

Practice Item Guide
Virginia Standards of Learning
Grade 5 Reading

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Pearson

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OVERVIEW

The practice items available in the Virginia SOL Grade 5 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 5 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 5 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 5 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	03/30/2012	Original document posted.
V.2	04/19/2012	Directions for questions 4 and 5 were amended on page 15 and page 16.
V.3	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.4	03/22/2013	Overview and TEI description page amended; 9 new items added.
V.5	2/14/14	TEI description page amended; 7 new items added; 7 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 5 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
2. Under the heading “Reading Practice Items,” click on the grade 5 link. Since this is a Web-based application, the link will take you directly to the grade 5 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
	Pointer – Use the pointer to answer questions.
	Eraser – Use the eraser to remove lines or highlights.
	Highlighter – Use the highlighter tool to highlight text or graphics.
	Eliminator – Use the eliminator tool on multiple-choice questions to mark choices you do not wish to consider.
	Pencil – Use the pencil tool to make marks on the test questions.
	Help – Use the help tool to display information about a specific tool on the top toolbar.

SPECIFIC DIRECTIONS FOR THE SOL GRADE 5 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 5 reading practice items for the SOL test. There are 22 questions that will show you some of the types of items that will be administered as part of the grade 5 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.

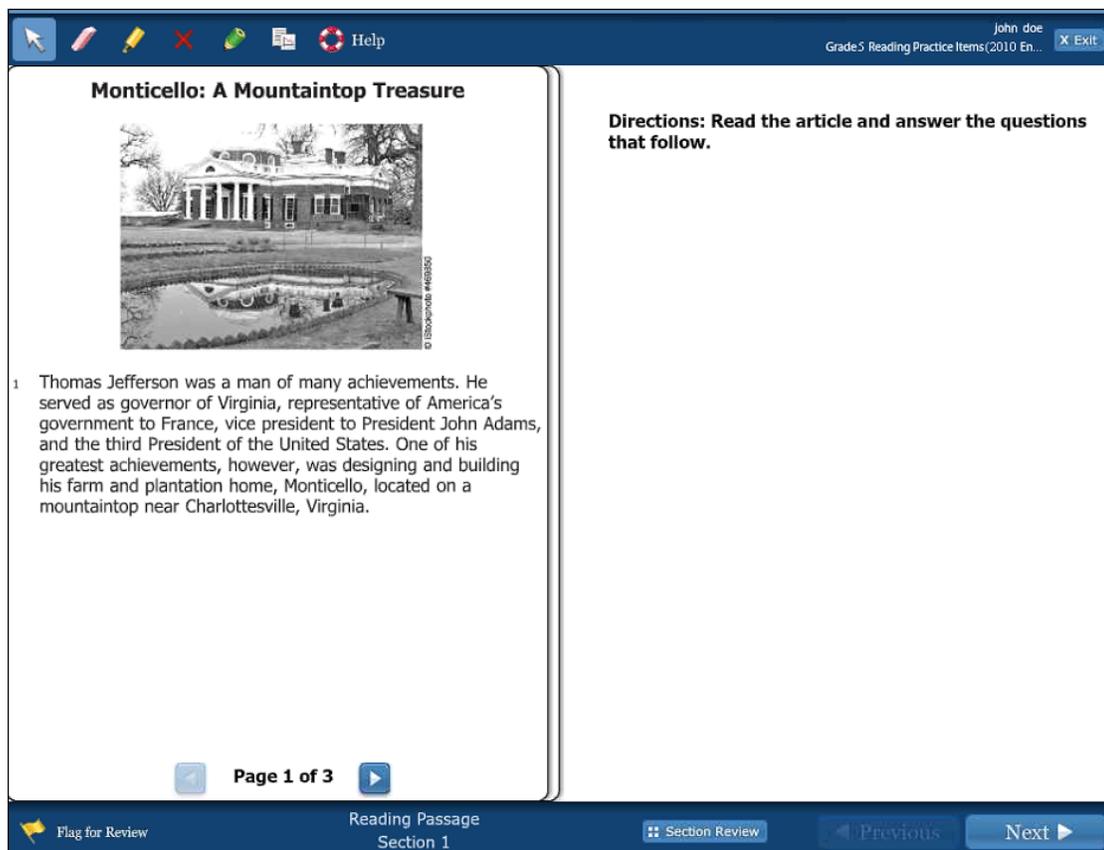
Note that the exhibit window contains information only about the Commonwealth of Virginia copyright. The exhibit icon only appears on the first screen of the practice items.

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 screen. Notice that the passage titled *Monticello: A Mountaintop Treasure* is on the left side of the screen, and directions you should follow are on the right. Throughout this set of practice items and similar to the actual SOL test, reading passages will appear on the left side of the screen, while the directions and questions that go with 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 arrows 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, highlighter, eraser, and help. The user's name 'John doe' and the page title 'Grade 5 Reading Practice Items (2010 En...)' are visible in the top right. The main content area is split into two columns. The left column features the title 'Monticello: A Mountaintop Treasure' above a photograph of the Monticello plantation house. Below the photo is a paragraph of text starting with '1 Thomas Jefferson was a man of many achievements...'. At the bottom of this column are navigation arrows and the text 'Page 1 of 3'. The right column contains the directions: 'Directions: Read the article and answer the questions that follow.' At the bottom of the interface, there are buttons for 'Flag for Review', 'Reading Passage Section 1', 'Section Review', 'Previous', and 'Next'.

John h doe
Grade 5 Reading Practice Items (2010 En... Exit

2 Although Thomas Jefferson was an accomplished man, many people do not know that he was a talented gardener who devoted much of his time to caring for the land around his plantation home. It was here that Jefferson kept a diary to record his advancements in growing flowers, plants, fruits, and vegetables. His daughters and granddaughters even took part in this special hobby that was so dear to him. Today, the area is visited by thousands of people each year, but to truly appreciate the beauty of the stunning gardens and thriving trees, one must go back in history to learn about how this land gained the color and richness it boasts today.

3 Monticello was more than a house to Jefferson. It was also a working farm and plantation covering 5,000 acres. There were flower gardens, fruit and vegetable gardens, and fields. The two orchards grew 170 types of fruit, and the vegetable garden grew 250 kinds of vegetables and herbs. Monticello also was an experimental laboratory. Jefferson brought seeds and plants back from his travels. He even tried to grow broccoli from Italy and peppers from Mexico. In addition, Jefferson was one of the first Americans to practice a new method of farming. Every seven years he grew a different crop in a certain field. By changing the crops to different fields, Jefferson kept the soil fresh. First he grew wheat, then Indian corn, peas or potatoes, and finally clover.

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 5 Reading Practice Items (2010 En... Exit

4 Not only did Jefferson want a working farm, but he also enjoyed the beauty of the land. In the spring of 1808, Jefferson designed a winding walk bordered with colorful flowers from North America and Europe. This walkway circled the West Lawn and was the front area of the home. It was somewhat of an open garden, which was modeled after English gardens Jefferson had visited. In 1812 Jefferson decided to divide the walkway into different sections. A different type of flower grew in each section. Throughout the years, the flower gardens were cared for by his daughters and granddaughters.

5 Along with the attractive winding walk, 20 oval flower beds of beautiful, rich colors surrounded the home. Jefferson first began to plan for the flower beds in 1807, drawing a sketch of where they would be planted. Each bed contained a different flower, creating a diversity of plant life on the grounds. Some of the types of flowers planted that year were twinleaf, Columbian lily, and the Cardinal flower.

6 Thomas Jefferson lived the last 17 years of his life at his treasured home. There, he often entertained visitors, showing them the variety of plant life on the grounds of Monticello. Jefferson let everyone know that his home was his happiness.

The author gains the reader's attention in the first paragraph by —

- A giving information about France and the United States
- B comparing Jefferson's and Adams' achievements
- C describing the mountains near Charlottesville
- D listing Jefferson's many successes

Page 3 of 3

Flag for Review Question 1 of 22 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 *Monticello: A Mountaintop Treasure*, 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 arrows next to them. This may mean the passage is one page, or it may mean that you have to move through the passage using a scroll bar. If you do not see page numbers with the blue arrows, make sure you look to see if there is a scroll bar to the right of the passage.

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 five practice questions come from the passage *Monticello: A Mountaintop Treasure*, on the left side of the screen. The sixth question is a stand-alone item. The next eight practice questions come from the passage *Grandma Etta’s Wild Rice Soup*, followed by a stand-alone item. The next six practice questions come from the passage *Reality Takes a Fantastic Turn*, followed by another 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 *Monticello: A Mountaintop Treasure*. 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.

SAY Let’s read the first question together. “The author gains the reader’s attention in the first paragraph by—” This question refers to paragraph one. Similar to the actual SOL test, when a question refers to a specific part of the passage, you should return to that part of the passage before answering the question. You should be on the first page to see paragraph one, so make sure the left side of your screen shows “Page 1 of 3” at the bottom. (Pause.)

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

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected D, *listing Jefferson’s many successes*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading interface. On the left, there are two paragraphs of text. Paragraph 2 describes Thomas Jefferson as a talented gardener who kept a diary of his advancements in growing flowers, plants, fruits, and vegetables. Paragraph 3 describes Monticello as a working farm and plantation covering 5,000 acres, where Jefferson grew various crops and practiced a new method of farming. On the right, a question asks which word from a glossary best describes Jefferson's plants. The glossary includes terms like domesticated, imported, organic, rotation, and tropical. A directions banner at the top of the question area says "Directions: Click on the correct shaded answer." The interface also includes a toolbar with navigation arrows and a "Page 2 of 3" indicator.

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 a sentence in paragraph three, so be sure you click the forward arrow in the lower left area of the screen to advance to page two of the passage in order to view paragraph three. (Pause.)

This question is an example of a technology-enhanced item. Underneath the toolbar 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 on the correct shaded answer.”

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

SAY The question says, “Which word from the glossary entry best describes Jefferson’s plants in these sentences?” The sentences inside the top box say, “Jefferson brought seeds and plants back from his travels. He even tried to grow broccoli from Italy and peppers from Mexico.” To answer this question, you must click on the correct shaded word located within the glossary.

Notice with this type of question, a blue box outlines the answer choice when you place the pointer tool over it. When you click it, the answer option turns orange, indicating you have selected that choice as your answer. If you change your mind, click the answer to remove your selection, and the orange shading disappears.

Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected *imported – to be transported from one country into another.*

Do you have any questions?

Answer all questions.

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. It is very important to read these types of items carefully so you completely answer the question.

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

SAY I also want to mention that at the end of these practice items, we will be looking at the Section Review screen. The Section Review screen shows which questions you have answered and which questions you have not answered. This question will show as “Answered” on the Section Review screen once one answer is 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 *Next* at the bottom of the screen to go to question 3.

Pause.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for a pointer, eraser, highlighter, and a red 'X' (eliminator), along with a 'Help' button. The user's name 'John h doe' and the page title 'Grade5 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 2 and 3. Paragraph 2 describes Jefferson's gardening hobby, and paragraph 3 describes his farm, Monticello. The right column contains a question: 'According to the article, how was Jefferson different from most American farmers of his time?' with four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a navigation bar with 'Page 2 of 3', 'Question 3 of 22 Section 1', 'Section Review', 'Previous', and 'Next' buttons.

SAY Question 3 refers to information found on page two of the passage. Since you were on page two of the passage when you advanced from the last question, page two of the passage still shows on the left side of the screen for this question.

Pause while students make sure they are on page two.

SAY Before you answer the question, let's practice using the eliminator tool (). On a multiple-choice question, the eliminator tool will help you mark choices you do not wish to consider. You can use this tool to eliminate as many choices as you want on 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 C and D. Then put the eliminator tool away.

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

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

Pause while students use the eraser.

SAY Click on the eraser tool icon on the toolbar to put it away. Now read and answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is A, *He experimented with a new kind of farming.*

Do you have any questions about the answer or about using the eliminator and eraser tools?

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. On the left, a passage is displayed on 'Page 2 of 3'. The passage contains two paragraphs: paragraph 2 describes Thomas Jefferson as a talented gardener who kept a diary of his advancements in growing flowers, plants, fruits, and vegetables; paragraph 3 describes Monticello as a working farm and plantation covering 5,000 acres, where Jefferson experimented with various crops. On the right, a question asks 'Which two notes do NOT belong?' with a table of five options: A. 170 types of fruit, B. 20 oval flower beds, C. New kinds of trees, D. Celery and carrots, and E. Flowers and herbs. The interface includes navigation buttons like 'Previous' and 'Next', and a 'Section Review' button.

Directions: Click on the notes that do NOT belong.

Which two notes do NOT belong?

The Gardens of Monticello	
A. 170 types of fruit	<input type="checkbox"/>
B. 20 oval flower beds	<input type="checkbox"/>
C. New kinds of trees	<input type="checkbox"/>
D. Celery and carrots	<input type="checkbox"/>
E. Flowers and herbs	<input type="checkbox"/>

SAY Question 4 refers to the gardens of Monticello. Information about the gardens can be found on pages two and three of the passage. Since you were on page two of the passage when you advanced from the last question, page two of the passage still shows on the left side of the screen for this question.

Pause while students make sure they are on page two.

SAY This question is a technology-enhanced item. The directions banner says, “Directions: Click on the notes that do NOT belong.” The question says, “Which two notes do NOT belong?”

For this question, you must click on the two answers that do NOT belong. If you only select one correct answer, this question will not be scored as correct and the question will not be completely answered. You must select the TWO correct answers, and only those answers.

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

SAY 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.

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 shaded areas. 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.

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

Now select the two correct answers. Use the pencil tool to eliminate choices if it will help you. Remember that you can only use the pointer tool to select an answer. Once you select an answer with the pointer tool, that answer will be shaded in orange. If you change your mind, you can click on the orange shading to remove it.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY You should have selected *C. New kinds of trees* and *D. Celery and carrots*. You must have selected both of choices, and only those choices, for your answer to be correct.

For this question, if you selected only one answer, the question would show as “Unanswered” on the Section Review screen because the question asks you to select two answers.

Do you have any questions?

Answer all questions.

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

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

Pause.

2 Although Thomas Jefferson was an accomplished man, many people do not know that he was a talented gardener who devoted much of his time to caring for the land around his plantation home. It was here that Jefferson kept a diary to record his advancements in growing flowers, plants, fruits, and vegetables. His daughters and granddaughters even took part in this special hobby that was so dear to him. Today, the area is visited by thousands of people each year, but to truly appreciate the beauty of the stunning gardens and thriving trees, one must go back in history to learn about how this land gained the color and richness it boasts today.

3 Monticello was more than a house to Jefferson. It was also a working farm and plantation covering 5,000 acres. There were flower gardens, fruit and vegetable gardens, and fields. The two orchards grew 170 types of fruit, and the vegetable garden grew 250 kinds of vegetables and herbs. Monticello also was an experimental laboratory. Jefferson brought seeds and plants back from his travels. He even tried to grow broccoli from Italy and peppers from Mexico. In addition, Jefferson was one of the first Americans to practice a new method of farming. Every seven years he grew a different crop in a certain field. By changing the crops to different fields, Jefferson kept the soil fresh. First he grew wheat, then Indian corn, peas or potatoes, and finally clover.

The idea that Monticello continues to attract attention is best supported by the fact that —

- A his daughters and granddaughters cared for the gardens
- B thousands of people visit the home annually
- C twenty oval flowerbeds were planted around his home
- D the last years of his life were spent with family

Page 2 of 3

Question 5 of 22
Section 1

Flag for Review Section Review Previous Next

SAY Read the question to yourself, but do not answer it.

Pause while students read the question.

SAY Let's practice using the highlighter tool before you answer this question. 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 icon will change your pointer tool to an arrow with a yellow highlighter next to it.

Practice using the highlighter to highlight the last sentence in paragraph two, *Today, the area is visited by thousands of people each year, but to truly appreciate the beauty of the stunning gardens and thriving trees, one must go back in history to learn about how this land gained the color and richness it boasts today.* 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 If you change your mind about what you want to highlight, you can use the eraser tool to remove the highlighting you have made on the text. Now answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is B, *thousands of people visit the home annually*.

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

Answer all questions.

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 icon.

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 that you clicked *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 the next question.

Pause.

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

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

bridge		bull

- brace
- bustle
- bunk
- breath
- bubble
- brisk

Flag for Review Question 6 of 22 Section Review Previous Next

Section 1

SAY Question 6 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

SAY This item is an example of a drag and drop 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 into the correct boxes.” The question says, “Which words would appear on the same dictionary page with these guide words?”

As you move the pointer over an answer choice it will outline in blue. To answer this question, you will click on two words in the dark gray box and drag each word to one of the empty boxes. If you change your mind, you can drag a word back to the dark gray box.

Now answer the question. Make sure you place a word into each empty box to completely answer the question.

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

SAY Which words did you select?

Pause for replies.

SAY You should have placed the words *bubble* and *brisk* into the boxes. The order of the words does not matter. You must have both of the correct words in the boxes for your answer to be correct.

The question asked which two words would appear on the page, not in which order they would appear.

SAY In order for this question to show as “Answered” on the Section Review screen, both of the boxes between *bridge* and *bull* must contain a word. Do you have any questions?

Answer all questions.

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

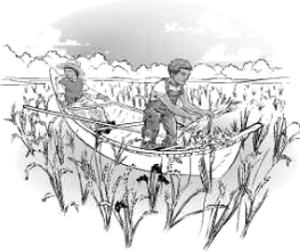
SAY Click *Next* at the bottom of the screen to go to the next screen.

Notice the passage titled *Grandma Etta’s Wild Rice Soup* is on the left side of the screen, and directions you should follow are on the right. This passage has three pages, and you can see the first of these three pages on the left.

John h doe
Grade 5 Reading Practice Items (2010 En... X Exit

Grandma Etta's Wild Rice Soup

1 In 1888, the year that Leroy turned 10, he was told that he would be spending the summer with his Grandma Etta on her farm in central Texas. Before he left for his grandmother's house, his mother had a few words to say to him: "Now Leroy, you are not going to stay with Grandma just to let her cook for you all summer. You need to help her out too."



2 Leroy had to admit that the first week he was at Grandma Etta's, he did just what his mother feared. He defended his actions by telling himself that Grandma seemed to love cooking for him. In fact, she did not seem to mind at all. When his parents visited, however, he heard his mother's voice from the kitchen.

3 "You teach him to work the way you taught me to work, Mama. I don't want you to let him sit here with his feet up while you cook and clean for him."

Page 1 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade 5 Reading Practice Items (2010 En... [Exit](#)

4 After Leroy's parents left, he watched Grandma Etta to see if she changed her treatment of him, but she didn't. Then one day she sighed, "I would sure like to make you some of my special soup, Leroy, but I can't do it alone. It is the most difficult soup in the world to make."

5 Leroy thought of last summer when he had that delicious broth, the sliced pieces of okra, the chopped tomato, and the wild rice. His mouth began watering just thinking about that soup. "I'll be glad to help make it," Leroy said.

6 Grandma Etta smiled after hearing Leroy's words. "First, we need some wild rice," Grandma Etta said.

7 Leroy turned to the cabinet and began rifling through its contents.

8 "Oh, it's not in there," she said. "It's out there," Grandma Etta replied as she pointed out the window.

9 "Where?" Leroy asked, a bit confused. He could not imagine what Grandma Etta was going to say.

10 "On the river," Grandma answered.

11 Leroy soon found himself pulling the old canoe out of the chicken shed. It took him three days to clean the canoe. Leroy thought about quitting, but he remembered that soup. He also thought about what his mother had said.

12 Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water. He used sticks to knock the ripe grain heads into their canoe. Then they had to wash the rice and let it dry in the sun for several days.

Page 2 of 3

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

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade 5 Reading Practice Items (2010 En... [Exit](#)

13 "Next, we need some tomatoes and okra."

14 "No problem," Leroy replied. He then picked enough tomatoes and okra from the garden to make enough soup to feed an army for a week. Proudly walking into the kitchen, he tumbled the vegetables onto the table.

15 "Are we ready to cook now?" Leroy asked impatiently.

16 "Oh, yes," she said, "just as soon as we chop wood for the fire." After that, Leroy had to draw water from the spring and bring down the old iron pot, which seemed to weigh as much as a pile of rocks. Finally, the special soup began bubbling, and its sweet smell filled the air.

17 That day Leroy's parents came to visit. He joked with Grandma Etta that they must have smelled the cooking. She just laughed and served a bowl of the hot, steaming soup for everyone.

18 Leroy learned how to make soup that summer, but he also learned a few other lessons as well. Watching Grandma Etta stir the big pot of soup and scoop out a hearty portion for everyone made Leroy realize how much hard work and love went into making Grandma Etta's soup. He was proud when his father asked for a second helping, but Leroy was even prouder when Grandma Etta told his father that she and Leroy had made the soup together.

19 Grandma Etta was right. The soup was difficult to make, but it was worth it. With each spoonful of broth, Leroy forgot about how difficult it was to gather the ingredients. He could only think of Grandma Etta's love and the next time he would have the opportunity to share this task with his grandmother.

Page 3 of 3

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

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 that accompanies the passage, question 7.

Pause while students read the passage and go to question 7. Continue after everyone has finished reading.

The screenshot shows a digital reading application window. The top bar includes a mouse cursor icon, a pencil icon, an eraser icon, a red 'X' icon, a green checkmark icon, and a 'Help' button. The user's name 'John h doe' and the document title 'Grade5 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 displays a passage with 12 numbered paragraphs. Paragraph 7, which is highlighted, reads: "Leroy turned to the cabinet and began rifling through its contents." The word "rifling" is underlined. The right panel contains a question: "In paragraph 7, what does the word rifling mean?" with four radio button options: A Moving, B Laboring, C Nudging, and D Searching.

At the bottom of the passage panel, there are navigation arrows and the text "Page 2 of 3". The bottom toolbar includes a "Flag for Review" button, "Question 7 of 22 Section 1", a "Section Review" button, and "Previous" and "Next" navigation buttons.

SAY Read the question but do not answer it yet. (Pause.)

When a question refers to a specific part of a selection, you should return to that part of the selection before answering the question. The part of the selection that will help you answer this question is on page two of three, so use the arrow on the right to advance to the second page of the passage. Review the information on page two before answering the question.

Pause while students navigate to page two and review the helpful information.

SAY Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is D, *Searching*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading application interface. At the top, there is a navigation bar with icons for a mouse, pencil, eraser, red X, green checkmark, and a help icon. The user's name 'John h doe' and the document title 'Grade 5 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 displays a passage with 12 numbered paragraphs. The right panel contains a question: 'After Leroy decides to help Grandma Etta, why must they wait several days before making the soup?' followed by four multiple-choice options (A, B, C, D). At the bottom of the passage panel, it says 'Page 2 of 3'. The bottom navigation bar includes a 'Flag for Review' button, 'Question 8 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY Read the question to yourself then answer it. Notice that page two is still showing on the left side of your screen, since you were viewing page two of the passage before you advanced to this question. You may navigate through 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 B, *The rice has not dried completely*. The information that would help you answer this question is located in paragraph twelve, at the bottom of page two.

Do you have any questions?

Answer all questions.

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

Pause.

4 After Leroy's parents left, he watched Grandma Etta to see if she changed her treatment of him, but she didn't. Then one day she sighed, "I would sure like to make you some of my special soup, Leroy, but I can't do it alone. It is the most difficult soup in the world to make."

5 Leroy thought of last summer when he had that delicious broth, the sliced pieces of okra, the chopped tomato, and the wild rice. His mouth began watering just thinking about that soup. "I'll be glad to help make it," Leroy said.

6 Grandma Etta smiled after hearing Leroy's words. "First, we need some wild rice," Grandma Etta said.

7 Leroy turned to the cabinet and began rifling through its contents.

8 "Oh, it's not in there," she said. "It's out there," Grandma Etta replied as she pointed out the window.

9 "Where?" Leroy asked, a bit confused. He could not imagine what Grandma Etta was going to say.

10 "On the river," Grandma answered.

11 Leroy soon found himself pulling the old canoe out of the chicken shed. It took him three days to clean the canoe. Leroy thought about quitting, but he remembered that soup. He also thought about what his mother had said.

12 Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water. He used sticks to knock the ripe grain heads into their canoe. Then they had to wash the rice and let it dry in the sun for several days.

Leroy performed all of these chores for Grandma Etta EXCEPT —

A going to the garden and picking vegetables.

B drawing water from the spring and getting the old iron pot.

C knocking off the ripe grain heads and washing the rice.

D stirring the pot and scooping out a portion for everyone.

SAY Read the question to yourself then answer it. You may navigate through 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 D, *stirring the pot and scooping out a portion for everyone*.

Do you have any questions?

Answer all questions.

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

Pause.

4 After Leroy's parents left, he watched Grandma Etta to see if she changed her treatment of him, but she didn't. Then one day she sighed, "I would sure like to make you some of my special soup, Leroy, but I can't do it alone. It is the most difficult soup in the world to make."

5 Leroy thought of last summer when he had that delicious broth, the sliced pieces of okra, the chopped tomato, and the wild rice. His mouth began watering just thinking about that soup. "I'll be glad to help make it," Leroy said.

6 Grandma Etta smiled after hearing Leroy's words. "First, we need some wild rice," Grandma Etta said.

7 Leroy turned to the cabinet and began rifling through its contents.

8 "Oh, it's not in there," she said. "It's out there," Grandma Etta replied as she pointed out the window.

9 "Where?" Leroy asked, a bit confused. He could not imagine what Grandma Etta was going to say.

10 "On the river," Grandma answered.

11 Leroy soon found himself pulling the old canoe out of the chicken shed. It took him three days to clean the canoe. Leroy thought about quitting, but he remembered that soup. He also thought about what his mother had said.

12 Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water. He used sticks to knock the ripe grain heads into their canoe. Then they had to wash the rice and let it dry in the sun for several days.

Directions: Click on the correct answers.

Which two sentences from the story make the soup sound delicious?

"It is the most difficult soup in the world to make."

His mouth began watering just thinking about that soup.

"First we need some wild rice," Grandma Etta said.

Proudly walking into the kitchen, he tumbled the vegetables onto the table.

Finally, the special soup began bubbling, and its sweet smell filled the air.

Page 2 of 3

Question 10 of 22
Section 1

Section Review

Previous Next

SAY This item is another example of a technology-enhanced item. The gray directions banner at the top of the screen says, "Directions: Click on the correct answers."

The question says, "Which two sentences from the story make the soup sound delicious?" To answer this question, you must click on the two correct sentences in the gray box located on the right side of the screen.

Now answer the question. When you select an answer, it will be outlined in orange. If you change your mind, click on the answer again and the orange outline will disappear. Remember, in order for this question to show as "Answered" on the Section Review screen, two answers must be selected, since the question directs you to select two answers.

Pause while students answer the question.

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

SAY Which answers did you select?

Pause for replies.

SAY You should have selected *His mouth began watering just thinking about that soup* and *Finally, the special soup began bubbling, and its sweet smell filled the air*. You must have selected both of those sentences, and only those sentences, for your answer to be correct.

SAY Do you have any questions?

Answer all questions.

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. It is very important to read these types of items carefully so you completely answer the question.

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 question 11.

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a navigation bar 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 document title 'Grade 5 Reading Practice Items (2010 En...)' are visible in the top right corner, along with an 'Exit' button. The main content area is divided into two columns. The left column contains a passage with 12 numbered paragraphs. The right column contains a question titled 'Leroy first begins to understand the value of hard work when he —' with four multiple-choice options (A, B, C, D). At the bottom of the passage area, there is a 'Page 2 of 3' indicator with left and right arrow buttons. The bottom navigation bar includes a 'Flag for Review' button, 'Question 11 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

4 After Leroy's parents left, he watched Grandma Etta to see if she changed her treatment of him, but she didn't. Then one day she sighed, "I would sure like to make you some of my special soup, Leroy, but I can't do it alone. It is the most difficult soup in the world to make."

5 Leroy thought of last summer when he had that delicious broth, the sliced pieces of okra, the chopped tomato, and the wild rice. His mouth began watering just thinking about that soup. "I'll be glad to help make it," Leroy said.

6 Grandma Etta smiled after hearing Leroy's words. "First, we need some wild rice," Grandma Etta said.

7 Leroy turned to the cabinet and began rifling through its contents.

8 "Oh, it's not in there," she said. "It's out there," Grandma Etta replied as she pointed out the window.

9 "Where?" Leroy asked, a bit confused. He could not imagine what Grandma Etta was going to say.

10 "On the river," Grandma answered.

11 Leroy soon found himself pulling the old canoe out of the chicken shed. It took him three days to clean the canoe. Leroy thought about quitting, but he remembered that soup. He also thought about what his mother had said.

12 Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water. He used sticks to knock the ripe grain heads into their canoe. Then they had to wash the rice and let it dry in the sun for several days.

Leroy first begins to understand the value of hard work when he —

A listens to the conversation between his mother and grandmother

B refuses to stop the task of cleaning the canoe

C brings the pot to the kitchen after he prepares the firewood

D forgets the difficulty of gathering the ingredients

Page 2 of 3

Flag for Review Question 11 of 22 Section 1 Section Review Previous Next

SAY Read the question to yourself then answer it. You may 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 **B**, *refuses to stop the task of cleaning the canoe.*

Do you have any questions?

Answer all questions.

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

Pause.

John h doe
Grade 5 Reading Practice Items (2010 En... [X Exit](#)

4 After Leroy's parents left, he watched Grandma Etta to see if she changed her treatment of him, but she didn't. Then one day she sighed, "I would sure like to make you some of my special soup, Leroy, but I can't do it alone. It is the most difficult soup in the world to make."

5 Leroy thought of last summer when he had that delicious broth, the sliced pieces of okra, the chopped tomato, and the wild rice. His mouth began watering just thinking about that soup. "I'll be glad to help make it," Leroy said.

6 Grandma Etta smiled after hearing Leroy's words. "First, we need some wild rice," Grandma Etta said.

7 Leroy turned to the cabinet and began rifling through its contents.

8 "Oh, it's not in there," she said. "It's out there," Grandma Etta replied as she pointed out the window.

9 "Where?" Leroy asked, a bit confused. He could not imagine what Grandma Etta was going to say.

10 "On the river," Grandma answered.

11 Leroy soon found himself pulling the old canoe out of the chicken shed. It took him three days to clean the canoe. Leroy thought about quitting, but he remembered that soup. He also thought about what his mother had said.

12 Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water. He used sticks to knock the ripe grain heads into their canoe. Then they had to wash the rice and let it dry in the sun for several days.

If the story were told from Grandma Etta's point of view, the reader would understand why —

A Leroy is staying with Grandma Etta for the summer

B Grandma Etta allows Leroy to look in the cabinet for rice

C Grandma Etta decides to tempt Leroy into working

D Leroy's family visits Grandma Etta often

Page 2 of 3

Flag for Review Question 12 of 22 Section 1 Section Review Previous Next

SAY Read the question to yourself then answer it. You may navigate through the passage if it will help you determine the answer.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **C**, *Grandma Etta decides to tempt Leroy into working.*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 13.

Pause.

The screenshot shows a digital reading interface. On the left, a passage is displayed with lines 13 through 19. On the right, a question is presented with four multiple-choice options (A, B, C, D). The interface includes a top navigation bar with icons for navigation and help, and a bottom navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The current page is identified as 'Page 3 of 3'.

13 "Next, we need some tomatoes and okra."

14 "No problem," Leroy replied. He then picked enough tomatoes and okra from the garden to make enough soup to feed an army for a week. Proudly walking into the kitchen, he tumbled the vegetables onto the table.

15 "Are we ready to cook now?" Leroy asked impatiently.

16 "Oh, yes," she said, "just as soon as we chop wood for the fire." After that, Leroy had to draw water from the spring and bring down the old iron pot, which seemed to weigh as much as a pile of rocks. Finally, the special soup began bubbling, and its sweet smell filled the air.

17 That day Leroy's parents came to visit. He joked with Grandma Etta that they must have smelled the cooking. She just laughed and served a bowl of the hot, steaming soup for everyone.

18 Leroy learned how to make soup that summer, but he also learned a few other lessons as well. Watching Grandma Etta stir the big pot of soup and scoop out a hearty portion for everyone made Leroy realize how much hard work and love went into making Grandma Etta's soup. He was proud when his father asked for a second helping, but Leroy was even prouder when Grandma Etta told his father that she and Leroy had made the soup together.

19 Grandma Etta was right. The soup was difficult to make, but it was worth it. With each spoonful of broth, Leroy forgot about how difficult it was to gather the ingredients. He could only think of Grandma Etta's love and the next time he would have the opportunity to share this task with his grandmother.

The resolution of the story occurs when Leroy —

A watches how Grandma Etta treats him after his parents leave

B remembers what his mother said about his expected behavior

C jokes with Grandma Etta about the reason for his parents visiting

D hears his father ask for a second helping of the soup

Page 3 of 3

Question 13 of 22
Section 1

Flag for Review Section Review Previous Next

SAY Read the question to yourself. (Pause.) This question refers to the resolution of the story, which occurs at the end. Use the blue arrow buttons to advance to page three so that you can review that part of the passage as you determine the answer to the question.

Pause while students go to the correct page and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is D, *hears his father ask for a second helping of the soup.*

Do you have any questions?

Answer all questions.

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

Pause.

John h doe
Grade 5 Reading Practice Items (2010 En... X Exit

4 After Leroy's parents left, he watched Grandma Etta to see if she changed her treatment of him, but she didn't. Then one day she sighed, "I would sure like to make you some of my special soup, Leroy, but I can't do it alone. It is the most difficult soup in the world to make."

5 Leroy thought of last summer when he had that delicious broth, the sliced pieces of okra, the chopped tomato, and the wild rice. His mouth began watering just thinking about that soup. "I'll be glad to help make it," Leroy said.

6 Grandma Etta smiled after hearing Leroy's words. "First, we need some wild rice," Grandma Etta said.

7 Leroy turned to the cabinet and began rifling through its contents.

8 "Oh, it's not in there," she said. "It's out there," Grandma Etta replied as she pointed out the window.

9 "Where?" Leroy asked, a bit confused. He could not imagine what Grandma Etta was going to say.

10 "On the river," Grandma answered.

11 Leroy soon found himself pulling the old canoe out of the chicken shed. It took him three days to clean the canoe. Leroy thought about quitting, but he remembered that soup. He also thought about what his mother had said.

12 Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water. He used sticks to knock the ripe grain heads into their canoe. Then they had to wash the rice and let it dry in the sun for several days.

Page 2 of 3

Flag for Review Question 14 of 22 Section 1 Section Review Previous Next

Directions: Click on the correct answers.

Which three sentences are examples of figurative language?

Leroy had to admit that the first week he was at Grandma Etta's, he did just what his mother feared.

Leroy thought of last summer when he had that delicious broth, the sliced pieces of okra, the chopped tomato, and the wild rice.

Grandma Etta smiled after hearing Leroy's words.

Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water.

He then picked enough tomatoes and okra from the garden to make enough soup to feed an army for a week.

After that, Leroy had to draw water from the spring and bring down the old iron pot, which seemed to weigh as much as a pile of bricks.

SAY This item is another example of a technology-enhanced item. The gray directions banner at the top of the screen says, "Directions: Click on the correct answers."

The question says, "Which three sentences are examples of figurative language?" To answer this question, you must use the pointer tool to click on the three correct sentences in the dark gray box located on the right side of the screen.

When you select an answer with the pointer tool, that answer will be outlined in orange. If you change your mind, click on the answer again, and the orange outline will disappear. Remember, in order for this question to show as "Answered" on the Section Review screen, three sentences must be selected, since the question asks you to select three sentences.

Pause while students answer the question.

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

SAY Which sentences did you select?

Pause for replies.

SAY The three sentences that should be selected are:
Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water.
He then picked enough tomatoes and okra from the garden to make enough soup to feed an army for a week.
After that, Leroy had to draw water from the spring and bring down the old iron pot, which seemed to weigh as much as a pile of bricks.

You must have selected all three of these sentences, and only these sentences, for your answer to be correct. Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading practice 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 document title 'Grade 5 Reading Practice Items (2010 En...)' are visible in the top right corner, along with an 'Exit' button. The main content area has a grey header with the directions: '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.' Below this, the question is: 'Match each sentence to its correct dictionary definition.' On the left, a box titled 'spoil (spoil)' contains four definitions: 'v. 1. To damage severely; ruin, especially items of value.', 'v. 2. To cause to become selfish.', 'v. 3. To affect the quality of.', and 'v. 4. To rot.' Each definition has a corresponding empty purple box for a match. On the right, a box contains three sentences: 'I left the cheese on the counter while I was out of town, and it began to spoil and grow mold.', 'Letting water sit on the surface of the table will spoil the paint job and leave permanent marks.', and 'My aunt makes us help at her shop on weekends because she doesn't want to spoil us.' The bottom of the interface features a 'Flag for Review' button, 'Question 15 of 22 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

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

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 item is an example of a drag and drop 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 question says, “Match each sentence to its correct dictionary definition.”

Each sentence in the dark gray box on the right contains the word *spoil*. Notice that the word *spoil* is underlined in each sentence. You will click on each sentence in the dark gray box and drag it to a shaded area underneath a definition that matches the way in which the word *spoil* is used in the sentence. If you change your mind, you can drag a sentence from the shaded area back to the dark gray box.

Now answer the question. In order for this question to show as “Answered” on the Section Review screen, all four shaded areas must contain a sentence.

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 Which sentence did you match to each definition?

Pause for replies.

SAY The correct answers are:

Definition number	Sentence
1	<i>Letting water sit on the surface of the table will <u>spoil</u> the paint job and leave permanent marks.</i>
2	<i>My aunt makes us help at her shop on weekends because she doesn’t want to <u>spoil</u> us.</i>
3	<i>We will not allow the rainy weather to <u>spoil</u> our plans for the weekend.</i>
4	<i>I left the cheese on the counter while I was out of town, and it began to <u>spoil</u> and grow mold.</i>

You must have placed each sentence with the correct definition for your answer to be correct. Are there any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen.

Before you advance to the next question, you will read the passage titled *Reality Takes a Fantastic Turn*. Once again, the passage appears on the left side of the screen, and directions you should follow are on the right.

You will notice that this passage is three pages, and you are viewing page one of three.

← ✎ ✏ ✖ 🐸 🔍 Help

John h doe
 Grade 5 Reading Practice Items (2010 En... ✕ Exit

Reality Takes a Fantastic Turn

- 1 The unicorn is a famous creature that has long lived in stories. Writers describe it as a beautiful horselike animal with a single horn rising from its forehead. In some stories, unicorns are said to have healing powers. Many people have hoped that these animals were real. As it turns out, maybe they are.
- 2 In 2007 an incredible roe deer was born in Italy. He is special because of the single horn centered on his forehead. This unusual deer lives in Italy's Center of Natural Sciences in Prato, near Florence. Since his discovery, crowds have gathered to catch a glimpse of this miracle deer. Not surprisingly, his name is Unicorn.
- 3 Not only are fans of unicorn stories eager to see Unicorn, but researchers and scientists are also interested in learning about him. They want to know why Unicorn has only one horn. Unicorn's twin has two horns like other deer, so Unicorn should have two horns also. Scientists also want to know why his horn is located in the center of his head. Most other one-horned deer have a horn located on either side of the head.



Center of Natural Sciences-Prato-Italy

⏪ **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 ⏩

← ✎ ✏ ✖ 🐸 🔍 Help

John h doe
 Grade 5 Reading Practice Items (2010 En... ✕ Exit

- 4 According to scientists, there are two possible explanations for why Unicorn lacks a second horn. One possibility is that, early in life, the deer could have suffered an injury that prevented the second horn from growing. The second explanation is that the horn is a mutation. Mutations happen when there are changes in an animal's genes. Genes are the units that give all living creatures their physical traits, such as eye color or height. Sometimes, though, a gene is altered, and that may cause a mutation. The result can be an unusual trait, like a deer having a single horn instead of two.



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- 5 No matter the cause of his unique appearance, Unicorn has made many scientists rethink how stories of unicorns began. Throughout history, such stories may have originated from sightings of real—but rare—deer or other animals with mutations much like Unicorn's. One real-life mammal that possibly contributed to the myth of the unicorn is the narwhal. This pale-colored whale that makes its home in the frigid Arctic Ocean is identified by the spike extending from its head. However, this spike is not a horn. The narwhal has two teeth, and the larger of the two grows into a long spiral tusk that may reach up to nine feet. Narwhal tusks are depicted on ancient wall hangings as the horns of unicorns.

⏪ **Page 2 of 3** ⏩

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

🚩 Flag for Review

Reading Passage
 Section 1

⚙ Section Review
⏪ Previous
Next ⏩

The screenshot shows a digital reading application 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 document title "Grade 5 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 6 discusses the legend of unicorns, and paragraph 7 discusses a specific unicorn named "the deer". The right column contains the instruction: "Directions: Read the article and answer the questions that follow." Below the text, there are navigation buttons: a left arrow, "Page 3 of 3", and a right arrow. At the bottom of the interface, there is a footer bar with a "Flag for Review" button, "Reading Passage Section 1", 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, go back to the first page of the passage. Then, click the *Next* button to go to question 16.

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

John h doe
Grade 5 Reading Practice Items (2010 En... X Exit

Reality Takes a Fantastic Turn

- 1 The unicorn is a famous creature that has long lived in stories. Writers describe it as a beautiful horselike animal with a single horn rising from its forehead. In some stories, unicorns are said to have healing powers. Many people have hoped that these animals were real. As it turns out, maybe they are.
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- 3 Not only are fans of unicorn stories eager to see Unicorn, but researchers and scientists are also interested in learning about him. They want to know why Unicorn has only one horn. Unicorn's twin has two horns like other deer, so Unicorn should have two horns also. Scientists also want to know why his horn is located in the center of his head. Most other one-horned deer have a horn located on either side of the head.



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Page 1 of 3

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

SAY The first page of the passage should be showing on the left side of your screen, since you returned to page one before you advanced to this question. Read question 16 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 *C, His horn is centered on his head.*

Do you have any questions?

Answer all questions.

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

Pause.

John h doe
Grade 5 Reading Practice Items (2010 En... X Exit

4 According to scientists, there are two possible explanations for why Unicorn lacks a second horn. One possibility is that, early in life, the deer could have suffered an injury that prevented the second horn from growing. The second explanation is that the horn is a mutation. Mutations happen when there are changes in an animal's genes. Genes are the units that give all living creatures their physical traits, such as eye color or height. Sometimes, though, a gene is altered, and that may cause a mutation. The result can be an unusual trait, like a deer having a single horn instead of two.



5 No matter the cause of his unique appearance, Unicorn has made many scientists rethink how stories of unicorns began. Throughout history, such stories may have originated from sightings of real—but rare—deer or other animals with mutations much like Unicorn's. One real-life mammal that possibly contributed to the myth of the unicorn is the narwhal. This pale-colored whale that makes its home in the frigid Arctic Ocean is identified by the spike extending from its head. However, this spike is not a horn. The narwhal has two teeth, and the larger of the two grows into a long spiral tusk that may reach up to nine feet. Narwhal tusks are depicted on ancient wall hangings as the horns of unicorns.

Page 2 of 3

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

The idea that ancient people had powerful imaginations is supported by the fact that they —

- A discovered the idea of genes
- B believed narwhal teeth to be tusks
- C displayed narwhal tusks as unicorn horns
- D gathered in groups to try to see unicorns

SAY Read the question and then answer the question. You may navigate through 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**, *displayed narwhal tusks as unicorn horns*. The information that will help you answer this question correctly is found in paragraph five, on page two of the passage.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 18.

Pause.

4 According to scientists, there are two possible explanations for why Unicorn lacks a second horn. One possibility is that, early in life, the deer could have suffered an injury that prevented the second horn from growing. The second explanation is that the horn is a mutation. Mutations happen when there are changes in an animal's genes. Genes are the units that give all living creatures their physical traits, such as eye color or height. Sometimes, though, a gene is altered, and that may cause a mutation. The result can be an unusual trait, like a deer having a single horn instead of two.

5 No matter the cause of his unique appearance, Unicorn has made many scientists rethink how stories of unicorns began. Throughout history, such stories may have originated from sightings of real—but rare—deer or other animals with mutations much like Unicorn's. One real-life mammal that possibly contributed to the myth of the unicorn is the narwhal. This pale-colored whale that makes its home in the frigid Arctic Ocean is identified by the spike extending from its head. However, this spike is not a horn. The narwhal has two teeth, and the larger of the two grows into a long spiral tusk that may reach up to nine feet. Narwhal tusks are depicted on ancient wall hangings as the horns of unicorns.

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

Identify each sentence as fact or opinion.

Changes in an animal's genes cause amazing results.	
The temperature of the Arctic Ocean is near freezing.	
Seeing a narwhal in the ocean is an exciting event.	
Unicorn has made his home in a natural area in Italy.	

Fact **Opinion**

Page 2 of 3

Question 18 of 22
Section 1

Flag for Review Section Review Previous Next

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

Underneath the directions, the item says, “Identify each sentence as fact or opinion.”

To answer this question, you will use the word *Fact* or the word *Opinion* to identify each sentence. You will drag the correct word from the dark gray box into each of the empty boxes located next to the sentences. Both of the words can be used more than one time.

Now answer the question.

Pause while students answer the question.

SAY Which answer did you place with each sentence?

Pause for replies.

SAY The correct answers are:

Sentence	Answer
Changes in an animal's genes cause amazing results.	<i>Opinion</i>
The temperature of the Arctic Ocean is near freezing.	<i>Fact</i>
Seeing a narwhal in the ocean is an exciting event.	<i>Opinion</i>
Unicorn has made his home in a natural area in Italy.	<i>Fact</i>

SAY You must have identified each of the sentences correctly for your answer to be considered correct. In order for this question to show as “Answered” on the Section Review screen, each of the boxes must contain a word.

Do you have any questions?

Answer all questions.

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

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

The screenshot shows a TestNav interface with a dark blue header. On the left, a reading passage is displayed with two numbered paragraphs. On the right, a question is presented with a gray directions banner at the top. Below the banner, the question asks to match headings to sections of the article. A table with six rows and one column is shown, with the second, fourth, and fifth rows shaded light blue. Below the table, three headings are listed in a box: 'An Unusual Source', 'The Science Behind Unicorn's Appearance', and 'A Special Deer'. At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next', and a 'Section Review' button. The page number 'Page 3 of 3' and 'Question 19 of 22' are also visible.

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

Underneath the directions, the item says, “Match the heading to each section of the article.”

Now answer the question. Use the blue arrow buttons to advance through the pages of the article as you determine the answers. You may find it helpful to review the entire article.

Pause while students review the article and answer the question.

SAY Which heading should be matched to each section of the article?

Pause for replies.

SAY *A Special Deer* is the heading for paragraphs two and three, *The Science Behind Unicorn’s Appearance* is the heading for paragraph four, and *An Unusual Source* is the heading for paragraphs five and six. For your answer to be correct, you must have placed each of these headings with the correct paragraph or paragraphs.

Since there are three locations where headings should be placed in order for the question to be answered completely, this question will show as “Unanswered” on the Section Review screen if you only drag one or two of the headings into the shaded areas.

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 20.

The screenshot shows a TestNav interface with a dark blue header. On the left, there is a toolbar with icons for navigation and help. The main content area is split into two columns. The left column contains two paragraphs of text, numbered 6 and 7. The right column contains a question: "Which detail would best belong in a summary of the article?" with four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a status bar with a "Flag for Review" button, "Question 20 of 22 Section 1", a "Section Review" button, and "Previous" and "Next" navigation buttons. The text "Page 3 of 3" is visible in the bottom left of the content area.

6 Gilberto Tozzi, director of the Center of Natural Sciences, notes that Unicorn “is fantasy becoming reality.” Yet the opposite also seems to be true. The sight of a single-horned animal would have thrilled or frightened ancient people. Over time, as people shared stories about such animals, the tales became more exaggerated. The result is the legend of the beautiful and powerful unicorns of fairy tales.

7 Of course, Unicorn the deer has no special powers other than fascinating those who are fortunate enough to see him. However, his story is a unique blend of imagination and science.

Which detail would best belong in a summary of the article?

A Other single-horned animals like Unicorn are real but rare.

B Unicorn lives near Florence, Italy.

C Gilberto Tozzi is the director of the Center of Natural Sciences.

D Narwhals are found in the Arctic Ocean.

Page 3 of 3

Question 20 of 22
Section 1

Section Review Previous Next

SAY Read the question and then answer it. Page three should be showing on the left of your screen if you were viewing page three when you advanced from the last question. Once again, you may review the article if it will help you determine the answer.

Pause while students read and answer the question.

SAY Which answer did you select?

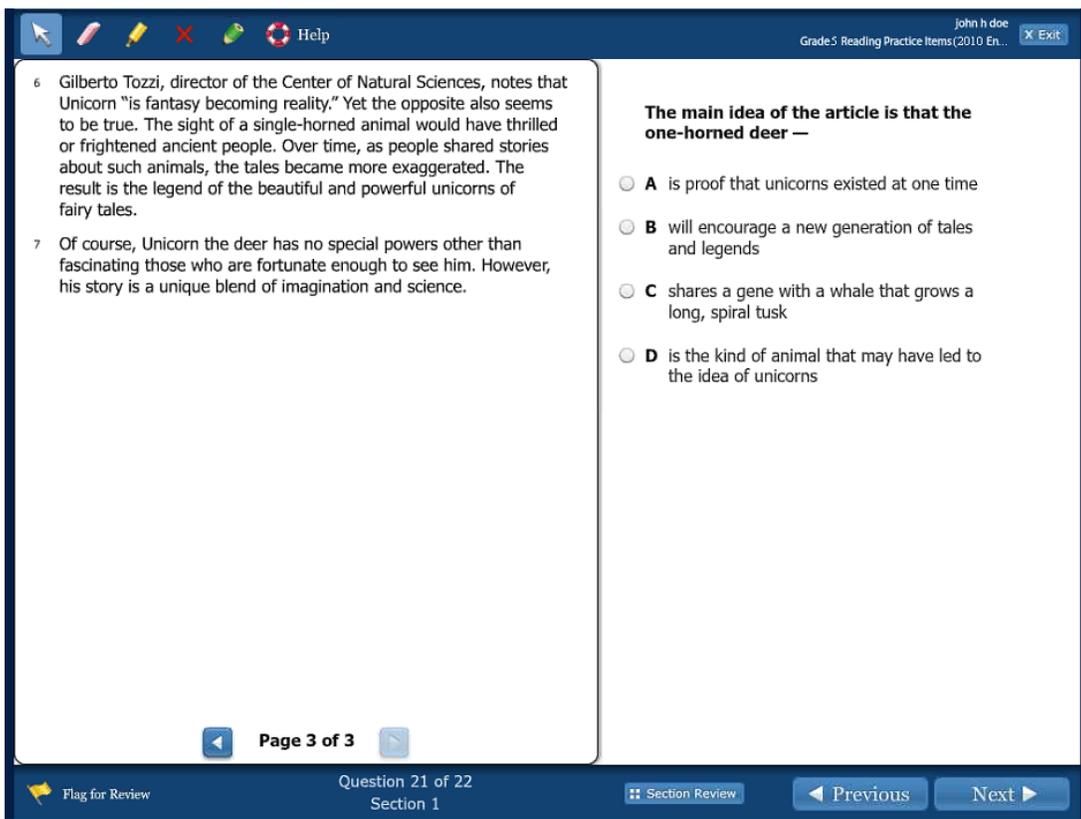
Pause for replies.

SAY The correct answer is **A**, *Other single-horned animals like Unicorn are real but rare.*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 21.



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 **D**, *is the kind of animal that may have led to the idea of unicorns.*

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital interface for a reading practice item. At the top, there is a blue header bar with icons for navigation and a 'Help' button. Below the header, a grey banner contains the directions: "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 main content area has a white background with the instruction "Complete the chart." Below this, there is a table with two columns: "Synonym" and "Antonym". The word "prized" is centered between the two columns. Below the table, there is a vertical list of words: "lost", "disliked", "watched", "valued", "hidden", and "awarded". At the bottom of the interface, there is a blue footer bar with a "Flag for Review" button, the text "Question 22 of 22 Section 1", a "Section Review" button, and "Previous" and "Next" navigation buttons.

SAY 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.”

Underneath the directions, the item says, “Complete the chart.”

To answer this question, you will drag a word into each shaded box within the chart.

Pause while students read and 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 Which answers did you select?

Pause for replies.

SAY Beneath the label *Synonym*, you should have placed *valued*, and below the label *Antonym*, you should have placed *disliked*. You must have both correct words within the correct boxes in the chart for your answer to be correct.

SAY Since the item indicates that you should complete the chart and there were two empty boxes within the chart, this item will show as “Answered” on the Section Review screen only after you have placed two answers into the chart.

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 the Section Review screen.

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

Section 1 Review Return to Test

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

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

CONTINUE TO TEST OVERVIEW john h doe | Grade 5 Reading Practice Items (2010 English SOL)

Question 22 of 22

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 five, 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 five.

Pause while students practice navigating between question 5 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 Total Items”.

Please note the total number of items mentioned above (25) includes the three reading passages in addition to the 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 5 Reading Practice Items (2010 English SOL)

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

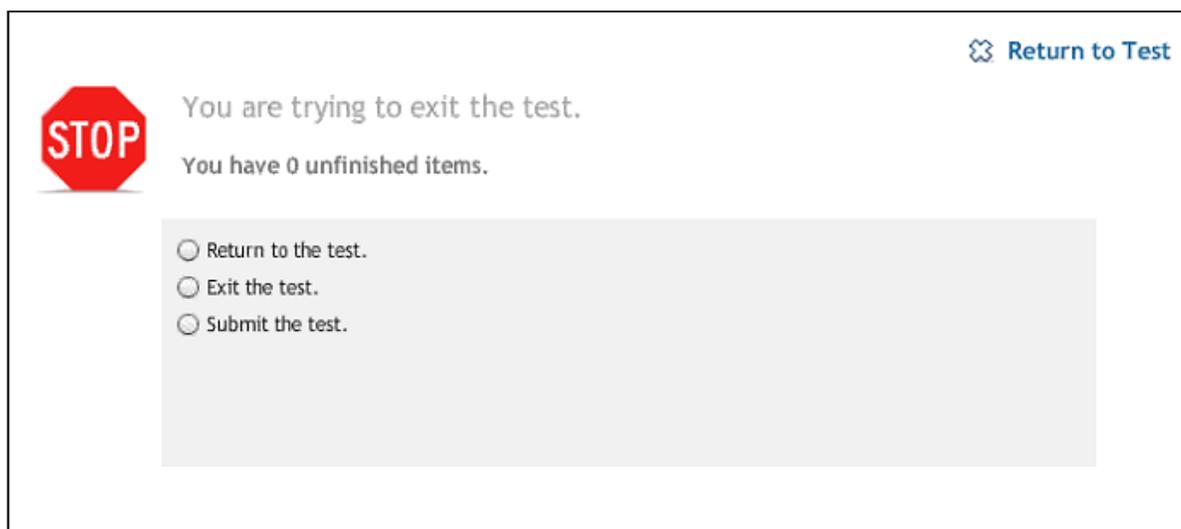
SECTIONS	STATUS	QUESTIONS
Section 1	Opened	1-22

SUBMIT AND EXIT TEST

john h doe

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

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 questions. Selecting this would first take you to the screen we just reviewed, and then you would click on *Section 1* to return to the practice items.

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 two. During actual SOL testing, students may be directed to choose this option if they are being moved to a different location to complete their tests or if they need to leave the testing environment (while monitored) for a short time.

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

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

SAY Since we have finished 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 5 Reading Practice Items.

Thank you for reviewing the SOL Grade 5 Reading Practice Items with your students.

APPENDIX A

Answers to SOL Grade 5 Reading Practice Items

Question 1

The correct answer is D, *listing Jefferson’s many successes*.

Question 2

The correct answer is *imported – to be transported from one country into another*.

Question 3

The correct answer is A, *He experimented with a new kind of farming*.

Question 4

The correct answers are C. *New kinds of trees* and D. *Celery and carrots*.

Question 5

The correct answer is B, *thousands of people visit the home annually*.

Question 6

The correct answers are *bubble* and *brisk* (in either order).

Question 7

The correct answer is D, *Searching*.

Question 8

The correct answer is B, *The rice has not dried completely*.

Question 9

The correct answer is D, *stirring the pot and scooping out a portion for everyone*.

Question 10

The correct sentences are *His mouth began watering just thinking about that soup* and *Finally, the special soup began bubbling, and its sweet smell filled the air*. Both of these sentences, and only these sentences, must be selected for the answer to be correct.

Question 11

The correct answer is B, *refuses to stop the task of cleaning the canoe*.

Question 12

The correct answer is C, *Grandma Etta decides to tempt Leroy into working*.

Question 13

The correct answer is D, *hears his father ask for a second helping of the soup*.

Question 14

Each of these three sentences, and only these sentences, must be selected for the answer to be correct:
Finally, Grandma Etta and Leroy glided onto the river to where the grain peeked above the water.
He then picked enough tomatoes and okra from the garden to make enough soup to feed an army for a week.
After that, Leroy had to draw water from the spring and bring down the old iron pot, which seemed to weigh as much as a pile of bricks.

APPENDIX A (Continued)**Answers to SOL Grade 5 Reading Practice Items****Question 15**

Each sentence must be matched with the correct definition, as shown in the table, for the answer to be correct:

Definition number	Sentence
1	<i>Letting water sit on the surface of the table will <u>spoil</u> the paint job and leave permanent marks.</i>
2	<i>My aunt makes us help at her shop on weekends because she doesn't want to <u>spoil</u> us.</i>
3	<i>We will not allow the rainy weather to <u>spoil</u> our plans for the weekend.</i>
4	<i>I left the cheese on the counter while I was out of town, and it began to <u>spoil</u> and grow mold.</i>

Question 16

The correct answer is C, *His horn is centered on his head.*

Question 17

The correct answer is C, *displayed narwhal tusks as unicorn horns.*

Question 18

Each sentence must be identified correctly, as shown in the table, for the answer to be correct:

Changes in an animal's genes cause amazing results.	<i>Opinion</i>
The temperature of the Arctic Ocean is near freezing.	<i>Fact</i>
Seeing a narwhal in the ocean is an exciting event.	<i>Opinion</i>
Unicorn has made his home in a natural area in Italy.	<i>Fact</i>

Question 19

A Special Deer is the heading for paragraphs 2 and 3, *The Science Behind Unicorn's Appearance* is the heading for paragraph 4, and *An Unusual Source* is the heading for paragraphs 5 and 6. Each heading must be placed in the correct location for the answer to be correct.

Question 20

The correct answer is A, *Other single-horned animals like Unicorn are real but rare.*

Question 21

The correct answer is D, *is the kind of animal that may have led to the idea of unicorns.*

Question 22

The correct answers are: *Synonym – valued* and *Antonym – disliked*. Both of the correct words must be in the correct locations within the chart for the answer to be correct.

APPENDIX B

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

Fill-in-the-blank (FIB) Items

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

Histogram or Bar Graphing Items

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

Hot Spot Items

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

Number Line or Coordinate Plane Items

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

APPENDIX B (Continued)

Drag and Drop Items

Drag and drop items contain answer receptacles called “bays” and “dragers” that the student moves into the bays to answer the question. There are many types of drag and drop items, and each item is evaluated individually so that the student is given the most detailed information possible on the Section Review screen, without providing hints as to the correct answer. For items with a specified number of bays, the item will show as answered on the Section Review screen once the student uses that number of dragers. For example, if there are three bays and it is intended for a dragger to be placed into each bay, then the Section Review screen will show the item as answered once three dragers have been input by the student. Or, in another example, if the directions or question indicate that all dragers need to be used to answer the item, then the item will show as answered on the Section Review only when all dragers have been used. If the number of dragers 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.