

**Practice Item Guide**  
**Virginia Standards of Learning**  
**Grade 4 Reading**

February 2014  
Pearson

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## OVERVIEW

The practice items available in the Virginia SOL Grade 4 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 4 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 4 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 4 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	03/22/2013	Overview and TEI description page amended; 8 new items added.
V.4	2/14/14	TEI description page amended; 7 new items added; 6 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>

## 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 4 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 4 link. Since this is a Web-based application, the link will take you directly to the grade 4 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 4 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 4 reading practice items for the SOL test. There are 22 questions that will show you some of the types of test items that will be administered as part of the grade 4 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.

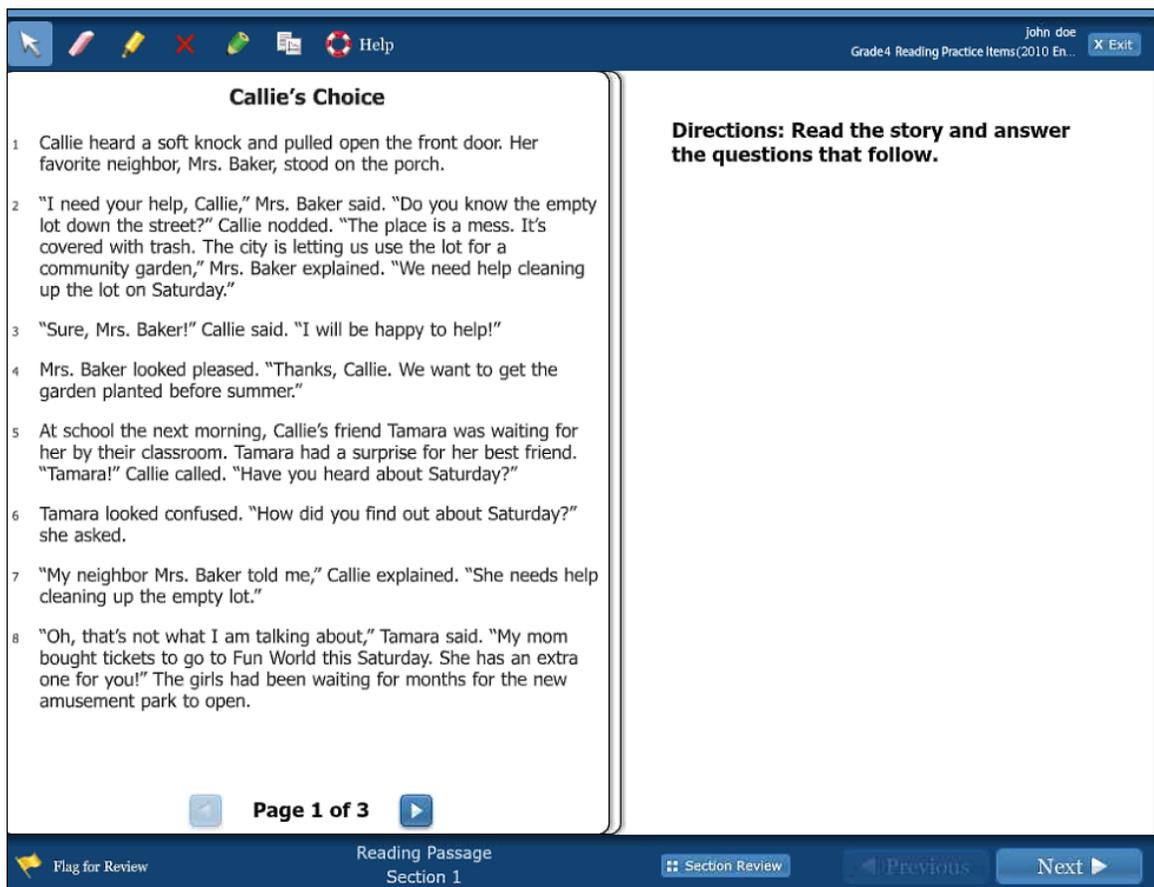
The Help tool has information about the tools. If you would like your students to explore the Help tool, you can have them do this at the end of the practice items, after they have been exposed to the tools while working these items.

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 *Callie's Choice* 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 3." This means you are viewing page one, and there are three 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 a red X, along with a 'Help' button. The user's name 'john doe' and the page title 'Grade 4 Reading Practice Items (2010 En...)' are visible in the top right corner, with an 'Exit' button. The main content area is split into two columns. The left column is titled 'Callie's Choice' and contains a numbered list of eight paragraphs. The right column is titled 'Directions: Read the story and answer the questions that follow.' At the bottom of the left column, there are blue arrow buttons for navigation and the text 'Page 1 of 3'. The bottom of the interface features a dark blue bar with a 'Flag for Review' button, the text 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

**Callie's Choice**

- 1 Callie heard a soft knock and pulled open the front door. Her favorite neighbor, Mrs. Baker, stood on the porch.
- 2 "I need your help, Callie," Mrs. Baker said. "Do you know the empty lot down the street?" Callie nodded. "The place is a mess. It's covered with trash. The city is letting us use the lot for a community garden," Mrs. Baker explained. "We need help cleaning up the lot on Saturday."
- 3 "Sure, Mrs. Baker!" Callie said. "I will be happy to help!"
- 4 Mrs. Baker looked pleased. "Thanks, Callie. We want to get the garden planted before summer."
- 5 At school the next morning, Callie's friend Tamara was waiting for her by their classroom. Tamara had a surprise for her best friend. "Tamara!" Callie called. "Have you heard about Saturday?"
- 6 Tamara looked confused. "How did you find out about Saturday?" she asked.
- 7 "My neighbor Mrs. Baker told me," Callie explained. "She needs help cleaning up the empty lot."
- 8 "Oh, that's not what I am talking about," Tamara said. "My mom bought tickets to go to Fun World this Saturday. She has an extra one for you!" The girls had been waiting for months for the new amusement park to open.

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

Page 1 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next


Help

John h doe  
Grade4 Reading Practice Items(2010 En...

✕ Exit

9 Callie's heart dropped. "But Mrs. Baker is counting on me to help," she said.

10 Tamara looked impatient. "Can't someone else do it? I want you to go to Fun World with me! We've been waiting a long time to go."

11 Callie sighed and worried about her problem for the rest of the day. Her mother noticed her mood when she arrived home.

12 "Did something go wrong at school?" her mother asked.

13 Callie explained her problem. "What should I do, Mom?" Callie asked when she was finished.

14 "I know you want to go with Tamara and also help Mrs. Baker. Think carefully about your choices. You need to make your own decisions, but I know you will do what is best," her mother answered.

15 Callie spent the rest of the evening thinking about her decision. She wanted to go to Fun World, but in the end, she decided her promise to her neighbor was more important.

16 The next day at school, Callie told Tamara that she would not be able to go to Fun World. Tamara tried to understand, but Callie could tell she was disappointed. The girls hardly spoke for the rest of the week.

17 On Saturday, Callie met Mrs. Baker at the vacant lot. "Hi, Callie," her neighbor said. "Your mother said you made a tough choice. Thank you for helping us today."

⏪ **Page 2 of 3** ⏩

🚩 Flag for Review

Reading Passage  
Section 1

⚙️ Section Review

⏪ Previous

Next ⏩


Help

John h doe  
Grade4 Reading Practice Items(2010 En...

✕ Exit

18 "You're welcome," Callie said. Callie smiled as she walked across the lot with a large trash bag.

19 "Do you need any help?" a voice behind her asked. Callie turned, surprised to see Tamara. She smiled at her friend.

20 "I know you made a promise to clean up the lot, and I wanted to come help you," Tamara said. "My mom said she can take us to Fun World next weekend."

⏪ **Page 3 of 3** ⏩

🚩 Flag for Review

Reading Passage  
Section 1

⚙️ Section Review

⏪ Previous

Next ⏩

**SAY** To advance to the next page of the passage, click the blue forward arrow (▶), which is located to the right of the number three. 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 through the pages of *Callie’s Choice*, then return to the first page of the passage.

Pause while students practice navigating through the passage.

**SAY** On the actual SOL test, you may see a passage that does not have page numbers with blue arrow buttons 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 arrow buttons, make sure you look to see if there is a scroll bar to the right of the passage.

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

Answer all questions.

**SAY** We will answer twenty-two questions in this practice set of items. The first six practice questions come from the passage *Callie’s Choice*, on the left side of the screen, followed by a stand-alone item. The next seven practice questions come from the passage *A Warm Welcome in the Arctic*, followed by a stand-alone item. The next six practice questions come from the passage *Jackie Robinson*, followed by a stand-alone item. You will not need information from a passage to answer the stand-alone items.

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 *Callie’s Choice*. When you have finished, 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.

**Callie's Choice**

- 1 Callie heard a soft knock and pulled open the front door. Her favorite neighbor, Mrs. Baker, stood on the porch.
- 2 "I need your help, Callie," Mrs. Baker said. "Do you know the empty lot down the street?" Callie nodded. "The place is a mess. It's covered with trash. The city is letting us use the lot for a community garden," Mrs. Baker explained. "We need help cleaning up the lot on Saturday."
- 3 "Sure, Mrs. Baker!" Callie said. "I will be happy to help!"
- 4 Mrs. Baker looked pleased. "Thanks, Callie. We want to get the garden planted before summer."
- 5 At school the next morning, Callie's friend Tamara was waiting for her by their classroom. Tamara had a surprise for her best friend. "Tamara!" Callie called. "Have you heard about Saturday?"
- 6 Tamara looked confused. "How did you find out about Saturday?" she asked.
- 7 "My neighbor Mrs. Baker told me," Callie explained. "She needs help cleaning up the empty lot."
- 8 "Oh, that's not what I am talking about," Tamara said. "My mom bought tickets to go to Fun World this Saturday. She has an extra one for you!" The girls had been waiting for months for the new amusement park to open.

**The author's main purpose of paragraphs 6–8 is to —**

A introduce the problem that Callie faces

B explain when the tickets were bought

C show how many hours the cleanup will take

D show Tamara's feelings about the project

Page 1 of 3

Question 1 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Let's read the first question together. "The author's main purpose of paragraphs 6 through 8 is to --?" This question refers to paragraphs six through eight. When a question refers to a specific part of the passage, you should return to that part of the passage before answering the question. Find paragraphs six through eight on page one of the passage.

Pause while students locate these paragraphs.

**SAY** Before you answer the question, let's practice using the highlighter tool. 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. Move your highlighter to the text you want to highlight, then click and drag to highlight the text.

Practice using the highlighter to highlight paragraphs 6, 7, and 8. When you finish using the highlighter, click the highlighter icon on the toolbar to put the tool away.

Pause while students highlight the text and put the tool away. Assist students as necessary.

**SAY** Do you have any questions about how to highlight text?

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 on the choice you want to select as your answer.

Pause while students answer the question.

**SAY Which answer did you choose?**

Pause for replies.

**SAY You should have selected A, *introduce the problem that Callie faces.***

**Do you have any questions?**

Answer all questions.

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

Pause.

The screenshot shows a digital reading interface. On the left, a passage is displayed with paragraphs 9 through 17. Paragraph 9: Callie's heart dropped. "But Mrs. Baker is counting on me to help," she said. Paragraph 10: Tamara looked impatient. "Can't someone else do it? I want you to go to Fun World with me! We've been waiting a long time to go." Paragraph 11: Callie sighed and worried about her problem for the rest of the day. Her mother noticed her mood when she arrived home. Paragraph 12: "Did something go wrong at school?" her mother asked. Paragraph 13: Callie explained her problem. "What should I do, Mom?" Callie asked when she was finished. Paragraph 14: "I know you want to go with Tamara and also help Mrs. Baker. Think carefully about your choices. You need to make your own decisions, but I know you will do what is best," her mother answered. Paragraph 15: Callie spent the rest of the evening thinking about her decision. She wanted to go to Fun World, but in the end, she decided her promise to her neighbor was more important. Paragraph 16: The next day at school, Callie told Tamara that she would not be able to go to Fun World. Tamara tried to understand, but Callie could tell she was disappointed. The girls hardly spoke for the rest of the week. Paragraph 17: On Saturday, Callie met Mrs. Baker at the vacant lot. "Hi, Callie," her neighbor said. "Your mother said you made a tough choice. Thank you for helping us today."

At the bottom of the passage area, there are navigation arrows and the text "Page 2 of 3".

On the right, a question is displayed: "Based on paragraphs 11–14, which sentence is probably true about Callie's mother?" Below the question are four radio button options: A She thinks Mrs. Baker is an excellent neighbor. B She agrees that the girls should go to Fun World. C She believes Callie can solve her own problems. D She knows that neighborhood gardens are useful.

At the bottom of the interface, there are several buttons: "Flag for Review", "Question 2 of 22 Section 1", "Section Review", "Previous", and "Next".

**SAY You were on page one of the passage when you advanced from the last question, so page one of the passage still shows on the left side of the screen. This question refers to paragraphs eleven through fourteen, so click the forward arrow in the lower left area of the screen to advance to page two of the passage.**

Pause while students advance to page two.

**SAY Now read the question to yourself, and then select the answer.**

Pause while students read and answer the question.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** You should have selected C, *She believes Callie can solve her own problems.*

Do you have any questions?

Answer all questions.

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

Pause.

9 Callie's heart dropped. "But Mrs. Baker is counting on me to help," she said.

10 Tamara looked impatient. "Can't someone else do it? I want you to go to Fun World with me! We've been waiting a long time to go."

11 Callie sighed and worried about her problem for the rest of the day. Her mother noticed her mood when she arrived home.

12 "Did something go wrong at school?" her mother asked.

13 Callie explained her problem. "What should I do, Mom?" Callie asked when she was finished.

14 "I know you want to go with Tamara and also help Mrs. Baker. Think carefully about your choices. You need to make your own decisions, but I know you will do what is best," her mother answered.

15 Callie spent the rest of the evening thinking about her decision. She wanted to go to Fun World, but in the end, she decided her promise to her neighbor was more important.

16 The next day at school, Callie told Tamara that she would not be able to go to Fun World. Tamara tried to understand, but Callie could tell she was disappointed. The girls hardly spoke for the rest of the week.

17 On Saturday, Callie met Mrs. Baker at the vacant lot. "Hi, Callie," her neighbor said. "Your mother said you made a tough choice. Thank you for helping us today."

**Paragraph 15 is mostly about the way Callie —**

A refuses to speak to her friend at school

B spends an evening talking to her mother

C knows she will enjoy going to Fun World

D struggles with her promise to her neighbor

Page 2 of 3

Question 3 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Question 3 refers to paragraph fifteen, which is found on page two. You were viewing 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.

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 a multiple-choice question. 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 tool bar to erase a red X. Click the pink eraser tool. Your pointer will now have an eraser next to it. Move the pointer over the 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.

Pause while students put the tool away.

**SAY** Now 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.

**You may use the eliminator tool if it will help you answer the question.**

Pause while students eliminate choices and answer the question.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The correct answer is D, *struggles with her promise to her neighbor*.

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

Answer all questions.

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

Pause.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John h doe' and the document title 'Grade4 Reading Practice Items (2010 En...' are visible in the top right corner, along with an 'Exit' button. The main content area is split into two panels. The left panel, titled 'Callie's Choice', contains a numbered list of eight paragraphs. The right panel, titled 'Why does Mrs. Baker need Callie's help?', contains four multiple-choice options labeled A, B, C, and D. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 4 of 22 Section 1' text, a 'Section Review' button, and 'Previous' and 'Next' navigation buttons. A 'Page 1 of 3' indicator is also present in the bottom left of the main content area.

**Callie's Choice**

- 1 Callie heard a soft knock and pulled open the front door. Her favorite neighbor, Mrs. Baker, stood on the porch.
- 2 "I need your help, Callie," Mrs. Baker said. "Do you know the empty lot down the street?" Callie nodded. "The place is a mess. It's covered with trash. The city is letting us use the lot for a community garden," Mrs. Baker explained. "We need help cleaning up the lot on Saturday."
- 3 "Sure, Mrs. Baker!" Callie said. "I will be happy to help!"
- 4 Mrs. Baker looked pleased. "Thanks, Callie. We want to get the garden planted before summer."
- 5 At school the next morning, Callie's friend Tamara was waiting for her by their classroom. Tamara had a surprise for her best friend. "Tamara!" Callie called. "Have you heard about Saturday?"
- 6 Tamara looked confused. "How did you find out about Saturday?" she asked.
- 7 "My neighbor Mrs. Baker told me," Callie explained. "She needs help cleaning up the empty lot."
- 8 "Oh, that's not what I am talking about," Tamara said. "My mom bought tickets to go to Fun World this Saturday. She has an extra one for you!" The girls had been waiting for months for the new amusement park to open.

**Why does Mrs. Baker need Callie's help?**

- A The neighbors do not have time to clean the lot.
- B The neighborhood wants to start a garden in an empty lot filled with trash.
- C The other children will not help because Fun World is opening.
- D The city is asking people to clear the empty lots near their homes.

Page 1 of 3

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

**SAY** Read the question to yourself and then answer it. You may want to click the backward arrow in the lower left area of the screen to go back to the first page of the passage. You may use any of the tools we have practiced if they will help you determine the answer.

Pause while students read and answer the question. Assist students as necessary.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The correct answer is B, *The neighborhood wants to start a garden in an empty lot filled with trash.*

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

Pause.

The screenshot shows a digital reading practice interface. On the left, a text box titled "Callie's Choice" contains eight numbered paragraphs of text. On the right, a directions banner reads "Directions: Click and drag the answers to the correct circles." Below this, a Venn diagram with two overlapping circles labeled "Callie" and "Tamara" is shown. The intersection contains the text "Clean up the messy lot". The Callie circle contains "Agrees to help her neighbor" and two blank lines. The Tamara circle contains "Has tickets for Fun World" and two blank lines. At the bottom right, a dark gray box contains four phrases: "Decides to help her friend", "Discusses the problem at home", "Worries about the choices to be made", and "Tries to be understanding". The interface includes a toolbar at the top with icons for navigation and help, and a bottom navigation bar with buttons for "Page 1 of 3", "Section Review", "Previous", and "Next".

**SAY** Question 5 is an example of a drag and drop technology-enhanced item. Underneath the toolbar in the upper right of the screen is a gray directions banner. The directions banner tells you how to answer the question. Always read the directions banner before answering the question. The directions banner says, "Directions: Click and drag the answers to the correct circles." Underneath the banner, the item says, "Complete this Venn diagram."

To answer this question, you must click on the phrases in the dark gray box at the bottom of the screen and drag each phrase to the correct location within the Venn diagram. If you change your mind, you may drag the phrase back to the dark gray box.

I 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. If you do not drag an answer into each bulleted space in the Venn diagram, the question will show as "Unanswered" on the Section Review screen. It is important to completely answer the question by dragging a phrase into each of the bulleted spaces.

**Now answer the question.**

Pause while students answer the question. Assist students as necessary.

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** Where did you place each of the answers in the Venn diagram?

Pause for replies.

**SAY** In Callie’s circle, on the left, you should have placed *Worries about the choices to be made* and *Discusses the problem at home*. In Tamara’s circle on the right, you should have placed *Decides to help her friend* and *Tries to be understanding*. The order of the phrases in Callie’s circle and in Tamara’s circle does not matter.

In order for this question to show as “Answered” on the Section Review screen, all four spaces in the Venn diagram must contain an answer. 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 6.

**Callie's Choice**

- 1 Callie heard a soft knock and pulled open the front door. Her favorite neighbor, Mrs. Baker, stood on the porch.
- 2 "I need your help, Callie," Mrs. Baker said. "Do you know the empty lot down the street?" Callie nodded. "The place is a mess. It's covered with trash. The city is letting us use the lot for a community garden," Mrs. Baker explained. "We need help cleaning up the lot on Saturday."
- 3 "Sure, Mrs. Baker!" Callie said. "I will be happy to help!"
- 4 Mrs. Baker looked pleased. "Thanks, Callie. We want to get the garden planted before summer."
- 5 At school the next morning, Callie's friend Tamara was waiting for her by their classroom. Tamara had a surprise for her best friend. "Tamara!" Callie called. "Have you heard about Saturday?"
- 6 Tamara looked confused. "How did you find out about Saturday?" she asked.
- 7 "My neighbor Mrs. Baker told me," Callie explained. "She needs help cleaning up the empty lot."
- 8 "Oh, that's not what I am talking about," Tamara said. "My mom bought tickets to go to Fun World this Saturday. She has an extra one for you!" The girls had been waiting for months for the new amusement park to open.

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

**Complete these sentences.**

At the beginning of the story, Callie feels . After speaking with Tamara, she feels . At the end of the story, she feels .

pleased  
amused  
eager  
curious  
anxious

Page 1 of 3

Flag for Review Question 6 of 15 Section 1 Section Review Previous Next

**SAY** Question 6 is another example of a drag and drop technology-enhanced item. The directions banner at the top of the screen says, “Directions: Click and drag the answers to the correct shaded areas.” The question says, “Complete these sentences.”

To answer this question, you will complete the sentences by dragging answers from the dark gray box to the correct shaded areas. You must drag a word into each shaded area in order for this question to be completely answered.

Now, answer the question by dragging the correct words to the shaded boxes to complete the sentences.

Pause while students answer the question.

**SAY Which words did you place in the sentences?**

Pause for replies.

**SAY The correct answer reads as follows:  
“At the beginning of the story, Callie feels *eager*. After speaking with Tamara, she feels *anxious*. At the end of the story, she feels *pleased*.”**

**In order for this question to show as “Answered” on the Section Review screen, each of the three shaded areas must contain an answer.**

**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 Before we go on to 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 button.

**SAY Earlier I mentioned the Section Review screen. When you reach the end of the practice questions or an actual SOL test, there will be a Section Review screen that lists all of the questions. In addition to showing which questions you have answered and which questions you have not answered, the Section Review will indicate which questions you have flagged for review. You can go back to any question by clicking on the question’s number. Questions you *Flag for Review* will have a picture of a flag next to them.**

Pause.

**SAY Click *Next* at the bottom of the screen to go to question 7.**

Pause.

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

Which two words are synonyms for heap?

pile  
row  
corner  
mound  
pattern

Flag for Review Question 7 of 22 Section 1 Section Review Previous Next

**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** This item is an example of a technology-enhanced item where there is more than one answer. The directions banner says, “Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the correct answers.” The question says, “Which two words are synonyms for heap?”

To answer this question, you will use your pointer tool to click on the two correct answers in the dark gray box. 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.

**SAY** Notice with this type of question, a blue box outlines the answer choice when you move your pointer tool over it. When you click it, the answer option 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 box will disappear.

As you determine the answers to this 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 your answer choices. The eliminator tool can only be used on multiple-choice questions.



Click the green pencil tool icon (  ) in 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 with the pencil tool, click on the pencil icon again to put it away.

Pause while students practice with the pencil tool.

**SAY** If you change your mind after eliminating an answer with the pencil tool, you can use the eraser tool to remove the "X." Practice using the eraser tool to erase the "X" you just made.

Pause while students practice with the eraser tool.

**SAY** Now select the two correct words. You may use the pencil tool to eliminate answer choices if it will help you determine the answer. You must use the pointer tool to select the two correct words.

Pause while students answer the question.

**SAY** Which words did you select?

Pause for replies.

**SAY** The correct words are *pile* and *mound*. You had to select both of those words for your answer to be correct.

Since this question asks you to choose two words, it will show as "Answered" on the Section Review screen only after two words have been 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** 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.

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

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

Notice the passage titled *A Warm Welcome in the Arctic* is on the left side of the screen, and directions you should follow are on the right. You will notice that this passage is two pages long.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, followed by a 'Help' button. On the right side of the toolbar, it displays 'John doe' and 'Grade4 Reading Practice Items (2010 En...' with an 'Exit' button. The main content area is split into two columns. The left column is titled 'A Warm Welcome in the Arctic' and contains four numbered paragraphs. The right column contains the directions: 'Directions: Read the article and answer the questions that follow.' At the bottom of the main content area, there is a 'Page 1 of 2' indicator with left and right arrow buttons. The bottom navigation bar includes a 'Flag for Review' button, the text 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons with arrows.

**A Warm Welcome in the Arctic**

- Hotels can make a person's stay away from home as restful as possible. Hotels provide warm beds to allow guests a peaceful night's rest. In addition, some hotels offer guests special services such as newspapers to read in the morning, fresh coffee, and even breakfast. Hotel workers want their guests to feel warm and welcome when they stay in their hotel.
- One hotel near the Arctic Circle, however, is different. The Ice Hotel in Sweden is made entirely of ice. The Ice Hotel might sound strange, but in some ways it is a typical hotel. It has a front lobby where guests check into the hotel, plenty of rooms to sleep in, and even room service, which guests can use to have food delivered to their rooms. The Ice Hotel is unusual, though, because most of the items are made from ice.
- It takes more than 30 tons of ice and snow to build the Ice Hotel. It melts in the summer and is rebuilt each winter. Different builders and artists create the Ice Hotel, so each winter this famous hotel has a new shape and design.
- The effort of building the Ice Hotel is worth it, however. Inside the hotel, almost every inch sparkles like a diamond. The walls reflect even the smallest bits of light. The inside of the hotel gleams a bluish color. Ice pillars support the roof. The floor shines like glass. Visiting the Ice Hotel is truly an unusual experience.

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

Page 1 of 2

Flag for Review   Reading Passage Section 1   Section Review   Previous   Next

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, red X, green checkmark, and a Help icon. The user's name 'John h doe' and the page title 'Grade4 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 numbered paragraphs: paragraph 5 describes how guests sleep in insulated bags on ice and snow, and paragraph 6 describes the cold temperatures and the use of saunas at the Ice Hotel. The right column contains the instruction: 'Directions: Read the article and answer the questions that follow.' At the bottom of the main content area, there are navigation buttons: a left arrow, 'Page 2 of 2', and a right arrow. Below this is a dark blue footer bar with a 'Flag for Review' button, 'Reading Passage Section 1' text, a 'Section Review' button, and 'Previous' and 'Next' buttons.

**SAY** Now take a few minutes to read the passage. Use the blue arrow buttons underneath the passage to navigate through the pages of the passage. When you have finished reading the passage, go back to the first page of the passage. Then, click the *Next* button on the navigational toolbar to go to question 8.

Pause while students read the passage and navigate to question 8. Continue after everyone has finished reading.

**A Warm Welcome in the Arctic**

- Hotels can make a person's stay away from home as restful as possible. Hotels provide warm beds to allow guests a peaceful night's rest. In addition, some hotels offer guests special services such as newspapers to read in the morning, fresh coffee, and even breakfast. Hotel workers want their guests to feel warm and welcome when they stay in their hotel.
- One hotel near the Arctic Circle, however, is different. The Ice Hotel in Sweden is made entirely of ice. The Ice Hotel might sound strange, but in some ways it is a typical hotel. It has a front lobby where guests check into the hotel, plenty of rooms to sleep in, and even room service, which guests can use to have food delivered to their rooms. The Ice Hotel is unusual, though, because most of the items are made from ice.
- It takes more than 30 tons of ice and snow to build the Ice Hotel. It melts in the summer and is rebuilt each winter. Different builders and artists create the Ice Hotel, so each winter this famous hotel has a new shape and design.
- The effort of building the Ice Hotel is worth it, however. Inside the hotel, almost every inch sparkles like a diamond. The walls reflect even the smallest bits of light. The inside of the hotel gleams a bluish color. Ice pillars support the roof. The floor shines like glass. Visiting the Ice Hotel is truly an unusual experience.

**Which heading would be best for paragraph 2?**

A Strange Vacations

B One Main Difference

C A Swedish Hotel

D As Cold as Ice

Page 1 of 2

Question 8 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Read question 8 to yourself and select the best answer. This question asks about paragraph two, so you may want to read paragraph two again before you answer the question.

Pause while students answer the question.

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

Pause to hear answers.

**SAY** The correct answer is B, *One Main Difference*.

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 another technology-enhanced item. The directions banner says, "Directions: Click on the correct answer." In order to answer this question, you will use the pointer tool to select the answer from within the online dictionary entry box.

**A Warm Welcome in the Arctic**

- Hotels can make a person's stay away from home as restful as possible. Hotels provide warm beds to allow guests a peaceful night's rest. In addition, some hotels offer guests special services such as newspapers to read in the morning, fresh coffee, and even breakfast. Hotel workers want their guests to feel warm and welcome when they stay in their hotel.
- One hotel near the Arctic Circle, however, is different. The Ice Hotel in Sweden is made entirely of ice. The Ice Hotel might sound strange, but in some ways it is a typical hotel. It has a front lobby where guests check into the hotel, plenty of rooms to sleep in, and even room service, which guests can use to have food delivered to their rooms. The Ice Hotel is unusual, though, because most of the items are made from ice.
- It takes more than 30 tons of ice and snow to build the Ice Hotel. It melts in the summer and is rebuilt each winter. Different builders and artists create the Ice Hotel, so each winter this famous hotel has a new shape and design.
- The effort of building the Ice Hotel is worth it, however. Inside the hotel, almost every inch sparkles like a diamond. The walls reflect even the smallest bits of light. The inside of the hotel gleams a bluish color. Ice pillars support the roof. The floor shines like glass. Visiting the Ice Hotel is truly an unusual experience.

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

**In this online dictionary entry, select the definition of support as it is used in paragraph 4.**

**sup·port** (sə-pôrt')

- To give help.
- To hold in place.
- To keep strong.
- To defend with facts.
- To provide for.

Page 1 of 2

Question 9 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Now, read the question to yourself.

Pause while students read the question.

**SAY** This question refers to paragraph four, which is located on page one. You were on page one of the passage when you advanced from the last question, so page one of the passage is still on the left side of the screen. You should read paragraph four again if it will help you determine the correct answer to the question.

To answer the question, use your pointer tool, from the toolbar at the top of the page, to select your answer choice. Notice with this type of question, a blue box outlines the answer choice when you move your pointer tool over it. When you click it, the answer choice turns 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 box will disappear.

**Are there any questions about how to answer this question?**

Pause for questions.

**SAY** Please select your answer.

Pause while students answer the question.

**SAY** Which answer did you select?

Pause to hear answers.

**SAY** The correct answer is **2. To hold in place**. Since the directions indicated that there was only one correct answer, this question will show as “Answered” on the Section Review screen after you have selected one answer.

**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.

The screenshot shows a TestNav interface with a blue header bar. On the left, 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 two paragraphs of text, numbered 5 and 6. The right column contains a question prompt: 'The author includes paragraphs 5 and 6 most likely to —' followed by four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The status bar at the very bottom indicates 'Question 10 of 22' and 'Section 1'.

5 While it is cold inside, guests find that they can sleep quite well. Instead of sleeping on a regular bed, guests are given an insulated sleeping bag to keep them warm. The sleeping bag is laid on top of a layer of ice and snow. Although this sounds chilly, guests feel quite comfortable.

6 Temperatures inside the Ice Hotel are usually below freezing. Guests wear warm jackets, hats, gloves, and thick boots. Even the owners of the Ice Hotel know that staying in a building with walls of ice four feet thick can be a bit cold. They have a solution though. The Ice Hotel has a sauna for its guests. A sauna is a room filled with steam, where guests can warm themselves before bedtime or to thaw from the previous night. While a sauna is warm enough to heat a chilly person, it will not melt through the walls of ice. The Ice Hotel makes sure guests have a warm welcome and an excellent stay.

**The author includes paragraphs 5 and 6 most likely to —**

A describe how guests can be comfortable at the Ice Hotel

B persuade people to visit the Ice Hotel

C tell who would enjoy the Ice Hotel

D show that new services are offered at the Ice Hotel

Page 2 of 2

Flag for Review Question 10 of 22 Section 1 Section Review Previous Next

**SAY** Question 10 is a multiple-choice question. This question refers to paragraphs five and six. 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. Paragraphs five and six are on page two of the passage, so you should use the blue arrow keys underneath the passage to advance to page two. Now, navigate to page two of the passage, then read and answer the question.

Pause while students read the question.

**SAY** Which answer did you select?

Pause to listen to answers.

**SAY** The correct answer is **A, describe how guests can be comfortable at the Ice Hotel**.

**SAY Do you have any questions?**

Answer all questions.

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

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 h doe' and the page title 'Grade4 Reading Practice Items(2010 En...' are visible in the top right. The main content area is split into two panels. The left panel, titled 'A Warm Welcome in the Arctic', contains four numbered paragraphs. The right panel contains a multiple-choice question: 'Which detail about the hotel most likely attracts visitors' attention?' with four options: A (The hotel has room service), B (The workers are friendly and welcoming), C (The inside of the hotel sparkles and shines), and D (The walls are four feet thick). At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next', along with a 'Section Review' button and a 'Page 1 of 2' indicator.

**A Warm Welcome in the Arctic**

- Hotels can make a person's stay away from home as restful as possible. Hotels provide warm beds to allow guests a peaceful night's rest. In addition, some hotels offer guests special services such as newspapers to read in the morning, fresh coffee, and even breakfast. Hotel workers want their guests to feel warm and welcome when they stay in their hotel.
- One hotel near the Arctic Circle, however, is different. The Ice Hotel in Sweden is made entirely of ice. The Ice Hotel might sound strange, but in some ways it is a typical hotel. It has a front lobby where guests check into the hotel, plenty of rooms to sleep in, and even room service, which guests can use to have food delivered to their rooms. The Ice Hotel is unusual, though, because most of the items are made from ice.
- It takes more than 30 tons of ice and snow to build the Ice Hotel. It melts in the summer and is rebuilt each winter. Different builders and artists create the Ice Hotel, so each winter this famous hotel has a new shape and design.
- The effort of building the Ice Hotel is worth it, however. Inside the hotel, almost every inch sparkles like a diamond. The walls reflect even the smallest bits of light. The inside of the hotel gleams a bluish color. Ice pillars support the roof. The floor shines like glass. Visiting the Ice Hotel is truly an unusual experience.

**Which detail about the hotel most likely attracts visitors' attention?**

A The hotel has room service.

B The workers are friendly and welcoming.

C The inside of the hotel sparkles and shines.

D The walls are four feet thick.

Page 1 of 2

Question 11 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY Question 11 is also a multiple-choice question. You will notice that this question does not reference a specific paragraph. If needed, you can review the passage on the left side of the screen to determine the answer to the question.**

**Read and answer the question.**

Pause while students answer the question.

**SAY Which answer did you select?**

Pause to hear answers.

**SAY The correct answer is C, *The inside of the hotel sparkles and shines*. Take a minute to find this information in paragraph four on page one.**

Pause while students locate the information in the passage.

**SAY Do you have any questions?**

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 12.

**A Warm Welcome in the Arctic**

- Hotels can make a person’s stay away from home as restful as possible. Hotels provide warm beds to allow guests a peaceful night’s rest. In addition, some hotels offer guests special services such as newspapers to read in the morning, fresh coffee, and even breakfast. Hotel workers want their guests to feel warm and welcome when they stay in their hotel.
- One hotel near the Arctic Circle, however, is different. The Ice Hotel in Sweden is made entirely of ice. The Ice Hotel might sound strange, but in some ways it is a typical hotel. It has a front lobby where guests check into the hotel, plenty of rooms to sleep in, and even room service, which guests can use to have food delivered to their rooms. The Ice Hotel is unusual, though, because most of the items are made from ice.
- It takes more than 30 tons of ice and snow to build the Ice Hotel. It melts in the summer and is rebuilt each winter. Different builders and artists create the Ice Hotel, so each winter this famous hotel has a new shape and design.
- The effort of building the Ice Hotel is worth it, however. Inside the hotel, almost every inch sparkles like a diamond. The walls reflect even the smallest bits of light. The inside of the hotel gleams a bluish color. Ice pillars support the roof. The floor shines like glass. Visiting the Ice Hotel is truly an unusual experience.

**Directions: Click and drag the correct answer to the box.**

**Complete this cause-and-effect chart.**

**Cause:**

**Effect:**

The Ice Hotel is rebuilt each year.

More rooms are needed at the hotel.

Guests want a new design of the hotel.

The sauna damages the hotel.

The hotel melts during the summer.

Page 1 of 2

Question 12 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Question 12 is a drag and drop technology-enhanced item. The directions say, “Directions: Click and drag the correct answer to the box.” Underneath the directions banner it says, “Complete this cause-and-effect chart.”

There are four answer options in the dark gray box to the right of the chart. To answer this question, read the “Effect” and determine which answer you think is the correct “Cause.” To select your answer, click on your answer choice within the dark gray box and drag it into the empty box under the word “Cause.” If you change your mind, click the answer you placed under “Cause” and drag it back to the dark gray box. You can then select a different choice.

**Do you understand how to answer this question?**

Pause and answer any questions.

**SAY** Now, answer the question.

Pause while students answer the question.

**SAY** Which answer did you place into the box labeled “Cause”?

Pause to hear answers.

**SAY** The correct answer is *The hotel melts during the summer*. In order for this question to show as “Answered” on the Section Review screen, the box labeled “Cause” must contain a sentence.

**SAY** 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 13.

The screenshot shows a TestNav interface with a dark blue header. On the left, there are navigation icons (arrow, eraser, highlighter, X, pencil, Help) and the text "John h doe" and "Grade4 Reading Practice Items (2010 En... Exit". The main content area is split into two columns. The left column contains two paragraphs of text:

5 While it is cold inside, guests find that they can sleep quite well. Instead of sleeping on a regular bed, guests are given an insulated sleeping bag to keep them warm. The sleeping bag is laid on top of a layer of ice and snow. Although this sounds chilly, guests feel quite comfortable.

6 Temperatures inside the Ice Hotel are usually below freezing. Guests wear warm jackets, hats, gloves, and thick boots. Even the owners of the Ice Hotel know that staying in a building with walls of ice four feet thick can be a bit cold. They have a solution though. The Ice Hotel has a sauna for its guests. A sauna is a room filled with steam, where guests can warm themselves before bedtime or to thaw from the previous night. While a sauna is warm enough to heat a chilly person, it will not melt through the walls of ice. The Ice Hotel makes sure guests have a warm welcome and an excellent stay.

The right column contains the question instructions: "Directions: Click and drag the correct answers to the shaded areas." Below this is the prompt "Complete these notes about the article." and a table with the following structure:

Staying Warm at the Ice Hotel	
•	Wear heavy clothes
•	[Shaded area]
•	[Shaded area]

Below the table is a dark gray box containing five answer choices:

- Sleep in a regular bed
- Enter the sauna room
- Lie near the thick walls
- Move to the lobby
- Use sleeping bags

At the bottom of the interface, there is a footer with "Page 2 of 2", "Question 13 of 22 Section 1", "Section Review", "Previous", and "Next" buttons.

**SAY** Question 13 is another example of a drag and drop item. The directions banner says, “Directions: Click and drag the correct answers to the shaded areas.” Underneath the directions it says, “Complete these notes about the article.” The notes, titled *Staying Warm at the Ice Hotel*, have one note already written, *Wear heavy clothes*.

Under the note that is already filled in, you will notice there are two shaded areas. To answer this question completely, you will need to drag an answer from the dark gray box into each of the shaded areas.

Now, click and drag your two answer choices into the shaded areas one at a time. You may review the passage to help answer the question.

Pause while students answer the question.

**SAY** Which answers did you place into the notes about the article?

Pause to hear answers.

**SAY** The correct answers are *Enter the sauna room* and *Use sleeping bags*. The order of these answers does not matter. This information is located on page two of the passage, in paragraphs five and six.

In order for this question to show as “Answered” on the Section Review screen, both shaded areas must contain a note.

**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.

The screenshot shows a TestNav interface with a blue header bar. On the left, there are icons for a mouse, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John h doe' and the page title 'Grade 4 Reading Practice Items (2010 En...' are visible in the top right. The main content area is split into two columns. The left column contains two paragraphs of text, numbered 5 and 6. Paragraph 5 describes sleeping arrangements in an Ice Hotel, and paragraph 6 describes the sauna. The right column contains a multiple-choice question: 'Which sentence about the Ice Hotel is an opinion?' with four options (A, B, C, D). At the bottom of the interface, there is a 'Page 2 of 2' indicator, a 'Flag for Review' button, 'Question 14 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

**SAY** Question 14 is a multiple-choice question. Read and answer the question. You may review the passage if it will help you answer the question.

Pause to allow students to answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is D, *Building the Ice Hotel is worth the hard work.*

**Do you have any questions?**

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 15.

John h doe  
Grade 4 Reading Practice Items (2010 En... X Exit

**Directions: You do not need to read a passage to answer the question. Read and answer the question.**

**Which guide words would appear on the same dictionary page with bright?**

A brick – bridge

B brief – brilliant

C brim – bring

D brisk – brittle

Flag for Review Question 15 of 22 Section 1 Section Review Previous Next

**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.

**Read the directions banner and the question to yourself and then select your answer.**

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 to hear answers.

**SAY** The correct answer is B, *brief – brilliant.*

**Do you have any questions?**

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to the next screen. You will notice that there is a passage titled *Jackie Robinson* on the left side of the screen, and directions you should follow are on the right. You should see “Page 1 of 3” at the bottom of the screen on the left.

The screenshot shows a digital reading interface. At the top, there is a navigation bar with icons for a mouse cursor, eraser, highlighter, red X, green checkmark, and a Help icon. The user's name "John h doe" and the page title "Grade4 Reading Practice Items(2010 En..." are visible in the top right corner, along with an "Exit" button. The main content area is split into two panels. The left panel is titled "Jackie Robinson" and contains two numbered paragraphs. Paragraph 1 discusses notable figures in history and introduces Jackie Robinson as the first African American to play Major League Baseball. Paragraph 2 describes his childhood in Georgia and his athletic achievements. A black and white photograph of Jackie Robinson in a baseball uniform is positioned between the paragraphs. Below the photo is a small caption: "Courtesy of Library of Congress #LC-USZ62-110662". At the bottom of the left panel, it says "Page 1 of 3" with left and right arrow buttons. The right panel contains the instruction: "Directions: Read the article and answer the questions that follow." The bottom of the interface features a dark blue bar with a "Flag for Review" button, the text "Reading Passage Section 1", a "Section Review" button, and "Previous" and "Next" navigation buttons.

**Jackie Robinson**

1 Throughout history, many brilliant and brave people have changed the world through their actions. These notable figures include scientists, inventors, authors, and athletes. Jackie Robinson was an athlete who helped change the way people were treated in society. He was the first African American to play Major League Baseball in the history of modern baseball.



Courtesy of Library of Congress #LC-USZ62-110662

2 Jackie Robinson was born in Georgia in 1919. Like many children today, Jackie loved to play sports. He was a member of the track, football, basketball, and baseball teams in high school and college. In 1938 he received an award for being a great athlete. Many who enjoyed watching sports knew that Jackie had unbelievable talent.

Page 1 of 3

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

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe  
 Grade 4 Reading Practice Items (2010 En... X Exit

**Separate Leagues**

3 A few years after college, Jackie became a baseball player. At the time, white and African-American baseball players did not play on the same professional teams. African Americans played in the Negro Leagues. Even though Jackie was good enough to play baseball on the white teams, he was not allowed because of the color of his skin. Many people thought this practice was acceptable, but others knew it was unfair. Jackie wanted to help change the rules that were created to keep groups of Americans separated.

**Big Changes for Baseball**

4 In 1945 Jackie's wish came true. He met a man named Branch Rickey, the main manager of a New York baseball team called the Brooklyn Dodgers. The Dodgers were a major league team with only white players and had thousands of baseball fans. Branch knew that Jackie was talented enough to be part of this team and play for the Dodgers. Therefore, Jackie would be the only African American in Major League baseball.

**Being a Dodger**

5 In 1947 Jackie began playing for the Dodgers. Some people were still opposed, but that did not stop Jackie. He played with amazing skills and became one of the best players on the team. He was recognized with important sports awards. Baseball fans throughout the country were impressed by Jackie's talent. Jackie proved that athletes should be judged on their ability, not on the color of their skin.

**Directions: Read the article 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 4 Reading Practice Items (2010 En... X Exit

6 Once the rules separating people based on race began to disappear around the nation, professional teams in other sports began to allow African Americans to play. Today, sports fans cheer for teams that include talented players from many different backgrounds, but it all started with Jackie Robinson. He led the way to racial equality in sports.

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**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 passage. Use the blue arrow buttons underneath the passage to navigate through the pages of the passage. When you have finished reading, go back to the first page. Then, click the *Next* button on the navigational toolbar to go to the first question about this passage.

Pause while students read the passage and navigate to question 16. Continue after everyone has finished reading.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the page title 'Grade4 Reading Practice Items(2010 En...' are visible in the top right corner. The main content area is split into two panels. The left panel, titled 'Jackie Robinson', contains two paragraphs of text. Paragraph 1 discusses notable figures in history, including athletes like Jackie Robinson. Paragraph 2 provides biographical details about Jackie Robinson, mentioning his birth in Georgia in 1919 and his 'unbelievable' talent. A photograph of Jackie Robinson in a baseball uniform is included between the paragraphs. The right panel contains a question: 'What is the root word of unbelievable in paragraph 2?' with four radio button options: A. unbelieve, B. believe, C. believable, and D. able. At the bottom of the interface, there is a 'Page 1 of 3' indicator, a 'Flag for Review' button, 'Question 16 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

**SAY** Notice that this question refers to paragraph two. Make sure that page one of the passage is showing on the left side of your screen so that you can review paragraph two if needed.

Pause.

**Now please answer the question.**

Pause.

**SAY** Which answer did you select?

Pause for replies.

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

**Do you have any questions?**

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 17.

Pause.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the page title 'Grade4 Reading Practice Items(2010 En...' are visible in the top right corner. The main content area is split into two panels. The left panel, titled 'Jackie Robinson', contains two paragraphs of text and a photograph of Jackie Robinson at bat. The right panel contains a question: 'What is the main idea of paragraph 2?' with four multiple-choice options (A, B, C, D). At the bottom of the interface, there are navigation buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next', along with the text 'Page 1 of 3', 'Question 17 of 22', and 'Section 1'.

**Jackie Robinson**

1 Throughout history, many brilliant and brave people have changed the world through their actions. These notable figures include scientists, inventors, authors, and athletes. Jackie Robinson was an athlete who helped change the way people were treated in society. He was the first African American to play Major League Baseball in the history of modern baseball.

2 Jackie Robinson was born in Georgia in 1919. Like many children today, Jackie loved to play sports. He was a member of the track, football, basketball, and baseball teams in high school and college. In 1938 he received an award for being a great athlete. Many who enjoyed watching sports knew that Jackie had unbelievable talent.

**What is the main idea of paragraph 2?**

A As a child, Jackie played many different sports well.

B At an early age, Jackie began receiving awards.

C Jackie decided to attend college after high school.

D Jackie became the best player on any team he joined.

Page 1 of 3

Question 17 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** This question also refers to paragraph two. Since you were viewing page one when you advanced from the last question, page one of the passage shows on the left side of the screen. Now read the question to yourself and then answer it.

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is *A, As a child, Jackie played many different sports well.*

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John h doe' and the page title 'Grade4 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 a passage with three sections: 'Separate Leagues' (paragraph 3), 'Big Changes for Baseball' (paragraph 4), and 'Being a Dodger' (paragraph 5). The right column contains a gray banner with the directions: 'Directions: Click on the correct shaded answers.' Below this is a question: 'Select the two words from paragraph 5 that most help the reader understand the meaning of ability.' A white box highlights a possible answer choice: 'He played with amazing skills and became one of the best players on the team. He was recognized with important sports awards. Baseball fans throughout the country were impressed by Jackie's talent. Jackie proved that athletes should be judged on their ability, not on the color of their skin.' The bottom of the interface features a navigation bar with 'Page 2 of 3', 'Question 18 of 22 Section 1', 'Section Review', 'Previous', and 'Next' buttons.

**SAY** This question is another technology-enhanced item. Read the gray directions banner at the top of the page. It says “Directions: Click on the correct shaded answers.”

Now read the question to yourself but do not answer it yet.

Pause while students read the question.

**SAY** The question refers to paragraph five, which is located on page two of the passage. Since you were viewing page one when you advanced from the last question, page one is still showing on the left side of your screen. Take a moment to use the blue arrow buttons to go to page two.

Pause while students go to the correct page of the passage.

**SAY** The question tells you to select TWO shaded words. Once again, a blue box outlines an answer choice when you move your pointer tool over it; when you click on a word to select it, that answer choice will be shaded orange to indicate your selection. If you change your mind, click the orange shading to remove your selection, and the orange will disappear.

Now answer the question.

Pause while students answer the question.

**SAY** Which answers did you select?

Pause for replies.

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

Since the question directed you to select two words, it will show as “Answered” on the Section Review screen only after two words have been 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 to go to question 19.

Pause.

The screenshot shows a TestNav interface with a blue header bar. On the left, there are navigation icons (back, forward, search, etc.) and a 'Help' button. The main content area is split into two columns. The left column contains three paragraphs of text, each starting with a numbered question (3, 4, 5). The right column contains a question stem and four multiple-choice options (A, B, C, D). At the bottom, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The text 'Page 2 of 3' is visible in the bottom left of the content area.

**Separate Leagues**

3 A few years after college, Jackie became a baseball player. At the time, white and African-American baseball players did not play on the same professional teams. African Americans played in the Negro Leagues. Even though Jackie was good enough to play baseball on the white teams, he was not allowed because of the color of his skin. Many people thought this practice was acceptable, but others knew it was unfair. Jackie wanted to help change the rules that were created to keep groups of Americans separated.

**Big Changes for Baseball**

4 In 1945 Jackie's wish came true. He met a man named Branch Rickey, the main manager of a New York baseball team called the Brooklyn Dodgers. The Dodgers were a major league team with only white players and had thousands of baseball fans. Branch knew that Jackie was talented enough to be part of this team and play for the Dodgers. Therefore, Jackie would be the only African American in Major League baseball.

**Being a Dodger**

5 In 1947 Jackie began playing for the Dodgers. Some people were still opposed, but that did not stop Jackie. He played with amazing skills and became one of the best players on the team. He was recognized with important sports awards. Baseball fans throughout the country were impressed by Jackie's talent. Jackie proved that athletes should be judged on their ability, not on the color of their skin.

**Branch Rickey wanted Jackie to be part of the Brooklyn Dodgers because —**

A more Americans were becoming fans of Jackie

B he knew the players on the team respected Jackie

C he wanted Jackie to help make the team better

D Jackie was planning to leave the Negro Leagues

Page 2 of 3

Question 19 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Read the question to yourself and then answer it. You should review the passage if it will help you answer the question.

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is **C**, *he wanted Jackie to help make the team better.*

**Do you have any questions?**

Answer all questions.

**SAY** Click the *Next* button to go to question 20.

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 H. Doe' and the page title 'Grade 4 Reading Practice Items (2010 En...)' are visible in the top right. The main content area is divided into two columns. The left column contains the title 'Jackie Robinson' and two paragraphs of text. The first paragraph discusses notable figures in history, including athletes like Jackie Robinson, who is described as the first African American to play Major League Baseball. The second paragraph mentions his birth in Georgia in 1919 and his athletic achievements. A black and white photograph of Jackie Robinson at bat is included. The right column contains the question directions: 'Directions: Click on all the correct answers.' and 'Based on the article, select each sentence that is correct.' Below this are four rectangular boxes, each containing a sentence for selection. At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next', along with a 'Section Review' button and a 'Flag for Review' button. The page number 'Page 1 of 3' and 'Question 20 of 22' are also displayed.

**Jackie Robinson**

1 Throughout history, many brilliant and brave people have changed the world through their actions. These notable figures include scientists, inventors, authors, and athletes. Jackie Robinson was an athlete who helped change the way people were treated in society. He was the first African American to play Major League Baseball in the history of modern baseball.

2 Jackie Robinson was born in Georgia in 1919. Like many children today, Jackie loved to play sports. He was a member of the track, football, basketball, and baseball teams in high school and college. In 1938 he received an award for being a great athlete. Many who enjoyed watching sports knew that Jackie had unbelievable talent.

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

**Based on the article, select each sentence that is correct.**

- After playing with the Brooklyn Dodgers, Jackie hoped to be part of another professional team.
- The Negro Leagues wanted Jackie to continue playing baseball on one of their teams.
- Jackie enjoyed playing different sports in high school and college.
- Jackie tried to convince team managers to change the rules that kept players separated.
- Being part of a National League team was more difficult for Jackie than it was for other players.

Page 1 of 3

Question 20 of 22  
Section 1

Flag for Review Section Review Previous Next

**SAY** Question 20 is another technology-enhanced item. The directions say, “Directions: Click on all the correct answers.” Under the directions, the item says, “Based on the article, select each sentence that is correct.”

Notice that this question does NOT tell you how many answers to select; it only indicates that you should select all the correct answers. On the actual SOL test, you may see questions that require you to select one or more answers. Some questions will tell you the number of correct answers to select. Other questions, like this one, may not give you the number of answers to select, and you will have to decide how many answers to choose. This is so no hint or clue is given as to how many answers are correct.

Now take a minute to answer the question. Consider each answer choice carefully and select each sentence that is correct. Since this question refers to the entire article, you may need to move through the pages of the passage as you determine which answers are correct. Use the blue arrow buttons to return to the first page of the passage before you begin considering the answer choices, and then answer the question.

Pause to allow students to move through the pages of the passage and to select their answers.

**SAY Which answers did you select?**

Pause for replies.

**SAY The correct answers are:**

***Jackie enjoyed playing different sports in high school and college.  
Being part of a National League team was more difficult for Jackie than it was for other players.***

For your answer to be correct, you must have selected both of these sentences and only these sentences.

The number of answers that should be selected was not indicated in the item, so this item will appear as “Answered” on the Section Review screen after one sentence has been selected. This is so no hint or clue is given as to how many answers are correct.

**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 to go to question 21.**

The screenshot shows a TestNav interface with a blue header. On the left, there are navigation icons (arrow, eraser, highlighter, X, speech bubble, help) and the text "John h doe" and "Grade 4 Reading Practice Items (2010 En...)" with an "Exit" button. The main content area is split into two panels. The left panel is titled "Jackie Robinson" and contains two numbered paragraphs. Paragraph 1 discusses notable figures and Jackie Robinson's role as the first African American in Major League Baseball. Paragraph 2 discusses his childhood and athletic talent. A black and white photograph of Jackie Robinson at bat is included. The right panel contains a question: "The author wrote this article most likely to —" with four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a "Page 1 of 3" indicator, a "Flag for Review" button, "Question 21 of 22 Section 1", a "Section Review" button, and "Previous" and "Next" navigation buttons.

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

Pause while students read and answer the question.

**SAY Which answer did you select?**

Pause for replies.

**SAY The correct answer is B, *tell how Jackie Robinson played a role in the history of baseball.***

**Do you have any questions?**

Answer all questions.

**SAY Click the *Next* button to go to question 22.**

John h doe  
Grade4 Reading Practice Items(2010 En... X Exit

**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.**

**Identify these sentences as fact or opinion.**

Throughout history people have changed the world through their actions.	<input type="text"/>
Watching friends perform in the school play is exciting.	<input type="text"/>
Science is an interesting subject in school.	<input type="text"/>
Attending a baseball game is more entertaining than watching it on television.	<input type="text"/>

**Fact** **Opinion**

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

**SAY The last question is another stand-alone item. The screen is no longer split because you do not need to read 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 This question is another example of a technology-enhanced item. The directions banner says, “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.”**

**The item says, “Identify these sentences as fact or opinion.” To answer this question you will drag either the word *Fact* or the word *Opinion* to each box.**

**SAY Do you have any questions?**

Answer all questions.

**SAY You may answer the question now.**

Pause to allow students to select their answers.

**SAY How did you label each of the sentences?**

Pause for responses.

**SAY The correct answers are:**

Throughout history people have changed the world through their actions.	<i>Fact</i>
Watching friends perform in the school play is exciting.	<i>Opinion</i>
Science is an interesting subject in school.	<i>Opinion</i>
Attending a baseball game is more entertaining than watching it on television.	<i>Opinion</i>

**For your answer to be correct, you must have labeled each of the sentences correctly. For this question to show as “Answered” on the Section Review screen, each of the sentences must have a label. 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.

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.**

Return to Test 

### Section 1 Review

Choose an item below or click *CONTINUE* to go to the Test Overview.

All Items	1 Flagged for Review	16 Answered	6 Unanswered
Reading Passage			
Question 1		✓ Answered	
Question 2		✓ Answered	
Question 3		✓ Answered	
Question 4		✓ Answered	
Question 5	🚩 Flagged for Review	✓ Answered	
Question 6		✓ Answered	
Question 7		✓ Answered	
Reading Passage			
Question 8		✓ Answered	
Question 9		✓ Answered	
Question 10		✓ Answered	

**CONTINUE**  TO TEST OVERVIEW

john h doe | Grade 4 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, click on the question number.

Practice returning to a question by clicking on question 6, 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 6.

Pause while students practice navigating between question 6 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 return 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 reading passages and twenty-two 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 4 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

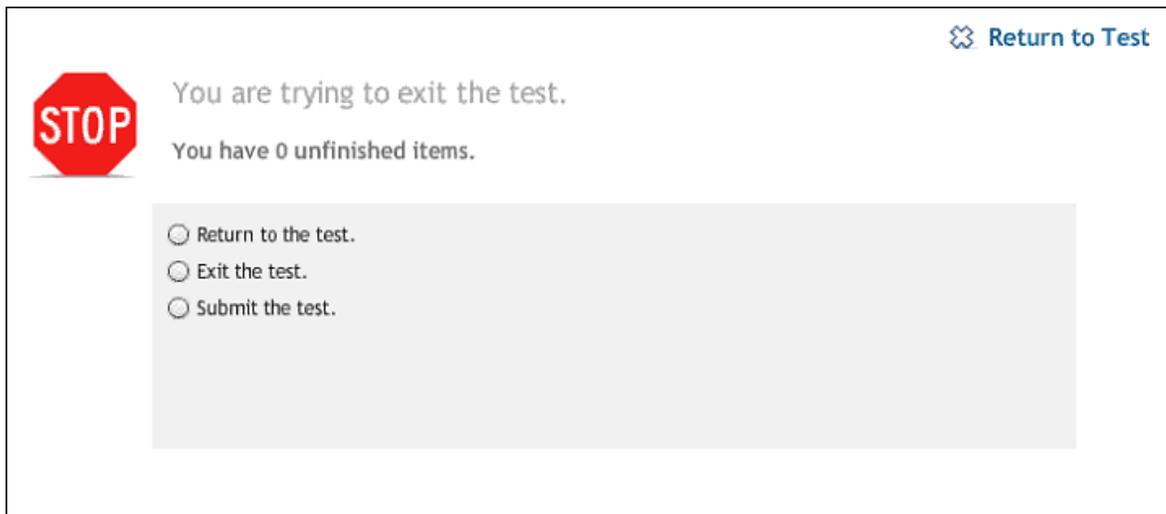
Exit Test X

**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 select this option if you wanted to return to any of the question. 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.

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 the practice items. If you select this option, you will lose all of your work. It will not be saved.

Pause and make sure students understand not to choose option 2. 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 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 4 Reading Practice Items.

Thank you for reviewing the SOL Grade 4 Reading Practice Items with your students.

## APPENDIX A

### Answers to SOL Grade 4 Reading Practice Items

#### Question 1

The correct answer is A, *introduce the problem that Callie faces*.

#### Question 2

The correct answer is C, *She believes Callie can solve her own problems*.

#### Question 3

The correct answer is D, *struggles with her promise to her neighbor*.

#### Question 4

The correct answer is B, *The neighborhood wants to start a garden in an empty lot filled with trash*.

#### Question 5

In Callie's circle on the left, the correct phrases are *Worries about the choices to be made* and *Discusses the problem at home* (in either order). In Tamara's circle on the right, the correct phrases are *Decides to help her friend* and *Tries to be understanding* (in either order).

#### Question 6

The correct answers are: "At the beginning of the story, Callie feels *eager*. After speaking with Tamara, she feels *anxious*. At the end of the story, she feels *pleased*." The location of these answers must be correct.

#### Question 7

The correct words are *pile* and *mound*. Both of these words, and only these words, must be selected for the answer to be correct.

#### Question 8

The correct answer is B, *One Main Difference*.

#### Question 9

The correct answer is 2. *To hold in place*.

#### Question 10

The correct answer is A, *describe how guests can be comfortable at the Ice Hotel*.

#### Question 11

The correct answer is C, *The inside of the hotel sparkles and shines*.

#### Question 12

The correct answer is *The hotel melts during the summer*.

#### Question 13

The correct answers are *Enter the sauna room* and *Use sleeping bags* (in either order). Both of these answers must be placed in the notes for the answer to this question to be correct.

#### Question 14

The correct answer is D, *Building the Ice Hotel is worth the hard work*.

**APPENDIX A (Continued)****Answers to SOL Grade 4 Reading Practice Items****Question 15**

The correct answer is B, *brief – brilliant*.

**Question 16**

The correct answer is B, *believe*.

**Question 17**

The correct answer is A, *As a child, Jackie played many different sports well*.

**Question 18**

The correct words are *skills* and *talent*. Both words must be selected for the answer to be correct.

**Question 19**

The correct answer is C, *he wanted Jackie to help make the team better*.

**Question 20**

The correct sentences are *Jackie enjoyed playing different sports in high school and college* and *Being part of a National League team was more difficult for Jackie than it was for other players*. Both of these sentences, and only these sentences, must be selected for the answer to be correct.

**Question 21**

The correct answer is B, *tell how Jackie Robinson played a role in the history of baseball*.

**Question 22**

All of these sentences must be labeled correctly for the answer to this question to be correct:

Throughout history people have changed the world through their actions.	<i>Fact</i>
Watching friends perform in the school play is exciting.	<i>Opinion</i>
Science is an interesting subject in school.	<i>Opinion</i>
Attending a baseball game is more entertaining than watching it on television.	<i>Opinion</i>

## 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 erases 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.