For example, last year three young boys were shot and killed by their mother. Now, if I were to go out and

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers**

Item #9

Response Score: 4 continued

write a song about it because I was friends with Joey and wanted everyone to know how I felt about it, does it mean someone would then listen to it and want to go kill someone? No it could make them upset because the topic is upsetting but not something to act upon. We are responsible for our own actions. If a person commits a cold blooded murder its because something is mentally not right with them. Not because they listen to a certain genre of music.

Annotation for score point: 4

- Complete composition with some details to develop ideas (“country music makes me happy, rock music makes me energetic, and rap music makes me angry or sad,” “causes teens to go out and commit crimes”)
- Organizational plan is present
- Appropriate and familiar language (“already in the world,” “make them upset,” “responsible for our own actions”)
- Sentences are correct
- Few errors

SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers

Item #9

Response Score: 3

Extended Constructed Response:

Music that young people listen to is not a bad influence, young people listen to all kinds of different kind of music, Rock, heavy metal, Rap, R+b, and country are just a few. Just because one singer or rapper says something doesn't mean the listener is going to go do that. Some of the music has bad language and I wouldn't want my child to be listening to it atleast to a certain age. people are going to hear it whether or not you allow it.

I, myself listen to everything and hearing what people say on these songs can be harsh, but thats just the kind of person that singer is or wants to put off. I believe music influences a ^{person} ~~person~~ but it not a bad influence. I think if a person wants to be one way, let them. you can't really stop them. people are going to do what they want. you just have to think when you were a kid, your parents must of thought the same thing.

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

Annotation for score point: 3

- Oversimplified composition with few details to develop ideas (“just because one singer or rapper says something doesn’t mean the listener is going to do that,” “what people say on these songs can be harsh,” “think when you were a kid”)
- Organization lacks focus
- Indistinct voice
- Basic word choices (“bad language,” “going to hear it whether or not you allow it”)
- Some errors in spelling, grammar, and sentence formation

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers**

Item #9 Response Score: 2

Extended Constructed Response:

Today's music culture has changed.
Some for better others for worse.
I can't really decide.
People have there own personal
style. If there style follows
the loud genre then good for
them. Now they can relate
to something. It all depends on
who you are and what you like.
I don't believe there is no better
genre than the other it all depends
on the person listening.

Annotation for score point: 2

- Simplistic composition, with vague support ("Some for better others for worse," "all depends on who you are and what you like")
- Weak organizational plan
- Minimal voice
- Limited word choices ("good for them," "personal style," "relate to something")
- Some fragments, misspellings, and usage errors

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
Scoring Guidelines, and Sample Student Papers**

Item #9 Response Score: 1

Extended Constructed Response:

no, I don't think it is a bad i'n flunce
for young people today because many
people have different tast i'n music and
some don't like music.

Annotation for score point: 1

- Deficient composition with no development of ideas
- No organizational plan
- Immature word choices
- One sentence with some misspellings and no capitalization at the beginning of the sentence

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

10. Read the paragraph. The paragraph contains six spelling errors.

When I was a child, my freinds and I spent many summer nights on the rooves of our houses listening to the radio. Weed turn the music on loud and sing along with the latest tunes. Our parents must have thought it was quiet a sight. On one occassion, our parents joined in. It was embarassing at the time, but today it makes me smile.

On the lines below, write the paragraph and correct the errors. This item is worth 2 points.

Short Constructed Response (2-point)

Score	Rubric
2	<p>The writing sample provides a complete and accurate response to the task and does not introduce an error in spelling that should be mastered at the student's grade level.</p> <ul style="list-style-type: none"> • Student writes the paragraph and corrects all the spelling errors. <p><i>Examples include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. When I was a child, my <i>friends</i> and I spent many summer nights on the <i>roofs</i> of our houses, listening to the radio. <i>We'd</i> turn the music on loud and sing along with the latest tunes. Our parents must have thought it was <i>quite</i> a sight. On one <i>occasion</i>, our parents joined in. It was <i>embarrassing</i> at the time, but today it makes me smile.
1	<p>The writing sample provides a partial response to the task and/or introduces an error in spelling that should be mastered at the student's grade level.</p> <ul style="list-style-type: none"> • Student writes the paragraph and corrects three to five of the spelling errors. <p><i>Examples include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. When I was a child, my <i>friends</i> and I spent many summer nights on the <i>roofs</i> of our houses, listening to the radio. <i>We'd</i> turn the music on loud and sing along with the latest tunes. Our parents must have thought it was quiet a sight. On one <i>occassion</i>, our parents joined in. It was <i>embarassing</i> at the time, but today it makes me smile. 2. When I was a child, my <i>friends</i> and I spent many summer nights on the <i>rooves</i> of out houses, listening to the radio. <i>We'd</i> turn the music on loud and sing along with the latest tunes. Our parents must have thought it was <i>quite</i> a sight. On one <i>occassion</i>, our parents joined in. It was <i>embarassing</i> at the time, but today it makes me smile.

SECTION I: Grade 10 Writing Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

Score	Rubric
0	<p>The writing sample is completely incorrect, irrelevant to the question, or a copy of the prompt.</p> <ul style="list-style-type: none"> Student writes the paragraph and corrects two or fewer of the spelling errors and/or introduces more than one error in spelling. <p><i>Examples include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. When I was a child, my freinds and I spent many summer nights on the rooves of our houses, listening to the radio. <i>We'd</i> turn the music on loud and sing along with the latest tunes. Our parents must have thought it was quiet a sight. On one occassion, our parents joined in. It was embarassing at the time, but today it makes me smile. 2. When I was a child, my freinds and I spent many summer nites on the rooves of our houses, listning to the radio. <i>We'd</i> turn the music on loud and sing along with the latest tunes. Our parents must have thought it was quiet a sight. On one occassion, our parents joined in. It was embarassing at the time, but today it make me smile.

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
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Item #10 Response Score: 2

Short Constructed Response:

When I was a child, my friends and I
spent many summer nights on the roofs of our
houses listening to the radio. We'd turn the
music on loud and sing along with the latest tunes.
Our parents must have thought it was quite a sight.
On one occasion our parents joined in. It was
embarrassing at the time, but today it makes
me smile.

Annotation for score point: 2

Student has written the paragraph and corrected all six of the spelling errors and has not introduced a spelling error.

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
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Item #10 Response Score: 1

Short Constructed Response:

When I was a child, my friends and I spent many summer nights
on the roofs of our houses listening to the radio. We'd turn the
music on loud and sing along with the latest tunes. Our parents
must have thought it was a quiet sight. On one occasion,
our parents joined in. It was embarrassing at the time, but
today it makes me smile.

Annotation for score point: 1

Student has written the paragraph and corrected three of the six spelling errors.

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
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Item #10 Response Score: 0

Short Constructed Response:

When I was a child, my friends and I spent
many summer nights on the roof at our houses
listening to the radio. We turn the music on loud and
sing along with the latest tunes. Our parents must
have thought it was quiet at night. On one occasion,
our parents joined us. It was embarrassing at the
time, but today it makes me smile.

Annotation for score point: 0

Student has written the paragraph and corrected one of the six spelling errors.

**SECTION I: Grade 10 Writing Practice Test Answer Keys,
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- 11. B
- 12. C
- 13. C
- 14. D
- 15. A
- 16. D
- 17. A
- 18. D

SECTION II: Grade 10 Writing Test Map

Writing			
Sequence	GLE	HSGQE	Key
1	4.2.2	W4.1/W4.2	C
2	4.4.1	W4.4	B
3	4.3.1	W4.3	A
4	4.3.5	W4.3	A
5	4.1.2	W4.1/W4.2	Extended Constructed Response
6	4.3.3	W4.3	B
7	4.3.4	W4.3	A
8	4.3.5	W4.3	C
9	4.2.2	W4.1/W4.2	Extended Constructed Response
10	4.3.2	W4.3	Short Constructed Response
11	4.4.1	W4.4	B
12	4.4.3	W4.4	C
13	4.3.5	W4.3	C
14	4.1.2	W4.1/W4.2	D
15	4.1.3	W4.1/W4.2	A
16	4.4.4	W4.4	D
17	4.4.3	W4.4	A
18	4.4.5	W4.4	D



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