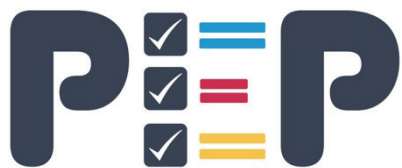




Ministry of Education, Youth & Information
Student Assessment Unit



Primary Exit Profile
Bringing Abilities to Light

SAMPLE ITEM
PUBLICATION 2018

LANGUAGE ARTS: SAMPLE ITEM #1

This item has the following characteristics:

Strand:	Writing
Objective:	Write descriptive pieces, using adjectives and adverbs appropriately and with appeal to the senses
Item Type:	Single Select Response
About this Item Type:	This item type has 4 options from which a student is expected to select <u>ONE</u> correct answer to the question.

Read the paragraph and complete the task that follows it.

As my family drove home last evening from Negril, the sun was going down. We were treated to a beautiful sunset! All around over our heads, the entire sky was pretty. In a few minutes the amazing show was over. The sun disappeared completely, and the brightly coloured sky faded to dark gray as the night began.

Revise the paragraph by choosing the phrase with the best descriptive detail to replace was pretty.

- A. had a whole lot of bright colours mixed together
- B. shone because it was almost time for darkness
- C. glowed with astonishing shades of pink and gold
- D. looked interesting

Best Answer:

(C) – glowed with astonishing shades of pink and gold

What information can this item give us about a student's Language Arts competence?

This item is assessing how well students can:

select for a narrative text a replacement phrase which includes more precise sensory detail



LANGUAGE ARTS: SAMPLE ITEM #2

This item has the following characteristics:

Strand:	Writing
Objectives:	<p>Produce revised draft pieces of writing to meet identified criteria based on content, organization, style, and use of conventions</p> <p>Produce and revise written drafts by modifying details</p>
Item Type:	Single Select Response
About this Item Type:	This item type has 4 options from which a student is expected to select <u>ONE</u> correct answer to the question.

Mary is writing a letter to her friends about a little puppy that she brought home from a dog shelter. Mary wants to revise the letter to add more details about the main character. Read the draft paragraph of her letter and complete the task that follows.

I'm writing about my dog Ruffus. When the dog was just ten weeks old, he was picked up on the streets of Kingston and taken to a shelter. The shelter could keep a dog only for a short time before he finds a new home. When I saw this puppy, I couldn't keep my eyes away from his sweet face. I knew that I wanted to name this puppy Ruffus, and take him home. With the help of my mom, I adopted him and brought Ruffus to our home. Now Ruffus is almost one year old, and he loves me unconditionally.

Choose the **best** phrase to **add** detail about the main character.

- A. I would never be able to give Ruffus away.**
- B. Ruffus is now a playful and happy dog.**
- C. I volunteered at a shelter where I saw this little puppy.**
- D. Ruffus is a good watch dog.**

Best Answer:

(B) - Ruffus is now a playful and happy dog.

What information can this item give us about a student's Language Arts competence?



*This item is assessing how well students can:
produce effective writing for a range of purpose and audiences by writing or revising one or more paragraphs demonstrating specific narrative strategies*

LANGUAGE ARTS: SAMPLE ITEM #3

This item has the following characteristics:

Strand:	Writing
Objectives:	<p>Produce revised drafts pieces of writing to meet identified criteria based on content, organization, style, and use of conventions</p> <p>Develop several linked paragraphs using a variety of strategies and organizational patterns</p>
Item Type:	Order Match
About this Item Type:	Order Match items ask examinees to fill in some blanks with some choices. All blanks must be filled in, but some of the choices may not be used, and no choice can used more than once.

This is the beginning of a story written by a student who wants to use dialogue.

Sam was always afraid of different crawling and flying insects and lizards. Sam was screaming and running away every time he saw a moving spider or a running lizard. When Sam went on a field trip with his class, he didn't want his classmates and his teacher to know he was scared of insects.

1. "Are you afraid of this lizard, Sam?" the teacher smiled as she moved the tree branch away from Sam.
2. Sam almost fainted when he saw a lizard sitting on a tree branch.
3. "Not at all. Well, not really." Sam smiled hoping that his teacher hadn't noticed.

In the dialogue that the student wants to use, place the three sentences, marked 1, 2 and 3, as shown above, in the correct order from the start of the dialogue to the end.

Which sentence should come first? _____

Which sentence should come second? _____

Which sentence should come third? _____

Best Answer:

2, 1, 3

What information can this item give us about a student's Language Arts competence?

This item is assessing how well students can: produce effective writing for a range of purpose and audiences by writing or revising one or more paragraphs demonstrating specific narrative strategies.



LANGUAGE ARTS: SAMPLE ITEM #4

This item has the following characteristics:

Strand:	Reading
Objectives:	<p>Use context clues to clarify understanding during reading</p> <p>Make inferences using text clues</p> <p>Analyze how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inference and deduction in reference to the text</p> <p>Interpret messages, moods, feelings and attitudes conveyed in stories, poetry and prose</p>
Item Type:	Constructed Response
About this Item Type:	This item type requires students to produce an explanation in order to collect evidence about their knowledge or understanding of the given assessment task

Read this poem and the prompt that follows it.

Nature

*We have neither summer nor winter
neither autumn nor spring.
We have instead the days
when the gold sun shines
on the lush canefields - magnificently.
The days when the rain beats
like bullets on the roofs
and there is no sound
but the swish of water in the gullies
and trees struggling in the high Jamaica winds.
Also there are the days
when leaves fade from off guango trees
and the reaped canefields
lie bare and fallow to the sun.
But best of all, there are the days
when the mango and the logwood blossom
When bushes are full of the sound of bees
and the scent of honey.
When the tall grass sways and shivers
to the slightest breath of air.
When the buttercups* have paved the earth with yellow stars
and beauty comes suddenly, and the rains have gone.*

H. D. CARBERRY

* buttercups-large flowering plant with shiny, yellow petals

Explain what was meant by “*When the buttercups have paved the earth with yellow stars*”. Use details from the poem to support your response.

Best Answer:

The poet uses this reference to paint a picture of the ground being transformed into a sea of yellow by the blooming buttercups. He refers to this time as the “best days” and the period when “beauty comes suddenly”.

What information can this item give us about a student’s Language Arts competence?

*This item is assessing how well students can:
read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use explicit details and implicit information from the text to support answers or basic inferences.*

