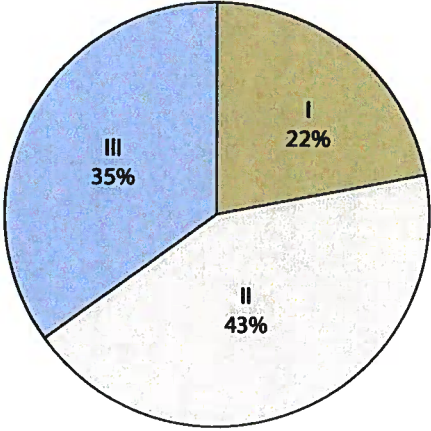


## Language Arts – Writing

Test at a Glance	
Test Name	Language Arts – Writing
Time	120 minutes
Number of Questions	61
Format	Multiple-choice questions (60) Essay question (1)
	<b>Content Categories: Multiple-choice questions</b> (Approximate Percentage of Questions)
	I. Organization of Ideas (22%) II. Language Facility (43%) III. Writing Conventions (35%)
	<b>Content Categories: Essay question</b>
	A. Development of Central Position or Claim B. Organization of Ideas C. Language Facility D. Writing Conventions

### About This Test

The Language Arts – Writing test provides information about a candidate's skill in recognizing and producing effective standard American written English. The multiple-choice questions measure a candidate's ability to edit and revise written text. The essay question measures a candidate's ability to generate and organize ideas in writing.

The multiple-choice questions require candidates to make revision choices concerning organization, diction, and clarity, sentence structure, usage, and mechanics. The test questions are embedded in complete texts, which span various forms (e.g., letters, essays, newspaper articles, personal accounts, and reports). This test may contain some questions that will not count toward your score.

The texts are presented as drafts in which parts have been underlined or highlighted to indicate a possible need for revision. Questions present alternatives that may correct or improve the indicated portions.

### Depth of Knowledge Levels (DOK)

Each test question is assigned a Depth of Knowledge Level (DOK). The levels refer to the cognitive demand that the test questions require to answer correctly.

The DOK are listed below along with a brief explanation or some examples of the DOK performances.

- Level 1 – Recall: test takers identify correct spelling of commonly misspelled words.
- Level 2 – Skill/Concept: test takers edit drafts by applying rules of grammar, punctuation, and capitalization.
- Level 3 – Strategic Thinking: test takers analyze drafts and make revisions for clarity, coherence, tone, and organization.
- Level 4 – Extended Thinking: test takers use complex reasoning and/or synthesize information in order to make revisions to drafts.

The examples listed do not cover all the expected behaviors for the DOK levels.

The essay question measures proficiency in the generation and organization of ideas through a direct assessment of evidence-based writing. Candidates read a pair of texts and then create written responses. Responses are evaluated on the candidates' abilities to develop positions or claims supported by evidence from the materials provided as well as their own experiences.

## The Test Framework

The Language Arts – Writing test framework is organized into broad areas of content, called **Content Categories**. Each **Content Category** is further divided into **Content Category Descriptors**.

The **Content Category Descriptors** describe in greater detail the skills and knowledge eligible for testing. Because the Language Arts – Writing assessment was designed to measure the ability to analyze and evaluate writing, answering any question may involve aspects of more than one category. The **Content Category Descriptors** are numbered under each **Content Category** below for multiple-choice questions and on the following page for the essay question.

### Content Categories: Multiple-choice questions

The following are descriptions of the skills covered in the content categories for the multiple-choice questions.

#### I. Organization of Ideas

1. *Select logical or effective opening, transitional, and closing sentences*
2. *Evaluate relevance of content*
3. *Analyze and evaluate organizational structure of a text or portion of a text*
4. *Recognize logical transitions (e.g., however, consequently, likewise) and related words and phrases*

#### II. Language Facility

1. *Recognize appropriate use of phrases and clauses, parallel structure, and modifier placement*
2. *Recognize effective and varied use of compound, complex, and compound-complex sentences*
3. *Recognize idiomatic usage (e.g., phrases like "to miss the boat," "to cut corners," "to feel under the weather")*
4. *Express ideas precisely, maintaining appropriate style and tone*
5. *Analyze nuances in the meaning of words with similar denotations (e.g., the shades of meaning among look, glance, stare, glare, and scowl)*

### **III. Writing Conventions**

1. *Recognize correct forms of verbs, modifiers, and pronouns (e.g., comparative vs. superlative adjectives; subjective vs. objective pronoun case)*
2. *Maintain grammatical agreement (e.g., subject-verb or pronoun-antecedent) and avoid inappropriate shifts in verb tense or pronoun number and person*
3. *Recognize and correct incomplete sentence fragments and run-ons*
4. *Recognize correct capitalization, punctuation (e.g., commas, semicolons, colons, dashes, quotation marks, ellipses), and spelling*
5. *Use reference sources (e.g., dictionaries, thesauruses, glossaries) appropriately*

### **Content Categories: Essay question**

The following are descriptions of the skills and knowledge covered in the content categories for the essay question.

#### **A. Development of a Central Position or Claim**

1. *Focus on central position, supporting ideas*
2. *Explanation of supporting ideas*
3. *Command over writing an argument*

#### **B. Organization of Ideas**

1. *Introduction and conclusion*
2. *Sequencing of ideas*
3. *Paragraphing*
4. *Transitions*

#### **C. Language Facility**

1. *Word choice*
2. *Sentence structure*
3. *Expression and voice*

#### **D. Writing Conventions**

1. *Grammar*
2. *Usage*
3. *Mechanics*



The following is a list of the College and Career Readiness Standards (CCRS)\* that are included in the Language Arts – Writing test. Assumption regarding grade levels of standards: The CCRS Writing and Language standards reflect the skills that are the focus for instruction at each grade level. It is understood that these skills must continue to be developed and mastered through the high school grades. It is also understood that “lower-grade” standards are still applied at the upper grades with increasing sophistication and detail using higher-level language and texts.

CCRS Code	College and Career Readiness Standards
L.2.1 – 3.1i.	Ensure subject-verb and pronoun-antecedent agreement.
L.2.1 – 3.1j.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.4.1 – 5.1g.	Recognize and correct inappropriate shifts in verb tense.
L.4.1 – 5.1k.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.6.1 – 8.1a.	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1 – 8.1c.	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1 – 8.1d.	Recognize and correct vague or unclear pronouns.
L.6.1 – 8.1g.	Form and use verbs in the active and passive voice.
L.6.1 – 8.1h.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.6.1 – 8.1i.	Recognize and correct inappropriate shifts in verb voice and mood.
L.6.1 – 8.1j.	Explain the function of phrases and clauses in general and their function in specific sentences.
L.6.1 – 8.1k.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.6.1 – 8.1l.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.9 – 10.1a.	Use parallel structure.
L.9 – 10.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.4.2 – 5.2a.	Use correct capitalization.
L.4.2 – 5.2b.	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2 – 5.2c.	Use punctuation to separate items in a series.
L.4.2 – 5.2d.	Use a comma to separate an introductory element from the rest of the sentence.
L.4.2 – 5.2f.	Use underlining, quotation marks, or italics to indicate titles of works.
L.4.2 – 5.2g.	Use a comma before a coordinating conjunction in a compound sentence.
L.6.2 – 8.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2 – 8.2b.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.9 – 10.2a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9 – 10.2b.	Use a colon to introduce a list or quotation.
L.9 – 10.2c.	Spell correctly.

\*U.S. Department of Education, Office of Vocational and Adult Education, 2013. College and Career Readiness Standards for Adult Education.  
URL: <https://www.vrae.org/images/customer-files/CCRStandardsAdultEd.pdf>



**CCRS Code****College and Career Readiness Standards**

- L.4.3 – 5.3a.** Choose words and phrases to convey ideas precisely.
- L.4.3 – 5.3d.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.6.3 – 7.3b.** Maintain consistency in style and tone.
- L.6.3 – 7.3c.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.11 – 12.4c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
- L.3.5c.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.5.5b.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- W.6 – 8.2c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.9 – 10.2a.** Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9 – 10.2b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9 – 10.2c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9 – 10.2f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Writing CCR Anchor 1:**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Language CCR Anchor 1:**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language CCR Anchor 2:**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language CCR Anchor 3:**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.