

Practice Item Guide
Virginia Standards of Learning
Grade 6 Reading

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Pearson

Table of Contents

OVERVIEW.....	3
SYSTEM REQUIREMENTS FOR TESTNAV.....	4
TECHNOLOGY-ENHANCED ITEM (TEI) TYPES.....	5
Drag and Drop.....	5
Hot Spot	5
Bar Graph or Histogram	6
Fill-in-the-blank.....	6
OPENING THE VIRGINIA SOL READING PRACTICE ITEMS.....	7
MATERIALS NEEDED FOR COMPLETING VIRGINIA SOL READING PRACTICE ITEMS.....	8
ONLINE TOOLS AVAILABLE ON THE VIRGINIA SOL READING PRACTICE ITEMS.....	8
SPECIFIC DIRECTIONS FOR THE SOL GRADE 6 READING PRACTICE ITEMS.....	9
Introduction.....	9
APPENDIX A	52
APPENDIX B	54

OVERVIEW

The practice items available in the Virginia SOL Grade 6 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 6 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 6 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 6 reading test. The directions in the guide will also lead students through practice with the online tools, will familiarize students with how to navigate through the test, and will teach students how to use the Section Review screen within TestNav. Appendix B summarizes how student responses for TEI are indicated on the Section Review.

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

The following Change Log indicates any updates to this document.

Change Log		
Version	Date	Description
V.1	03/05/2012	Original document posted.
V.2	10/31/2012	Various changes throughout guide regarding how TEI appear on the Section Review screen. Updated directions and screenshots for exiting TestNav. Added Appendix B.
V.3	03/22/2013	Overview and TEI description page amended; 10 new practice items added.
V.4	2/14/14	TEI description page amended; 8 new practice items added; 1 screenshot 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 6 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 6 link. Since this is a Web-based application, the link will take you directly to the grade 6 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 6 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 6 reading practice items for the SOL test. There are 25 questions that will show you some of the types of items that will be administered as part of the grade 6 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 25.”



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.

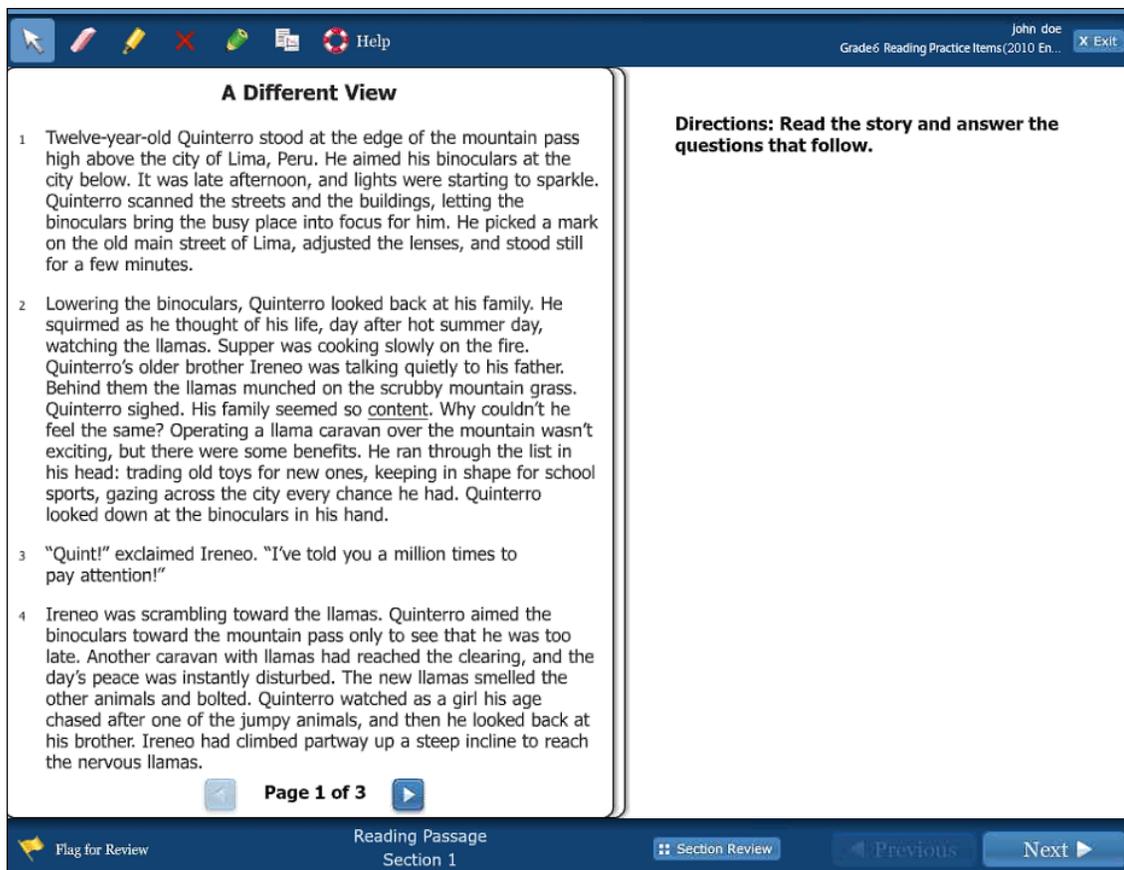
Note that the exhibit window contains information only about the Commonwealth of Virginia copyright. The exhibit icon only appears on the first screen of the practice items.

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 *A Different View* is on the left side of the screen, and directions you should follow are on the right. Throughout this set of practice items and on the actual SOL test, reading passages will appear on the left side of the screen, while the directions and questions that accompany a passage will appear on the right side of the screen.

Before you read the passage, let's take a few moments to review the way you will move through the passages in the practice items and on the online reading SOL test. At the bottom of the left side of the screen, notice the blue arrow buttons and the text that tells you the page you are viewing and the length of the passage. The bottom of this screen says, "Page 1 of 3." This means you are viewing page one, and there are three pages in this passage.



The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a pointer, eraser, highlighter, and other tools, along with a 'Help' button. The user's name 'John doe' and the page title 'Grade 6 Reading Practice Items (2010 En...)' are visible in the top right corner. The main content area is split into two columns. The left column is titled 'A Different View' and contains four numbered paragraphs of text. The right column contains the directions: 'Directions: Read the story and answer the questions that follow.' At the bottom of the left column, there are navigation arrows and the text 'Page 1 of 3'. The bottom of the interface features a dark blue bar with buttons for 'Flag for Review', 'Reading Passage Section 1', 'Section Review', 'Previous', and 'Next'.

A Different View

- 1 Twelve-year-old Quinterro stood at the edge of the mountain pass high above the city of Lima, Peru. He aimed his binoculars at the city below. It was late afternoon, and lights were starting to sparkle. Quinterro scanned the streets and the buildings, letting the binoculars bring the busy place into focus for him. He picked a mark on the old main street of Lima, adjusted the lenses, and stood still for a few minutes.
- 2 Lowering the binoculars, Quinterro looked back at his family. He squirmed as he thought of his life, day after hot summer day, watching the llamas. Supper was cooking slowly on the fire. Quinterro's older brother Ireneo was talking quietly to his father. Behind them the llamas munched on the scrubby mountain grass. Quinterro sighed. His family seemed so content. Why couldn't he feel the same? Operating a llama caravan over the mountain wasn't exciting, but there were some benefits. He ran through the list in his head: trading old toys for new ones, keeping in shape for school sports, gazing across the city every chance he had. Quinterro looked down at the binoculars in his hand.
- 3 "Quint!" exclaimed Ireneo. "I've told you a million times to pay attention!"
- 4 Ireneo was scrambling toward the llamas. Quinterro aimed the binoculars toward the mountain pass only to see that he was too late. Another caravan with llamas had reached the clearing, and the day's peace was instantly disturbed. The new llamas smelled the other animals and bolted. Quinterro watched as a girl his age chased after one of the jumpy animals, and then he looked back at his brother. Ireneo had climbed partway up a steep incline to reach the nervous llamas.

Page 1 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading application window. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, delete, zoom in, zoom out, and help. The window title is "John H doe" and "Grade6 Reading Practice Items (2010 En...)" with an "Exit" button. The main content area is split into two panels. The left panel contains a numbered list of text from a story, starting with "5 Hurrying across the clearing to help, Quinterro shifted his binoculars..." and ending with "13 Marta smiled. 'I live in the city, and every day I look up at these mountains and wonder where they go. This place looks so beautiful from below. When my cousin said he was joining a caravan, I begged to come along.'" Below the text is a "Page 2 of 3" indicator with left and right navigation arrows. The right panel contains the instruction: "Directions: Read the story and answer the questions that follow." At the bottom of the window, there is a navigation bar with a "Flag for Review" button, the text "Reading Passage Section 1", a "Section Review" button, and "Previous" and "Next" buttons with arrows.

5 Hurrying across the clearing to help, Quinterro shifted his binoculars so they hung down his back. He and Ireneo led the llamas back to the clearing, and Ireneo gave the strap around Quinterro's neck a slight tug.

6 "I thought you needed these to watch for other caravans," Ireneo shouted with irritation.

7 Quinterro did not respond to Ireneo. Instead, he glanced around until he spotted the girl he had been watching earlier. She spoke in a soft and gentle voice. She seemed to be making friends with the llamas. Quinterro headed back across the clearing.

8 "I think they're almost calmed down," the girl said as Quinterro approached.

9 "Ours too," Quinterro said.

10 "My name is Marta," the girl said.

11 Quinterro introduced himself. For a minute, there was nothing but the sound of llamas chewing grass. Then Marta spoke. "I'm curious," she said. "Do you do this all the time?"

12 "My family does. I help out during school breaks," Quinterro said.

13 Marta smiled. "I live in the city, and every day I look up at these mountains and wonder where they go. This place looks so beautiful from below. When my cousin said he was joining a caravan, I begged to come along."

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

Page 2 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

14 Quinterro simply stared at her, disbelieving what he had heard, but Marta didn't seem to notice. He was surprised that anyone would choose to leave the exciting city for the quiet mountains.

15 "The city looks so different from up here," Marta said as she looked down.

16 A thought occurred to Quinterro, and he took the binoculars from around his neck. "Try these."

17 He passed the binoculars to Marta and then turned to look down at the city. When not magnified, the city looked smaller and duller. He was just about to ask for his binoculars back when Marta spoke.

18 "I think they're broken," she said.

19 Curious, Quinterro reached for the binoculars and held them to his eyes. The bushes in front of him were huge like green mountains. He saw every leaf and every branch in vivid detail. He aimed the binoculars at the llamas, at the mountain pass, and then at his family. Everything seemed bigger, closer, and more defined.

20 Next, he aimed the binoculars at the city below. It was completely out of focus. Quinterro adjusted the lenses to focus them on the city. With a smile, he handed the binoculars back to Marta.

21 "They're not broken," Quinterro said. "It depends on how you look through them."

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

Page 3 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

SAY 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 *A Different View*, then return to the first page of the passage.

Pause while students practice navigating through the passage.

SAY On the actual SOL test, you may see a passage that does not have page numbers with blue arrow buttons next to them. This may mean the passage is one page, or it may mean that you have to move through the passage using a scroll bar. If you do not see page numbers with the blue 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-five questions in this practice set of items. The first six practice questions come from the passage *A Different View*, on the left side of the screen. The seventh question is a stand-alone item. The next nine practice questions come from the passage *Along the Ring of Fire*, followed by a stand-alone item. Finally, you will read *A Little Patience* and answer the eight practice questions that accompany that passage. 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 *A Different View*. When you have finished, use the blue arrow buttons to go back to the first page of the passage. Then, click the *Next* button on the navigational toolbar to go to the first question.

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

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John H. Doe' and the page title 'Grade 6 Reading Practice Items (2010 En...)' are visible in the top right corner. The main content area is divided into two sections. The left section, titled 'A Different View', contains four numbered paragraphs of text. The right section, titled 'Directions: Click on the correct answer.', contains a question: 'Which meaning of content is used in paragraph 2?'. Below the question is a box containing five numbered options, each with a part of speech and a definition. The first option is 'con-tent (kōn-tēnt)' with the definition 'n. 1. Something inside something else, usually plural.' The second option is '2. The subject matter of a written work.' The third option is '3. Something that has meaning; importance.' The fourth option is '(kən-tēnt)' with the definition 'adj. 4. Pleased with one's situation.' The fifth option is '5. Ready to adjust or accept.' At the bottom of the interface, there is a 'Page 1 of 3' indicator, a 'Question 1 of 25 Section 1' indicator, and buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'.

SAY The first 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 answer.”

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

SAY Let’s read the first question together: “Which meaning of content is used in paragraph 2?” You will select your answer by looking at the five meanings inside the box and clicking on the correct one. (Pause.) 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 is outlined in orange, indicating you have selected that choice as your answer. If you change your mind, click the orange box to remove your selection, and the orange box disappears.

(Pause.)

SAY When a question refers to a specific part of the passage, you should return to that part of the passage before answering the question. Since paragraph 2 is on page one of *A Different View*, make sure the left side of your screen shows “Page 1 of 3” at the bottom. (Pause.) Now, answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected 4. *Pleased with one’s situation*.

Are there any questions?

Answer all questions.

SAY I also want to mention that at the end of these practice items, we will be looking at the Section Review screen. The Section Review screen shows which questions you have answered and which questions you have not answered. 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 the *Next* button at the bottom of the screen to go to question 2.

Pause.

SAY You were on page one of the passage when you advanced from the last question, so page one of the passage shows on the left side of the screen. Information about this question is found on page two and three of the passage, so use the blue arrow buttons underneath the passage to navigate to those pages.

Make sure students are on the correct page of the passage.

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 'Grade6 Reading Practice Items (2010 En...' are visible in the top right. The main content area is split into two columns. The left column contains a passage with 13 numbered lines of text. The right column contains a question: 'If the story were told from Marta's point of view, the reader would better understand her —' followed by four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next', and a page indicator 'Page 2 of 3'.

5 Hurrying across the clearing to help, Quinterro shifted his binoculars so they hung down his back. He and Ireneo led the llamas back to the clearing, and Ireneo gave the strap around Quinterro's neck a slight tug.

6 "I thought you needed these to watch for other caravans," Ireneo shouted with irritation.

7 Quinterro did not respond to Ireneo. Instead, he glanced around until he spotted the girl he had been watching earlier. She spoke in a soft and gentle voice. She seemed to be making friends with the llamas. Quinterro headed back across the clearing.

8 "I think they're almost calmed down," the girl said as Quinterro approached.

9 "Ours too," Quinterro said.

10 "My name is Marta," the girl said.

11 Quinterro introduced himself. For a minute, there was nothing but the sound of llamas chewing grass. Then Marta spoke. "I'm curious," she said. "Do you do this all the time?"

12 "My family does. I help out during school breaks," Quinterro said.

13 Marta smiled. "I live in the city, and every day I look up at these mountains and wonder where they go. This place looks so beautiful from below. When my cousin said he was joining a caravan, I begged to come along."

If the story were told from Marta's point of view, the reader would better understand her —

A reason for wanting to join a caravan

B desire to visit the mountains

C ability to work with llamas

D daily life in the city

Page 2 of 3

Flag for Review Question 2 of 25 Section 1 Section Review Previous Next

SAY Notice question 2 is a multiple-choice question. Read the question to yourself, but do not answer it yet.

Pause while students read the question.

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.

Pause while students put the tool away.

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

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

Pause while students eliminate choices and answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is B, *desire to visit the mountains*.

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

Answer all questions.

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

Pause.

SAY Information needed to complete the flow chart in this question begins on page one and continues through page three, so use the blue arrow buttons to return to page one of the passage before you answer the question.

A Different View

- Twelve-year-old Quinterro stood at the edge of the mountain pass high above the city of Lima, Peru. He aimed his binoculars at the city below. It was late afternoon, and lights were starting to sparkle. Quinterro scanned the streets and the buildings, letting the binoculars bring the busy place into focus for him. He picked a mark on the old main street of Lima, adjusted the lenses, and stood still for a few minutes.
- Lowering the binoculars, Quinterro looked back at his family. He squirmed as he thought of his life, day after hot summer day, watching the llamas. Supper was cooking slowly on the fire. Quinterro's older brother Ireneo was talking quietly to his father. Behind them the llamas munched on the scrubby mountain grass. Quinterro sighed. His family seemed so *content*. Why couldn't he feel the same? Operating a llama caravan over the mountain wasn't exciting, but there were some benefits. He ran through the list in his head: trading old toys for new ones, keeping in shape for school sports, gazing across the city every chance he had. Quinterro looked down at the binoculars in his hand.
- "Quint!" exclaimed Ireneo. "I've told you a million times to pay attention!"
- Ireneo was scrambling toward the llamas. Quinterro aimed the binoculars toward the mountain pass only to see that he was too late. Another caravan with llamas had reached the clearing, and the day's peace was instantly disturbed. The new llamas smelled the other animals and bolted. Quinterro watched as a girl his age chased after one of the jumpy animals, and then he looked back at his brother. Ireneo had climbed partway up a steep incline to reach the nervous llamas.

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

Complete this flow chart.

```

graph TD
    A[Quinterro looks at the city with his binoculars.] --> B[Quinterro lets the llamas wander away.]
    B --> C[ ]
    C --> D[Marta and Quinterro discuss llamas and the city.]
    D --> E[ ]
  
```

Answer choices (in dark gray box):

- Quinterro thinks about how he is different from his family.
- Ireneo talks quietly to his and Quinterro's father.
- Marta looks at the city through binoculars.
- Quinterro and Ireneo lead the llamas into the clearing.
- Quinterro thinks about the benefits of operating a llama caravan.

Page 1 of 3

Question 3 of 25 Section 1

Previous Next

SAY This question is an example of a drag and drop technology-enhanced item. The directions banner at the top of the screen says, "Directions: Click and drag the answers to the correct boxes." Underneath the directions it says, "Complete this flow chart." To answer this question, you will need to drag the answer choices from the dark gray box to the correct boxes in the flow chart.

To answer the item correctly, you must click on the correct sentences and drag both of them to the correct boxes in the flow chart. It is important to completely answer the question by dragging two sentences into the flow chart. (Pause.) If you drag a sentence into the flow chart and then change your mind, you can drag the sentence back to the dark gray box.

Now read the question to yourself and then answer it.

Pause while students read the question and then answer it.

SAY How did you answer the question?

Pause for replies.

SAY In the third box from the top, you should have placed the sentence *Quinterro and Ireneo lead the llamas into the clearing*. In the bottom box, you should have placed the sentence *Marta looks at the city through binoculars*. You must have both sentences in the correct boxes for your answer to be correct.

Do you have any questions?

Answer all questions.

SAY For this question, if you only placed one sentence into the flow chart, the question would show as “Unanswered” on the Section Review screen because you did not completely answer it. In order for this question to show as “Answered” on the Section Review screen, both of the boxes must contain a sentence. 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 question.

Pause.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John H. Doe' and the document title 'Grade6 Reading Practice Items (2010 En...)' are visible in the top right corner, along with an 'Exit' button. The main content area is split into two panels. The left panel, titled 'A Different View', contains a passage with four numbered paragraphs. The right panel contains a question: 'What is the main conflict of the story?' with four radio button options labeled A, B, C, and D. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 4 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. A 'Page 1 of 3' indicator is also present.

SAY Read question 4 to yourself. For this question, you will need to refer to the entire passage, so use the forward and backward arrow buttons to navigate through the passage if necessary.

Pause while students read the question.

SAY As you answer the question, let’s practice using the highlighter tool. You can use the highlighter tool on the toolbar to highlight text. To use this tool, click the highlighter icon



() on the toolbar at the top of the screen. Clicking the highlighter tool will change your pointer tool to an arrow with a yellow highlighter next to it. Move your highlighter to the text you want to highlight, then click and drag to highlight the text.

SAY Practice using the highlighter to highlight the words “main conflict” in the question. You may also highlight any sentences in the passage that may help you answer the question. When you finish using the highlighter, click the highlighter icon on the toolbar to put the tool away. If you change your mind about something you have highlighted, you can use the eraser tool to remove that highlighting.

Remember to select your answer with the pointer tool.

Pause while students highlight the text and answer the question. Assist students as necessary.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is C, *Quinterro wishes for the more fascinating life of a city.*

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

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for a pointer, highlighter, eraser, and help. The user's name "John h doe" and the page title "Grade 6 Reading Practice Items (2010 En..." are visible in the top right corner. The main content area is divided into two columns. The left column is titled "A Different View" and contains a passage with four paragraphs. The right column contains a question: "Which sentence best expresses the theme of the story?" with four multiple-choice options: A. Dreams are very important. B. People often want what others have. C. Life is always changing. D. People should be generous to new friends. At the bottom of the interface, there is a navigation bar with buttons for "Flag for Review", "Section Review", "Previous", and "Next". The page number "Page 1 of 3" and the question number "Question 5 of 25" are also displayed.

A Different View

- 1 Twelve-year-old Quinterro stood at the edge of the mountain pass high above the city of Lima, Peru. He aimed his binoculars at the city below. It was late afternoon, and lights were starting to sparkle. Quinterro scanned the streets and the buildings, letting the binoculars bring the busy place into focus for him. He picked a mark on the old main street of Lima, adjusted the lenses, and stood still for a few minutes.
- 2 Lowering the binoculars, Quinterro looked back at his family. He squirmed as he thought of his life, day after hot summer day, watching the llamas. Supper was cooking slowly on the fire. Quinterro's older brother Ireneo was talking quietly to his father. Behind them the llamas munched on the scrubby mountain grass. Quinterro sighed. His family seemed so content. Why couldn't he feel the same? Operating a llama caravan over the mountain wasn't exciting, but there were some benefits. He ran through the list in his head: trading old toys for new ones, keeping in shape for school sports, gazing across the city every chance he had. Quinterro looked down at the binoculars in his hand.
- 3 "Quint!" exclaimed Ireneo. "I've told you a million times to pay attention!"
- 4 Ireneo was scrambling toward the llamas. Quinterro aimed the binoculars toward the mountain pass only to see that he was too late. Another caravan with llamas had reached the clearing, and the day's peace was instantly disturbed. The new llamas smelled the other animals and bolted. Quinterro watched as a girl his age chased after one of the jumpy animals, and then he looked back at his brother. Ireneo had climbed partway up a steep incline to reach the nervous llamas.

Which sentence best expresses the theme of the story?

A Dreams are very important.

B People often want what others have.

C Life is always changing.

D People should be generous to new friends.

Page 1 of 3

Question 5 of 25
Section 1

Flag for Review Section Review Previous Next

SAY Read the question and then answer it. Again, use the forward and backward arrow buttons to navigate through the passage if you need to read any of the passage to determine the answer to the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is B, *People often want what others have.*

Do you have any questions?

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 screen 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 *Flag for Review* will have a picture of a flag next to them.

Pause.

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

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for navigation and help, and a user profile for 'John h doe'. The main content area is titled 'A Different View' and contains four paragraphs of text. To the right of the text is a multiple-choice question: 'Which word from the story comes from the root that means "to anger"?'. The options are A attention, B instantly, C irritation, and D disbelieving. At the bottom of the interface, there are navigation buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next', along with a page indicator 'Page 1 of 3' and 'Question 6 of 25 Section 1'.

A Different View

- 1 Twelve-year-old Quinterro stood at the edge of the mountain pass high above the city of Lima, Peru. He aimed his binoculars at the city below. It was late afternoon, and lights were starting to sparkle. Quinterro scanned the streets and the buildings, letting the binoculars bring the busy place into focus for him. He picked a mark on the old main street of Lima, adjusted the lenses, and stood still for a few minutes.
- 2 Lowering the binoculars, Quinterro looked back at his family. He squirmed as he thought of his life, day after hot summer day, watching the llamas. Supper was cooking slowly on the fire. Quinterro's older brother Ireneo was talking quietly to his father. Behind them the llamas munched on the scrubby mountain grass. Quinterro sighed. His family seemed so content. Why couldn't he feel the same? Operating a llama caravan over the mountain wasn't exciting, but there were some benefits. He ran through the list in his head: trading old toys for new ones, keeping in shape for school sports, gazing across the city every chance he had. Quinterro looked down at the binoculars in his hand.
- 3 "Quint!" exclaimed Ireneo. "I've told you a million times to pay attention!"
- 4 Ireneo was scrambling toward the llamas. Quinterro aimed the binoculars toward the mountain pass only to see that he was too late. Another caravan with llamas had reached the clearing, and the day's peace was instantly disturbed. The new llamas smelled the other animals and bolted. Quinterro watched as a girl his age chased after one of the jumpy animals, and then he looked back at his brother. Ireneo had climbed partway up a steep incline to reach the nervous llamas.

Which word from the story comes from the root that means "to anger"?

A attention

B instantly

C irritation

D disbelieving

Page 1 of 3

Question 6 of 25
Section 1

Flag for Review Section Review Previous Next

SAY Let's read the question together. "Which word from the story comes from the root that means 'to anger'?"

Answer the question now. You may use any of the tools we have practiced.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is **C, irritation**.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital practice item interface. At the top, there is a toolbar with icons for a mouse pointer, eraser, highlighter, and a red 'X' mark, along with a 'Help' button. The user's name 'John H. Doe' and the page title 'Grade 6 Reading Practice Items (2010 En...)' are visible in the top right corner, along with an 'Exit' button. Below the toolbar is a grey banner with the following text: "Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the correct answer." The main content area contains the question: "Which highlighted word shows a contrast?" Below the question is a white box containing the following text: "Most of the students wanted to form teams to participate in the race. Marcy, however, wanted to compete by herself. She then received permission to enter the race all by herself." The words "Most", "however", "then", "permission", and "by" are highlighted in blue. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, the text 'Question 7 of 25 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. 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 hot spot 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 on the correct answer." The question says, "Which highlighted word shows a contrast?"

When you move your pointer tool over a highlighted word, the word will be outlined in blue. When you click on the word with your pointer tool, the highlighted word will turn orange, to indicate that you have selected it. If you change your mind, you can click on that word again, and the orange will disappear. Then you will be able to select a different word. Now, answer the question.

Pause while students answer the question.

SAY Which word did you select?

Pause for replies.

SAY The correct answer is *however*. Since this question asked you to select one highlighted word, this question will show as “Answered” on the Section Review screen after one answer has been selected.

Do you have any questions?

Answer all questions.

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

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

Pause.

SAY The next few questions come from the passage titled *Along the Ring of Fire*, which you should see on the left side of your screen. Directions are shown on the right.

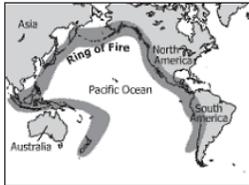
Pause.

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

Pause while students read the passage and navigate to the next question.

John doe
Grade6 Reading Practice Items(2010 En... X Exit

Along the Ring of Fire

- 1 Off the coast of Alaska, molten rock rises through cracks in the floor of the Pacific Ocean. This superheated material known as magma oozes like toothpaste squeezed from a tube. Stretching, grumbling, and erupting, Earth slowly builds a new island.
- 2 Along the Pacific coast of South America, one part of the planet's surface gradually drifts toward another. Although difficult to believe, the rocky outer crust of Earth is not solid; rather, it is broken up into gigantic pieces called plates. Up to 250 miles thick, the plates, which float on top of a softer layer of hot rock, move at a pace of 0.39 to 3.94 inches per year. As the plates slide past one another, the action can sometimes result in volcanic activity.
- 3 These dramatic events take place thousands of miles apart, yet they are connected. Surrounding the Pacific Ocean is a circle of volcanoes that includes more than half of the world's active volcanoes. While many are sleeping giants, others spew lava and toss ash and rock into the air. This region is called the Ring of Fire.
 
- 4 The Ring of Fire stretches from the west coast of South America northward to Alaska. It curves west at the Aleutian Islands and crosses the Pacific Ocean. Then it heads down the east coast of Asia toward New Zealand.

Page 1 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade6 Reading Practice Items(2010 En... X Exit

Historical Eruptions

- 5 Major volcanic eruptions along the Ring of Fire make history. In 1883 Krakatoa, an island volcano at the western edge of the ring, erupted in four explosions. The third explosion was so loud that it could be clearly heard 3,000 miles away. Krakatoa heaved a massive dust cloud nearly 50 miles into the air. For a year, that cloud covered Earth and changed the weather worldwide. Areas near the eruption remained dark from dust for days. Even three years later, volcanic debris in the atmosphere caused red sunsets thousands of miles away.
- 6 Closer to home, Mount St. Helens, a volcano in the Cascade Range in the state of Washington, erupted in 1980. Although Mount St. Helens did not spew lava, it did cause tremendous damage. This eruption hurled a cloud of superheated ash, dirt, rock, and gases into the air. The ash blew eastward and was thick enough to disrupt travel. The side of the mountain fell away, causing a landslide.
- 7 In 1991 Mount Pinatubo in the Philippines erupted after 600 quiet years. During four days in June, Pinatubo released more than 20 million tons of debris into the air, destroying many homes.
- 8 Some volcanoes erupt more quietly, with lava oozing through the cracks in Earth's surface. This type of volcano is found in Hawaii. Fluid lava from a volcano such as Kilauea tends to advance slowly but still causes extensive damage. Deep beneath the surface of the ocean, the Ring of Fire is destructive, but it is constructive too. How can a volcano destroy and build at the same time?

Page 2 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, and a red 'X' icon, followed by a 'Help' button. In the top right corner, the user's name 'John h doe' and the document title 'Grade6 Reading Practice Items (2010 En...' are visible, along with an 'Exit' button.

The main content area is split into two columns. The left column contains the following text:

How Volcanoes Can Be Helpful

9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.

10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.

11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

Below the text is a navigation bar with a left arrow, the text 'Page 3 of 3', and a right arrow.

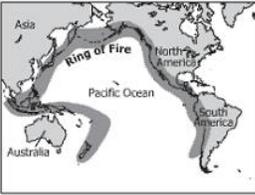
The right column contains the following text:

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

At the bottom of the interface, there is a footer bar with a 'Flag for Review' button (with a yellow flag icon), the text 'Reading Passage Section 1', a 'Section Review' button (with a double-checkmark icon), and 'Previous' and 'Next' buttons (with left and right arrow icons).

John h doe
Grade6 Reading Practice Items (2010 En... X Exit

Along the Ring of Fire

- Off the coast of Alaska, molten rock rises through cracks in the floor of the Pacific Ocean. This superheated material known as magma oozes like toothpaste squeezed from a tube. Stretching, grumbling, and erupting, Earth slowly builds a new island.
- Along the Pacific coast of South America, one part of the planet's surface gradually drifts toward another. Although difficult to believe, the rocky outer crust of Earth is not solid; rather, it is broken up into gigantic pieces called plates. Up to 250 miles thick, the plates, which float on top of a softer layer of hot rock, move at a pace of 0.39 to 3.94 inches per year. As the plates slide past one another, the action can sometimes result in volcanic activity.
- These dramatic events take place thousands of miles apart, yet they are connected. Surrounding the Pacific Ocean is a circle of volcanoes that includes more than half of the world's active volcanoes. While many are sleeping giants, others spew lava and toss ash and rock into the air. This region is called the Ring of Fire.
 
- The Ring of Fire stretches from the west coast of South America northward to Alaska. It curves west at the Aleutian Islands and crosses the Pacific Ocean. Then it heads down the east coast of Asia toward New Zealand.

Page 1 of 3

Directions: Click on the correct shaded areas.

Which two phrases from paragraph 1 describe the behavior of magma?

Off the coast of Alaska,
molten rock rises through cracks in
the floor of the Pacific Ocean. This
superheated material known as magma
oozes like toothpaste squeezed from a tube.

Flag for Review Question 8 of 25 Section 1 Section Review Previous Next

SAY Question 8 is another example of a technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click on the correct shaded areas.” The question says, “Which two phrases from paragraph 1 describe the behavior of magma?” To answer this question, you must click on the two correct shaded phrases located within the box. When you select a phrase it will turn orange. If you change your mind, you can click on the phrase again and the orange shading will disappear.

The question refers to paragraph one, so you should return to that part of the passage before answering the question if you have not done so already. Paragraph one is on page one, which should be showing on the left side of the screen.

Now answer the question. In order for this question to show as “Answered” on the Section Review screen, you must select two phrases.

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 phrases did you select?

Pause for replies.

SAY The correct phrases are *molten rock rises through the cracks* and *oozes like toothpaste squeezed from a tube*. You must have selected both of those phrases, and only those phrases, for your answer to be considered correct.

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 9.

The screenshot shows a digital reading 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 page title 'Grade6 Reading Practice Items(2010 En...' are visible. The main content area is titled 'Along the Ring of Fire' and contains four paragraphs of text. Paragraph 2 is highlighted. To the right of the text is a multiple-choice question: 'If the author were to add information to the end of paragraph 2, what would most likely be the topic?' with four options: A (Effects of moving plates on the formation of volcanoes), B (What causes the plates to shift), C (Other areas of the planet where plates collide to form volcanoes), and D (Who discovered the motion of the plates). A map of the Pacific Ocean is included, showing the Ring of Fire around the Pacific basin. At the bottom, there is a 'Page 1 of 3' indicator, a 'Flag for Review' button, and navigation buttons for 'Question 9 of 25 Section 1', 'Section Review', 'Previous', and 'Next'.

Along the Ring of Fire

- 1 Off the coast of Alaska, molten rock rises through cracks in the floor of the Pacific Ocean. This superheated material known as magma oozes like toothpaste squeezed from a tube. Stretching, grumbling, and erupting, Earth slowly builds a new island.
- 2 Along the Pacific coast of South America, one part of the planet's surface gradually drifts toward another. Although difficult to believe, the rocky outer crust of Earth is not solid; rather, it is broken up into gigantic pieces called plates. Up to 250 miles thick, the plates, which float on top of a softer layer of hot rock, move at a pace of 0.39 to 3.94 inches per year. As the plates slide past one another, the action can sometimes result in volcanic activity.
- 3 These dramatic events take place thousands of miles apart, yet they are connected. Surrounding the Pacific Ocean is a circle of volcanoes that includes more than half of the world's active volcanoes. While many are sleeping giants, others spew lava and toss ash and rock into the air. This region is called the Ring of Fire.
- 4 The Ring of Fire stretches from the west coast of South America northward to Alaska. It curves west at the Aleutian Islands and crosses the Pacific Ocean. Then it heads down the east coast of Asia toward New Zealand.

If the author were to add information to the end of paragraph 2, what would most likely be the topic?

- A Effects of moving plates on the formation of volcanoes
- B What causes the plates to shift
- C Other areas of the planet where plates collide to form volcanoes
- D Who discovered the motion of the plates

Page 1 of 3

Question 9 of 25
Section 1

Section Review Previous Next

SAY Since you were on page one of the passage when you advanced from the last question, page one of the passage shows on the left side of the screen. This question asks about paragraph two, which is also located on page one.

Read the question to yourself and then answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **A**, *Effects of moving plates on the formation of volcanoes*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and help, and a user profile for 'John H. Doe'. The main content area is split into two columns. The left column contains a passage titled 'Historical Eruptions' with four paragraphs, each starting with a number (5, 6, 7, 8). The right column contains a question: 'After reading paragraph 6, the reader may infer that lava —' followed by four multiple-choice options (A, B, C, D). At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next', and a 'Section Review' button. The status bar at the very bottom indicates 'Page 2 of 3', 'Question 10 of 25', and 'Section 1'.

SAY Question 10 refers to paragraph six, which is located on page two of the passage. Use the blue arrow buttons underneath the passage to advance to page two. Then read the question to yourself and 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**, *is not involved in every volcanic eruption*.

SAY Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'john h doe' and the document title 'Grade6 Reading Practice Items (2010 En...' are visible in the top right corner. The main content area is divided into two columns. The left column contains a passage titled 'How Volcanoes Can Be Helpful' with four paragraphs numbered 9 through 12. The right column contains a multiple-choice question: 'Which sentence best summarizes paragraph 10?' with four options labeled A, B, C, and D. At the bottom of the passage, there are blue arrow buttons for navigation and a 'Page 3 of 3' indicator. The bottom of the interface features a navigation bar with a 'Flag for Review' button, 'Question 11 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

How Volcanoes Can Be Helpful

9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.

10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.

11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

Which sentence best summarizes paragraph 10?

A Mount Fuji, a volcano located in a national park in Japan, is used as farmland.

B Farmers often plant crops next to inactive volcanoes in Japan.

C Island chains, including Japan, New Zealand, and Hawaii, were formed by volcanoes.

D Mount Fuji, part of a national park, is an inactive volcano that helped to form parts of Japan.

Page 3 of 3

Question 11 of 25
Section 1

Flag for Review Section Review Previous Next

SAY Question 11 refers to paragraph ten, which is located on page three of the passage. Use the blue arrow buttons underneath the passage to navigate to page three. Then read the question to yourself and 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, *Mount Fuji, part of a national park, is an inactive volcano that helped to form parts of Japan.***Do you have any questions?**

Answer all questions.

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

How Volcanoes Can Be Helpful

9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.

10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.

11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

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

Complete this cause-and-effect chart.

Cause: Lava flows and hardens into layers of rock. → **Effect:** []

Clouds of debris are released into the air.

Dense plant life covers the ground.

Plates drift into each other.

The weather is changed.

An island is created.

Page 3 of 3

Question 12 of 25
Section 1

Flag for Review Section Review Previous Next

SAY Question 12 is another technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click and drag the correct answer to the box.” The question says, “Complete this cause-and-effect chart.”

To answer this question, you will click on an answer choice in the dark gray box and drag it into the empty box in the chart under “Effect.” If you change your mind after dragging an answer to the box, you can click and drag it back to the gray box and choose a different answer. (Pause.)

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

Click on the green pencil tool icon () on the toolbar at the top of the screen. Your pointer will now have a pencil next to it. Move it to the first sentence in the dark gray box, “Clouds of debris are released into the air.” Left-click and hold, then draw an “X” over this sentence. When you have finished using the pencil tool, click on the pencil icon again to put it away. (Pause.)

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

SAY You may now complete the chart. In order for this question to show as “Answered” on the Section Review screen, the box under “Effect” must contain an answer.

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 answer did you place into the chart?

Pause for replies.

SAY The correct answer is *An island is created*.

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

Answer all questions.

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

Pause.

The screenshot shows a TestNav interface with a dark blue header. On the left, there is a toolbar with icons for a pencil, eraser, highlighter, and a red X, along with a 'Help' button. The main content area is split into two columns. The left column contains a reading passage titled "How Volcanoes Can Be Helpful" with three numbered paragraphs. The right column contains directions: "Directions: Click and drag the correct answers to the boxes." Below the directions is a table titled "Complete the chart." with the heading "Volcanic Activity". The table has two columns: "Advantages" and "Disadvantages". Below the table are three rows of draggable text boxes containing the following text: "Disrupts travel", "Landslides possible", "Creates homes for insects", "Source of minerals", "Earth crumbles into fertile soil", and "Changes in world weather patterns". At the bottom of the interface, there is a status bar with "Page 3 of 3", "Question 13 of 25 Section 1", a "Flag for Review" button, a "Section Review" button, and "Previous" and "Next" navigation buttons.

How Volcanoes Can Be Helpful

9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.

10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.

11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

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

Complete the chart.

Volcanic Activity	
Advantages	Disadvantages

Disrupts travel	Landslides possible
Creates homes for insects	Source of minerals
Earth crumbles into fertile soil	Changes in world weather patterns

Page 3 of 3

Question 13 of 25
Section 1

Flag for Review Section Review Previous Next

SAY The gray directions banner at the top of the screen says, “Directions: Click and drag the correct answers to the boxes.” Underneath the directions it says, “Complete the chart.”

To answer this question, you will click on each answer choice in the dark gray box and drag it into one of the empty boxes in the chart. If you change your mind after placing an answer in the chart, you can click and drag it back into the gray box, then choose a different answer.

You may now complete the chart. For this question to show as “Answered” on the Section Review screen, each of the six boxes must contain a phrase.

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 How did you complete the chart?

Pause for replies.

SAY In the “Advantages” column you should have placed *Creates homes for insects*, *Earth crumbles into fertile soil*, and *Source of minerals*. In the “Disadvantages” column you should have placed *Disrupts travel*, *Landslides possible*, and *Changes in world weather patterns*.

For your answer to be correct, you must have placed each of these phrases under the correct heading. The order of the phrases in each column does not matter.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the document title 'Grade6 Reading Practice Items (2010 En...' are visible in the top right corner. The main content area is divided into two columns. The left column contains a passage titled 'How Volcanoes Can Be Helpful' with four numbered paragraphs. The right column contains a question prompt: 'The article answers all of these questions EXCEPT —' followed by four multiple-choice options (A, B, C, D). At the bottom of the passage area, there is a 'Page 3 of 3' indicator. The bottom navigation bar includes a 'Flag for Review' button, 'Question 14 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

How Volcanoes Can Be Helpful

9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.

10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.

11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

The article answers all of these questions EXCEPT —

A How are types of volcanic eruptions different?

B Which countries border the Ring of Fire?

C Which volcano has been inactive for the longest period of time?

D What causes a volcano in the Ring of Fire to erupt?

Page 3 of 3

Flag for Review Question 14 of 25 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 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, *Which volcano has been inactive for the longest period of time?*

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and editing, and a user profile 'John h doe' with an 'Exit' button. The main content area is split into two columns. The left column contains a passage titled 'How Volcanoes Can Be Helpful' with three paragraphs. The right column contains a question: 'Which sentence from the article states an opinion about the Ring of Fire?' with four multiple-choice options (A, B, C, D). At the bottom of the passage area, it says 'Page 3 of 3'. The bottom navigation bar includes a 'Flag for Review' button, 'Question 15 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

How Volcanoes Can Be Helpful

9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.

10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.

11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

Which sentence from the article states an opinion about the Ring of Fire?

A As the plates slide past one another, the action can sometimes result in volcanic activity.

B The Ring of Fire stretches from the west coast of South America northward to Alaska.

C The Ring of Fire is constructive in other ways too.

D Volcanic activity creates some of the most spectacular fireworks found in nature.

Page 3 of 3

Flag for Review Question 15 of 25 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 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, *Volcanic activity creates some of the most spectacular fireworks found in nature.* This sentence is found in paragraph twelve on page three of the passage.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 16.

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the page title 'Grade6 Reading Practice Items (2010 En...' are visible in the top right. The main content area is divided into two columns. The left column contains a passage titled 'How Volcanoes Can Be Helpful' with four numbered paragraphs (9-12). The right column contains a question: 'Which sentence from the article uses figurative language?' with four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The current page is 'Page 3 of 3' and the question is 'Question 16 of 25' in 'Section 1'.

How Volcanoes Can Be Helpful

9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.

10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.

11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

Which sentence from the article uses figurative language?

A Along the Pacific coast of South America, one part of the planet's surface gradually drifts toward another.

B These dramatic events take place thousands of miles apart, yet they are connected.

C While many are sleeping giants, others spew lava and toss ash and rock into the air.

D Major volcanic eruptions along the Ring of Fire make history.

Page 3 of 3

Flag for Review Question 16 of 25 Section 1 Section Review Previous Next

SAY Read the question to yourself and 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 C, *While many are sleeping giants, others spew lava and toss ash and rock into the air.*

Do you have any questions?

Answer all questions.

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

Pause.

SAY Question 17 is a stand-alone item, so you do not need to read a passage to answer the question. Again, 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.

SAY This item is an example of a drag and drop technology-enhanced item that requires more than one correct answer. 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 correct answers to the boxes.” The question says, “Which two words are antonyms?”

To answer this question, you will click on two words in the dark gray box and drag each word you select into one of the empty boxes. If you change your mind, you can drag a word back into the dark gray box and then select a different word.

Now answer the question. In order for this question to show as “Answered” on the Section Review screen, both boxes must contain a word.

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 words did you select?

Pause for replies.

SAY You should have chosen the words *Cheerful* and *Dismal*. The order in which you placed the two words in the boxes does not matter.

Do you have any questions?

Answer all questions.

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

Notice the passage titled *A Little Patience* is on the left side of the screen, and directions you should follow are on the right. You will notice that this passage is four pages.

Now take a few minutes to read the passage. Use the blue arrow buttons underneath the passage to advance through the pages as you read. When you have finished reading, go back to the first page of the passage. Then, click the *Next* button at the bottom of the screen to go to the next question.

Pause while students read the passage and navigate to question 18. Continue after everyone has finished reading.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, red X, green checkmark, and a lifebuoy labeled 'Help'. In the top right corner, the user's name 'John h doe' and the page title 'Grade 6 Reading Practice Items (2010 En...)' are visible, along with an 'Exit' button.

The main content area is split into two columns. The left column is titled 'A Little Patience' and contains a numbered list of six paragraphs:

- 1 Alice groaned as she walked into her room, letting her backpack fall to the ground with a loud thump. Once again her room looked like a whirlwind had blown through it, and she knew exactly who the culprit was. "Mom! She did it again!"
- 2 Alice's mom, who happened to be walking by, peeked through the doorway to appraise the damage that Alice's younger sister had left behind. "I've talked to Mary about it," Mom said with a sigh, "but she can't seem to stay out of here. Your room is too irresistible. Maybe you should talk to her."
- 3 "Right," Alice mumbled as she began to put away the stuffed animals and trinkets scattered everywhere. She was picking up the last of her belongings from the floor when she noticed her four-year-old sister at the door. "What do you want?" Alice snapped, tired from having to complete an unexpected chore.
- 4 "Nothing. I was just watching," Mary said. "Do you want to go play on the swings?"
- 5 "I can't because I have to finish cleaning my room," Alice growled, "and then I have to do my homework."
- 6 "Why didn't you do your homework already? Where were you?" Mary asked.

Below the passage, there are navigation arrows and the text 'Page 1 of 4'. The right column contains the text: 'Directions: Read the story and answer the questions that follow.'

At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, the text 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

The screenshot shows a digital reading application window. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, red X, green checkmark, and a lifebuoy labeled 'Help'. The user's name 'John h doe' and the document title 'Grade6 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 columns. The left column contains a numbered list of text from a story:

- 7 "I've explained this before, Mary. I have track practice immediately after school, so I don't have time to play with you *and* finish my homework." Alice plopped herself down at her desk and began pulling her books out of her backpack, pretending not to notice her little sister standing in the doorway. Mary lingered a few more minutes and then quietly left.
- 8 The next afternoon Alice walked into her room and found Mary in the middle of the floor surrounded by the stuffed animals that normally rested on her bed.
- 9 "Mary!" Alice shouted in annoyance. "Please leave my things alone. I'm tired of having to clean my room every day."
- 10 "But you have some of the best toys in here," Mary explained. "I really like this one!" she said as she held up a pink stuffed rabbit.
- 11 "Mary, put that down!" Alice shrieked as she noticed the toy Mary held in her hands. It wasn't just an ordinary stuffed animal; it was one of Alice's longtime favorites. Mary, shocked by Alice's intense reaction, immediately dropped it.
- 12 "I'm sorry, Mary, but you have to go play somewhere else," Alice pleaded.
- 13 Mary lifted the rabbit and carefully placed it on the bed before walking toward the door. She turned and looked at Alice, who was gathering the remaining stuffed animals from the floor. "I'm sorry," Mary said softly before leaving the room.

At the bottom of the left column, there are navigation arrows and the text 'Page 2 of 4'.

The right column contains the following directions:

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

The bottom of the interface features a dark blue bar with several controls: a 'Flag for Review' button with a yellow flag icon, the text 'Reading Passage Section 1', a 'Section Review' button with a double-checkmark icon, and 'Previous' and 'Next' buttons with left and right arrow icons.

John h doe
Grade6 Reading Practice Items (2010 En... X Exit

14 Alice cleaned her room and, once again, began working on her homework, just as she usually did in the afternoons. She opened her backpack and emptied its contents onto her desk. After settling into her chair, she flipped open a textbook and started to read. Unlike most afternoons, though, she was unable to concentrate.

15 When Alice realized she had read the same page three times in her history book, she gave up and began to walk around her room. She was absently staring out the window when something outside caught her eye. It was an empty swing, swaying in the wind. Mary's little face, with her big grin and twinkling eyes, immediately came to Alice's mind and held her thoughts for the rest of the evening.

16 The next day Alice was surprised when she returned home after practice to find her room flawless. Not a thing was out of place. She set down her backpack, picked up the pink rabbit, and with a look of determination, she went to find Mary. She found her sister sitting at the kitchen table, paper and crayons scattered in front of her.

17 "Hey, Mary. What are you doing?" Alice sat in the seat beside her. Mary glanced up but then immediately went back to her task. "Those are some pretty pictures." Still Mary did not answer.

18 Alice frowned. This was harder than she thought it would be. "Mary, I owe you an apology. I know I've been busy, but I shouldn't have become angry with you yesterday." She put the rabbit on the table. "This bunny misses you too," she teased. "I'm wondering if you would do me a favor."

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

Page 3 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade6 Reading Practice Items (2010 En... X Exit

19 Mary put down her crayon as soon as she saw the rabbit. Alice continued, "He is important to me, and I wouldn't trust him with just anyone. I thought maybe you could take care of him for me while I'm at school. Then the two of you could meet me at the swings when I arrive home from practice. What do you think?"

20 Mary looked up at Alice, her eyes wide with excitement. She jumped down from her chair and grabbed Alice's hand. "If we want to play on the swings today," Mary said, "we have to go now. You have homework that you have to finish later."

21 "Okay," Alice smiled and followed her sister. As they made their way to the swing, Alice saw the huge grin on Mary's face and was humbled by the thought that such a small child was able to teach her such a big lesson on patience.

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

Page 4 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading practice interface. On the left, a passage titled "A Little Patience" is displayed with six numbered paragraphs. The second paragraph contains the sentence: "Once again her room looked like a whirlwind had blown through it, and she knew exactly who the culprit was." This sentence is highlighted with a black box. On the right, a question prompt reads: "Read this sentence from paragraph 1." Below this, the boxed sentence is repeated. The question asks: "The author uses hyperbole in this sentence to —" and provides four multiple-choice options: A (describe the condition of Alice's room), B (explain why Mary plays in Alice's room), C (reveal how often Alice cleans her room), and D (tell how Alice feels as she enters her room). The interface includes a top toolbar with icons for navigation and help, a user profile "john h doe", and a bottom navigation bar with "Previous" and "Next" buttons.

SAY The directions say, “Read this sentence from paragraph 1.”

Pause.

SAY You will notice the sentence from paragraph one has a box around it. The sentence reads, “Once again her room looked like a whirlwind had blown through it, and she knew exactly who the culprit was.”

Underneath the boxed sentence from paragraph one, the question reads, “The author uses hyperbole in this sentence to — “

Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **A**, *describe the condition of Alice’s room*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading application interface. At the top, there is a navigation bar with icons for a mouse, eraser, highlighter, and a red 'X', along with a 'Help' button. The user's name 'John h doe' and the document title 'Grade6 Reading Practice Items (2010 En...' are visible in the top right corner, along with an 'Exit' button. The main content area is split into two panels. The left panel, titled 'A Little Patience', contains six numbered paragraphs of text. The right panel contains a question: 'In paragraph 2, the word appraise means —' followed by four radio button options: A offer feedback for, B respond quickly to, C examine carefully, and D arrange in a tidy manner. At the bottom of the left panel, it says 'Page 1 of 4' with navigation arrows. The bottom of the entire interface features a dark blue bar with a 'Flag for Review' button, 'Question 19 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY The question refers to paragraph two. Paragraph two is found on the first page of the passage. Page one should be showing on the left side of your screen, since that was the page you were viewing when you advanced from the last question. You may reread paragraph two if it will help you to answer this question.

Now read the question and 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, *examine carefully*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 20.

Pause.

John h doe
Grade6 Reading Practice Items (2010 En... X Exit

7 "I've explained this before, Mary. I have track practice immediately after school, so I don't have time to play with you *and* finish my homework." Alice plopped herself down at her desk and began pulling her books out of her backpack, pretending not to notice her little sister standing in the doorway. Mary lingered a few more minutes and then quietly left.

8 The next afternoon Alice walked into her room and found Mary in the middle of the floor surrounded by the stuffed animals that normally rested on her bed.

9 "Mary!" Alice shouted in annoyance. "Please leave my things alone. I'm tired of having to clean my room every day."

10 "But you have some of the best toys in here," Mary explained. "I really like this one!" she said as she held up a pink stuffed rabbit.

11 "Mary, put that down!" Alice shrieked as she noticed the toy Mary held in her hands. It wasn't just an ordinary stuffed animal; it was one of Alice's longtime favorites. Mary, shocked by Alice's intense reaction, immediately dropped it.

12 "I'm sorry, Mary, but you have to go play somewhere else," Alice pleaded.

13 Mary lifted the rabbit and carefully placed it on the bed before walking toward the door. She turned and looked at Alice, who was gathering the remaining stuffed animals from the floor. "I'm sorry," Mary said softly before leaving the room.

Directions: Click on all the correct answers.

Which words are synonyms for the word shrieked in paragraph 11?

answered
yelled
declared
acknowledged
responded
exclaimed

Page 2 of 4

Flag for Review Question 20 of 25 Section 1 Section Review Previous Next

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

To answer this question, you must click on all the correct words. Now, read the question to yourself and answer it.

Pause while students read and answer the question.

SAY Which answers did you select?

Pause for replies.

SAY The correct answers are *yelled* and *exclaimed*. You must have selected both of these words, and only these words, for your answer to be correct.

Since the number of correct answers was not indicated in the item, this item will show as "Answered" on the Section Review screen once one answer is selected. This is so no hint or clue is given as to how many answers are correct.

Do you have any questions?

Answer all questions.

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

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

Pause.

The screenshot shows a digital reading interface. On the left, a passage is displayed with paragraphs 7 through 13. Paragraph 7 describes Alice's frustration with track practice and her reaction to Mary. Paragraph 8 shows Alice finding Mary in her room. Paragraph 9 shows Alice shouting at Mary. Paragraph 10 shows Mary explaining her actions. Paragraph 11 shows Alice's intense reaction to a stuffed rabbit. Paragraph 12 shows Alice pleading with Mary. Paragraph 13 shows Mary placing the rabbit on the bed. On the right, a question is displayed: "The author includes paragraphs 11–13 mainly to —". Below the question are four multiple-choice options: A (suggest that Alice will forgive Mary), B (create sympathy for how Alice treated Mary), C (reveal Mary's regret for her actions), and D (explain Alice's fondness for the stuffed rabbit). The interface includes navigation buttons for "Previous" and "Next", and a "Page 2 of 4" indicator.

SAY Read the question to yourself.

Pause while students read the question.

SAY The question refers to paragraphs eleven through thirteen, which are located on page two of the passage. If page two is not showing on the left side of your screen, use the blue arrow buttons to go to page two, and review those paragraphs before selecting the answer.

Pause while students read and answer the question/

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is B, *create sympathy for how Alice treated Mary*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 22. (Pause.)

The screenshot shows a digital reading interface. On the left, a passage is displayed with four paragraphs. Paragraph 14 is highlighted. On the right, a question is posed: "Which words from paragraph 14 signal a generalization?" Below the question, a text box contains the same paragraph 14 text. Several words in this text are highlighted in orange: "usually", "most", "though", "After settling into", and "began". At the top of the interface, a gray banner contains the directions: "Directions: Click on all the correct shaded answers." The interface also includes navigation buttons like "Previous" and "Next", and a "Section Review" button at the bottom.

SAY Question 22 is another example of a technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click on all the correct shaded answers.”

To answer this question you will click on all the shaded words within the box that answer the question. After you click on a word to select it, the word will be shaded in orange to indicate that you have selected it. If you change your mind after selecting a word, click it again to remove your selection and the orange shading will disappear.

Now read the question. Notice that the question refers to paragraph fourteen. Use the blue arrow buttons to move to page three of the passage, which is where paragraph fourteen is located. Then answer the question.

Pause while students move to the correct page of the passage and answer the question.

SAY Which answers did you select?

Pause for replies.

SAY The correct answers are *usually* and *most*. You must have selected both of these words, and only these words, for your answer to be correct.

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

SAY Do you have any questions?

Answer all questions.

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

SAY Click *Next* at the bottom of the screen to go to question 23.

Pause.

The screenshot shows a TestNav interface with a blue header. On the left, a reading passage is displayed with four paragraphs numbered 14 to 17. Paragraph 14 describes Alice cleaning her room and reading. Paragraph 15 describes Alice realizing she has read the same page three times and seeing an empty swing. Paragraph 16 describes Alice returning home to find her room flawless and her sister Mary. Paragraph 17 describes Alice talking to Mary. On the right, a question is displayed: "The empty swing in paragraph 15 leads Alice to the resolution by helping her realize —". Below the question are four multiple-choice options: A (how much Mary enjoys playing with the stuffed animals), B (the ways she can apologize to Mary for what has happened), C (the regret she feels about her earlier reaction toward Mary), and D (why she enjoys spending time outdoors with Mary). At the bottom of the interface, there are navigation buttons for "Page 3 of 4", "Question 23 of 25", "Section 1", "Section Review", "Previous", and "Next".

SAY Read the question to yourself. (Pause.) **The question refers to paragraph fifteen. It is a good idea to review that paragraph, located on page three of the passage, before answering the question. Since this is the same page you viewed for the question we just discussed, that page should still be showing on the left side of your screen.**

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is C, *the regret she feels about her earlier reaction toward Mary.*

SAY Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 24.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John h doe' and the text 'Grade6 Reading Practice Items (2010 En...' are visible in the top right corner, next to an 'Exit' button. The main content area is split into two columns. The left column contains three paragraphs of text, numbered 19, 20, and 21. Paragraph 19 describes Alice's concern about a rabbit. Paragraph 20 describes Mary's excitement about playing on swings. Paragraph 21 describes Alice following Mary and learning a lesson on patience. The right column contains a question prompt: 'Based on what Alice says in paragraph 19, the reader may conclude that Alice —' followed by four multiple-choice options (A, B, C, D). At the bottom of the interface, there are navigation buttons: 'Page 4 of 4' with left and right arrows, 'Flag for Review', 'Question 24 of 25 Section 1', 'Section Review', 'Previous', and 'Next'.

SAY Read the question to yourself.

Pause while students read the question.

SAY Question 24 refers to paragraph nineteen, which is found on page four of the passage. Use the blue arrow buttons to advance to page four so that you can review it if needed, and then answer the question.

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

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is D, *wants to improve her relationship with Mary.***Do you have any questions?**

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 25.

Pause.

The screenshot shows a digital reading practice interface. On the left, there are three numbered paragraphs (19, 20, 21) describing a scene between Alice and Mary. Paragraph 19: "Mary put down her crayon as soon as she saw the rabbit. Alice continued, 'He is important to me, and I wouldn't trust him with just anyone. I thought maybe you could take care of him for me while I'm at school. Then the two of you could meet me at the swings when I arrive home from practice. What do you think?'" Paragraph 20: "Mary looked up at Alice, her eyes wide with excitement. She jumped down from her chair and grabbed Alice's hand. 'If we want to play on the swings today,'" Mary said, "we have to go now. You have homework that you have to finish later.'" Paragraph 21: "'Okay.'" Alice smiled and followed her sister. As they made their way to the swing, Alice saw the huge grin on Mary's face and was humbled by the thought that such a small child was able to teach her such a big lesson on patience.

On the right, there is a "Directions" banner: "Directions: Click and drag the answers to the correct boxes." Below this is the instruction: "Complete this cause-and-effect chart." The chart has a "Cause:" box on the left and an "Effects:" box on the right. The "Effects:" box contains two sub-boxes: "Alice is annoyed by Mary's behavior." and an empty box. Below the chart is a dark gray box containing five draggable text options: "Alice finds Mary coloring at the kitchen table.", "Alice has trouble concentrating on her homework.", "Mary plays with Alice's stuffed animals in the afternoons.", "Mary wants Alice to go outside and play.", and "Alice is tired from having to clean her room."

At the bottom of the interface, there are navigation buttons: "Page 4 of 4", "Flag for Review", "Question 25 of 25 Section 1", "Section Review", "Previous", and "Next".

SAY This final item is another example of a drag and drop technology-enhanced item. The gray directions banner at the top of the screen says, "Directions: Click and drag the answers to the correct boxes." The question says, "Complete this cause-and-effect chart."

To answer this question, you will click on the boxes in the dark gray box on the bottom of the screen and drag your choices to the empty boxes in the chart. If you change your mind after dragging an answer to the box, you can click and drag it back to the gray box.

You may now complete the chart.

Pause while students answer the question.

SAY How did you complete the chart?

Pause for replies.

SAY You should have placed *Mary plays with Alice's stuffed animals in the afternoons* into the "Cause" box. You should have placed *Alice is tired from having to clean her room* into the "Effects" box. Both of these statements must be in the correct locations within the chart for your answer to be correct.

SAY Since the item indicated 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	25 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	
Question 7		✓ Answered	
Reading Passage			
Question 8		✓ Answered	
Question 9		✓ Answered	
Question 10		✓ Answered	

CONTINUE TO TEST OVERVIEW john h doe | Grade 6 Reading Practice Items (2010 English SOL)

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

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

Pause while students practice navigating between 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 light blue box 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 28 Total Items.”

Please note the total number of items mentioned above (28) includes the three reading passages and twenty-five 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 6 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	1-25

SUBMIT AND EXIT TEST ▶

john h doe

Exit Test X

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

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.)

STOP

You are trying to exit the test.
You have 0 unfinished items.

Return to the test.
 Exit the test.
 Submit the test.

Return to Test

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.

SAY The second choice states, “*Exit the test.*” This option should NOT be chosen. This option may be used during actual SOL testing but should NOT be used for 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 6 Reading Practice Items.

Thank you for reviewing the SOL Grade 6 Reading Practice Items with your students.
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APPENDIX A

Answers to SOL Grade 6 Reading Practice Items

Question 1

The correct answer is 4. *Pleased with one's situation.*

Question 2

The correct answer is B, *desire to visit the mountains.*

Question 3

The third box from the top should contain the sentence *Quinterro and Irene lead the llamas into the clearing.* The bottom box should contain the sentence *Marta looks at the city through binoculars.* Both sentences must be in the correct location within the flow chart for the answer to be correct.

Question 4

The correct answer is C, *Quinterro wishes for the more fascinating life of a city.*

Question 5

The correct answer is B, *People often want what others have.*

Question 6

The correct answer is C, *irritation.*

Question 7

The correct answer is *however.*

Question 8

The correct phrases are *molten rock rises through the cracks* and *oozes like toothpaste squeezed from a tube.* Both of these phrases must be selected for the answer to be correct.

Question 9

The correct answer is A, *Effects of moving plates on the formation of volcanoes.*

Question 10

The correct answer is C, *is not involved in every volcanic eruption.*

Question 11

The correct answer is D, *Mount Fuji, part of a national park, is an inactive volcano that helped to form parts of Japan.*

Question 12

The correct answer is *An island is created.*

Question 13

The "Advantages" column should contain *Creates homes for insects, Earth crumbles into fertile soil, and Source of minerals.* The "Disadvantages" column should contain *Disrupts travel, Landslides possible, and Changes in world weather patterns.* All of the correct phrases must be placed within the correct columns for the answer to be correct. The order of the phrases in each column does not matter.

APPENDIX A (Continued)

Answers to SOL Grade 6 Reading Practice Items

Question 14

The correct answer is C, *Which volcano has been inactive for the longest period of time?*

Question 15

The correct answer is D, *Volcanic activity creates some of the most spectacular fireworks found in nature.*

Question 16

The correct answer is C, *While many are sleeping giants, others spew lava and toss ash and rock into the air.*

Question 17

The correct answers are *Cheerful* and *Dismal*. The order of these two words in the boxes does not matter.

Question 18

The correct answer is A, *describe the condition of Alice's room.*

Question 19

The correct answer is C, *examine carefully.*

Question 20

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

Question 21

The correct answer is B, *create sympathy for how Alice treated Mary.*

Question 22

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

Question 23

The correct answer is C, *the regret she feels about her earlier reaction toward Mary.*

Question 24

The correct answer is D, *wants to improve her relationship with Mary.*

Question 25

The correct sentences and their locations within the chart are:

In the box labeled *Cause*, *Mary plays with Alice's stuffed animals in the afternoons*; and

In the box labeled *Effects*, *Alice is tired from having to clean her room.*

Both of these sentences must be in the correct location 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 erases that answer from the fill-in-the-blank box, the item will show as unanswered on the Section Review screen.

Histogram or Bar Graphing Items

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

Hot Spot Items

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

Number Line or Coordinate Plane Items

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

APPENDIX B (Continued)

Drag and Drop Items

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