

**Practice Item Guide**  
**Virginia Standards of Learning**  
**Grade 3 Reading**

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Pearson

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## OVERVIEW

The practice items available in the Virginia SOL Grade 3 Reading Practice Items provide examples of the new content and increased rigor represented by the 2010 *English Standards of Learning* (SOL). Additionally, these items illustrate the technology-enhanced item (TEI) types. These practice items do not cover all the grade 3 reading SOL and should not be used in place of review of the SOL test content.

This practice guide may be used by teachers or other adults to guide students through the practice items for grade 3 reading. While the use of this guide with the practice items is not required, it is strongly encouraged, as it will help ensure that students are familiar with the types of items that they may encounter while taking the grade 3 reading test. The directions in the guide will also lead students through practice with the online tools, will familiarize students with how to navigate through the test, and will teach students how to use the Section Review screen within TestNav. Appendix B summarizes how student responses for TEI are indicated on the Section Review.

Prior to guiding students through the practice items, carefully read this practice item guide and review the practice items to become familiar with them. All directions that must be read aloud to the students are in **bold Arial font** so that they stand out from the rest of the text. All other text is for your information and should not be read to students.

The following Change Log indicates any updates to this document.

Change Log		
Version	Date	Description
V.1	03/05/2012	Original document posted.
V.2	10/31/2012	Various changes throughout guide regarding how TEI appear on the Section Review screen. Updated directions and screenshots for exiting TestNav. Added Appendix B.
V.3	3/22/2013	Overview and TEI description page amended; 8 new items added.
V.4	4/03/2013	Amended answer to item #13 on page 35.
V.5	2/14/14	TEI description page amended; 7 new items added; 5 screenshots updated.

## **SYSTEM REQUIREMENTS FOR TESTNAV**

The minimum hardware requirements for all workstations used to access TestNav are available at <http://www.pearsononlinetesting.com/TestNav/7/index.html>

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## TECHNOLOGY-ENHANCED ITEM (TEI) TYPES

There are four types of technology-enhanced items:

- drag and drop,
- hot spot (which includes number line and coordinate plane items),
- bar graph or histogram, and
- fill-in-the-blank.

Technology-enhanced items are being used in assessments for reading, writing, mathematics, and science. A brief description of each technology-enhanced item (TEI) type is provided below. The SOL practice items for grade 3 reading will introduce the two TEI types currently used on the reading assessments: drag and drop and hot spot.

### Drag and Drop

Drag and drop items contain draggers and bays.

- Draggers are the answer options that are moved to bays in response to the question.
- Bays are areas of an item where draggers will remain once moved there.

Drag and drop items require a student to respond by moving one or more draggers from one place on the screen into a bay(s) elsewhere on the screen.

The student will click on the dragger and keep the button down while moving the dragger to the desired location. Once the button is released, the dragger will be in the new location. Students can still move the dragger once it has been dropped into a bay.

Drag and drop items may be used in reading, writing, mathematics, and science assessments.

### Hot Spot

Hot spot items contain hot spot zones which represent student answer options.

- Hot spot zones are answer options which may be part of a graphic, art, numbers, or text, that are selected in response to a question.
- Unlike a traditional multiple-choice item where only one answer option is correct, hot spot items may require the student to select one or more hot spot zones (answer options) in order to answer the item correctly.
- Number line and coordinate plane items require students to respond by clicking on a number line or coordinate plane to plot one or more points. In these items, the points themselves are the hot spot zones. Only points plotted with the pointer tool within TestNav are scorable responses. Points plotted with the dot tool are not scorable responses.

The student selects a hot spot by clicking on it. In some hot spot items, there will be an indication on the screen, such as the zone being outlined in blue, which confirms that the pointer is over a hot spot. After the hot spot is clicked, there will always be an indication that the zone has been selected as an answer, such as the hot spot being outlined in burnt orange, the hot spot being shaded, an asterisk being placed on the hot spot, the phrase or statement on the hot spot being marked with a strikethrough line, or a red point being plotted on the number line or coordinate plane.

Hot spot items may be used in reading, writing, mathematics, and science assessments.

## **Bar Graph or Histogram**

Bar graph or histogram items require students to graph data by indicating the height (if the bars are vertical) or length (if the bars are horizontal) of one or more bars or intervals. The bar height or length is graphed by clicking on a location within the graph or by dragging the bar to the desired location.

Bar graph and histogram items may be used in mathematics and science assessments.

## **Fill-in-the-blank**

Fill-in-the-blank items require students to input characters from the keyboard (numbers, letters, or symbols) to answer the question. For this item type, the student responds to a question by typing into a blank box provided in the item.

- Some response boxes may limit the characters that can be entered. For instance, if the response is expected to be numeric, the student will not be able to enter letters.
- Students should carefully follow directions in fill-in-the-blank items, such as providing an answer in simplest form, rounding a number as indicated, or using significant digits.
- Currently, no fill-in-the-blank item requires students to spell a word correctly; however, alphabetic characters or symbols may be used in an answer.

Fill-in-the-blank items are currently used in mathematics and science assessments.

## **OPENING THE VIRGINIA SOL READING PRACTICE ITEMS**

1. Go to the Virginia Department of Education Web site:  
[http://www.doe.virginia.gov/testing/sol/practice\\_items/index.shtml](http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml)
2. Under the heading “Reading Practice Items” click on the grade 3 link. Since this is a Web-based application, the link will take you directly to the grade 3 reading practice items.

## MATERIALS NEEDED FOR COMPLETING VIRGINIA SOL READING PRACTICE ITEMS

Scratch paper and pencil

## ONLINE TOOLS AVAILABLE ON THE VIRGINIA SOL READING PRACTICE ITEMS

The following tools can be accessed by clicking the appropriate icon on the toolbar at the top of the screen. These tools can be used to assist the test taker in finding the answer, but only the pointer tool can be used to respond to the question.

Tool Icon	Description
	<b>Pointer</b> – Use the pointer to answer questions.
	<b>Eraser</b> – Use the eraser to remove lines or highlights.
	<b>Highlighter</b> – Use the highlighter tool to highlight text or graphics.
	<b>Eliminator</b> – Use the eliminator tool on multiple-choice questions to mark choices you do not wish to consider.
	<b>Pencil</b> – Use the pencil tool to make marks on the test questions.
	<b>Help</b> – Use the help tool to display information about a specific tool on the top toolbar.

## SPECIFIC DIRECTIONS FOR THE SOL GRADE 3 READING PRACTICE ITEMS

### Introduction

After the practice items are launched, read the following instructions to the students.

**SAY** Today you will be working on some grade 3 reading practice items for the SOL test. There are 22 questions that will show you some of the types of items that will be administered as part of the grade 3 reading assessment. Some questions are multiple-choice, and others are technology-enhanced items. Technology-enhanced items may require you to show your answer in another way, such as clicking and dragging the answer to a specific location or clicking on one or more choices within a box.

Listen carefully as I read the directions. I will guide you through each item one at a time. Please remember these questions are for practice. They will not be scored, and I will tell you the answer for each question.

Are there any questions before we start?

Pause to answer questions.

**SAY** *Next* and *Previous* buttons appear at the bottom of the screen for each question. Clicking *Next* takes you to the next question. Clicking *Previous* takes you back to the previous question. Notice that the question numbers are also located at the bottom of the screen. For example, the screen with the first question reads “Question 1 of 22.”



**SAY** At any time, you may click on the *Flag for Review* button (  ) located at the bottom left of the screen. This should be used for any question that you want to review at a later time. We will practice using this button when we are working on the practice items.

Now let's look at the top of your screen.

Pause. The picture below is the toolbar students will see at the top of the screen.



**SAY** The tools you may use are in the toolbar at the top of the screen. We will practice with each tool as we work through the practice questions. If you forget what a tool does, you can click on the *Help* symbol (  ) to read about the tool.

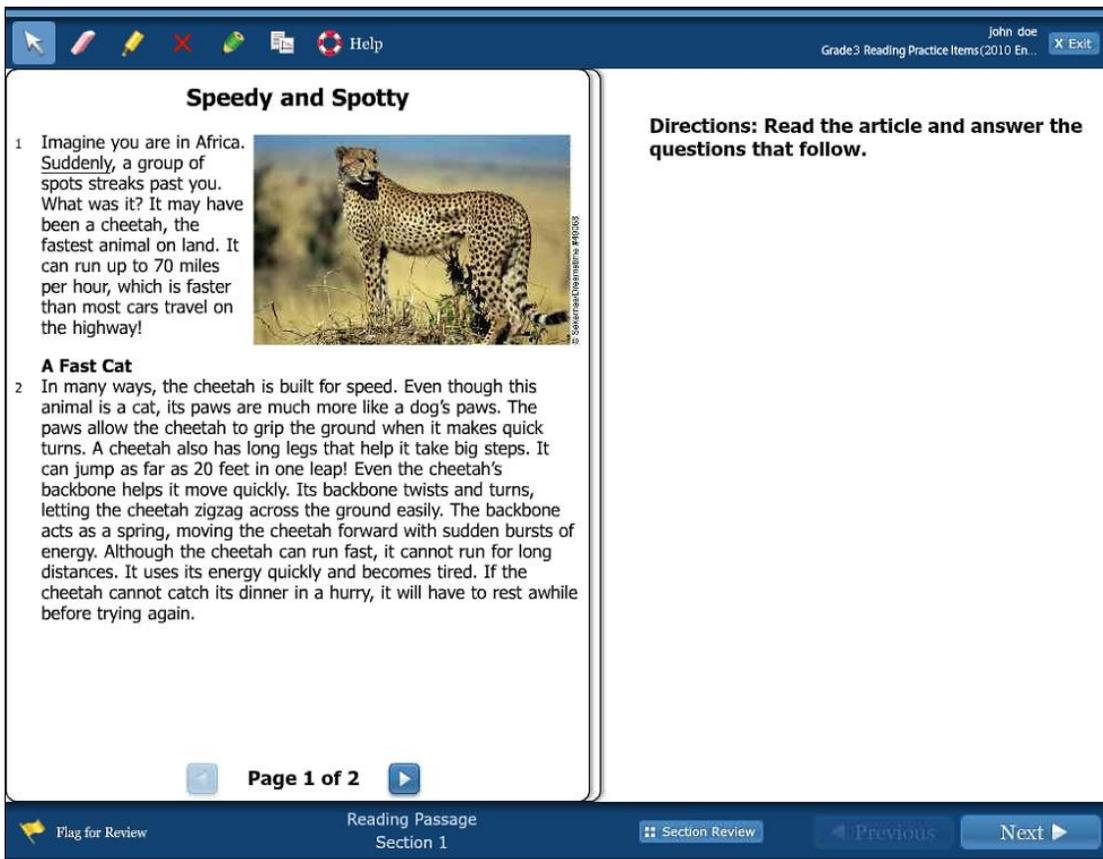
The Help tool has information about the tools. If you would like your students to explore the Help tool, you can have them do this at the end of the practice items, after they have been exposed to the tools while working these items.

Note that the exhibit window contains information only about the Commonwealth of Virginia copyright. The exhibit icon only appears on the first screen of the practice items.

**SAY** Remember that the tools at the top of the screen are there to help you answer the question. The only tool that can be used to mark an answer to a question is the pointer tool (  ).

Look at the first screen. Notice that the passage titled *Speedy and Spotty* is on the left side of the screen, and directions you should follow are on the right. Throughout this set of practice items and on the actual SOL test, reading passages will appear on the left side of the screen, while the directions and questions that accompany a passage will appear on the right side of the screen.

Before you read the passage, let's take a few moments to review the way you will move through the passages in the practice items and on the online reading SOL test. At the bottom of the left side of the screen, notice the blue arrow buttons and the text that tells you the page you are viewing and the length of the passage. The bottom of this screen says, "Page 1 of 2." This means you are viewing page one, and there are two pages in this passage.



The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a pointer, eraser, highlighter, and other tools, along with a 'Help' button. The user's name 'John doe' and the page title 'Grade 3 Reading Practice Items (2010 En...)' are visible in the top right. The main content area is split into two columns. The left column features the title 'Speedy and Spotty' and two numbered paragraphs. Paragraph 1 describes a cheetah as the fastest animal on land, capable of running up to 70 miles per hour. Paragraph 2, titled 'A Fast Cat', explains the cheetah's physical adaptations for speed, such as its paws and backbone. A photograph of a cheetah is placed between the two paragraphs. The right column contains the instruction: 'Directions: Read the article and answer the questions that follow.' At the bottom of the left column, there are navigation arrows and the text 'Page 1 of 2'. The bottom of the interface includes a 'Flag for Review' button, the text 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, and a red 'X' mark, followed by a 'Help' button. The user's name 'John h doe' and the page title 'Grade3 Reading Practice Items(2010 En...' are visible in the top right corner. The main content area is split into two columns. The left column contains two paragraphs: the first is titled 'Made to Hunt' and describes a cheetah's hunting abilities; the second is titled 'Saving the Cheetah' and discusses threats to cheetahs. The right column contains the instruction: 'Directions: Read the article and answer the questions that follow.' At the bottom of the content area, there are two blue arrows: a left-pointing arrow and a right-pointing arrow, with the text 'Page 2 of 2' between them. Below the content area is a dark blue navigation bar containing a 'Flag for Review' button, the text 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

**SAY** To advance to the next page of the passage, click the blue forward arrow (▶), which is located to the right of the number two. If you would like to review a previous page in the passage, click the backward arrow (◀), which is located to the left of the word “Page.” Practice moving to the next page of *Speedy and Spotty*, then return to the first page of the passage.

Pause while students practice navigating through the passage.

**SAY** Are there any questions about how to move through the pages of the passage?

Answer all questions.

**SAY** On the actual SOL test, you may see a passage that does not have page numbers with blue arrows next to them. This may mean the passage is one page, or it may mean that you have to move through the passage using a scroll bar. If you do not see page numbers with the blue arrows, make sure you look to see if there is a scroll bar to the right of the passage.

Do you have any questions?

Answer all questions.

**SAY** We will answer twenty-two questions in this practice set of items. The first five practice questions come from this passage, *Speedy and Spotty*, on the left side of the screen. The passage is followed by a stand-alone item. You will see when we practice the stand-alone items that you will not need to read a passage to answer a stand-alone item. The next seven practice questions come from the passage *Ready for the Race*, and that passage is followed by another stand-alone item. The last passage you will read is titled *The American Bald Eagle*, and this passage has seven questions that accompany it. The last question you will answer in this practice set is another stand-alone item.

The placement of stand-alone items in the practice item set does not mimic the placement of stand-alone items in an actual SOL test. On the actual SOL test, stand-alone items will appear grouped as a block of items. The placement of this block of items will vary by test form.

**SAY** Now take a few minutes to read *Speedy and Spotty*. When you have finished reading through the passage, go back to the first page of the passage. Then, click the *Next* button on the navigational toolbar to go to the first question.

Pause while students read the passage. Make sure students return to page one of the passage before they go to question one. Make sure they can locate the *Next* button. Continue after everyone has finished reading.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and help, and a user profile for 'John h doe' with an 'Exit' button. The main content area is split into two panels. The left panel, titled 'Speedy and Spotty', contains two paragraphs of text. Paragraph 1 describes a cheetah and includes an image of a cheetah. Paragraph 2, titled 'A Fast Cat', describes the cheetah's physical attributes and speed. The right panel contains a directions banner: 'Directions: Click on the two correct answers.' Below this is a question: 'Which two words are synonyms of Suddenly in paragraph 1?'. Five answer buttons are listed vertically: 'Amazingly', 'Quickly', 'Curiously', 'Excitedly', and 'Instantly'. At the bottom of the interface, there is a 'Page 1 of 2' indicator, a 'Flag for Review' button, 'Question 1 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

**SAY** This first question is an example of a technology-enhanced item. In the upper right of the screen just underneath the toolbar is a gray directions banner. The directions banner tells you how to answer the question. Always read the directions banner before selecting the answer.

Make sure students see the directions banner at the top of the screen.

**SAY** The gray directions banner for this question says, “Directions: Click on the two correct answers.” Let’s read the first question together. “Which two words are synonyms of **Suddenly** in paragraph 1?” (Pause.)

This question refers to paragraph one. Similar to the actual SOL test, when a question refers to a specific part of the passage, you should return to that part of the passage before answering the question. Check to see that the bottom of the left side of your screen says “Page 1 of 2.” (Pause.)

To answer this question, you must click on the two correct answers within the gray box. Notice with this type of question, a blue box outlines the answer choice when you place your pointer tool over it. When you click it, the answer choice is outlined in orange, indicating you have selected that choice as your answer. If you change your mind, click the orange box to remove the selection, and the orange outline will disappear.

**Answer the question now.**

Pause while students answer the question.

**SAY** Which two answers did you select?

Pause for replies.

**SAY** The correct answers are *Quickly* and *Instantly*. You must have selected both of these words for your answer to be correct.

On the actual SOL test, you may see questions that require you to pick one or more answers. Some questions, like this one, will tell you the number of correct answers to select. Other questions may not give you the number of answers to select, and you will have to decide how many answers to choose.

In this question, it is very important to read the directions that tell you to select two answers. If you only select one correct answer, this question will not be scored as correct. You must select the TWO correct answers.

Please make sure students understand this concept, as a traditional multiple-choice question only requires one answer.

**SAY** Do you have any questions?

Answer all questions.

**SAY** I also want to mention that at the end of these practice items, we will be looking at the Section Review screen. The Section Review screen shows which questions you have answered and which questions you have not answered. For this question, if you only selected one answer, the question would show as “Unanswered” on the Section Review screen because the directions tell you to select two answers.

**Do you have any questions?**

Answer all questions. Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** Click the *Next* button at the bottom of the screen to go to question 2.

Pause.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and help, and a user profile for 'John h doe'. The main content area is titled 'Speedy and Spotty' and contains two paragraphs of text. The first paragraph describes a cheetah as the fastest animal on land. The second paragraph, titled 'A Fast Cat', explains the cheetah's physical adaptations for speed. To the right of the text is a photograph of a cheetah. Below the text is a question: 'Which question may best be answered by looking at the photo in the article?' with four multiple-choice options (A, B, C, D). At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next', and a status bar indicating 'Question 2 of 22 Section 1'.

**Speedy and Spotty**

1 Imagine you are in Africa. Suddenly, a group of spots streaks past you. What was it? It may have been a cheetah, the fastest animal on land. It can run up to 70 miles per hour, which is faster than most cars travel on the highway!

**A Fast Cat**

2 In many ways, the cheetah is built for speed. Even though this animal is a cat, its paws are much more like a dog's paws. The paws allow the cheetah to grip the ground when it makes quick turns. A cheetah also has long legs that help it take big steps. It can jump as far as 20 feet in one leap! Even the cheetah's backbone helps it move quickly. Its backbone twists and turns, letting the cheetah zigzag across the ground easily. The backbone acts as a spring, moving the cheetah forward with sudden bursts of energy. Although the cheetah can run fast, it cannot run for long distances. It uses its energy quickly and becomes tired. If the cheetah cannot catch its dinner in a hurry, it will have to rest awhile before trying again.

**Which question may best be answered by looking at the photo in the article?**

A What makes a cheetah a great hunter?

B Why does a cheetah's fur have spots?

C How many spots are on a cheetah's fur?

D How are cheetahs different from other cats?

Page 1 of 2

Question 2 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** You were on page one of the passage when you advanced from the last question, so page one of the passage shows on the left side of the screen.

Now read and answer the question. Make sure you click on the pointer tool () located at the top left of the toolbar, and then click on the choice you want to select as your answer.

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is D, *How are cheetahs different from other cats?*

Do you have any questions?

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 3.

**Speedy and Spotty**

1 Imagine you are in Africa. Suddenly, a group of spots streaks past you. What was it? It may have been a cheetah, the fastest animal on land. It can run up to 70 miles per hour, which is faster than most cars travel on the highway!

**A Fast Cat**

2 In many ways, the cheetah is built for speed. Even though this animal is a cat, its paws are much more like a dog's paws. The paws allow the cheetah to grip the ground when it makes quick turns. A cheetah also has long legs that help it take big steps. It can jump as far as 20 feet in one leap! Even the cheetah's backbone helps it move quickly. Its backbone twists and turns, letting the cheetah zigzag across the ground easily. The backbone acts as a spring, moving the cheetah forward with sudden bursts of energy. Although the cheetah can run fast, it cannot run for long distances. It uses its energy quickly and becomes tired. If the cheetah cannot catch its dinner in a hurry, it will have to rest awhile before trying again.

**Directions: Click and drag the correct answers to the shaded areas.**

**Complete these notes.**

A Cheetah's Backbone	
•	
•	

Pushes the cheetah forward  
Helps the cheetah run far  
Uses a large amount of energy  
Moves like a spring

Page 1 of 2

Question 3 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** You were on page one of the passage when you advanced from the last question, so page one of the passage shows on the left side of the screen.

Question 3 is an example of a drag and drop technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click and drag the correct answers to the shaded areas.”

In order to get the item correct, you must click on the correct phrases and drag both of them to the shaded areas on the screen. If you change your mind after you drag an answer into the shaded area, you can drag it back to the dark gray box.

If you do not drag any answers into either of the shaded areas, the question will not be answered. If you only drag one answer into a shaded area, the question will show as “Unanswered” on the Section Review screen because you did not completely answer the question. It is important to completely answer the question by dragging two phrases into the shaded areas. (Pause.)

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** This question requires you to complete notes about the cheetah’s backbone. Notice that a number is shown on the left side of each paragraph in the passage. Information about the cheetah’s backbone is found in paragraph two.

**SAY** Now locate this part of the second paragraph: *Even the cheetah’s backbone helps it move quickly. Its backbone twists and turns, letting the cheetah zigzag across the ground easily. The backbone acts as a spring, moving the cheetah forward with sudden bursts of energy.*

Pause while students locate these sentences. Assist students as necessary.

**SAY** Now that we have located the information about the cheetah’s backbone, let’s practice using the highlighter tool to highlight those sentences. You can use the highlighter tool on

the toolbar to highlight text. To use this tool, click the highlighter icon () on the toolbar at the top of the screen. Clicking the highlighter tool will change your pointer tool to an arrow with a yellow highlighter next to it. You will move your highlighter to the text you want to highlight, then click and hold the left mouse button down and drag the highlighter over the three sentences about the cheetah’s backbone to highlight the text.

**Click the highlighter icon on the toolbar to put the tool away.**

Pause while students practice with the tool. Assist students as necessary.

**SAY** Do you have any questions about how to use the highlighter tool?

Answer all questions.

**SAY** Now answer the question. Make sure you click on the pointer tool () located at the top left of the toolbar, and then click and drag the two answers into the shaded boxes.

Pause while students answer the question.

**SAY** How did you answer the question?

Pause for replies.

**SAY** You should have placed *Pushes the cheetah forward* and *Moves like a spring* into the shaded areas. The order of the phrases does not matter, but you must have both of those phrases, and only those phrases, for your answer to be correct.

**In order for this question to show as “Answered” on the Section Review screen, both of the shaded areas must contain a phrase. Do you have any questions?**

Answer all questions.

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** Click *Next* at the bottom of the screen to go to question 4.

Read the question to yourself.

John h doe  
Grade3 Reading Practice Items (2010 En... X Exit

**Made to Hunt**  
3 A cheetah is also made to be a great hunter. It has sharp eyesight. A cheetah can see other animals up to three miles away. Good eyesight helps the cheetah find its prey so it can plan an attack. A cheetah's coat is also very useful. The coat is tan with black spots. This coloring allows a cheetah to blend in with the tall, brown grass in Africa. Other animals do not see it hiding, so a cheetah can sneak up on rabbits, birds, and other animals.

**Saving the Cheetah**  
4 Today there are many threats to the cheetah. Parts of Africa are being turned into farms and ranches. This change forces the cheetah and other animals to find new places to live, which is not always easy. Cheetahs are also being hunted by other animals such as lions and hyenas. However, zookeepers and wildlife experts are trying to save the cheetah. Maybe with their help, cheetahs will grow larger in number.

**The cheetah's coat is most useful because it —**

A keeps the cheetah cool after a long run

B lets the cheetah move with great speed

C helps the cheetah hide in the grass

D protects the cheetah from the sun

Page 2 of 2

Flag for Review Question 4 of 22 Section 1 Section Review Previous Next

**SAY** Question 4 refers to the cheetah's coat. Information about the cheetah's coat can be found on page two of the passage. Since you were on page one of the passage when you advanced from the last question, page one of the passage shows on the left side of the screen. Use the blue forward arrow on the left side of the screen to go to page two.

Pause while students advance to page two.

**SAY** Before you answer the question, let's practice using the eliminator tool (). On a multiple-choice question, the eliminator tool will help you mark choices you do not wish to consider. You can use this tool to eliminate as many choices as you want on multiple-choice questions. On the toolbar at the top of the screen, click on the button with the red "X." (Pause.) To eliminate answers, you will click the choices you believe are not correct. Then you will click the eliminator tool again to put the tool away. Let's practice by placing a red X over choices A and B. Then put the eliminator tool away.

Wait for students to eliminate choices A and B and put the tool away. The eliminator tool can only be used on multiple-choice questions and not on technology-enhanced items.

**SAY** If you eliminate a choice and then change your mind, you can use the eraser tool () on the toolbar to erase a red X. Click on the pink eraser tool. Your pointer will now have an eraser next to it. Move the pointer over to choices A and B and click on the red X's to remove them.

Pause while students use the eraser.

**SAY** Click on the eraser tool icon on the toolbar to put it away. Now answer the question. You may use the eliminator tool if it will help you answer the question.

Pause while students answer the question.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The correct answer is **C**, *helps the cheetah hide in the grass*.

**Do you have any questions about how to answer the question or how to use the eliminator and eraser tools?**

Answer all questions.

**SAY** Click the *Next* button at the bottom of the screen to go to question 5.

The screenshot shows a digital reading practice interface. On the left, there is a passage titled "Made to Hunt" and "Saving the Cheetah". The "Made to Hunt" section describes a cheetah's sharp eyesight and its tan coat with black spots, which helps it blend into the tall grass in Africa. The "Saving the Cheetah" section discusses threats to cheetahs from farms and ranches, and the efforts of zookeepers and wildlife experts to save them. On the right, there is a question: "Which sentence belongs in the empty box?" The question is divided into "When:" and "Then:" columns. The "When:" column contains three sentences: "Cheetahs use their energy very quickly.", "Lions and hyenas hunt cheetahs.", and "Zookeepers start catching cheetahs.". The "Then:" column contains three sentences: "Cheetahs stop to rest if they do not catch their prey.", "Ranchers ask wildlife experts for help to find new land.", and "People in Africa hunt lions and hyenas.". There is an empty box in the "Then:" column for the student to place the correct sentence. At the bottom of the screen, there are navigation buttons: "Flag for Review", "Section Review", "Previous", and "Next". The page number "Page 2 of 2" is also visible.

**SAY** You were on page two of the passage when you advanced from the last question, so page two of the passage shows on the left side of the screen.

The gray directions banner says, “Directions: Click and drag the correct answer to the box.” The question says, “Which sentence belongs in the empty box?”

**SAY** Before you answer the question, let's practice using the pencil tool to eliminate answer choices you do not wish to consider. Since this is a technology-enhanced item, you cannot use the eliminator tool that we practiced with earlier to eliminate answer choices. The eliminator tool can only be used on multiple-choice questions. (Pause.)

Click on the green pencil tool icon () on the toolbar at the top of the screen. Your pointer will now have a pencil next to it. Move it to any of the answer choices in the dark gray box. Left-click and hold, then draw an "X" over the answer choice. When you have finished using the pencil tool, click on the pencil tool icon again to put it away. (Pause.)

If you change your mind after eliminating an answer with the pencil tool, you can use the eraser tool to remove any marks you made. (Pause.) Use the eraser tool to remove the "X" you just made with the pencil. (Pause.)

Now, answer the question by dragging the correct answer to the empty box. You may use the pencil tool to eliminate the choices that are not correct if that will help you answer the question.

Pause while students eliminate choices and answer the question.

**SAY** Which answer did you place into the box?

Pause for replies.

**SAY** The correct answer is *The number of cheetahs in Africa becomes smaller.*

Do you have any questions about the answer or using the pencil tool?

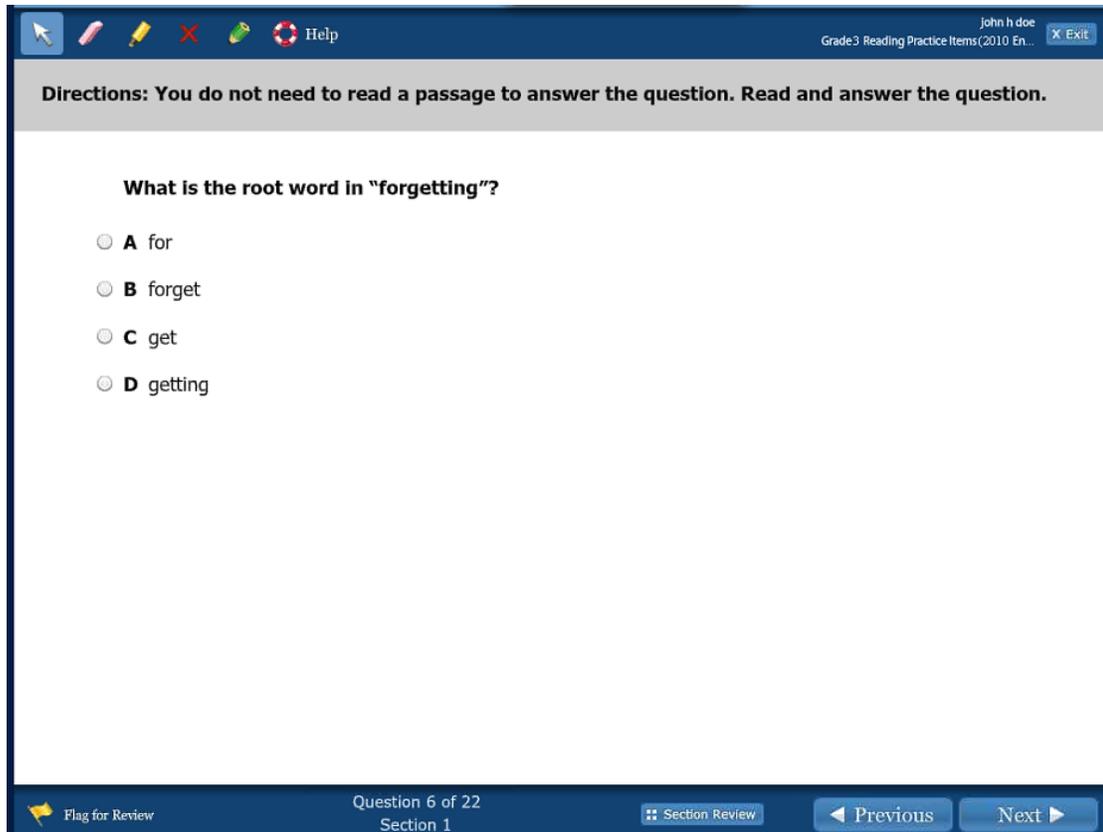
Answer all questions.

**SAY** Before we go onto the next question, click on the *Flag for Review* button on the bottom left of the screen. If this were an actual SOL test, you would click this button if you wanted to come back and review the question again.

Pause while students click on this icon.

**SAY** When we reach the end of the practice questions, I will show you how the questions that you flagged for review will look on the Section Review screen. The questions will have a picture of a flag next to them.

Click *Next* at the bottom of the screen to go to question 6.



**SAY** This question is a stand-alone item, so you do not need to read a passage to answer the question. Notice on stand-alone items like this one, the screen is no longer split because you do not need a passage to answer the question.

The placement of stand-alone items in the practice item set does not mimic the placement of stand-alone items in an actual SOL test. On the actual SOL test, stand-alone items will appear grouped as a block of items. The placement of this block of items will vary by test form.

Students may be presented with stand-alone items that contain one or more boxed excerpts. Beginning with the spring 2014 test administration, some stand-alone items may have an excerpt or excerpts that are lengthier than what has been previously presented on SOL tests. The lengths of the excerpts in stand-alone items will vary, and some excerpts may be several paragraphs. Students should read the boxed excerpt(s) and answer the item.

A document that shows samples of stand-alone items with lengthier excerpt(s) may be found on the Virginia Department of Education Web site at:

[http://www.doe.virginia.gov/testing/sol/practice\\_items/index.shtml](http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml)

**SAY** Read the directions and the question to yourself and then answer it.

Remember, you may use the eliminator tool (  ) on multiple-choice questions to help eliminate choices you do not wish to consider.

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is B, *forget*.

**Do you have any questions?**

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to the next screen.

Pause.

**SAY** The next few questions come from the passage titled *Ready for the Race*, which you should see on the left side of the screen. Notice that this passage is three pages long.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'john doe' and the page title 'Grade3 Reading Practice Items (2010 En...)' are visible in the top right. The main content area is split into two columns. The left column contains the passage 'Ready for the Race' with seven numbered paragraphs. The right column contains the directions: 'Directions: Read the story and answer the questions that follow.' Below the passage, there is a 'Page 1 of 3' indicator with left and right arrow buttons. At the bottom, there is a navigation bar with a 'Flag for Review' button, the text 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

**Ready for the Race**

- 1 "Do you want to come with me?" Kelly asked her brother as she rolled her bike out of the garage. "I'm going to meet some friends at the Oak Park Trails. We're going to practice for the race next week."
- 2 "No thanks," Marcus replied as he bounced a ball in the driveway. "Sam's coming over to play basketball."
- 3 Kelly rode off on her bike while Marcus waited for his friend. Marcus was fast, and he usually did well in most sports. He didn't think it would help if he practiced the course. It could be hilly or sandy, and Marcus knew he would still speed along.
- 4 When race day finally arrived, Marcus and Kelly put on their helmets and rode their bikes to the Oak Park Trails with their parents.
- 5 "My stomach feels like I swallowed some butterflies," Kelly told Marcus when they saw the crowd of kids. They joined the other bike riders behind some bright orange cones.
- 6 *Kelly is always nervous*, Marcus thought. "Don't worry. You'll do fine," he said as he focused on the road ahead.
- 7 As soon as the starter yelled "Go!" Marcus's legs pumped up and down like two machines. He quickly zoomed to the front of the pack of riders.

**Directions: Read the story and answer the questions that follow.**

Page 1 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe  
Grade 3 Reading Practice Items (2010 En... [Exit](#)

8 A few minutes later he was zipping down the trail, and there wasn't anyone ahead of him! Marcus raced along the trail. He bumped over tree roots and rode past some pine trees. Then the path looped around a pond. Marcus was surprised that the course was so long.

9 His tired legs felt like they weighed a hundred pounds. All at once, a flash of color caught his eye. There was a line of bike riders on the trail ahead of him! "How could this be?" Marcus groaned to himself as he pushed forward. *I must have taken a wrong turn and made an extra loop in the course*, he thought.

10 Marcus gritted his teeth and pushed his achy muscles harder. He realized his speed alone wouldn't be enough this time; knowing the course was just as important. He edged past a couple of bike riders, but he couldn't reach the riders who were in the lead.

11 After the race Marcus saw his sister at the finish line, and he rode over to her. "Wow, you must have done a good job in the race. What place did you get?" Marcus asked Kelly.

**Directions: Read the story and answer the questions that follow.**

Page 2 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe  
Grade 3 Reading Practice Items (2010 En... [Exit](#)

12 "I came in third place. Mom and Dad said I would even receive a medal!" Kelly answered excitedly.

13 "That's great! I went in a different direction from the other riders, so I came in ninth place," Marcus replied. "I'd like to go for this course again to practice with you, Kelly. That way I know we'll both do better next year!" he said.

**Directions: Read the story and answer the questions that follow.**

Page 3 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

**SAY** Now take a few minutes to read the passage. Use the blue arrow buttons underneath the passage to advance through the pages of the passage. When you have finished reading the passage, go back to the first page. Then click the *Next* button on the navigational toolbar to go to question 7.

Pause while students read the passage. Make sure students return to page one of the passage before they go to question seven. Continue after all students have finished reading the passage.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The main content area is split into two columns. The left column contains a passage titled 'Ready for the Race' with seven numbered paragraphs. The right column contains a question: 'One reason Kelly finishes in third place is because she —' followed by four multiple-choice options (A, B, C, D). At the bottom of the passage area, there are blue arrow buttons for navigation and a 'Page 1 of 3' indicator. Below the passage area, there is a 'Flag for Review' button, a 'Section Review' button, and 'Previous' and 'Next' buttons.

**Ready for the Race**

- 1 "Do you want to come with me?" Kelly asked her brother as she rolled her bike out of the garage. "I'm going to meet some friends at the Oak Park Trails. We're going to practice for the race next week."
- 2 "No thanks," Marcus replied as he bounced a ball in the driveway. "Sam's coming over to play basketball."
- 3 Kelly rode off on her bike while Marcus waited for his friend. Marcus was fast, and he usually did well in most sports. He didn't think it would help if he practiced the course. It could be hilly or sandy, and Marcus knew he would still speed along.
- 4 When race day finally arrived, Marcus and Kelly put on their helmets and rode their bikes to the Oak Park Trails with their parents.
- 5 "My stomach feels like I swallowed some butterflies," Kelly told Marcus when they saw the crowd of kids. They joined the other bike riders behind some bright orange cones.
- 6 *Kelly is always nervous*, Marcus thought. "Don't worry. You'll do fine," he said as he focused on the road ahead.
- 7 As soon as the starter yelled "Go!" Marcus's legs pumped up and down like two machines. He quickly zoomed to the front of the pack of riders.

**One reason Kelly finishes in third place is because she —**

- A knows the course well
- B is more confident than Marcus
- C has a better bicycle than Marcus
- D pays attention to the other riders

Page 1 of 3

Question 7 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Read the question to yourself, but don't answer it yet.

Pause for students to read the question.

**SAY** Question 7 asks for one reason Kelly finishes in third place. If you are unsure of the answer, you can review all three pages in the reading passage by clicking on the blue arrow buttons at the bottom of the left side of the screen. Now answer question 7.

Pause to allow students to answer the question.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The correct answer is **A, *knows the course well***. This information was found in paragraph one on page one of the story. Go to page one of the passage. (Pause.) Practice highlighting the last sentence in paragraph one: “We’re going to practice for the race next week.” When you have finished highlighting this sentence, make sure you put the highlighter tool away and click on the pointer tool icon.

Pause while students practice highlighting the sentence.

**SAY** Do you have any questions?

Answer all questions.

**SAY** Click **Next** at the bottom of the screen to go to question 8.

You were on page one of the passage when you advanced from the last question, so page one of the passage shows on the left side of the screen.

Question 8 is a technology-enhanced item. The gray directions banner says, “Directions: Click and drag the answers to the correct boxes.”

The screenshot shows a digital reading application window. At the top, there is a toolbar with icons for a pointer, highlighter, eraser, and help, along with the user's name 'John h doe' and the document title 'Grade 3 Reading Practice Items (2010 En...'. The main content area is split into two panels. The left panel, titled 'Ready for the Race', contains a story with seven numbered paragraphs. The right panel, titled 'Directions: Click and drag the answers to the correct boxes.', contains a flow chart with four empty rectangular boxes connected by downward-pointing arrows. Below the flow chart are four draggable text boxes containing the following sentences: 'Marcus realizes he made a mistake.', 'Marcus sees the other riders ahead of him.', 'Marcus pedals his bicycle around a pond.', and 'Marcus rides to the front of the pack.'. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 8 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The text 'Page 1 of 3' is visible at the bottom of the story panel.

**SAY** For this question, you are being asked to complete the flow chart about the entire story. You should use the blue arrow buttons underneath the story to review the passage as you place the sentences in the correct order. Since page one was showing when you advanced to this question, you should still see page one on the left of your screen. As you answer the question by dragging the sentences to the correct empty boxes to create the flow chart, you should move through the other pages of the story, ending on page three.

**SAY Remember, you must place a sentence into each box of the flow chart in order for this item to show as “Answered” on the Section Review screen.**

Pause while students answer the question.

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY What is the correct order of the sentences within the flow chart?**

Pause while students discuss their answers.

**SAY The top box should contain the sentence *Marcus rides to the front of the pack.*  
The second box from the top should contain the sentence *Marcus pedals his bicycle around a pond.*  
The third box from the top should contain the sentence *Marcus sees the other riders ahead of him.*  
The bottom box should contain the sentence *Marcus realizes he made a mistake.***

**You must have all of the sentences in the correct order to get this item correct.**

**Do you have any questions?**

Answer all questions.

**SAY Click *Next* at the bottom of the screen to go to question 9.**

Pause.

**SAY Question 9 is also a technology-enhanced item. Since you were viewing page three of the passage when you completed the flow chart in the last question, page three is showing on the left side of your screen.**

12 "I came in third place. Mom and Dad said I would even receive a medal!" Kelly answered excitedly.

13 "That's great! I went in a different direction from the other riders, so I came in ninth place," Marcus replied. "I'd like to go for this course again to practice with you, Kelly. That way I know we'll both do better next year!" he said.

**Directions: Click and drag the answers to the correct boxes.**

**Complete this chart.**

Marcus	Both	Kelly

Helmet  
Basketball  
Bicycle  
Medal

Page 3 of 3

Question 9 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** The gray directions banner says, "Directions: Click and drag the answers to the correct boxes." You will complete the chart by dragging each of the four words from the gray box to the correct location in the chart. If a word applies to Marcus only, you should drag it into the column titled "Marcus." If a word applies to Kelly only, you should drag it into the column of the chart titled "Kelly." If a word applies to both Marcus and Kelly, you should drag it into the column titled "Both." Now drag each word to the correct column of the chart. Remember, you may go back and review the story if it will help you answer the question.

Pause while students complete the question.

**SAY** Let's review the correct answer. You should have the word *Basketball* in the column titled "Marcus," the words *Helmet* and *Bicycle* in the middle column titled "Both," and the word *Medal* in the far right column titled "Kelly." The words in the middle column "Both" can be placed in either order: *Helmet-Bicycle* or *Bicycle-Helmet*.

In order for this question to show as "Answered" on the Section Review screen, all four words need to be placed into a column of the chart. If you only place three words into the chart, the question would show as "Unanswered" on the Section Review screen because you would not have answered the question completely.

**Do you have any questions?**

Answer all questions.

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** Click *Next* at the bottom of the screen to go to question 10.

Read the question and select your answer with the pointer tool. You may review the story if it will help you answer the question.

The screenshot shows a TestNav interface with a dark blue header. On the left, there are icons for a mouse pointer, eraser, highlighter, red X, green checkmark, and a lifebuoy labeled 'Help'. On the right, the user's name 'John h doe' and the document title 'Grade3 Reading Practice Items (2010 En...' are visible, along with an 'Exit' button.

The main content area is split into two columns. The left column contains two paragraphs of text:

12 "I came in third place. Mom and Dad said I would even receive a medal!" Kelly answered excitedly.

13 "That's great! I went in a different direction from the other riders, so I came in ninth place," Marcus replied. "I'd like to go for this course again to practice with you, Kelly. That way I know we'll both do better next year!" he said.

The right column contains a question:

**Before the next race, Marcus will most likely —**

- A draw a map of the course
- B decide which path to take
- C practice on the course
- D ask his sister for help

At the bottom of the interface, there is a navigation bar. It includes a 'Flag for Review' button, 'Page 3 of 3' with left and right arrows, 'Question 10 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** You should have selected **C**, *practice on the course*. This answer can be found on page three of the story, paragraph thirteen. Go to page three and make sure you see where the answer is indicated in paragraph thirteen.

Pause while students navigate to page three and find the part of the story that answers the question.

**SAY** Do you have any questions?

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 11.

12 "I came in third place. Mom and Dad said I would even receive a medal!" Kelly answered excitedly.

13 "That's great! I went in a different direction from the other riders, so I came in ninth place," Marcus replied. "I'd like to go for this course again to practice with you, Kelly. That way I know we'll both do better next year!" he said.

**How should the word direction be divided into syllables?**

A dir - ec - tion

B di - rect - ion

C dir - ect - ion

D di - rec - tion

Page 3 of 3

Question 11 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** You were on page three of the passage when you advanced from the last question, so page three of the passage shows on the left side of the screen.

Read the question to yourself and select your answer. The word "direction" was used in paragraph thirteen on page three of the story.

Which answer did you choose?

Pause for replies.

**SAY** The correct answer is D, *di-rec-tion*.

Do you have any questions?

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 12. Question 12 is another drag and drop technology-enhanced item.

The gray directions banner says "Directions: Click and drag the answers to the shaded areas." Now read the question and drag your answer choices to the two shaded areas. Remember, both shaded areas need to be filled in order for this question to show as "Answered" on the Section Review screen.

Pause while students complete the question.

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

The screenshot shows a TestNav interface for a Grade 3 Reading Practice Item. The question is as follows:

12 "I came in third place. Mom and Dad said I would even receive a medal!" Kelly answered excitedly.

13 "That's great! I went in a different direction from the other riders, so I came in ninth place," Marcus replied. "I'd like to go for this course again to practice with you, Kelly. That way I know we'll both do better next year!" he said.

**Directions: Click and drag the correct answers to the shaded areas.**

**Which key words should a student use for an Internet search about ways to be careful while riding a bike?**

Search:

rules	courses
roads	safety
activities	speed

Page 3 of 3

Question 12 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Which two answers did you place in the shaded areas?

Pause for replies.

**SAY** You should have placed the words *safety* and *rules* into the shaded areas. The order of the words does not matter. You must have placed both of the correct words in order for your answer to be correct.

Do you have any questions?

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 13. This question is also a technology-enhanced item and requires you to select one or more answers.

The gray directions banner says, “Directions: Click on the correct answers.”

Notice that these directions do not tell you how many correct answers to select. For this question, you will have to decide how many correct answers there are. Now read the question to yourself.

Pause while students read the question.

**Ready for the Race**

- 1 "Do you want to come with me?" Kelly asked her brother as she rolled her bike out of the garage. "I'm going to meet some friends at the Oak Park Trails. We're going to practice for the race next week."
- 2 "No thanks," Marcus replied as he bounced a ball in the driveway. "Sam's coming over to play basketball."
- 3 Kelly rode off on her bike while Marcus waited for his friend. Marcus was fast, and he usually did well in most sports. He didn't think it would help if he practiced the course. It could be hilly or sandy, and Marcus knew he would still speed along.
- 4 When race day finally arrived, Marcus and Kelly put on their helmets and rode their bikes to the Oak Park Trails with their parents.
- 5 "My stomach feels like I swallowed some butterflies," Kelly told Marcus when they saw the crowd of kids. They joined the other bike riders behind some bright orange cones.
- 6 *Kelly is always nervous*, Marcus thought. "Don't worry. You'll do fine," he said as he focused on the road ahead.
- 7 As soon as the starter yelled "Go!" Marcus's legs pumped up and down like two machines. He quickly zoomed to the front of the pack of riders.

**Directions: Click on the correct answers.**

**Based on this Table of Contents, which chapters should a student read to find out how to be safe on the street?**

**Table of Contents**

Chapter 1	Buying a Bike . . . . .	1-9
Chapter 2	Choosing a Helmet . . . . .	10-13
Chapter 3	Riding in Traffic . . . . .	14-15
Chapter 4	Riding Off the Road . . . . .	16-18
Chapter 5	Fixing a Bike. . . . .	19-22

Page 1 of 3

Question 13 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** This question refers to a Table of Contents, which would come before the beginning of the story. Use the blue arrow buttons to return to page one of the passage before we discuss this question.

Pause while students return to page one of the passage. While students do not need to reference the passage in order to answer the question, this navigation is included to provide practice.

**SAY** In order to answer this question, you will select the chapter or chapters within the Table of Contents. Move your pointer tool over the shaded boxes with the words *Chapter 1*, *Chapter 2*, *Chapter 3*, *Chapter 4*, and *Chapter 5*. Notice that as your pointer tool is over a chapter, that shaded box is outlined in blue. After you click on a chapter to select it, the shaded box will turn orange to indicate your selection.

Now, carefully read the Table of Contents and choose each chapter that a student would need to read to find out how to be safe on the street. If you change your mind after selecting a chapter, you can remove your selection by clicking on it again, and the orange will disappear.

Pause while students select their answers.

**SAY** Which answers did you select?

Pause for replies.

**SAY** You should have selected two chapters: *Chapter 2: Choosing a Helmet* and *Chapter 3: Riding in Traffic*. You must have selected both of these chapters, and only these two chapters, for your answer to be correct.

Since you must decide how many chapters to choose, this item will show as “Answered” on the Section Review screen after one chapter is selected. This is so no hint or clue is given as to how many chapters you need to select. Do you have any questions?

Answer all questions.

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference

**SAY** Click *Next* at the bottom of the screen to go to question 14.

Directions: You do not need to read a passage to answer the question. Read and answer the question. Click and drag the answers to the correct boxes.

Place these words in alphabetical order.


rose
rooster
row
route
robot

Question 14 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** This question is another stand-alone item, so you do not need to read a passage to answer the question. Remember that on stand-alone items, the screen is no longer split because you do not need a passage to answer the question.

The placement of stand-alone items in the practice item set does not mimic the placement of stand-alone items in an actual SOL test. On the actual SOL test, stand-alone items will appear grouped as a block of items. The placement of this block of items will vary by test form.

**SAY** Read the directions and the question to yourself.

Pause while students read the directions and question.

**SAY** To answer this question, you will click and drag each of the five words from the gray box into empty boxes in the column on the left, placing them from top to bottom in alphabetical order. If you change your mind after you place a word into a box, you can click on that word and drag it back into the gray box. Now, place the words in alphabetical order.

Pause while students answer the question.

**SAY** In what order did you place the words?

Pause while students respond.

**SAY** The correct order, from top to bottom, is *robot, rooster, rose, route, row*. You must have all of the words in the correct order to get the question correct. Also, in order for this item to show as “Answered” on the Section Review screen, all five boxes must contain a word.

**Do you have any questions?**

Answer all questions.

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** Click the *Next* button on the navigational toolbar to go to the next screen. You will notice that there is a passage titled *The American Bald Eagle* that you will need to read before you will see question 15 on the screen. You will notice that this passage is three pages. You will use the blue arrow buttons to move through the pages of the passage as you read.

John h doe  
Grade3 Reading Practice Items (2010 En... [X Exit](#)

**The American Bald Eagle**

- 1 After the Revolutionary War with England, the United States became a free country in 1776. At that time, Americans wanted a symbol for their country's freedom. The members of Congress had a bitter argument over what the national symbol should be. Many people wanted the bald eagle to represent their country.
- 2 One of the new nation's Founding Fathers, Benjamin Franklin, thought the turkey was a better symbol. In a letter to his daughter, Franklin wrote that the turkey, unlike the eagle, is a respectable bird that would stand strong when challenged. He noted that the eagle was lazy because it took food from other animals that hunted honestly. Others saw the bald eagle as a symbol of strength, courage, and freedom. A flying eagle represented the freedom that the Americans had fought for and gained. They also felt the bald eagle would be the best symbol for their country because it was the only eagle originally found in North America. Finally, after six years of arguing, the bald eagle was chosen by Congress to represent the United States.

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Reading Passage  
Section 1

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John h doe  
Grade3 Reading Practice Items (2010 En... [X Exit](#)

- 3 Early in American history, each state had its own form of money. The bald eagle first appeared as a symbol of America on a Massachusetts copper coin in 1776. Later, as the government began using one form of money, the eagle was used on coins and paper bills. Today, the eagle is printed on the back of the one dollar bill.
- 4 The bald eagle is a central part of the Great Seal designed in 1782 by Charles Thomson. The Great Seal shows a bald eagle spreading its wings and holding a banner in its beak. The words on the banner mean "Out of many, one," to remind people that many states joined to form one country. The eagle carries an olive branch in one claw and arrows in the other claw. The olive branch means peace, and the arrows show that the United States is ready to defend itself. The Great Seal is printed on important government documents 2,000 to 3,000 times a year. It can be seen on flags, uniforms, and buildings.



Page 2 of 3

Reading Passage  
Section 1

[Section Review](#) [Previous](#) [Next](#)

[Flag for Review](#)

5 The American bald eagle is used as a symbol in a variety of ways. It appears on the President's flag and military symbols. Today Americans think of their country when they see a bald eagle. It reminds them that their country is strong and free.

**Directions: Read the article and answer the questions that follow.**

Page 3 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

**SAY** Now take a few minutes to read *The American Bald Eagle*. When you have finished reading, use the blue arrow buttons to return to the first page of the passage, and then click *Next* to go to question 15.

Pause while students read the passage. Continue after everyone has finished reading.

**The American Bald Eagle**

- 1 After the Revolutionary War with England, the United States became a free country in 1776. At that time, Americans wanted a symbol for their country's freedom. The members of Congress had a bitter argument over what the national symbol should be. Many people wanted the bald eagle to represent their country.
- 2 One of the new nation's Founding Fathers, Benjamin Franklin, thought the turkey was a better symbol. In a letter to his daughter, Franklin wrote that the turkey, unlike the eagle, is a respectable bird that would stand strong when challenged. He noted that the eagle was lazy because it took food from other animals that hunted honestly. Others saw the bald eagle as a symbol of strength, courage, and freedom. A flying eagle represented the freedom that the Americans had fought for and gained. They also felt the bald eagle would be the best symbol for their country because it was the only eagle originally found in North America. Finally, after six years of arguing, the bald eagle was chosen by Congress to represent the United States.

**Which question is answered in paragraph 2?**

- A Who were the Founding Fathers of the United States?
- B Why was Benjamin Franklin against choosing the bald eagle?
- C When did Congress first discuss the bald eagle as a symbol?
- D Why did Americans want a symbol for their country?

Page 1 of 3

Question 15 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Read question 15 to yourself and then choose the best answer. Notice that the question refers to paragraph two. Paragraph two is located on the first page of the passage. Make sure page one of the passage is showing on the left side of your screen so you can reread paragraph two if it will help you answer the question.

Pause while students answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is B, *Why was Benjamin Franklin against choosing the bald eagle?*

**Do you have any questions?**

Answer all questions.

**SAY** Click the *Next* button to go to question 16. Read the question to yourself but do not answer it yet.

Pause while students read the question.

John h doe  
Grade3 Reading Practice Items (2010 En... X Exit

3 Early in American history, each state had its own form of money. The bald eagle first appeared as a symbol of America on a Massachusetts copper coin in 1776. Later, as the government began using one form of money, the eagle was used on coins and paper bills. Today, the eagle is printed on the back of the one dollar bill.

4 The bald eagle is a central part of the Great Seal designed in 1782 by Charles Thomson. The Great Seal shows a bald eagle spreading its wings and holding a banner in its beak. The words on the banner mean "Out of many, one," to remind people that many states joined to form one country. The eagle carries an olive branch in one claw and arrows in the other claw. The olive branch means peace, and the arrows show that the United States is ready to defend itself. The Great Seal is printed on important government documents 2,000 to 3,000 times a year. It can be seen on flags, uniforms, and buildings.



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Which word is an antonym for joined as used in paragraph 4?

A prepared

B changed

C completed

D separated

Page 2 of 3

Flag for Review Question 16 of 22 Section 1 Section Review Previous Next

**SAY** The question refers to paragraph four. Paragraph four is located on page two of the passage. Since page one was showing before you advanced to this question, page one is still showing on the left. Use the blue arrow buttons to advance to page two, and reread paragraph four if it will help you answer the question. Then, select the best answer.

Pause while students answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is D, *separated*.

Do you have any questions?

Answer all questions.

**SAY** Click the *Next* button to go to question 17.

Pause while students go to the next question.

John h doe  
Grade 3 Reading Practice Items (2010 En... Exit

3 Early in American history, each state had its own form of money. The bald eagle first appeared as a symbol of America on a Massachusetts copper coin in 1776. Later, as the government began using one form of money, the eagle was used on coins and paper bills. Today, the eagle is printed on the back of the one dollar bill.



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4 The bald eagle is a central part of the Great Seal designed in 1782 by Charles Thomson. The Great Seal shows a bald eagle spreading its wings and holding a banner in its beak. The words on the banner mean "Out of many, one," to remind people that many states joined to form one country. The eagle carries an olive branch in one claw and arrows in the other claw. The olive branch means peace, and the arrows show that the United States is ready to defend itself. The Great Seal is printed on important government documents 2,000 to 3,000 times a year. It can be seen on flags, uniforms, and buildings.

What does defend mean in paragraph 4?

A lead the way

B find help

C protect from harm

D break away

Page 2 of 3

Flag for Review Question 17 of 22 Section 1 Section Review Previous Next

**SAY** The question refers to paragraph four, which is located on page two. You were viewing page two when you advanced from the last question, so page two should still be showing on the left side of your screen. You may reread paragraph four if it will help you to answer the question.

**Now read the question and select the best answer.**

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is C, *protect from harm*.

**Do you have any questions?**

Answer all questions.

**SAY** Click the *Next* button to go to question 18.

Pause while students go to the next question.

John h doe  
Grade3 Reading Practice Items (2010 En... X Exit

3 Early in American history, each state had its own form of money. The bald eagle first appeared as a symbol of America on a Massachusetts copper coin in 1776. Later, as the government began using one form of money, the eagle was used on coins and paper bills. Today, the eagle is printed on the back of the one dollar bill.



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4 The bald eagle is a central part of the Great Seal designed in 1782 by Charles Thomson. The Great Seal shows a bald eagle spreading its wings and holding a banner in its beak. The words on the banner mean "Out of many, one," to remind people that many states joined to form one country. The eagle carries an olive branch in one claw and arrows in the other claw. The olive branch means peace, and the arrows show that the United States is ready to defend itself. The Great Seal is printed on important government documents 2,000 to 3,000 times a year. It can be seen on flags, uniforms, and buildings.

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

Complete this web.

Appears on flags

The Great Seal

Created by Charles Thomson

Created in 1776

Is used on a copper coin

Includes an olive branch

Is printed on government papers

Page 2 of 3

Flag for Review Question 18 of 22 Section 1 Section Review Previous Next

**SAY** Question 18 is an example of a technology-enhanced item. The gray directions banner at the top of the screen says, "Directions: Click and drag the correct answers to the boxes." (

Underneath the directions, the item says, "Complete this web." Notice the web is titled *The Great Seal*. Information that will help you answer this question is found in paragraph four of page two.

To complete this web you will click on the answers in the shaded box and drag them to the empty boxes surrounding *The Great Seal*. Since there are three empty boxes in the web, you must drag three of the answers into the web for the item to be answered completely. If you only drag one or two of the answers into the web, this question will show as "Unanswered" on the Section Review screen because you haven't completely answered the question.

Please note that additional information regarding the requirements for an item to appear as "Answered" on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** Now answer the question.

Pause while students answer the question.

**SAY** Which answers did you place in the web?

Pause for replies.

**SAY** The correct answers are *Is printed on government papers*, *Created by Charles Thomson* and *Includes an olive branch*. You must have placed these three answers into the web for your response to be correct; the order or location of the answers within the web does not matter.

Do you have any questions?

Answer all questions

**SAY** Click the *Next* button at the bottom of the screen to go to question 19.

Pause while students go to the next question.

The screenshot shows a digital reading practice interface. On the left, there is a text box titled "The American Bald Eagle" containing two paragraphs of text. The first paragraph discusses the Revolutionary War and the search for a national symbol. The second paragraph discusses Benjamin Franklin's preference for the turkey and the eventual choice of the bald eagle. Below the text is a navigation bar with "Page 1 of 3" and arrows. On the right, there is a directions banner: "Directions: Click and drag the correct answer to the shaded area." Below this is a section titled "Complete these notes." with a table containing a shaded area and three bullet points: "Courage", "Strength", and "Freedom". Below the table is a vertical list of topics: "Reasons for the American Revolution", "Why the Great Seal Was Created", "Why the Bald Eagle Is Shown Carrying a Banner", "Why Congress Disagreed About the National Symbol", and "Reasons the Bald Eagle Was Chosen as a National Symbol". At the bottom of the interface is a navigation bar with "Flag for Review", "Question 19 of 22 Section 1", "Section Review", "Previous", and "Next" buttons.

**SAY** Question 19 is another technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click and drag the correct answer to the shaded area.”

Underneath the directions, the item says, “Complete these notes.”

Place the correct answer into the shaded area of the notes now.

Pause while students answer the question.

**SAY** Which answer did you place into the notes?

Pause for replies.

**SAY** The correct answer is *Reasons the Bald Eagle Was Chosen as a National Symbol*. You can find this information on page one in paragraph two.

**Do you have any questions?**

Answer all questions

**SAY** Click the *Next* button on the navigational toolbar to go to question 20.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and editing, and a user profile for 'john h doe'. The main content area is split into two panels. The left panel, titled 'The American Bald Eagle', contains two paragraphs of text. The right panel contains a question: 'The author wrote this article most likely to —' with four multiple-choice options: A (explain why Americans need a symbol), B (show ways to honor the bald eagle), C (share a part of American history), and D (explain why the bald eagle is courageous). At the bottom, there is a navigation bar with buttons for 'Page 1 of 3', 'Question 20 of 22', 'Section 1', 'Section Review', 'Previous', and 'Next'.

**SAY** Read the question to yourself and choose the best answer. Use the blue arrow buttons to advance through the pages of the passage if you need to review it as you determine the correct answer.

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is *C, share a part of American History*.

**Do you have any questions?**

Answer all questions.

**SAY** Click the *Next* button on the navigational toolbar to go to question 21.

**The American Bald Eagle**

- 1 After the Revolutionary War with England, the United States became a free country in 1776. At that time, Americans wanted a symbol for their country's freedom. The members of Congress had a bitter argument over what the national symbol should be. Many people wanted the bald eagle to represent their country.
- 2 One of the new nation's Founding Fathers, Benjamin Franklin, thought the turkey was a better symbol. In a letter to his daughter, Franklin wrote that the turkey, unlike the eagle, is a respectable bird that would stand strong when challenged. He noted that the eagle was lazy because it took food from other animals that hunted honestly. Others saw the bald eagle as a symbol of strength, courage, and freedom. A flying eagle represented the freedom that the Americans had fought for and gained. They also felt the bald eagle would be the best symbol for their country because it was the only eagle originally found in North America. Finally, after six years of arguing, the bald eagle was chosen by Congress to represent the United States.

**Directions: Click on all the correct answers.**

**Which websites would most likely give information about the lives of the Founding Fathers?**

Search:  Results: 1-5 of 21,300,000

- Founding Fathers and Famous Speeches**  
Read speeches and letters that helped change America . . .
- Remember the Founding Fathers**  
Read biographies of the men who helped America gain its freedom . . .
- Homes of Our Founding Fathers**  
Discover the types of homes common during Revolutionary times . . .
- Founding Fathers and New Laws**  
Learn how laws were made after the Revolutionary War . . .
- Founding Fathers and the American Revolution**  
Explore the leaders who played an important role in the American Revolution . . .

Page 1 of 3

Question 21 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Question 21 is another technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click on all the correct answers.”

Underneath the directions, the question says, “Which websites would most likely give information about the lives of the Founding Fathers?”

To answer this question correctly, you must click on each answer choice that is correct. Take a minute to select the correct websites now.

Pause while students answer the question.

**SAY** Which answers did you select?

Pause for replies.

**SAY** The correct answers are *Remember the Founding Fathers* and *Founding Fathers and the American Revolution*. You must have both of these websites, and only these websites, selected, in order for your answer to be correct.

Since neither the item nor the directions indicated how many answers you should select, this item would show as “Answered” on the Section Review screen after you have selected one of the websites. This is so no hint or clue is given as to how many of the websites should be selected. Do you have any questions?

Answer all questions.

Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** Click the *Next* button on the navigational toolbar to go to question 22.

The screenshot shows a TestNav interface for a reading comprehension question. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John H. Doe' and the document title 'Grade3 Reading Practice Items (2010 En...)' are visible in the top right. A grey banner at the top of the question area contains the directions: "Directions: You do not need to read a passage to answer the question. Read and answer the question." Below this, the question is presented in two columns. The left column is titled "Read this paragraph from an article." and contains a text box with the following text: "The bald eagle uses sticks to build its nest in large trees or on the ground along rivers and coasts. The nest is built with great care since it will be used for many years. Nests built on the ground are nearly flat. However, nests built in trees can be the shape of a bowl or a cone depending on what part of the tree is used for support. The nest is usually about five feet wide, but over the years it can become very large and quite heavy." The right column is titled "Based on this paragraph, what will determine the shape of the nest?" and contains four multiple-choice options: A. How much the nest weighs, B. The materials used to build the nest, C. The location where the nest is placed, and D. How many years the nest has been used. At the bottom of the interface, there is a status bar showing "Question 22 of 22", "Section 1", and buttons for "Flag for Review", "Section Review", "Previous", and "Next".

**SAY** The directions banner says, “Directions: You do not need to read a passage to answer the question. Read and answer the question.”

**Question 22 is another example of a stand-alone item. Read and answer the question now.**

Pause while students read and answer the question. Please note that this item includes an excerpt that is lengthier than what has been previously presented on SOL tests within the text box, as referenced in the notes that accompany question six earlier in this guide.

The placement of stand-alone items in the practice item set does not mimic the placement of stand-alone items in an actual SOL test. On the actual SOL test, stand-alone items will appear grouped as a block of items. The placement of this block of items will vary by test form.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is *C, The location where the nest is placed.*

Do you have any questions?

Answer all questions. If you would like your students to practice using the Help tool (as mentioned on page 9), they may do so now.

**SAY** Click *Next* at the bottom of the screen to go to the Section Review screen.

All Items	1 Flagged for Review	22 Answered	0 Unanswered
Reading Passage			
Question 1		✓ Answered	
Question 2		✓ Answered	
Question 3		✓ Answered	
Question 4		✓ Answered	
Question 5	🚩 Flagged for Review	✓ Answered	
Question 6		✓ Answered	
Reading Passage			
Question 7		✓ Answered	
Question 8		✓ Answered	
Question 9		✓ Answered	
Question 10		✓ Answered	

john h doe | Grade 3 Reading Practice Items (2010 English SOL)

**SAY** The Section Review screen shows which questions have been answered, which questions have not been answered, and which questions you have flagged for review. To return to a question, you can click on the question number.

Practice returning to a question by clicking on question 5, the question we flagged for review. You should see a picture of a flag in the “Flagged for Review” column next to the question. (Pause.) You can then return to this screen by clicking on the *Section Review* button at the bottom of the screen on question 5.

Pause while students practice navigating between the question and the review screen.

**SAY** You can also use the Section Review screen to sort the questions. The top row of the Section Review screen tells you how many questions you have flagged for review, answered, or left unanswered. If you want to view only the questions you flagged for review, simply click on the column header that says “Flagged for Review.” If you want to view only questions you have answered, click the “Answered” header. If you want to view only questions you left unanswered, click on the header that says “Unanswered.” Move your pointer over each column heading and notice how that section of the heading changes.

Pause while students practice sorting the columns.

**SAY** If the Section Review screen indicates that a question is unanswered, you have not answered a question completely. If this happens, it is a good idea to return to the question to read the directions and the question again before making any changes to your answer.

**Are there any questions?**

Students should check any questions that show as “Unanswered” on the Section Review screen. When the student returns to the question, he or she may see that there is an answer, but it may be incomplete. It is important to note, however, that some questions will show as answered once a student responds with a single answer. This is necessary at times to avoid hinting or cluing an answer. For example, hot spot items that require students to “Select all” fall into this category. Please see Appendix B for detailed information.

**SAY** To get back to the Section Review screen that lists all questions and the status of each, click the top left-hand column header, titled “\_ of 25 All Items.”

Please note the total number of items mentioned above (25) includes the three passages in addition to the practice items. The number in the blank will vary, depending on the column the student filters on last.

**SAY** We are going to review two more screens. Click on the *Continue to Test Overview* button on the lower left corner of the screen. (Pause.)

Grade 3 Reading Practice Items (2010 English SOL)

Choose a section below or click *SUBMIT* to submit and exit the test.

SECTIONS	STATUS	QUESTIONS
Section 1	Opened	1-22

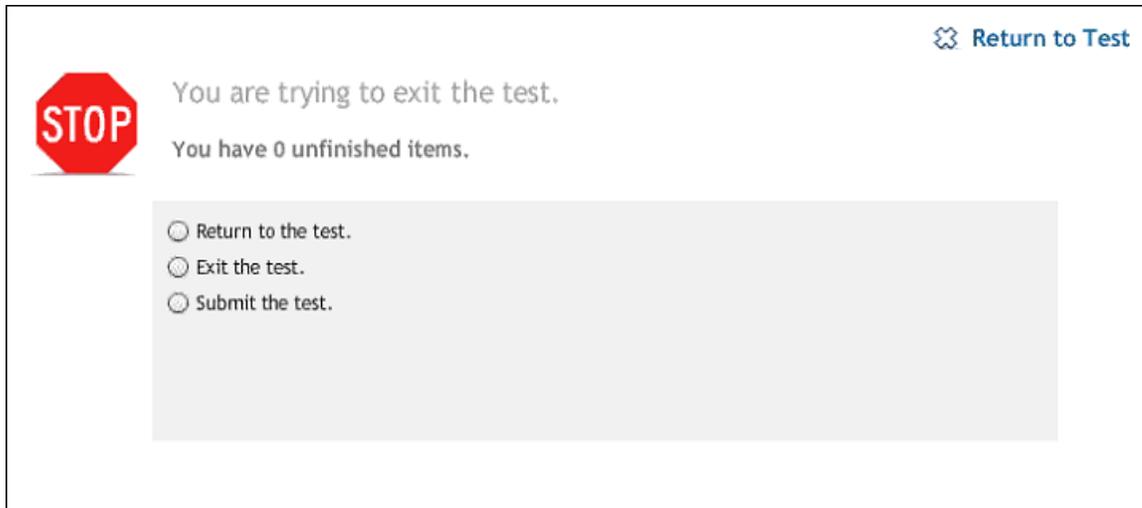
**SUBMIT AND EXIT TEST** ▶

john h doe

**SAY** From the Test Overview screen, you can return to the test or move to the final screen. Clicking on *Section 1* will take you to the last practice item you were working on or went back to review. Since we have finished with the practice items, we will not return to any question within the section. Clicking on the *Submit and Exit Test* button at the bottom of the screen will move you to the final screen. Are there any questions?

Pause to answer all questions.

**SAY** Now click on **Submit and Exit Test**. (Pause.) You will see a stop sign with three choices. It is important to review these three choices. (Pause.)



**SAY** Notice this screen indicates the number of unfinished items you have on the test.

The first choice states, “*Return to the test.*” This option allows you to go back to the practice questions. You would click this option if you wanted to return to any of the questions. Selecting this would first take you to the screen we just reviewed, and then you would click on *Section 1* to return to the practice items.

**SAY** The second choice states, “*Exit the test.*” This option should NOT be chosen. This option may be used during actual SOL testing but should NOT be used for this practice set. If you select on this option, you will lose all of your work. It will not be saved.

Pause and make sure students understand not to choose option two. During actual SOL testing, students may be directed to choose this option if they are being moved to a different location to complete their tests or if they need to leave the testing environment (while monitored) for a short time.

**SAY** The third choice states, “*Submit the test.*” This option allows you to submit your answers.

Once you have finished using these practice items, proceed with exiting the application.

**SAY** Since we have finished with the practice items, please click on the third option, “*Submit the test.*” Next click the green button that says “*Final Submit.*” When you click this button during actual SOL testing, your test will be submitted for scoring and you will not be able to return to the test.

This completes our review of the SOL Grade 3 Reading Practice Items.

Thank you for reviewing the SOL Grade 3 Reading Practice Items with your students.

## APPENDIX A

### Answers to SOL Grade 3 Reading Practice Items

#### Question 1

The correct answers are *Quickly* and *Instantly*. Both of these words, and only these two words, must be selected.

#### Question 2

The correct answer is D, *How are cheetahs different from other cats?*

#### Question 3

The correct answers are *Pushes the cheetah forward* and *Moves like a spring*. The order in which these answers are placed does not matter.

#### Question 4

The correct answer is C, *helps the cheetah hide in the grass*.

#### Question 5

The correct answer is *The number of cheetahs in Africa becomes smaller*.

#### Question 6

The correct answer is B, *forget*.

#### Question 7

The correct answer is A, *knows the course well*.

#### Question 8

The correct order is:

The top box should contain the sentence *Marcus rides to the front of the pack*.

The second box from the top should contain the sentence *Marcus pedals his bicycle around a pond*.

The third box from the top should contain the sentence *Marcus sees the other riders ahead of him*.

The bottom box should contain the sentence *Marcus realizes he made a mistake*.

#### Question 9

The correctly completed chart has

*Basketball* in the column titled “Marcus,” *Helmet* and *Bicycle* (in either order) in the middle column titled “Both,” and *Medal* in the far right column titled “Kelly.”

#### Question 10

The correct answer is C, *practice on the course*.

#### Question 11

The correct answer is D, *di-rec-tion*.

#### Question 12

The correct answers are *safety* and *rules* (in either order).

**APPENDIX A (Continued)**

**Answers to SOL Grade 3 Reading Practice Items**

**Question 13**

The correct chapters are *Chapter 2: Choosing a Helmet* and *Chapter 3: Riding in Traffic*.

**Question 14**

The correct order, from top to bottom, is *robot, rooster, rose, route, row*.

**Question 15**

The correct answer is B, *Why was Benjamin Franklin against choosing the bald eagle?*

**Question 16**

The correct answer is D, *separated*.

**Question 17**

The correct answer is C, *protect from harm*.

**Question 18**

The correct answers are *Is printed on government papers*, *Created by Charles Thomson*, and *Includes an olive branch*. The order or location of these answers within the web does not matter.

**Question 19**

The correct answer is *Reasons the Bald Eagle Was Chosen as a National Symbol*.

**Question 20**

The correct answer is C, *share a part of American History*.

**Question 21**

The correct answers are *Remember the Founding Fathers* and *Founding Fathers and the American Revolution*.

**Question 22**

The correct answer is C, *The location where the nest is placed*.

---

## APPENDIX B

An overview of how student responses to technology-enhanced items will appear on the Section Review screen is outlined below. Note that only drag and drop and hot spot items currently appear on the Reading assessments.

### Fill-in-the-blank (FIB) Items

For all fill-in-the-blank items, when a student enters any character into the response box, the item will show as answered on the Section Review screen. If a student enters an answer, and then completely removes that answer from the fill-in-the-blank box, the item will show as unanswered on the Section Review screen.

### Histogram or Bar Graphing Items

For all histogram or bar graphing items, when a student raises any bar, the item will show as answered on the Section Review screen. If the student moves all bars back down to the original heights, the item will show as unanswered on the Section Review screen.

### Hot Spot Items

When the number of correct responses is indicated in the directions or in the item itself, the item will show as answered on the Section Review screen only when the student selects that number of hot spots. For example, if the student is directed to select three answers, then the Section Review screen will show unanswered if the student selects one or two answers and will only show as answered once the student has selected three answers. If the number of correct responses is not indicated in the directions or in the question itself, then the item will show as answered on the Section Review screen once the student selects one answer. For example, if the student is required to “Select all correct answers,” the item will show as answered once the student selects one answer option. In this case, it is assumed that the student thought there was only one correct answer. This practice avoids providing information as to how many correct answers there are in the “select all” hot spot items.

### Number Line or Coordinate Plane Items

Many number line or coordinate plane items require the student to plot one or more points as the response. When the number of points necessary to answer the item is indicated in the directions or the item itself, the item will show as answered on the Section Review screen only when the specified number of points has been plotted. When the directions or the item do not specify the number of points to plot, the item will show as answered on the Section Review screen once the student plots one point. Only points that have been plotted with the pointer tool are scorable responses. Points plotted with the dot tool are not scorable responses. If a student answers a question with the dot tool, the question will show as unanswered on the Section Review screen.

## **APPENDIX B (Continued)**

### **Drag and Drop Items**

Drag and drop items contain answer receptacles called “bays” and “dragers” that the student moves into the bays to answer the question. There are many types of drag and drop items, and each item is evaluated individually so that the student is given the most detailed information possible on the Section Review screen, without providing hints as to the correct answer. For items with a specified number of bays, the item will show as answered on the Section Review screen once the student uses that number of dragers. For example, if there are three bays and it is intended for a dragger to be placed into each bay, then the Section Review screen will show the item as answered once three draggers have been input by the student. Or, in another example, if the directions or question indicate that all draggers need to be used to answer the item, then the item will show as answered on the Section Review only when all draggers have been used. If the number of draggers necessary to answer the question is not indicated, such as an item that requires the use of a dragger to complete a model or pictograph, then the Section Review Screen will show the item as answered once the student places one dragger in a bay.