

English SOL Institutes

English SOL Institutes Agenda

Virginia Department of Education
English SOL Institutes

Agenda

<u>8:30 a.m.</u>	Registration Check-in
<u>9:00 a.m.</u>	Welcome and Introduction
<u>9:10 a.m.</u>	VDOE English Updates and Announcements
<u>9:45 a.m.</u>	Breakout sessions I
<u>10:45 a.m.</u>	Break
<u>11:00 a.m.</u>	Breakout sessions II
<u>12:00 p.m.</u>	Lunch
<u>1:00 p.m.</u>	Breakout sessions III
<u>2:00 p.m.</u>	Break
<u>2:15 p.m.</u>	Breakout sessions IV
<u>3:15 p.m.</u>	Dismissal

English SOL Institutes Agenda

- **Morning Break-out Sessions**
 - **Writing and Research**
 - Choose Elementary or Secondary sessions
 - Each session repeats once
- **Afternoon Break-out Sessions**
 - **Nonfiction Reading and Media Literacy**
 - Choose Elementary or Secondary sessions
 - Each session repeats once

Institute Guiding Questions

- 1. What were the best, most helpful insights and understandings of the day?**
- 2. In your school or division, who would benefit the most from sharing this information?**
- 3. What are areas of necessary support or helpful resources in implementing the new standards? Designate which items would be a school level, division level, or state level resource.**

2010 *English Standards of Learning* Schedule of Implementation

- **2011-2012 – SOL Field tested items aligned to the 2010 *English Standards of Learning***
- **February – April, 2012 – SOL Online Writing Field Test for grades 5, 8, and End-of-Course (EOC)**
- **Fall 2012 - Full implementation of new SOL (EOC Reading)**
- **Spring 2013 - Full implementation of new SOL (3-8, EOC Reading; 5, 8, EOC Writing)**

Grades 4-12 Reading Strand

- There is strong vertical alignment in grades 4-12
- Reading is divided into fiction and nonfiction strands
- Research will be tested in writing instead of reading
- The SOL Reading Tests Reporting Categories include:
 - Word Analysis and Word Reference
 - Comprehension of Fiction
 - Comprehension of Nonfiction

Grades 4-12 Reading Strand Vocabulary Standards

- Vocabulary standards appear as the first standard in the Reading Strand in grades 4-12
- Instruction should emphasize common Greek and Latin roots and affixes
- Instruction should include word study in authentic texts and differentiation between denotation and connotation
- SOL assessments will test vocabulary in passages and stand-alone items

Grades 4-12 Reading Strand

- **Instruction in both fiction and nonfiction should include before, during, and after reading strategies**
- **Grades 6-12 Standards include a comparison of forms and genres including fiction and nonfiction texts with a similar topic or theme**
- **Nonfiction reading includes emphasis on text structures and organizational patterns**
- **More nonfiction than fiction questions appear on SOL reading test in grades 5 – 12**

4-12 Reading Blueprints

The charts below illustrate the reporting categories for the new SOL assessments:

READING Reporting Categories	3 rd	4 th	5 th	6 th	7 th	8 th	End-of-Course
Use word analysis strategies/word reference materials	7	7	8	8	8	8	10
Comprehension of Fiction texts	17	17	15	17	17	17	18
Comprehension of Nonfiction texts	16	16	17	20	20	20	27
Field Test Items	7	7	10	10	10	10	10
Total # items on test	47	47	50	55	55	55	65

Grade 3 Reading

2012-2013 SOL Test

Callie's Choice

1 Callie heard a soft knock and pulled open the front door. Her favorite neighbor, Mrs. Baker, stood on the porch.

2 "I need your help, Callie," Mrs. Baker said. "Do you know the empty lot down the street?" Callie nodded. "The place is a mess. It's covered with trash. The city is letting us use the lot for a community garden," Mrs. Baker explained. "We need help cleaning up the lot on Saturday."

3 "Sure, Mrs. Baker!" Callie said. "I will be happy to help!"

4 Mrs. Baker looked pleased. "Thanks, Callie. We want to get the garden planted before summer."

5 At school the next morning, Callie's friend Tamara was waiting for her by their classroom. Tamara had a surprise for her best friend. "Tamara!" Callie called. "Have you heard about Saturday?"

6 Tamara looked confused. "How did you find out about Saturday?" she asked.

7 "My neighbor Mrs. Baker told me," Callie explained. "She needs help cleaning up the empty lot."

8 "Oh, that's not what I am talking about," Tamara said. "My mom bought tickets to go to Fun World this Saturday. She has an extra one for you!" The girls had been waiting for months for the new amusement park to open.

Directions: Click and drag the answers to the correct circles.

Complete this Venn diagram.

Callie	Both	Tamara
<ul style="list-style-type: none"> Agrees to help her neighbor _____ _____ 	<ul style="list-style-type: none"> Clean up the messy lot 	<ul style="list-style-type: none"> Has tickets for Fun World _____ _____

Decides to help her friend	Discusses the problem at home
Worries about the choices to be made	Tries to be understanding

Page 1 of 3

Question 5 of 7

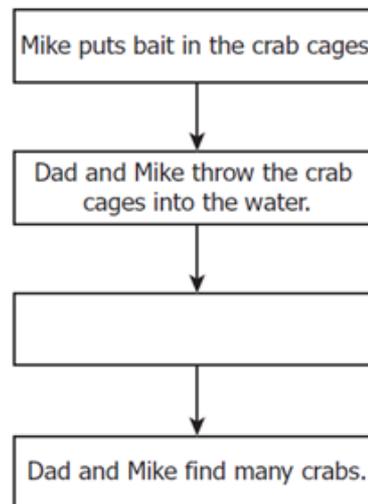
Section 1

Section Review

Previous Next

2009-2010 SOL Test

30 Look at the flow chart.



The chart shows what happens in the story. Which of these belongs in the empty box?

- F Dad shows Mike how to steer the boat.
- G Dad and Mike leave early in the morning.
- H Dad helps Mike pull the crab cages into the boat.
- J Dad and Mike reach the right spot to throw the crab cages.

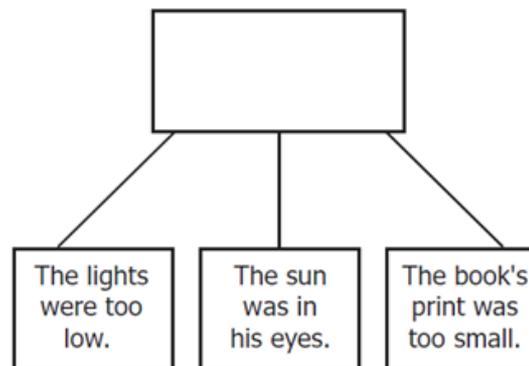
Grade 8 Reading

2012-2013 SOL Test

The screenshot shows a digital reading interface. On the left, a poem titled "Among the Leaves" by Barbara Evans Stanush is displayed. The poem describes a girl finding a bird's nest in a tree. On the right, a task is presented: "Directions: Click and drag the answers to the correct boxes. Complete this flow chart about the poem." The flow chart consists of four empty boxes connected by downward arrows. A list of five options is provided: "Girl takes a photograph.", "Girl sees a nest.", "Bird feeds its young.", "Bird builds a nest.", and "Girl climbs a tree." The interface includes a toolbar at the top with icons for navigation and editing, and a footer with "Page 2 of 3", "Question 4 of 7", and "Section 1".

2009-2010 SOL Test

7 Look at this chart of information from the article.



Which idea belongs in the empty box?

- A Causes of Weihenmayer's Loss of Sight
- B Signs that Weihenmayer Was Losing His Sight
- C Problems Caused by Weihenmayer's Early Loss of Sight
- D Excuses Weihenmayer Used to Deny His Loss of Sight

EOC Reading

2012-2013 SOL Test

2009-2010 SOL Test

The screenshot shows a software interface for EOC Reading Practice Items. The window title is "john h doe EOC Reading Practice Items (2010 En...". The interface is divided into two main sections. The left section contains a reading passage with two paragraphs. The right section contains a question with a shaded area for directions and a list of answer choices. The passage text is as follows:

5 Because Dan Kilkenny was an iceman, the whole D Street gang was in thrall to Lydia and Michael in summer. In the thick of that season there were few things more magical than ice—the blocks that emerged, impossibly, from the back of the wagon, steaming not with heat but with cold, the unmistakable stomp of the iceman conquering the stairwell, gleaming blocks of ice piled on his broad back like enormous melting diamonds. . . . Lydia was certain Heaven resembled the interior of her father's ice wagon: a dark place, cool and quiet. There the salt hay, sawdust, and straw effaced the airborne tang of leather and glue from the nearby shoe factory and muted the call of the ragman.

6 On very hot days there was no need to confer in advance. The lot of them would be playing ball in Commonwealth Park, or ambling toward the beach at City Point, or playing marbles or Kick the Wicket on the street. Without a word Michael would turn to Lydia, or she toward him, and with a whoop they would preempt the day's pursuit and set out for ice. At the sight of Dan Kilkenny's brood, the iceman would toss out an extra block, the surplus ice arcing toward the street in a dream of captured light before exploding into frozen bliss on the cobbles. Decorum was traded for the fleeting comfort of ice pressed into the perfect place. Frozen shatterings found their way into mouths, inside shirts and dresses, under chins, and atop closed eyes. Ice was nestled into the hollows of throats and hammocked by the webbing between fingers and toes. Ice bent the iron rule of summer for a few precious moments before the heat clamped down again.

Directions: Click on the correct shaded answers.

Read this excerpt from paragraph 6.

Which three words from this excerpt convey the author's intent to capture the sense of beauty and joy?

At the sight of Dan Kilkenny's brood, the iceman would toss out an extra block, the surplus ice arcing toward the street in a dream of captured light before exploding into frozen bliss on the cobbles. Decorum was traded for the fleeting comfort of ice pressed into the perfect place.

Page 4 of 5

Question 4 of 10
Section 1

Flag for Review Section Review Previous Next

10 The main purpose of this document is to —

- F amuse
- G persuade
- H inform
- J analyze

Grades 4-12 Writing Strand

- **Writing revolves around mode, purpose, audience, and process**
- **Each grade level has a composing/revision standard and an editing/grammar standard**
- **Emphasis is put on elaboration, unity, central idea, organization, tone, and voice**

Grades 4-12 Writing Strand

- Teaching writing is an expectation of every grade, not only “tested” grades
- Provide students with opportunities to compose using computer technology and to use the Online Practice SOL Writing Tool (no prompts provided)
- Self- and peer-editing opportunities for students are essential
- SOL writing does not require 5 paragraphs

Changes to SOL Writing Tests

- The End-of-Course prompt - persuasive
- Grade 8 prompt - persuasive or expository
- Grade 5 prompt - expository or narrative
- Prompts will be released before the tests
- Research will be tested in writing
- Composing/Written Expression is now one combined domain

SOL Two Domain Writing Rubric

Composing/Written Expression

- Audience/purpose
- Central Idea
- Effective conclusions
- Counter arguments
- Elaboration
- Unity
- Organization
- Deliberate Word Choice
- Selected, Precise Information
- Sentence Variety
- Tone
- Voice

Usage & Mechanics

- Sentence Formation
- Usage
 - Standard Inflections
 - Comparison of Adjectives and Adverbs
 - Agreement
- Mechanics
 - Capitalization
 - Spelling
 - Punctuation
 - Formatting



Scoring with the SOL Writing Rubric

- All student papers are read by two readers; their scores are added together
- Composing/Written Expression score counts twice = $2/3$
- Usage/Mechanics score counts once = $1/3$
- If judges scores are more than 1 point apart, papers are read by a third judge

SOL Writing Blueprints

Multiple Choice/Technology Enhanced Items				Direct Writing			
MC/TEI Writing Reporting Categories	5th	8 th	End-of-Course	Direct Writing	5th	8 th	End-of-Course
Research, Plan, Compose, Revise	7	10	16	Composing/Written Expression	16	16	16
Edit(correct use of language, capitalization, punctuation, spelling)	15	14	14	Usage and Mechanics	8	8	8
Field Test Items	12	14	14				
Total # items on test	34	38	44	Total # items on test	24	24	24

Writing Rubrics

Grade 5 Writing Test Composing/Written Expression Rubric

Score Point 4 The writer demonstrates consistent, though not necessarily perfect, control of the Composing/Written Expression domain's features.

The writing at this score point level:

- Demonstrates consistent focus on a central idea, with clear awareness of audience.
- Purposefully develops the central idea by providing full and consistent elaboration through examples and/or details.
- Organizes ideas in a logical manner with few if any lapses, consistently clarifying the relationship between ideas or events.
- Exhibits unity consistently by having few or no digressions, using transitions to connect ideas or events, and having an effective lead and closure.
- Includes sentences of various lengths and structures, resulting in a rhythmic flow.
- Uses specific word choice, descriptive language, and selected information purposefully to craft a message, create tone, and enhance the writer's voice.

Score Point 3 The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The writer may control some features of the domain more than others.

The writing at this score point level:

- Demonstrates reasonable focus on a central idea, with awareness of audience.
- Provides reasonable elaboration on the central idea, though some lapses may be evident.
- Organizes ideas in a reasonably logical manner, clarifying the relationship between ideas or events, though some lapses in organization may be

Grade 5 Writing

2012-2013 SOL Test

2009-2010 SOL Test

(25) We continued our trip by visiting some of the other landmarks that make New York City famous. (26) My mom and I went to the top of the Empire State Building, where we were able to see the best view of the city. (27) I never imagined there were so many tall buildings in New York City. (28) Each building seemed to have a different shape or decoration on the outside. (29) My favorite one was the Chrysler Building. (30) The sun reflecting off its silver top was definitely a sight to see. (31) My mom and I had such a wonderful time. (32) We hope to go back very soon. (33) Maybe you could join us. (34) You and I could visit the Statue of Liberty the Empire State Building, and the Chrysler Building. (35) I will be happy to show you pictures from my trip when I see you again. (36) Please write back soon, and tell your family that I said hello.

(37) Your friend always,
Marcy
Marcy

Directions: Click and drag the comma into the correct location within the sentence. There may be one or more correct locations.

Punctuate sentence 34 correctly.

You and I could visit the Statue of Liberty the Empire State Building, and the Chrysler Building.

Page 4 of 4

Question 3 of 13
Section 1

Flag for Review Section Review Previous Next

4 In sentence 16, family including our dog Rex, should be written —

- F family including, our dog Rex
- G family, including our dog Rex,
- H family including our dog Rex
- J as it is

Grade 8 Writing

2012-2013 SOL Test

2009-2010 SOL Test

The screenshot shows a digital interface for a Grade 8 Writing Practice Item. The top bar includes a toolbar with icons for editing (pencil, eraser, highlighter, text color, background color) and a 'Help' button. The user's name 'John h doe' and the document title 'Grade 8 Writing Practice Items (2010...)' are visible in the top right. The main content area is split into two columns. The left column contains a reading passage with several paragraphs, each starting with a number in parentheses. The right column contains a question: 'Which correction should be made to sentence 21?' Below the question is a text box containing the sentence: 'This one's head was on the floor and Bill walked right into its open mouth.' Below the text box are four multiple-choice options, each with a radio button. At the bottom of the interface, there are navigation buttons: 'Flag for Review', 'Question 4 of 14', 'Section Review', 'Previous', and 'Next'. The page number 'Page 3 of 4' is also visible.

(19)By this time, we were wondering if our tour of this amazing warehouse was just a dream. (20)As we walked under T. J.'s shadow, we came face to face with another *T. rex*. (21)This one's head was on the floor and Bill walked right into its open mouth.

(22)"Wow," I said, following him and reaching out to touch the sharp teeth.

(23)"This looks just like the *T. rex* in *Jurassic Park*," Zack said.

(24)Bill said, "Actually, this big *T. rex* is from *Jurassic Park II*."

(25)The dinosaurs I made for *Jurassic Park* are all packed away in crates."

(26)"You made the dinosaurs?" Zack and I asked in unison, staring at him. (27)Bill nodded, and then I noticed the stacks and stacks of huge wooden crates against the wall, with fangs, claws, and tails visible through the slats. (28)I suddenly realized who our host was. (29)He was Bill Perry, one of the greatest special-effects designers in movie history.

Which correction should be made to sentence 21?

This one's head was on the floor and Bill walked right into its open mouth.

A Change one's to ones.

B Insert a comma after floor.

C Insert has before walked.

D Change its to it's.

Page 3 of 4

Question 4 of 14
Section 1

Flag for Review Section Review Previous Next

6 In sentence 20, how is shadow, we came face to face correctly written?

- F shadow we came face to face
- G shadow we came, face to face
- H shadow we came, face to face,
- J As it is

EOC Writing

2012-2013 SOL Test

2009-2010 SOL Test

The screenshot shows a software interface for an EOC Writing Practice Item. The window title is "John H doe EOC Writing Practice Items 2010 En...". The interface is divided into two main sections. The left section contains a reading passage with numbered sentences (5) through (13). The right section contains directions: "Directions: Click and drag the punctuation marks into the correct locations within the sentence." Below the directions, it says "Correctly punctuate sentence 9." and provides the sentence: "The following five teams, each consisting of five members, were represented Lakeview MacArthur Greenwood Taft, and Hollow Creek." There are four orange square markers placed before "Lakeview", "MacArthur", "Greenwood", and "Taft". Below the sentence, there is a small box containing four punctuation marks: a comma, a semicolon, a colon, and a period. At the bottom of the interface, there are navigation buttons: "Page 2 of 4", "Question 3 of 14", "Section Review", "Previous", and "Next".

(5) Designing a robot that can function in reality and performing tasks is a challenging assignment for these students, who worked hard to prepare for the fiercely competitive event. (6) However, the competitive spirit was not the most important aspect of the event. (7) The focus was on the value of working with teammates to achieve a common purpose. (8) The gym was decorated in the colors representing the competing high schools. (9) The following five teams, each consisting of five members, were represented Lakeview MacArthur Greenwood Taft, and Hollow Creek. (10) Each team designed a robot to push a small, plastic ball through a maze, at the end of which was a cardboard shoebox. (11) Spectators cheered enthusiastically when the task was completed successfully. (12) The audience groaned and shouted encouragement when any of the robots struggled to complete the task. (13) The plastic balls had to be pushed into this box.

Directions: Click and drag the punctuation marks into the correct locations within the sentence.

Correctly punctuate sentence 9.

The following five teams, each consisting of five members, were represented Lakeview MacArthur Greenwood Taft, and Hollow Creek.

Page 2 of 4

Question 3 of 14

Section Review

Previous Next

8 In sentence 24, how is members, only one correctly written?

- F members. Only one
- G members; only one
- H members: only one
- J As it is

Grades 4-12 Research Strand

- **Consequences of plagiarism, following ethical and legal guidelines for gathering and using information is emphasized in grades 3-12**
- **Students conduct research projects in grades 4 and 5**
- **Citation of primary and secondary sources begins in grade 6**
- **MLA or APA documentation is required in grades 9-12**

Grades 4-12 Research Strand

- **Students are expected to:**
 - **Critically evaluate the accuracy, quality, and validity of the information**
 - **Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge**
- **Each research “product” does not have to be a paper**
- **Media Literacy can easily be incorporated into research**

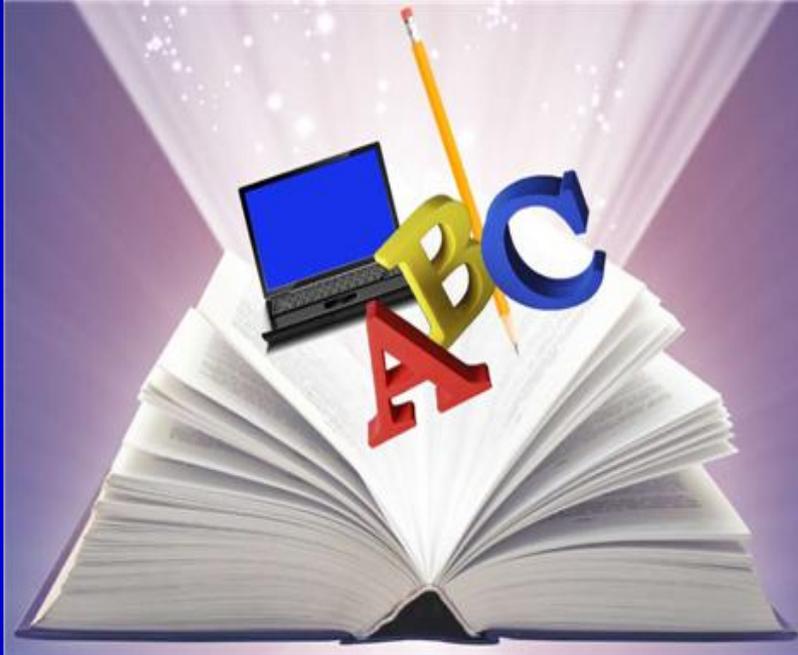
Communication: Speaking, Listening, and Media Literacy

- Replaces the Oral Language strand in grades 4-12
- Instruction should include opportunities for student collaboration and promote active listening skills
- Emphasis is on critical thinking, problem solving, accountability, working in groups, and reaching consensus

Communication: Speaking, Listening, and Media Literacy

- **Students are expected to:**
 - **Identify author, audience, content, and purpose of media messages**
 - **Compare/contrast auditory, visual, and written media messages**
 - **Identify persuasive techniques in media messages**
 - **Distinguish between fact and opinion in media messages and text**

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