

**21<sup>st</sup>\***  
entury

**Online Writing**

**West Virginia**  
**WESTEST 2**

**WESTEST 2**  
**Online Writing**

**Sandra Foster**

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**<http://wvde.state.wv.us/oaa/filecabinet.html>**

WESTEST 2 ONLINE WRITING FIELD TEST

GRADE 3

PASSAGE/PROMPT/ANCHOR PAPER

Grade Level: 3	Genre: Descriptive	Passage Title: Parade Day	Item ID: 3.2
CSO: RLA.O.3.2.03: Compose a written composition using the five-step writing process: pre-write, draft, revise, edit, publish			
21 <sup>st</sup> Century Skill(s): Communication Skills			
DOK: 3	Passage Lexile Score: 530	Passage Word Count: 183	

**WESTEST 2 Online Writing**  
**Third Grade Passage and Prompt**

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

Parade Day

Angela was excited when she woke up. There would be a parade today! Angela got dressed quickly and told her mother she was ready to go. She didn't want to miss anything. She wondered what she would see at the parade this year. Would there be people on horses? Would there be a marching band? Would there be an elephant like at the Fourth of July parade last year? Every year there was something new. She couldn't wait to find out what it would be this time!

Finally, Angela and her mother left the house and walked down towards Brady Street. Angela could hear music and people cheering, but she couldn't see the parade yet. Angela wanted to run. She began to pull her mother by the hand. Angela was sure they were going to miss something exciting. After they turned the corner, they could see the crowd lined up along Brady Street. Quickly, Angela and her mother made their way through the crowd. When Angela was finally able to see the parade, she was so surprised. She never would have imagined this!

**Prompt:**

Write a composition describing the most amazing parade you can imagine. Use details that help your reader see, hear, and feel what the parade is like.

Begin typing your composition here

"The parade is here!" I cried in excitement. The biggest parade I've ever been to! I couldn't believe my eyes! "I know!" cried my two cousins and my sister. My brothers were sleeping.

When the parade started, everyone cheered for the band. That woke my brothers up. When the band went on to the next street, the horse riders came trotting down the street! The Crocodile wrestlers came next. They brought out huge crocodiles! I probably shouldn't tell you what happened next. Too gross! Then, more horses came! They had ribbons attached to their harnesses! The Olympic champions came next. "Whoa." my sister said when she saw the people walking on their hands instead of their feet. They had a big truck with Olympic stuff on it. One person did a backflip over the High jump! Once I thought that the parade was over, I just couldn't see the cars! Clown cars! I thought. Next, came the clowns. One of the clowns jumped out of the car and started throwing pies! Another clown sprayed salt, another juggled. One got out and announced, "Ladies and gentlemen, please give it up for ..." the clown started "... Carrie Underwood!" Everyone cheered as she walked out of a truck and started to speak, "Hello, how is everyone doing tonight?!" Everybody cheered again. She started to sing. When she was done singing, everyone cheered and the truck drove on.

When Carrie Underwood was gone, she said, "Okay now who wants to see our grand finale?!" Everyone cheered and bellowed as loud as they could, including us! Then a larger than life statue covered up by a big tarp and held by a dumptruck appeared. It stopped. Finally, someone pulled the tarp off of the statue of... Abe Lincoln! it was huge!!! It was a great parade!

**WESTEST 2 ONLINE WRITING FIELD TEST**

**GRADE 11**

**PASSAGE/PROMPT/ANCHOR PAPER**

Grade Level: 11	Genre: Informative	Passage Title: Video to Candidate	Item ID: 11.8
CSO: RLA.0.11.2.01: Employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters			
21 <sup>st</sup> Century Skill(s): Information and Media Literacy; Civic Literacy			
DOK: 3	Passage Lexile Score: 1100	Passage Word Count: 187	

**WESTEST 2 Online Writing**  
**Eleventh Grade Passage and Prompt**

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

Video to Candidate

The Internet allows people greater access to political candidates than ever before. For example, in 2007 two major media outlets teamed up to lead an online debate where ordinary citizens submitted their personal and heartfelt questions for the debate in video format.

The videos were varied. Some took a humorous approach, as in the question about the environment that was posed by an animated, melting snowman. Many were touching, with people putting a personal face to issues that impact many people's lives. Often they were creative, including costumes, props, or musical acts. Whatever the approach, the questioners were passionate about wanting candidates to answer hard-hitting questions about issues important to voters.

Nearly everyone has a strong opinion about at least one issue on the political stage. Questions posed to the candidates could range from concerns about education, health, taxes, to more personal freedoms, or to more local issues. Whatever the issue, having it addressed by the candidate by presenting the question yourself is quite an opportunity.

Think about a question that you would like a candidate to answer. The candidate may be running for local, state, or national office.

**Prompt:**

Write an essay to the organizations running the debate in which you explain how you would present the question to the candidate in video format. Be sure to include information about why you believe this question is important.

-----Essay Starts Here-----

The stream flows like a snake through the mountainous terrain. Weaving its way around trees, rocks, and hills. The sun peaks it way over the mountain to place its first beam of light onto the earth. Taking in the beauty of the scene while slowly walking along the rocky bank of the river, in anticipation for that sudden strike of a feeding trout. The beauty of this scene can not be missed but it takes a dramatic turn. Even though the greatest appreciation is apparent for the surroundings, he brings himself to throw the bottle of soda into the thick vegetation. "No big deal", he says to himself as he continue to cruize the edge of the cold, rocky river.

So one of the questions I have for you Governor is, "How do you plan to stop the pollution and littering of our beautiful landscapes?" It may not be a big deal to many, but I am not many. It is a shame when you have to strategically plan your way through a wilderness area due to shattered, glass bottles, or have to avoid the area completly due to the hazardous the glass causes. When you see a beautiful place being changed for the worse, it truely is a disappointing blow to ones mood. This is just one question that is broughten about out of this video, so it continues.

The fisherman continues his hike through the seemingly untouched environment, without a worry about reality or even the slightest grasp. Just caught up in the moment, he thinks nothing. This young male of 16, had actually skipped school for the day to make his escape to his favorite place in the world. Is there a problem here? The student seems to just have taken a day of the enjoy something he loves. He is not causing trouble and is even doing something constructive with the time. So govenor is it wrong for this student to skip an educational day in a case like this?

As the sun slowly hides itself behind the mountain, the young adult just finishes packing up his stuff for the journey home. The road seems narrow and long, the boy is tired behind the wheel of his truck and is almost falling asleep. Waken by the musical sound of his own ringtone, he answers his cellular device. On the other end is one of his good friends, who proceeds to tell him that there is a large party at his house tonight. Of course this high school student cannot refuse his friend. So immedialty after the phone call ends, he calls his parents and feeds them a lie. His plan never went as according and his parents tell him he cannot stay at his freinds tonight. He debates long and hard but eventually gives up. Having permission to stay there untill midnight, he takes the turn in the direction of the party.

This is the part when the boys character slowly starts making its decline. He is breaking the law that states anyone under 18 cannot use electronical devices while operating a vehicle. So govenor how do you plan to enforce driving laws and what new regulations will you bring for new drivers? So think about this as the story only gets farther into the plot.

The room is crowded beyond the normal comfot level, but the mood is still fun. Alcohol is flowing like the river that he was at earlier

that day. Underaged drinking is seen everywhere but no attention is being payed to the middle school students smoking weed in the back corner, even opposite sexes are entertaining one another. The young student is seen playing beer pong in the living room, having a good time with his friends. As he prepares to shoot the game winning shot, he spots the clock in the corner of his eye. The minute hand is roughly 6 minutes away from 12, he pays little attention to this at first and continues to shoot the ping-pong ball at the cups. He is obviously drunk, and stumbles as he celebrates with his partner. He can barely stand, yet he hears someone tell him that he needs to get home before his parents come looking for him. He catches this phrase and runs staggering toward the door, he rushes to his truck, falling over his feet multiple times.

So govenor, how do you feel about the story now? There are many question that can be taken from this last paragraph, all of which are vital in asking. They should all be clear and shouldn't be asked in words. So choose your following words carfully, for they will be measured by the public, to decide your political standing.



# West Virginia Acuity



## Writing Roadmap 2.0

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**Imagine that you could exchange places with someone for a whole day. Explain who you would trade places with and why you would want to trade places with that person. Tell about what you would do on this special day.**

**Title**

Being Margaret for a Day

- ? Hint
- Tutor
- T Thesaurus
- ↑ Tree

**Introduction**

I want to trade places with principal Margaret. She is very cool. She makes great jokes. Trading spaces with a person of her caliber would be excellent.

- ? Hint
- Tutor
- T Thesaurus
- ↑ Tree

**Explanation**

She wants our school mascot to be the Rafters. If I traded places with her, I would be able to make sure the new mascot is the Rafters. If I traded with her, I would give everyone in the county answers to the tests since she is the county test coordinator. I would be able to direct all of the principals around, because I would be their "boss!" I would get to go to the Mexican restaurant and eat and drink good food.

- ? Hint
- Tutor
- T Thesaurus
- ↑ Tree

**Conclusion**

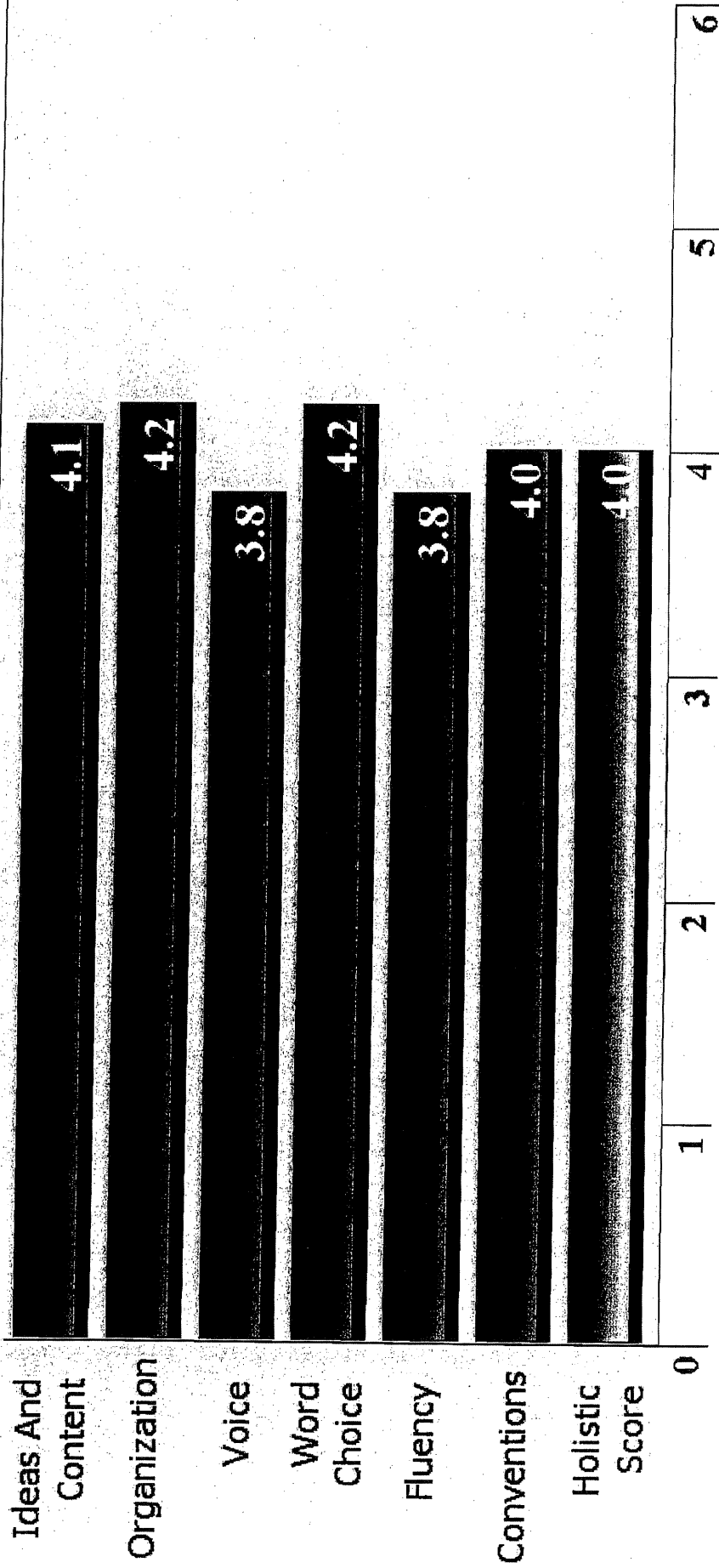
If we were to trade places I would be cool like Margaret! Margaret is the most interesting person I know if we traded spaces I am certain she would learn a lot about me, too.

- ? Hint
- Tutor
- T Thesaurus
- ↑ Tree

Teacher  
Comments

View  
Essay

Score  
Close



Print

Close

### Narrative Feedback

Your score descriptions:

- **Ideas And Content: Your score in Ideas And Content means your writing is on its way to being complete and detailed.**

# Proficiency By Test

(report results)

Group **All Groups**

Test **Gr 04-06 INF - Animal Like Me**

Gr 04-06 INF - Animal Like Me

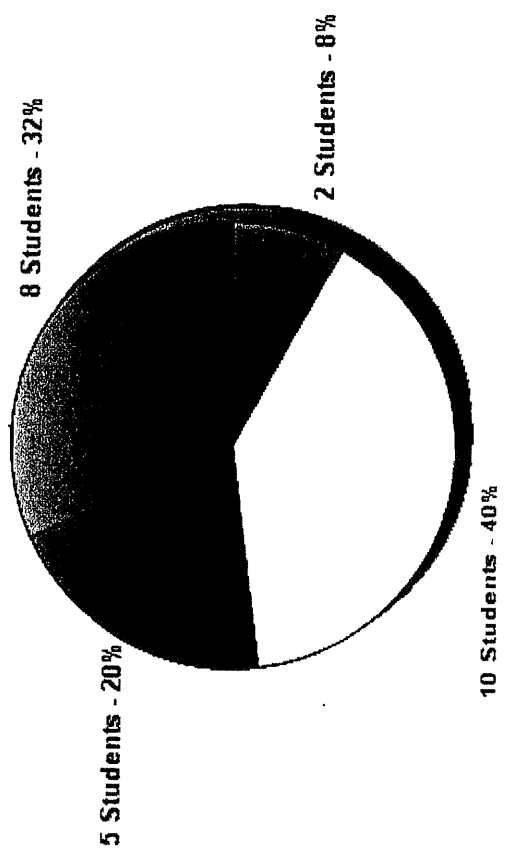
5 pt. default

**Proficiency Levels**

- Below Basic
- Near Basic
- Basic
- Proficient
- Advanced

Graph Size  Medium

## Proficiency Groups



- Teacher  Teacher1, Teacher1
- Group  (all)

### Views

- Main View
- Print View
- Logout

### Tasks

- Manage Groups
- Manage Enrollment
- Build Tests
- Manage Assignments
- Report Results
- Score Items

### Utilities

- Update User Info
- Change Display

[← Back](#)   [Report Setup](#)   [Print View](#)   [Main](#)

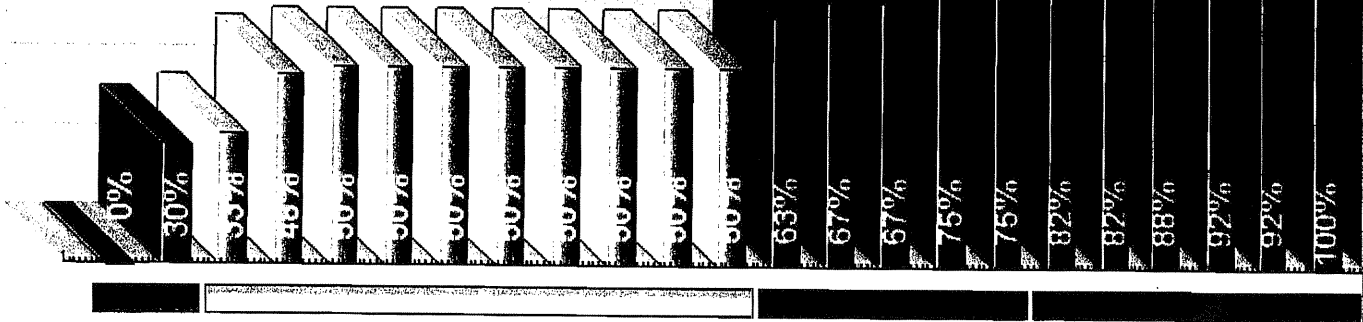
- Manage Environment
- Build Tests
- Manage Assignments
- Report Results
- Score Items

**Utilities**

- Update User Info
- Change Display

**Students**

- Student20, Student20
- Student12, Student12
- Student32, Student32
- Student31, Student31
- Student18, Student18
- Student24, Student24
- Student30, Student30
- Student28, Student28
- Student14, Student14
- Student3, Student3
- Student40, Student40
- Student39, Student39
- Student26, Student26
- Student38, Student38
- Student2, Student2
- Student27, Student27
- Student23, Student23
- Student35, Student35
- Student21, Student21
- Student7, Student7
- Student15, Student15
- Student5, Student5
- Student25, Student25



# Proficiency By Standard

- Teacher  Teacher1, Teacher1
- Group  (all)
- Student  Student15 Student15

## Views

- Main View
- Print View
- Logout

## Tasks

- Manage Groups
- Manage Enrollment
- Build Tests
- Manage Assignments
- Report Results
- Score Items

## Utilities

- Update User Info
- Change Display

( [view teacher](#) )

5 pt. default

## Proficiency Levels

- Below Basic
- Near Basic
- Basic
- Proficient
- Advanced

Graph Size Medium

[Student Student15 Student15](#)

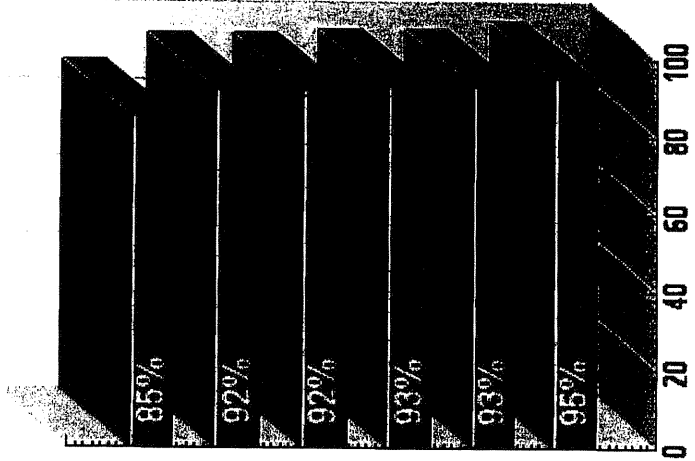
Test [Gr 04-06 INF - Animal Like Me](#)

Curriculum [Writing Roadmap 2.0](#)  [Filter Levels](#)

[Gr 04-06 INF - Animal Like Me](#)

## Writing Dimensions

- Word Choice
- Voice
- Fluency
- Conventions
- Ideas And Content
- Organization



## Essay Details

Name: Student15 Student15

Overall Score: 5.5

Score Description: The response has a very clear point, message, theme, or plot, which is sharply focused and elaborately supported by relevant details, examples, explanations, and/or plot development. The response is organized very clearly and logically, in a way that is appropriate for the mode and purpose of writing. The writer establishes and sustains a style that is appropriate, effective, and engaging. Word choices are rich, varied, vivid, and precise. Sentences flow clearly and smoothly with few if any sentence-structure errors. There are few if any flaws in GUM (grammar, usage, and mechanics), and they do not detract from the overall quality of the response.

Dimension: **Word Choice**

Dimension Score: **5.1**

Score Description: Indicates the word choices are clear and precise.

Close

## Essay Response

Horses

There are many different kinds of animals that are like me, but there is one that beats them all. It is the horse. When I first thought of this I thought that I was crazy. Then I thought about it and realized that I have a lot more in common with it than any other animal. I couldn't believe that I was most like a horse. Sure it is one of the smartest animals but look at it. I know you're probably thinking that it looks beautiful, but I'm a boy.

When I first thought of the things that the horse and I had in common it was just amazing. There were all kinds of things we had in common, but just to make a long story short I'll only tell you a few of them. For example, they can run very fast just like me, they are very smart, they like to play around, and they have no respect for personal hygiene. Can you imagine how much