

**Oklahoma School Testing Program**  
**Oklahoma Core Curriculum Tests (OCCT)**  
**Grade 5 Writing**

**PARENT, STUDENT, AND TEACHER GUIDE**



2012–2013

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Oklahoma State Department of Education

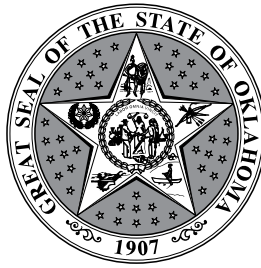
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**Testing Dates  
2013 School Year**

**Writing Test**

April 3–4, 2013

(Make-up tests may be given through April 24)



**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Core Curriculum Tests. These tests are designed to measure knowledge in Mathematics, Reading, Science, and Writing.

Parents/guardians will receive a report on their child's performance on the tests. This report will indicate their child's areas of strength as well as areas needing improvement.

This guide provides a list of test-taking tips, objectives covered in the test, a practice writing test, and an example of a well-written paper. Parents/guardians are encouraged to discuss these materials with their child to help prepare them for the tests. During the test week, it is very important for each child to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Core Curriculum Tests, please contact your local school or the State Department of Education.

Sincerely,  
Your State Superintendent of Public Instruction



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## The Oklahoma Core Curriculum Tests

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, *Oklahoma C<sup>3</sup> Standards* provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the *Oklahoma C<sup>3</sup>* standards and objectives. Tests have been developed by national test publishers that specifically measure the *Oklahoma C<sup>3</sup>* standards and objectives at Grade 5. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Core Curriculum Tests (OCCT), a criterion-referenced testing program, compare a student's performance with performance standards established by the State Board of Education. These standards, referred to as the Oklahoma Performance Index, or OPI, identify specific levels of performance required on each test. These standards are based upon reviews from groups of Oklahoma educators and citizens who evaluated the tests and made recommendations.

In the content areas of Mathematics, Reading, Science, and Writing, a student's test performance is reported according to one of four performance levels: Advanced, Proficient/Satisfactory, Limited Knowledge, and Unsatisfactory.

This year, students in Grade 5 will respond to two writing prompts (one operational and one field test) and take multiple-choice tests in Mathematics, Reading, and Science.

This guide provides an opportunity for parents, students, and teachers to become familiar with how writing will be assessed. It presents general test-taking tips, lists the *Oklahoma C<sup>3</sup> Writing Standards* and objectives that are eligible for assessment in a statewide testing program, gives scoring criteria, the five analytic score rubric, and composite score characteristics. A practice test is also provided, along with an example of a good paper. Finally, information regarding preparing for writing to the Common Core State Standards is presented.

## Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace studying based on the *Oklahoma C<sup>3</sup> Writing Standards* and objectives, which serve as the foundation for the tests.

### General Test-Taking Tips

- DO...** read this guide carefully and complete the practice test.
- DO...** make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.
- DON'T...** wait until the last minute to prepare for the Writing Test.
- DON'T...** worry about the tests. Students who are calm and sure of themselves do better on tests.

### Tips for the Writing Tests

- DO...** read the two passages and the writing topic carefully. Be sure to use information from both passages in your paper.
- DO...** plan what you want to say before writing. Use the “Planning Pages” in the test book to help you plan. These pages will not be scored.
- DO...** leave time to revise and edit your paper toward the end of the test.
- DO...** use the “Writer’s Checklist” to remind yourself of what to look for as you revise and edit your paper.



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# The Writing Test

In April, students in Grade 5 will take the state Writing Test. Students will be given two writing prompts to complete. For the scored operational prompt, students are given two passages to read along with a specific writing topic. Students will write their responses in the test books. For the writing prompt, they are given two practice planning pages, which are not scored, five lined pages on which to write, and a “Writer’s Checklist” that provides reminders for revising and editing.

The following sections of this guide:

- list the *Oklahoma C<sup>3</sup> Writing Standards* that are covered in the Grade 5 Writing Test;
- describe the criteria used to score the students’ papers;
- reproduce student directions and a sample writing prompt;
- present an example of a well-written response; and
- provide information about preparing for writing to the Common Core State Standards.

## *Oklahoma C<sup>3</sup> Writing Standards*

The *Oklahoma C<sup>3</sup> Writing Standards* measured by the Grade 5 Writing Test are based on the 2010 *PASS* revision. They are listed below.

***Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.***

**Standard 1: Writing Process—The student will use the writing process to write coherently.**

1. Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.
2. Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion.
3. Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.
4. Select a focus and an organizational structure based on purpose/mode, audience, and required format.
  - a. Write one or more drafts by categorizing ideas and organizing them into paragraphs.
  - b. Blend paragraphs with effective transitions into longer compositions.
5. Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.
6. Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.
7. Publish and present writing to peers and adults.

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**Standard 2: Modes and Forms of Writing—Communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe, and reflect, while adjusting tone and style as appropriate.
2. Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. Example: Select a type of narrative to write that is modeled after a genre of literature that has been shared in the classroom such as folktale, myth, science fiction, or mystery. Be sure to include an interesting beginning, develop the central conflict of the story, and establish an ending that resolves the conflict.
3. With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).
5. Write expository (informational) pieces with multiple paragraphs that:
  - a. provide an introductory paragraph.
  - b. establish and support a central theme or idea with a thesis statement.
  - c. include supporting paragraphs with simple facts, details, and explanations.
  - d. present important ideas and events in sequence or in chronological order.
  - e. provide details and transitions to link paragraphs.
  - f. conclude with a paragraph that summarizes the points.
  - g. use correct indentation at the beginning of paragraphs.
  - h. use at least three sources of valuable and reliable information including books, newspapers, periodicals, online, and media sources.
7. Write responses to literature that:
  - a. demonstrate an understanding of a designated literary work.
  - b. support judgments by referring and connecting to prior knowledge.
  - c. develop interpretations and evaluations that exhibit careful reading and understanding.
8. Write persuasive compositions or letters that:
  - a. state a clear position in support of a proposal.
  - b. support a position with relevant evidence and effective emotional appeals in order to persuade.
  - c. organize supporting statements from the most appealing to the least powerful.
  - d. include and address reader concerns. Example: Interview several students in varying grades about the changes they would like to see in the monthly cafeteria menu choices. Compile the opinions and ideas to compose a persuasive article for the school newspaper.

**Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.
  - a. Singular and plural forms of nouns and pronouns
  - b. Nominative (subjective), objective, reflexive, and possessive pronouns

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- c. Relative, intensive, and intensive pronouns
  - d. Subject, indirect object, direct object, and object of prepositions
  - e. Transitive and intransitive verbs
  - f. Present, past, future, and present perfect verb tense
  - g. Positive, comparative, and superlative adjectives
  - h. Time, place, and manner and degree adverbs
  - i. Comparative forms of adverbs
  - j. Subject-verb agreement
  - k. Restrictive (essential) and nonrestrictive (nonessential) clauses and phrases
  - l. Subordinate adverb, adjective, and noun clauses
  - m. Pronoun antecedents and reference
  - n. Coordinating, correlating, and subordinating conjunctions
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
    - a. Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges, universities, languages, races, nationalities, and religions.
    - b. Capitalize correctly proper adjectives.
    - c. Capitalize correctly conventions of letter writing.
    - d. Indent beginning lines of paragraphs.
  3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
    - a. Parentheses
    - b. Quotation marks
    - c. Terminal punctuation (period, exclamation mark, or question mark)
    - d. Punctuation after initials
    - e. Apostrophes in contractions and possessives
    - f. Conventions of letter writing
    - g. Colons, semi-colons, and commas
    - h. Hyphens and dashes
  4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences.
    - a. Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.
    - b. Create sentences with an understood subject.
    - c. Correct sentence fragments and run-ons.

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5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
    - a. Spell previously misspelled words correctly in final writing products.
    - b. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en, -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).
    - c. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our).
    - d. Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.
  6. Handwriting: Students are expected to demonstrate appropriate, legible handwriting in the writing process.

## Scoring Criteria

Scoring criteria are based on the standards and objectives. Writing Test papers receive two types of scores: a composite score and a series of analytic scores for specific writing skills. The analytic scores each focus on a specific aspect of the student’s writing. The composite score reflects how well the student can integrate writing techniques to produce a good paper.

Papers that do not meet certain criteria cannot be scored. Papers receive a score value of ‘unscorable’ if they meet any of the following conditions:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response about a topic different from the assigned task

## Analytic Scores

Each piece of student writing is scored on five analytic characteristics that indicate specific writing skills. These scores range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student’s writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Transitional Rubric			
Score	Opinion	Informative	Narrative
Ideas and Development 30%			
4	<ul style="list-style-type: none"> <li>• The content is appropriate for audience and purpose. (5.W.4)</li> <li>• Writer’s opinion addresses the prompt using relevant text-based facts, details, and examples. (5.W.1.b)</li> <li>• Writer summarizes or paraphrases information. (5.W.8)</li> <li>• The writer expresses an insightful perspective towards the topic. (prior SDE rubric)</li> </ul>	<ul style="list-style-type: none"> <li>• The content is appropriate for audience and purpose. (5.W.4)</li> <li>• Topic is clear and fully developed using relevant text-based facts, definitions, concrete details, quotations, or other examples. (5.W.2.b)</li> <li>• Writer summarizes or paraphrases information. (5.W.8)</li> <li>• Topic is consistently sustained throughout the composition. (prior SDE rubric)</li> </ul>	<ul style="list-style-type: none"> <li>• The content is appropriate for audience and purpose. (5.W.4)</li> <li>• A real or imagined story or experience with a narrator or characters is fully developed using descriptive details. (5.W.3)</li> <li>• A context and point of view are clearly defined. (prior SDE rubric)</li> <li>• Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (5.W.3.b)</li> </ul>

The Transitional Rubric shows alignment to the Common Core State Standards.

<b>Transitional Rubric</b>			
<b>Score</b>	<b>Opinion</b>	<b>Informative</b>	<b>Narrative</b>
	<b>Ideas and Development 30%</b>		
<b>3</b>	<ul style="list-style-type: none"> <li>The content is largely appropriate for audience and purpose.</li> <li>Writer's opinion addresses the prompt using text-based facts, details, and examples.</li> <li>Writer attempts to summarize or paraphrase information.</li> <li>Writer sustains a perspective throughout most of the response.</li> </ul>	<ul style="list-style-type: none"> <li>The content is largely appropriate for audience and purpose.</li> <li>Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples.</li> <li>Writer attempts to summarize or paraphrase information.</li> <li>Topic is sustained throughout the composition.</li> </ul>	<ul style="list-style-type: none"> <li>The content is largely appropriate for audience and purpose.</li> <li>A real or imagined story or experience with a narrator or characters is adequately developed using some details.</li> <li>A context and point of view are present.</li> <li>Some narrative techniques such as dialogue, description, and reflection are evident to develop experiences, events, and/or characters.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>The content is limited for audience and purpose.</li> <li>Writer's opinion addresses the prompt using minimal text-based facts, details, and examples.</li> <li>Writer does not attempt to summarize or paraphrase information.</li> <li>Writer has difficulty expressing or sustaining a perspective.</li> </ul>	<ul style="list-style-type: none"> <li>The content is limited for audience and purpose.</li> <li>Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples.</li> <li>Writer does not attempt to summarize or paraphrase information.</li> <li>Writer does not sustain the topic throughout the composition.</li> </ul>	<ul style="list-style-type: none"> <li>The content is limited for audience and purpose.</li> <li>A real or imagined story or experience with a narrator or characters is minimally developed using few details.</li> <li>A context and point of view may not be clearly defined.</li> <li>Narrative techniques may be minimally used.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The content is inappropriate for audience and purpose.</li> <li>Writer's response to the prompt is not developed.</li> <li>Few, random, or no evidence is elicited from the text.</li> <li>Writer has little or no perspective.</li> </ul>	<ul style="list-style-type: none"> <li>The content is inappropriate for audience and purpose.</li> <li>Topic is unclear and is not developed.</li> </ul>	<ul style="list-style-type: none"> <li>The content is inappropriate for audience and purpose.</li> <li>A real or imagined story or experience is not developed.</li> <li>A context and point of view are missing.</li> <li>Narrative techniques are missing.</li> </ul>

Transitional Rubric			
Score	Opinion	Informative	Narrative
	Organization, Unity, and Coherence 25%		
4	<ul style="list-style-type: none"> <li>• Introduction presents a clear topic and states an opinion. (5.W.1.a)</li> <li>• Sustained focus on content and structure (prior SDE rubric)</li> <li>• Reasons and information that support the writer’s purpose are logically ordered. (5.W.1.b)</li> <li>• Transitions between ideas are coherent and link reasons. (5.W.1.c)</li> <li>• Conclusion is compelling and supports the opinion. (5.W.1.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction is engaging and presents a clear topic. (prior SDE rubric and 5.W.2.a)</li> <li>• Text-based facts, details, and examples are presented in a well-executed progression. (5.W.2.b)</li> <li>• Transitions are appropriate and clearly link ideas. (5.W.2.c)</li> <li>• Conclusion clearly flows from the information presented. (5.W.2.e)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction engages and orients the reader. (prior SDE rubric and 5.W.3.a)</li> <li>• Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (5.W.3.a)</li> <li>• A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (5.W.3.c)</li> <li>• Conclusion naturally flows from narrated experiences and events. (5.W.3.e)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Introduction presents a topic and an opinion.</li> <li>• Focus on content and structure</li> <li>• Reasons and information that support the writer’s purpose are partially ordered.</li> <li>• Transitions support and link reasons.</li> <li>• Conclusion is satisfying and supports the opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and topic are evident.</li> <li>• Text-based facts, details, and examples are presented in a logical progression.</li> <li>• Transitions link ideas.</li> <li>• Conclusion is apparent and relates to the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction interests and orients the reader.</li> <li>• Event sequence is logical and moves the reader through the story or experience.</li> <li>• Transitions signal shifts in time and settings, and show relationships among experiences and events.</li> <li>• Conclusion follows from narrated experiences and events.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Introduction does not present a clear topic or opinion.</li> <li>• Lack of focus on content and structure is evident.</li> <li>• Reasons and information that support the writer’s purpose are ordered in random progression.</li> <li>• Transitions are limited and do not link reasons.</li> <li>• Conclusion is incomplete with little support for the opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction is incomplete and topic is not clearly stated.</li> <li>• Some text-based facts, details, and examples are presented randomly.</li> <li>• Transitions are limited and fail to link ideas.</li> <li>• Conclusion is incomplete with little support of the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction may leave the reader with questions.</li> <li>• Event sequence is unclear or limited which makes it difficult for the reader to follow the story or experience.</li> <li>• Ineffective transitions are used.</li> <li>• Conclusion may be missing or irrelevant.</li> <li>• Lacks logical direction.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Lacks logical direction.</li> <li>• No evidence of organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks logical direction.</li> <li>• No evidence of organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks logical direction.</li> <li>• No evidence of organizational structure</li> </ul>

**Transitional Rubric**

Score	All Modes		
	Word Choice 15%	Sentences and Paragraphs 15%	Grammar, Usage, And Mechanics 15%
<b>4</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.L.5 and 8.L.5)</li> <li>Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.L.6 and 8.L.6)</li> </ul>	<ul style="list-style-type: none"> <li>Rich variety of sentence structure, type, and length (prior SDE rubric and 5.L.3.a)</li> <li>Few, if any, fragments or run-ons (prior SDE rubric)</li> <li>Evidence of appropriate paragraphing (prior SDE rubric)</li> </ul>	<ul style="list-style-type: none"> <li>Effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.L.1, 5.L.2 and 8.L.1 and 8.L.2)</li> <li>Errors are minor and do not affect readability. (prior SDE rubric)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are demonstrated.</li> <li>Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Variety of sentence structure, type, and length</li> <li>Few fragments or run-ons</li> <li>Evidence of paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling.</li> <li>Errors may be more noticeable but do not significantly affect readability.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are limited.</li> <li>Concrete words and phrases, sensory details, and domain-specific vocabulary are limited.</li> </ul>	<ul style="list-style-type: none"> <li>Limited variety of sentence structure, type, and length</li> <li>Several fragments or run-ons</li> <li>Little or no attempt at paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling.</li> <li>Errors may be distracting and interfere with readability.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are not evident.</li> <li>Concrete words and phrases, sensory details, and domain-specific words are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>No clear sentence structure</li> <li>Many fragments or run-ons</li> <li>Little or no attempt at paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling.</li> <li>Errors are numerous and severely impede readability.</li> </ul>



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## Composite Score

A student's composite score on the Writing assessment, **in part**, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student's composite score will range from 60 (the highest score) to 15 (the lowest score). The weights attributed to each analytic score are given in the table below.

### Composite Score

Percentage	Analytic Score Category
30%	Ideas and Development
25%	Organization, Unity, and Coherence
15%	Word Choice
15%	Sentences and Paragraphs
15%	Grammar, Usage, and Mechanics

## Composite Score and Performance Level

New standards will be set on the operational writing prompt in Summer of 2013. At that time, the composite scores will be used to categorize a student's performance as Advanced, Proficient/Satisfactory, Limited Knowledge, or Unsatisfactory.

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## Practice Writing Test

Presented on the following pages is a practice Writing Test. This may be used as a classroom activity to help students prepare for the state assessment.

### Writer's Checklist

- Is the topic addressed in my writing?
- Are my ideas expressed in complete sentences?
- Do I explain or support my ideas with enough details?
- Are the details I included directly related to my topic?
- Are my ideas arranged in a clear order for the reader to follow?
- Do my paragraphs have topic sentences when appropriate?
- Do I start each sentence with a capital letter and capitalize other appropriate words?
- Have I used correct punctuation at the end of each sentence and within each sentence?
- Is my spelling correct throughout my writing?
- Will the reader be able to read my handwriting?

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**Directions:**

**Today you will read two passages and then write a paper on an assigned topic that relates to both passages. Your writing will be based on experiences, events, or information from both passages. Your writing will be scored on how fully you develop the topic and on how well you organize and express your ideas. Your composition will be scored by trained readers. As you work, keep in mind these three stages of the writing process:**

- **Planning** Take time to organize your writing by listing, outlining, or organizing your ideas in the space provided.
- **Writing** Write about the topic in a clear and logical manner on the five lined pages following the Planning Pages. You do not need to use all of the pages but make sure your composition is as complete as possible. Be sure to include a beginning, a middle, and an ending for your composition.
- **Editing/Revising** Take time to reread what you have written and decide if you need to add more details or change the organization of your composition. At the same time, look for and correct any errors in grammar, punctuation, capitalization, and spelling. You may use the Writer’s Checklist on the previous page to help you revise your writing.

On the following pages, you will be given instructions to read the writing topic and then two passages. After you finish reading, you will have two pages for planning your paper. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Write your paper on the lined pages that follow. You may use the Writer’s Checklist to help you revise your writing.

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### **Practice Writing Topic:**

**Write an informational paper for your classmates about Tae Kwon Do [tahy kwon doh]. Include important information about Tae Kwon Do that will help your classmates understand the sport. Be sure to use information from both passages in your paper.**

**Before you begin planning and writing your informational paper, read the two passages:**

- 1. “History of Tae Kwon Do”**
- 2. “Investigating Sports—Tae Kwon Do”**

### **History of Tae Kwon Do**

- 1 The practice of martial arts began over two thousand years ago in Asia. Each country in Asia developed its own unique style of martial arts. Most martial art styles began as a method of fighting for survival. With time, these practices changed into something more than just fighting. Some styles of martial arts focus on self-defense while others focus on physical conditioning. They all have deep roots in history as well as a growing popularity in today’s culture. Since their beginnings, martial arts have spread around the world and separated into more than two hundred different types. One highly popular martial art is Tae Kwon Do.
- 2 Tae Kwon Do was started in Korea. Many forms of martial arts were practiced in ancient Korea. In the year 1910, Japan invaded and took over the country. This brought much change to the culture of Korea, including outlawing martial arts. Only the military was allowed to practice it. This law did not stop people from practicing in secret. It was that important to them!
- 3 After Japan left in 1945, Korea was once again free to practice martial arts. At this time, there were still many forms and different schools of martial arts. Many wanted to combine the different forms into one type or school. This finally happened in 1955. A group of instructors and historians got together and created what we know today as Tae Kwon Do.

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- 4 The name Tae Kwon Do comes from the Korean words for foot (Tae), fist (Kwon), and way of doing (Do). Together they mean “the way of the foot and the fist.” In Tae Kwon Do, both hands and feet are used against an opponent. Even so, it is known more for its combination of foot movements.
- 5 The development of Tae Kwon Do as a sport has been rapid. Since its creation more than fifty years ago, Tae Kwon Do has spread to more than 190 countries and is practiced by over thirty million people. It even became an Olympic sport in the year 2000! The popularity of Tae Kwon Do continues to grow, and it is practiced by young and old alike. It is truly an ancient art with a bright future.

#### The Eleven Commandments of Tae Kwon Do

- Loyalty to your country
- Loyalty to your friends
- Loyalty to your school
- Faithfulness to your spouse
- Respect your brothers and sisters
- Respect your teachers
- Respect your parents
- Respect your elders
- Never take life unjustly
- Indomitable spirit
- Finish what you begin

Tae Kwon Do is a system of self-defense, but it is also more than that. It is a way to train the mind and character of a person.

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## Investigating Sports—Tae Kwon Do

by Karen Jones, sports writer

*This month, in my Investigation Sports column, I will be reviewing the sport of Tae Kwon Do.*

I arrived at the local *dojang*, which is the Korean word for a training hall or school, a little ahead of time. I was met at the door by Master Tom Stone, the owner and lead instructor. Tom has been practicing Tae Kwon Do for a very long time and has agreed to answer a few questions.

### **Q: What is a typical Tae Kwon Do class like?**

A: We start class with a series of stretches, jumping jacks, and other movements to get us warmed up. We then separate into small groups and begin practicing kicks and punches on pads.

After working on specific kicks and punches, the students often pair up to practice sparring. Sparring is the practice of fighting an opponent. There are very specific rules for where and how one gets points for lightly striking another. Just to be safe, everyone wears a protective helmet and gloves.

Some weeks we learn self-defense moves. Usually at the end of class, the students practice their patterns. A pattern in Tae Kwon Do is a series of movements that are in a particular order.

### **Q: Why do you perform patterns in Tae Kwon Do?**

A: There are twenty-four patterns. We perform them to improve our sparring. We also do them to improve our flexibility and build muscles. They allow us to practice movements that we might not otherwise do.

### **Q: You have been practicing Tae Kwon Do for over 20 years. What keeps you going?**

A: I keep practicing Tae Kwon Do because of the satisfaction I get by sharing my knowledge and skills with others. It is very rewarding for me to see the confidence, self-esteem, and strength of my students grow.

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**Q: How do people benefit from Tae Kwon Do?**

A: Practicing Tae Kwon Do leads to increased energy, better health and fitness, and greater coordination. Younger people benefit because it often leads to improved respect for themselves, as well as better concentration and self-discipline. I have seen my students' grades at school improve. I have also seen my students develop more confidence in other areas of their lives.

**Q: Do you have any words of advice for someone who is thinking about trying out Tae Kwon Do?**

A: Yes. I encourage them to give it a try. Tae Kwon Do has benefits for young and old alike. It promotes values such as honesty, courtesy, and cooperation. It will increase your physical well-being, but most of all, it is a lot of fun!

### Practice Writing Topic:

**Write an informational paper for your classmates about Tae Kwon Do [tahy kwon doh]. Include important information about Tae Kwon Do that will help your classmates understand the sport. Be sure to use information from both passages in your paper.**



In the space below, you may PLAN your composition. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Do not write your final draft on these pages. Any writing on these pages will not be scored. Write your composition on the lined pages that follow.

## Practice Planning Page



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## Practice Planning Page











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## Example of a Well-Written Response

Presented in this section is an example of a well-written paper.

### Example Writing Topic:

Write an informational paper for your classmates about Tae Kwon Do [tahy kwon doh]. Include important information about Tae Kwon Do that will help your classmates understand the sport. Be sure to use information from both passages in your paper.

### Example Planning Page

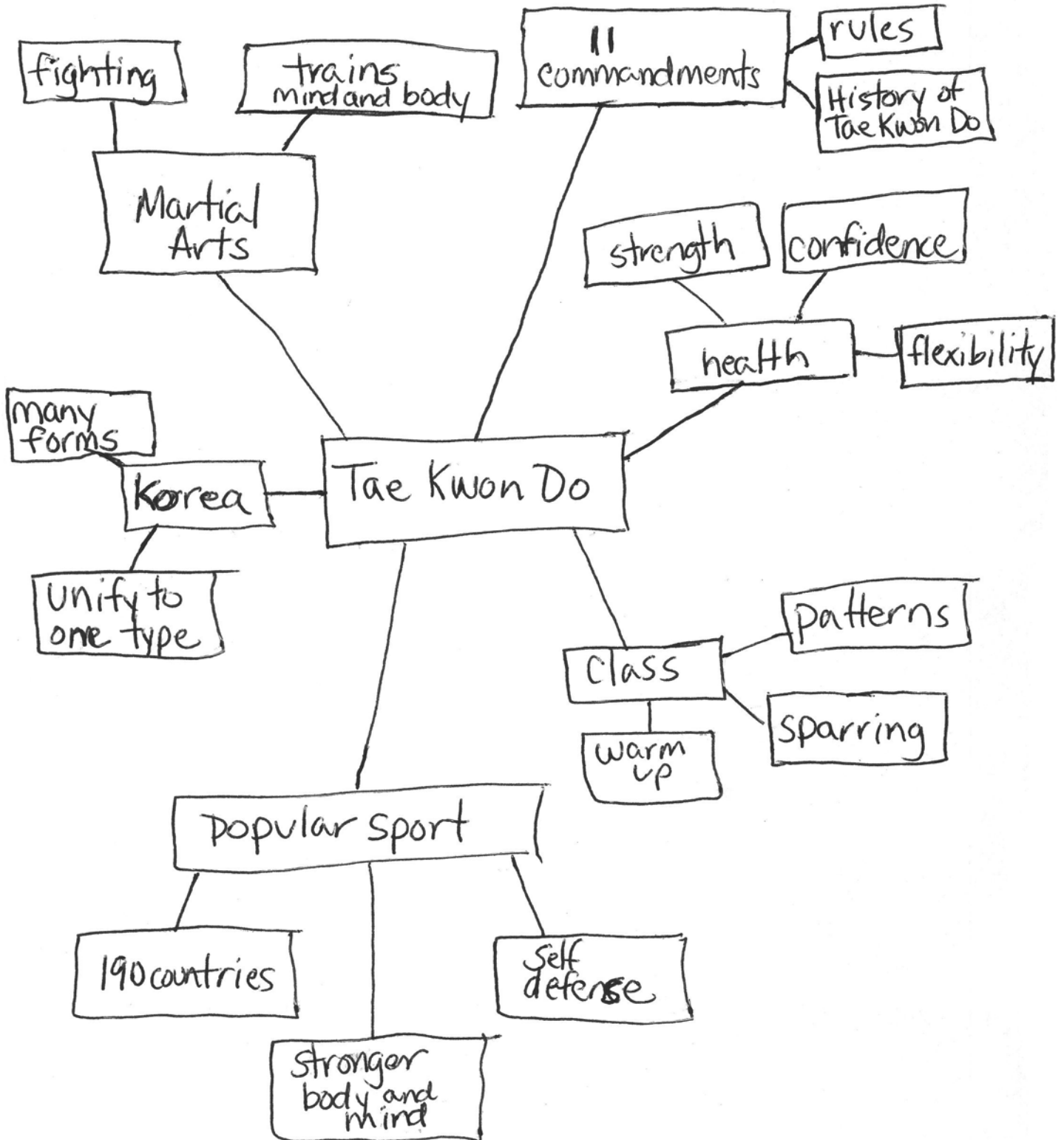
Tae Kwon Do  
fighting  
flexibility  
self defense  
kicking  
sparring

stretching  
punching  
helmets  
gloves  
Korea

11 commandments  
safety

marital arts  
strong  
warm-ups  
body  
mind  
health

## Example Planning Page





### Example Response

Tae Kwon Do is a type of martial arts. Like other martial arts, it began as a way of fighting, but now Tae Kwon Do is much more than a way of fighting. It also trains the mind and body to make a person better.

Tae Kwon Do started in Korea. Korea used to have many different forms of martial arts. In 1955, Korea decided to unify all the different types of martial arts into one type. They named it Tae Kwon Do, which means "the way of the foot and the fist."

Tae Kwon Do has become a popular sport and is now practiced in more than 190 countries. There are many reasons that so many people all over the world like Tae Kwon Do. People

Example Response (continued)

find that Tae kwon Do helps make their bodies and minds stronger. Tae kwon Do also teaches self defense.

A typical Tae kwon Do class starts with a warm-up. The warm-up might include stretches and jumping jacks. Students then work on different types of kicks and punches. Students also spar in pairs. Sparring is kicking and punching against another person. People get points for hitting their opponents. Everyone wears helmets and gloves to stay safe. In Tae kwon Do class, students also practice patterns, which are kicks and punches that are done in a particular order. All this exercise helps people build muscle and feel

Example Response (continued)

more energized.

People who do Tae Kwon Do become healthier because they exercise regularly to strengthen their bodies and work on their flexibility. One teacher of Tae kwon Do has even found that students of Tae kwon Do have increased confidence and earned better grades in school.

There are eleven commandments that those who practice Tae Kwon Do are supposed to follow. These rules not only apply to practicing this sport but are also good rules to live by too. According to "History of Tae kwon Do," Tae kwon Do is more than self defense, and the eleven commandments reflect that idea.

Tae kwon Do is a fun sport where

Example Response (continued)

students get to strengthen their bodies and their minds. Tae Kwon Do started in Korea long ago, and today it is one of the world's most popular martial arts.

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## Preparing for Writing to the Common Core State Standards

The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and have been designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go on to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace. ([www.corestandards.org](http://www.corestandards.org))

Oklahoma’s State Board of Education adopted the Common Core State Standards (CCSS) in 2010 along with the majority of other states. These next few years will be a time of transition as Oklahoma begins moving from our current *Oklahoma C<sup>3</sup> Standards* curriculum to the CCSS. Transition will include teacher development, local curriculum revision, and test development for a new generation of state assessments. This transition will be complete and fully implemented by the 2014–15 school year.

In order to begin bridging to the requirements of the CCSS, students in Grade 5 will participate in both an operational prompt and a field test prompt this year that align to both the *Oklahoma C<sup>3</sup> Standards* and the CCSS for Writing and Language.

### Common Core State Standards for Writing

- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - Provide a concluding statement or section related to the opinion presented.
- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

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- 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
    - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
    - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
    - e. Provide a conclusion that follows from the narrated experiences or events.
  - 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
  - 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Common Core State Standards for Language**

- 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5.L.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.
- 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- 5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



