

Complete the fields that were not transmitted through precode by your district.

BIRTHDATE		
MONTH	DAY	YEAR
<input type="radio"/> Jan	<input type="radio"/> 1 <input type="radio"/> 11 <input type="radio"/> 21 <input type="radio"/> 31	<input type="radio"/> 1989
<input type="radio"/> Feb	<input type="radio"/> 2 <input type="radio"/> 12 <input type="radio"/> 22	<input type="radio"/> 1990
<input type="radio"/> Mar	<input type="radio"/> 3 <input type="radio"/> 13 <input type="radio"/> 23	<input type="radio"/> 1991
<input type="radio"/> Apr	<input type="radio"/> 4 <input type="radio"/> 14 <input type="radio"/> 24	<input type="radio"/> 1992
<input type="radio"/> May	<input type="radio"/> 5 <input type="radio"/> 15 <input type="radio"/> 25	<input type="radio"/> 1993
<input type="radio"/> June	<input type="radio"/> 6 <input type="radio"/> 16 <input type="radio"/> 26	<input type="radio"/> 1994
<input type="radio"/> Jul	<input type="radio"/> 7 <input type="radio"/> 17 <input type="radio"/> 27	<input type="radio"/> 1995
<input type="radio"/> Aug	<input type="radio"/> 8 <input type="radio"/> 18 <input type="radio"/> 28	<input type="radio"/> 1996
<input type="radio"/> Sep	<input type="radio"/> 9 <input type="radio"/> 19 <input type="radio"/> 29	
<input type="radio"/> Oct	<input type="radio"/> 10 <input type="radio"/> 20 <input type="radio"/> 30	
<input type="radio"/> Nov		
<input type="radio"/> Dec		

ETHNICITY
<input type="radio"/> African American
<input type="radio"/> African American/ American Indian
<input type="radio"/> American Indian
<input type="radio"/> Asian
<input type="radio"/> Hawaiian-Pacific Islander
<input type="radio"/> Hispanic
<input type="radio"/> White
<input type="radio"/> White/African American
<input type="radio"/> White/American Indian
<input type="radio"/> White/Asian
<input type="radio"/> Other

GENDER
<input type="radio"/> Female
<input type="radio"/> Male

MIGRANT
<input type="radio"/> Yes

504 PLAN
<input type="radio"/> Yes

ALT SCH PROG
<input type="radio"/> Yes

ESL
<input type="radio"/> Pre-functional
<input type="radio"/> Beginner
<input type="radio"/> Intermediate
<input type="radio"/> Advanced
<input type="radio"/> Waiver Pre-functional
<input type="radio"/> Waiver Beginner
<input type="radio"/> Waiver Intermediate
<input type="radio"/> Waiver Advanced
<input type="radio"/> Initially English Proficient
<input type="radio"/> Title III First Year Exited
<input type="radio"/> Title III Second Year Exited
<input type="radio"/> English Speaker I
<input type="radio"/> English Speaker II

STUDENT SASI ID									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

STUDENT STATE ID									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

M
<input type="radio"/> F
<input type="radio"/> R

IEP		
<input type="radio"/> AU	<input type="radio"/> H	<input type="radio"/> PMD
<input type="radio"/> DB	<input type="radio"/> LD	<input type="radio"/> SP
<input type="radio"/> DD	<input type="radio"/> M	<input type="radio"/> TBI
<input type="radio"/> ED	<input type="radio"/> OHI	<input type="radio"/> TM
<input type="radio"/> EM	<input type="radio"/> OI	<input type="radio"/> V

FALL ASSIGN CODE		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Teachers/test administrators must complete these codes, if applicable, for all students.

CLASS SHEET NO.			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

IEP/504 ACCOMMODATIONS
<input type="radio"/> Setting
<input type="radio"/> Timing
<input type="radio"/> Scheduling
<input type="radio"/> Presentation
<input type="radio"/> Audio CD-ROM
<input type="radio"/> Oral/Signed Administration Script
<input type="radio"/> Other
<input type="radio"/> Response Options
<input type="radio"/> Supplemental Materials or Devices
<input type="radio"/> Extended Response Options

ESL ACCOMMODATIONS
<input type="radio"/> Bilingual Dictionary
<input type="radio"/> Directions Translated
<input type="radio"/> Individual and Small Group Administration
<input type="radio"/> Scheduling
<input type="radio"/> Timing

IEP SPECIAL REQUEST CODE		
0	0	0
1	1	1
2	2	2
3	3	3

For Office Use Only							
A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	X		

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PASS: SECURE TEST W8/AD S09

520901-10803010031

3

SERIAL#

Time to Write

The Time to Write topic will be printed here.

GENERAL DIRECTIONS

- Read the topic carefully before you begin to write.
- Use separate, lined scratch paper for your pre-writing (such as graphic organizer, list, or outline) and rough draft. **Only your final draft will be scored.**
- Do not write a poem or song. If you do, it will not be scored.
- Use a dictionary or thesaurus as needed.
- Use the Writing Checklist to make sure you include the elements of good writing.
- Use the scoring rubric provided to review and revise your rough draft.
- **Write your final draft on the lined pages marked "Final Draft" at the top.**
- **Do NOT write beyond the lines or in the margins.**

WRITING CHECKLIST

Does your writing

- present a clear central idea about the topic?
- develop the central idea with specific details?
- sustain focus on the central idea?
- have a clear introduction, body, and conclusion?
- provide a smooth progression of ideas?
- use precise and vivid vocabulary appropriate for the topic?
- use effective phrasing and a variety of sentence structures?
- show awareness of the audience and use an appropriate tone?
- show strong command of grammar, capitalization, punctuation, and spelling?

Remember to reread your final draft!

PASS: SECURE TEST W8/AD S09

Extended Response Scoring Rubric Grades 3–8

SCORE	4	3	2	1
CONTENT/ DEVELOPMENT	<ul style="list-style-type: none"> • Presents a clear central idea about the topic • Fully develops the central idea with specific, relevant details • Sustains focus on central idea throughout the writing 	<ul style="list-style-type: none"> • Presents a central idea about the topic • Develops the central idea but details are general, or the elaboration may be uneven • Focus may shift slightly, but is generally sustained 	<ul style="list-style-type: none"> • Central idea may be unclear • Details need elaboration to clarify the central idea • Focus may shift or be lost causing confusion for the reader 	<ul style="list-style-type: none"> • There is no clear central idea • Details are sparse and/or confusing • There is no sense of focus
ORGANIZATION	<ul style="list-style-type: none"> • Has an effective introduction, body, and conclusion • Provides a smooth progression of ideas by using transitional devices throughout the writing 	<ul style="list-style-type: none"> • Has an introduction, body, and conclusion • Provides a logical progression of ideas throughout the writing 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective • Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing • Presents information in a random or illogical order throughout the writing
VOICE		<ul style="list-style-type: none"> • Uses precise and/or vivid vocabulary appropriate for the topic • Phrasing is effective, not predictable or obvious • Varies sentence structure to promote rhythmic reading • Shows strong awareness of audience and task; tone is consistent and appropriate 	<ul style="list-style-type: none"> • Uses both general and precise vocabulary • Phrasing may not be effective, and may be predictable or obvious • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Shows awareness of audience and task; tone is appropriate 	<ul style="list-style-type: none"> • Uses simple vocabulary • Phrasing is repetitive or confusing • Shows little or no sentence variety; reading is monotonous • Shows little or no awareness of audience and task; tone may be inappropriate
CONVENTIONS	<ul style="list-style-type: none"> • Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling) 	<ul style="list-style-type: none"> • Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling) 	<ul style="list-style-type: none"> • Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling) 	<ul style="list-style-type: none"> • Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling)

WRITING ANSWER DOCUMENT GRADE 8

FORM TYPE	
<input type="radio"/> A	
<input type="radio"/> A-LP	
<input type="radio"/> A-LL	
<input type="radio"/> C-BR	
<input type="radio"/> C-SL	

FORM NUMBER	
<input type="radio"/> W01	
<input type="radio"/> W02	
<input type="radio"/> W03	
<input type="radio"/> W04	

DAY 1				DAY 2			
START TIME		STOP TIME		START TIME		STOP TIME	
Hour	Min.	Hour	Min.	Hour	Min.	Hour	Min.
<input type="radio"/> 7	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 12	<input type="radio"/> 7	<input type="radio"/> 12
<input type="radio"/> 8	<input type="radio"/> 1	<input type="radio"/> 8	<input type="radio"/> 1	<input type="radio"/> 8	<input type="radio"/> 1	<input type="radio"/> 8	<input type="radio"/> 1
<input type="radio"/> 9	<input type="radio"/> 2	<input type="radio"/> 9	<input type="radio"/> 2	<input type="radio"/> 9	<input type="radio"/> 2	<input type="radio"/> 9	<input type="radio"/> 2
<input type="radio"/> 10	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 3
<input type="radio"/> 11	<input type="radio"/> 4	<input type="radio"/> 11	<input type="radio"/> 4	<input type="radio"/> 11	<input type="radio"/> 4	<input type="radio"/> 11	<input type="radio"/> 4

Day 2 Multiple-Choice

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
4.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
5.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
6.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
7.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
8.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
9.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
10.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
11.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
12.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

13.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
14.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
15.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
16.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
17.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
18.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
19.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
20.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
21.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
22.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
23.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
24.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

25.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
26.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
27.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
28.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
29.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
30.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
31.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
32.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
33.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
34.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
35.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
36.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I