IF APPLICABLE

ALIGN TOP OF LABEL HERE

South Carolina PASS

Palmetto Assessment of State Standards

SECURITY NUMBER

WRITING ANSWER DOCUMENT GRADE 7

Student's Last Name	Student's First Name	MI

520316-10703010017

SERIAL#

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

Birth Date

Month	Day	Year
◯ Jan	1 11 21 31	◯ 1994
◯ Feb	2 12 22	◯ 1995
◯ Mar	3 13 23	◯ 1996
◯ Apr	4 14 24	◯ 1997
◯ May	5 15 25	◯ 1998
◯ June	6 16 26	◯ 1999
◯ Jul	7 17 27	◯ 2000
◯ Aug	8 18 28	◯ 2001
◯ Sep	9 19 29	
◯ Oct	10 20 30	
◯ Nov		
◯ Dec		

Hispanic or Latino

◯ Yes

Race

Mark **all** that apply.

◯ American Indian/Alaska Native
◯ Asian
◯ Black/African American
◯ Native Hawaiian/Other Pacific Islander
◯ White

Gender

◯ Female
◯ Male

Migrant

◯ Yes

504 Plan

◯ Yes

Alt Sch Prog

◯ Yes

ESL

◯ Pre-functional
◯ Beginner
◯ Intermediate
◯ Advanced
◯ Initially English Proficient
◯ Title III First Year Exited
◯ Title III Second Year Exited
◯ English Speaker I
◯ English Speaker II
◯ Waiver Pre-functional
◯ Waiver Beginner
◯ Waiver Intermediate
◯ Waiver Advanced

PowerSchool Number

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	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

◯ F
◯ R

Special Education

◯ AU	◯ HH	◯ PMD
◯ DB	◯ LD	◯ SP
◯ DD	◯ MD	◯ TBI
◯ EH	◯ OHI	◯ TM
◯ EM	◯ OH	◯ VH

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 all applicable codes.

IEP/504 Standard Accommodations

Mark all that apply.

◯ Setting
◯ Timing
◯ Scheduling
◯ Presentation - Oral Administration Script
◯ Presentation - Oral Administration CD-ROM
◯ Presentation - Signed Administration Script
◯ Presentation - Signed Administration DVD
◯ Presentation - Other
◯ Response Options - Typed/Separate Paper
◯ Response Options - Other
◯ Spelling (Day 1 Only)
◯ Supplemental Materials or Devices

IEP Special Request Code

1
2

IEP Invalidation

◯ Day 1
◯ Day 2

ESL Accommodations

Mark all that apply.

◯ Bilingual Dictionary
◯ Directions Translated
◯ Individual and Small Group Administration
◯ Oral Administration
◯ Scheduling
◯ Timing

IEP/504 Non-standard Accommodations

◯ Extended-response Options (Spell-check, Grammar-check)

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

Do Not Score

◯ Day 1
◯ Day 2

Test Administrator Name: _____

(Print First and Last Name)

PASS: SECURE TEST GR7/AD S13

This document is **secure** and must not be duplicated or reproduced by **any** means. All secure documents must be kept in locked storage when not being used. All secure test materials must be returned as directed.

Unauthorized use, duplication, or reproduction of **any** or **all** portions of secure test materials or **any** other action that would invalidate test scores is prohibited by law. Any person violating security procedures or regulations may be prosecuted and found guilty of a misdemeanor punishable by a fine of not more than one thousand dollars or imprisonment for not more than ninety days, or both; in addition, the State Board of Education may suspend or revoke the administrative or teaching certificate, or both, of any person convicted of violating test security.

Day 1

Time to Write

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!

Extended Response Scoring Rubric

SCORE	4	3	2	1
CONTENT/ DEVELOPMENT	• 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	• 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	• Central idea may be unclear • Details need elaboration to clarify the central idea • Focus may shift or be lost causing confusion for the reader	• There is no clear central idea • Details are sparse and/or confusing • There is no sense of focus
ORGANIZATION	• Has an effective introduction, body, and conclusion • Provides a smooth progression of ideas by using transitional devices throughout the writing	• Has an introduction, body, and conclusion • Provides a logical progression of ideas throughout the writing	• 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	• 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		• 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	• 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	• 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	• Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling)	• Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling)	• Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling)	• Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling)

Final Draft

Final Draft

STOP

WRITING ANSWER DOCUMENT
GRADE 7

Form Type
◯ A
◯ A-LP
◯ A-LL
◯ C-BR
◯ C-SL

Form Number
◯ W01

Day 1

Start Time		Stop Time	
Hour	Min.	Hour	Min.
7 12	00	7 12	00
8 1	15	8 1	15
9 2	30	9 2	30
10 3	45	10 3	45
11 4		11 4	

Day 2

Start Time		Stop Time	
Hour	Min.	Hour	Min.
7 12	00	7 12	00
8 1	15	8 1	15
9 2	30	9 2	30
10 3	45	10 3	45
11 4		11 4	

Day 2 Multiple-Choice

1.	A	B	C	D
2.	F	G	H	I
3.	A	B	C	D
4.	F	G	H	I
5.	A	B	C	D
6.	F	G	H	I
7.	A	B	C	D
8.	F	G	H	I
9.	A	B	C	D
10.	F	G	H	I
11.	A	B	C	D
12.	F	G	H	I

13.	A	B	C	D
14.	F	G	H	I
15.	A	B	C	D
16.	F	G	H	I
17.	A	B	C	D
18.	F	G	H	I
19.	A	B	C	D
20.	F	G	H	I
21.	A	B	C	D
22.	F	G	H	I
23.	A	B	C	D
24.	F	G	H	I
25.	A	B	C	D