

Practice Item Guide
Virginia Standards of Learning
Grade 7 Reading

February 2014
Pearson

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OVERVIEW

The practice items available in the Virginia SOL Grade 7 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 7 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 7 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 7 reading test. The directions in the guide will also lead students through practice with the online tools, will familiarize students with how to navigate through the test, and will teach students how to use the Section Review screen within TestNav. Appendix B summarizes how student responses for TEI are indicated on the Section Review.

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

The following Change Log indicates any updates to this document.

Change Log		
Version	Date	Description
V.1	03/30/2012	Original document posted.
V.2	04/19/2012	On page 10, directions for question 1 were amended. On page 12, repeated text was removed.
V.3	10/31/2012	Various changes throughout the guide regarding how TEI appear on the Section Review screen. Updated directions and screenshots for exiting TestNav. Added Appendix B.
V.4	03/22/2013	Overview and TEI description page amended; 9 new items added.
V.5	2/14/14	TEI description page amended; 9 new items added; 9 screenshots updated.
V.6	4/17/14	Updated correct answer to question 22 on page 45 and in Appendix A.

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 7 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 7 link. Since this is a Web-based application, the link will take you directly to the grade 7 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 7 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 7 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 7 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 the passage titled *Magnificent Divers* 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 4." This means you are viewing page one, and there are four pages in this passage.

To advance to the next page of the passage, click the blue forward arrow button (), which is located to the right of the number four. If you would like to review a previous page in the passage, click the backward arrow button (), which is located to the left of the word "Page." Practice moving through the pages of *Magnificent Divers* and then return to the first page of the passage.

Pause while students practice navigating through the passage.

The screenshot shows a digital reading application window. 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. The window title bar includes the name 'John doe' and the text 'Grade 7 Reading Practice Items (2010 En...' with an 'X Exit' button.

The main content area is split into two columns. The left column has a title 'Magnificent Divers' and two numbered questions:

- 1 If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey. These majestic birds of prey average two feet in length and may have an incredible six-foot wingspan. These enormous predators are also equipped with long, sharp talons for snagging a meal swimming in the water below.
- 2 Ospreys, also known as fish hawks or fishing eagles, have short, hooked beaks and wings that taper to rounded tips. Their coloring ranges from white to dark brown. The white feathers on ospreys' heads look like little caps, and their wings include a mixture of white and dark brown feathers. Their chests, bellies, and chins are white, and their tails are marked with several white bands, or stripes. Ospreys in flight are easy to identify, thanks to their distinctive plumage, or feathers. Not surprisingly, these birds are related to eagles, hawks, and even vultures. They can live a long time; the average life span in the wild is 18 years. The oldest known osprey lived to be 25 years old.

The right column contains the instruction: 'Directions: Read the article and answer the questions that follow.'

At the bottom of the content area, there is a 'Page 1 of 4' indicator with left and right arrow buttons.

The bottom navigation bar includes a 'Flag for Review' button, the text 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons with arrows.

John h doe
Grade7 Reading Practice Items (2010 En... X Exit

3 Ospreys fly fast and dive at amazing speeds. Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any tell-tale signs of fish. Ospreys hover over the water and wait for some indication of activity. Once prey is spotted, the birds fold their wings to their sides and begin a steep dive, plunging nearly straight down at blazing speeds. Usually, ospreys hit the water feet first, plunging completely underwater to catch their food. Water sprays in all directions as the birds reach underwater to grab a fish. They have been seen diving as much as three feet underwater to capture their prey! Once a fish has been snagged in its sharp claws, an osprey soars back up into the sky, pausing in flight just long enough to shake the water from its feathers before flying away to enjoy its meal. To help ospreys hold on to their catch, each of their feet has a unique reversible front toe.



Courtesy of iStock

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

Page 2 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade7 Reading Practice Items (2010 En... X Exit

4 Since their diet is almost entirely fish, ospreys make their homes near water. They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland. The birds spend summers in Alaska, Canada, and northwestern parts of the United States. During the colder months, they stay in warmer places like the Caribbean and Central and South America. The Chesapeake Bay is home to the largest nesting population of ospreys in the world. Observers have counted as many as 2,000 pairs. The area has even been called "the osprey garden."

5 Like other birds, ospreys like to build their nests where people are unlikely to approach them. In some coastal communities, ospreys have built nests on top of electric power poles and towers. This is dangerous and can result in power failures. Some cities build nesting platforms for the big birds to use instead. In other regions, ospreys build nests high in trees or on rocky cliffs. Osprey nests have even been found on channel markers and buoys on the water.

6 Ospreys use their nests repeatedly. When ospreys return to their nests, they spend time repairing them before laying their eggs. Most ospreys lay three eggs at a time. They are about the same size as chicken eggs and take approximately five weeks to hatch. If anything threatening approaches the nest, the ospreys' usual call of *cheep-cheep-cheep* turns into an angry *cheereek, cheereek*. The call means "Get away immediately!"

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

Page 3 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and help, and a user profile for 'John h doe'. The main content area is split into two columns. The left column contains two numbered questions (7 and 8) about ospreys. The right column contains a box with the text: 'Directions: Read the article and answer the questions that follow.' 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 showing 'Page 4 of 4'.

7 When the eggs crack open, the chicks, which weigh only about two ounces, crawl out. In less than two months, these tiny birds will have grown enough to take their first flight. It will not be long before a new generation of ospreys is ready to imitate their parents and head out for a tasty meal.

8 With their beautiful coloring, threatening size, and natural ability to bolt out of the sky at high speeds, there is little doubt that ospreys are remarkable birds. Imagine these majestic birds soaring from the heights of the sky and plunging into the depths of the water. It is no surprise that this amazing scene draws attention from people who see it. Ospreys will continue to populate the skies for future generations.

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

Page 4 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

Answer all questions.

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

Do you have any questions?

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 *Magnificent Divers*. The seventh question is a stand-alone item. The next eight practice questions come from the passage *Opening New Doors*, followed by a stand-alone item. The next nine questions will come from the passage *Pioneer Architect*. 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 the passage. When you have finished reading, go back to the first page of the passage. Then click the *Next* button on the navigational toolbar at the bottom of the screen 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 window. At the top, there is a toolbar with icons for navigation and a 'Help' button. The main content area is split into two panes. The left pane is titled 'Magnificent Divers' and contains two paragraphs of text. The right pane contains a question: 'The author includes paragraph 2 in order to —' followed by four multiple-choice options (A, B, C, D). At the bottom of the window, there is a navigation bar with buttons for 'Page 1 of 4', 'Question 1 of 25', 'Section 1', 'Section Review', 'Previous', and 'Next'. A 'Flag for Review' button is also visible.

Magnificent Divers

1 If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey. These majestic birds of prey average two feet in length and may have an incredible six-foot wingspan. These enormous predators are also equipped with long, sharp talons for snagging a meal swimming in the water below.

2 Ospreys, also known as fish hawks or fishing eagles, have short, hooked beaks and wings that taper to rounded tips. Their coloring ranges from white to dark brown. The white feathers on ospreys' heads look like little caps, and their wings include a mixture of white and dark brown feathers. Their chests, bellies, and chins are white, and their tails are marked with several white bands, or stripes. Ospreys in flight are easy to identify, thanks to their distinctive plumage, or feathers. Not surprisingly, these birds are related to eagles, hawks, and even vultures. They can live a long time; the average life span in the wild is 18 years. The oldest known osprey lived to be 25 years old.

The author includes paragraph 2 in order to —

A compare ospreys to other birds

B describe the appearance of ospreys

C discuss the life span of ospreys

D tell how ospreys protect their young

Page 1 of 4

Question 1 of 25
Section 1

Flag for Review Section Review Previous Next

SAY Let's read the first question together. "The author includes paragraph 2 in order to—" This question refers to paragraph two. Similar to the actual SOL test, when a question refers to a specific part of the passage, you should return to that part of the passage before answering the question. You should be on the first page to see paragraph two.

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

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have chosen B, *describe the appearance of ospreys*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to the next question, and then read the question to yourself.

Pause while students go to the next question and read it.

4 Since their diet is almost entirely fish, ospreys make their homes near water. They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland. The birds spend summers in Alaska, Canada, and northwestern parts of the United States. During the colder months, they stay in warmer places like the Caribbean and Central and South America. The Chesapeake Bay is home to the largest nesting population of ospreys in the world. Observers have counted as many as 2,000 pairs. The area has even been called “the osprey garden.”

5 Like other birds, ospreys like to build their nests where people are unlikely to approach them. In some coastal communities, ospreys have built nests on top of electric power poles and towers. This is dangerous and can result in power failures. Some cities build nesting platforms for the big birds to use instead. In other regions, ospreys build nests high in trees or on rocky cliffs. Osprey nests have even been found on channel markers and buoys on the water.

6 Ospreys use their nests repeatedly. When ospreys return to their nests, they spend time repairing them before laying their eggs. Most ospreys lay three eggs at a time. They are about the same size as chicken eggs and take approximately five weeks to hatch. If anything threatening approaches the nest, the ospreys’ usual call of *cheep-cheep-cheep* turns into an angry *cheereek, cheereek*. The call means “Get away immediately!”

The name “the osprey garden” in paragraph 4 gives the reader the impression of —

A fields of flowers eaten by ospreys

B colorful ospreys that look like flowers

C fields filled with flowers and ospreys

D ospreys living together as thickly as flowers

Page 3 of 4

Question 2 of 25
Section 1

Flag for Review Section Review Previous Next

SAY This question refers to paragraph four, which is located on page three of the passage. Since you were on page one of the passage when you advanced from the last question, page one of the passage shows on the left side of the screen. Use the blue arrow buttons to move to page three before you answer the question.

Pause while students make sure they are on page three.

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

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

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

Pause while students use the eraser.

SAY Click on the eraser tool icon on the toolbar to put it away.

Pause while students put the tool away.

SAY Now answer the question. Review paragraph four if it will help you determine the answer.

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

Pause while students eliminate choices and answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is D, *ospreys living together as thickly as flowers*.

Do you have any questions about the answer or how to use the eliminator or eraser tool?

Answer all questions.

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

Pause.

John h doe
Grade7 Reading Practice Items (2010 En... X Exit

4 Since their diet is almost entirely fish, ospreys make their homes near water. They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland. The birds spend summers in Alaska, Canada, and northwestern parts of the United States. During the colder months, they stay in warmer places like the Caribbean and Central and South America. The Chesapeake Bay is home to the largest nesting population of ospreys in the world. Observers have counted as many as 2,000 pairs. The area has even been called "the osprey garden."

5 Like other birds, ospreys like to build their nests where people are unlikely to approach them. In some coastal communities, ospreys have built nests on top of electric power poles and towers. This is dangerous and can result in power failures. Some cities build nesting platforms for the big birds to use instead. In other regions, ospreys build nests high in trees or on rocky cliffs. Osprey nests have even been found on channel markers and buoys on the water.

6 Ospreys use their nests repeatedly. When ospreys return to their nests, they spend time repairing them before laying their eggs. Most ospreys lay three eggs at a time. They are about the same size as chicken eggs and take approximately five weeks to hatch. If anything threatening approaches the nest, the ospreys' usual call of *cheep-cheep-cheep* turns into an angry *cheereek, cheereek*. The call means "Get away immediately!"

Directions: Click on the correct answers.

Which two details support the idea that ospreys protect their nests?

- Build near a body of water
- Move northwest in the summer
- Build in high or isolated locations
- Lay three eggs at a time
- Call *cheep-cheep-cheep*
- Call *cheereek, cheereek*

Page 3 of 4

Flag for Review Question 3 of 25 Section 1 Section Review Previous Next

SAY Question 3 refers to the nests that ospreys build. Information about the nests can be found on page three of the passage. Since you were on page three of the passage when you advanced from the last question, page three of the passage is still showing on the left side of the screen.

Pause while students make sure they are on page three.

SAY This question is 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 answers."

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

SAY The question says, "Which two details support the idea that ospreys protect their nests?"

For this question, you must click on the two correct answers in the dark gray box. If you only select one correct answer, this question will not be scored as correct. You must select the TWO correct answers, and only those answers.

Notice with this type of question, a blue box outlines the answer choice when you hover 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.

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.

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

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

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

Do you have any questions?

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

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



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

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

Now, select the two correct details. Use the pencil tool to eliminate choices if it will help you determine the answers. Only the pointer tool can be used to select the answers.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY You should have selected *Build in high or isolated locations* and *Call cheereek, cheereek*. You must have selected both of these choices, and only these choices, for your answer to be correct.

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

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. On the left, a passage about ospreys is displayed, with question 4 highlighted. The passage describes ospreys' diet, nesting habits, and their call. On the right, a chart titled "Complete this chart." is shown. The chart has two columns: "Facts:" and "Opinions:". The "Facts:" column has two empty boxes. The "Opinions:" column has two empty boxes. To the right of the chart, a dark gray box contains four answer choices. The interface includes a top navigation bar with icons for navigation and help, and a bottom navigation bar with buttons for "Flag for Review", "Section Review", "Previous", and "Next".

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

Complete this chart.

Facts:

Opinions:

If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey.

Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any tell-tale signs of fish.

They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland.

With their beautiful coloring, threatening size, and natural ability to bolt out of the sky at high speeds, there is little doubt that ospreys are remarkable birds.

Page 3 of 4

Question 4 of 25
Section 1

Section Review Previous Next

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

Question 4 is example of a drag and drop technology-enhanced item. The directions banner says, “Directions: Click and drag the answers to the correct boxes.” Underneath the directions it states, “Complete this chart.”

To answer this question, you will complete the chart on the screen by clicking on answer choices in the dark gray box on the far right of the screen and dragging the answers into the correct boxes labeled *Facts* and *Opinions*. If you change your mind after dragging an answer into a box, you can click and drag it back into the gray box.

If you do not drag an answer into each one of the boxes in the chart, the question will not be answered. It is important to completely answer the question by dragging an answer choice into each of the four empty boxes in the chart. (Pause.)

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

SAY Now answer the question. You should review other pages of the passage if that will help you determine the answer to the question.

Pause while students answer the question.

SAY Which statements are facts, and which are opinions?

Pause for replies.

SAY In the *Facts* boxes in the chart you should have placed:

Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any tell-tale signs of fish; and

They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland.

In the *Opinions* boxes in the chart you should have placed:

If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey; and

With their beautiful coloring, threatening size, and natural ability to bolt out of the sky at high speeds, there is little doubt that ospreys are remarkable birds.

For your answer to be correct, you must have the two correct sentences underneath the *Facts* heading and the two correct sentences underneath the *Opinions* heading. The order in which the sentences are placed under each heading does not matter.

In order for this question to show as “Answered” on the Section Review screen, each of the four boxes in the chart must contain an answer.

Do you have any questions?

Answer all questions.

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

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

Pause.

4 Since their diet is almost entirely fish, ospreys make their homes near water. They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland. The birds spend summers in Alaska, Canada, and northwestern parts of the United States. During the colder months, they stay in warmer places like the Caribbean and Central and South America. The Chesapeake Bay is home to the largest nesting population of ospreys in the world. Observers have counted as many as 2,000 pairs. The area has even been called "the osprey garden."

5 Like other birds, ospreys like to build their nests where people are unlikely to approach them. In some coastal communities, ospreys have built nests on top of electric power poles and towers. This is dangerous and can result in power failures. Some cities build nesting platforms for the big birds to use instead. In other regions, ospreys build nests high in trees or on rocky cliffs. Osprey nests have even been found on channel markers and buoys on the water.

6 Ospreys use their nests repeatedly. When ospreys return to their nests, they spend time repairing them before laying their eggs. Most ospreys lay three eggs at a time. They are about the same size as chicken eggs and take approximately five weeks to hatch. If anything threatening approaches the nest, the ospreys' usual call of *cheep-cheep-cheep* turns into an angry *cheereek, cheereek*. The call means "Get away immediately!"

Which sentence from the article contains a comparison?

A Usually, ospreys hit the water feet first, plunging completely underwater to catch their food.

B Like other birds, ospreys like to build their nests where people are unlikely to approach them.

C When the eggs crack open, the chicks, which weigh only about two ounces, crawl out.

D In less than two months, these tiny birds will have grown enough to take their first flight.

Page 3 of 4

Question 5 of 25
Section 1

Flag for Review Section Review Previous Next

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

Pause while students read the question.

SAY Let's practice using the highlighter tool. 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.

Practice using the highlighter to highlight the phrase "contains a comparison" in the question. Click the highlighter icon on the toolbar again to put the tool away.

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

SAY If you change your mind about what you have highlighted and want to remove it, you can remove it with the eraser tool we practiced with earlier. Now answer the question. You may use any of the tools we have practiced. You may also navigate through the passage if it will help you determine the answer to the question.

Pause while students answer the question.

SAY How did you answer the question?

Pause for replies.

SAY The correct answer is B, *Like other birds, ospreys like to build their nests where people are unlikely to approach them.*

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

Answer all questions.

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

Pause while students click on this icon.

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

Pause.

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

Pause.

John h doe
Grade 7 Reading Practice Items (2010 En... [Exit](#)

3 Ospreys fly fast and dive at amazing speeds. Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any tell-tale signs of fish. Ospreys hover over the water and wait for some indication of activity. Once prey is spotted, the birds fold their wings to their sides and begin a steep dive, plunging nearly straight down at blazing speeds. Usually, ospreys hit the water feet first, plunging completely underwater to catch their food. Water sprays in all directions as the birds reach underwater to grab a fish. They have been seen diving as much as three feet underwater to capture their prey! Once a fish has been snagged in its sharp claws, an osprey soars back up into the sky, pausing in flight just long enough to shake the water from its feathers before flying away to enjoy its meal. To help ospreys hold on to their catch, each of their feet has a unique reversible front toe.



Courtesy of NOAA

Which word from the article comes from the Latin root meaning "to turn back"?

A enormous

B reversible

C dangerous

D repeatedly

Page 2 of 4

Flag for Review Question 6 of 25 Section 1 Section Review Previous Next

SAY Read question 6 to yourself then answer it. You may use any of the tools we have practiced. You may also navigate through the passage if it will help you answer the question.

Pause while students read the question then answer it.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is B, *reversible*. This word is located in paragraph three on page two of the passage.

Do you have any questions?

Answer all questions.

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

Pause.

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

Which three words in the sentence have negative connotations?

Mary hesitated to participate in the fierce debate because she feared being mocked by the arrogant team on the opposing side.

Question 7 of 25
Section 1

Section Review

Previous Next

SAY This question is a stand-alone item, so you do not need to read a passage to answer the question. Notice that 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 a technology-enhanced item similar to question 3. 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 shaded answers.” The question says, “Which three words in the sentence have negative connotations?”

SAY Take a moment to move your pointer tool over the shaded answer choices in the box. Notice that when you move your pointer tool over each shaded answer, that answer is outlined in blue. When you click on an answer choice, the shading becomes orange to indicate your selection. If you change your mind after clicking on a word, click it again to remove the selection, and the orange will disappear.

Now answer the question. Remember to completely answer the question by selecting three words.

Pause while students read the question.

SAY How did you answer the question?

Pause for replies.

SAY The three words in the sentence with negative connotations are *fierce*, *mocked*, and *arrogant*. You must have selected these three words, and only these three words, for your answer to be correct.

In order for this question to show as “Answered” on the Section Review screen, three of the shaded words must be selected.

Do you have any questions?

Answer all questions.

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

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

Pause.

SAY The next few questions come from the passage titled *Opening New Doors*, and you should see the first page of this passage on the left side of the screen. Directions you should follow are on the right side of the screen. Notice that this passage is four pages long.

Pause.

SAY Now take a few minutes to read the passage. Again, you will use the blue arrow buttons at the bottom of the passage to move through the four pages of the passage as you read. When you have finished reading, return to the first page of the passage. Then, click the *Next* button on the navigational toolbar at the bottom of the screen to go to question 8.

Pause while students read the passage and go to question 8.

John h doe
Grade 7 Reading Practice Items(2010 En... Exit

Opening New Doors

- 1 "Want a piece of tangerine? It's for luck." Wen peeled off a section of the fruit and offered it to his friend Brady as they rode home on the school bus.
- 2 Brady accepted the piece of tangerine and popped it into his mouth. "Why is it for luck?"
- 3 "That's one of our Chinese beliefs. Oranges have meaning too; they symbolize wealth," Wen explained. "You should spend the weekend over at my house for the Chinese New Year. My family and I will show you how we celebrate."
- 4 Wen elaborated on the traditional Chinese festival while Brady listened intently. Wen described the holiday as a special day representing the importance of family bonds. Relatives and friends congratulated each other on finishing another year while welcoming in the new one.
- 5 Brady was supposed to go camping that weekend with his family, but now his dad had to work. Brady was so disappointed that he was not sure whether he would want to spend the weekend doing anything at all. However, after listening to Wen and seeing the excitement in his face, Brady grew intrigued about experiencing the Chinese New Year. He was nervous about participating in new customs at Wen's house, but after a moment of thought, Brady agreed to ask his parents if he could spend the weekend at Wen's house.

Page 1 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

John h doe
Grade 7 Reading Practice Items(2010 En... Exit

- 6 With his parents' permission, Brady went home with Wen on Friday afternoon. Wen told him that the family spent days cleaning the house and preparing for the fifteen-day celebration. Rooms were cleaned from top to bottom, sweeping away traces of bad luck, hoping that good luck would enter. Floral decorations were arranged neatly around the house to represent a fresh beginning for the new year. Wen's father had even painted the door with another coat of bright red paint. The color red symbolizes fire and is believed to drive away unfavorable events.
- 7 Wen's mother hugged Brady. "We're honored to have you here with us. I've made special clothes for you to wear for the celebration." She gave Brady a package wrapped with a small, red ribbon.
- 8 Brady followed Wen into his room, asking why everyone was wearing red-colored pajamas for the sleepover. A smile played on Wen's face. "Open your present."
- 9 As he slowly pulled the thin paper away, Brady found his own pair of red pants and a knee-length shirt with long, wide sleeves. "They're *pien-fu*; I'll be wearing the same thing," Wen explained. "Wearing new clothes, especially in red, is part of the Chinese New Year tradition and symbolizes good fortune."
- 10 Brady went into the bathroom to change into his new clothes. They were loose and comfortable. He liked the smoothness of the silk against his skin and the way the fabric breathed.
- 11 Next, the family sat down at an extravagant table and started eating a huge feast. There was an abundance of dumplings, oysters, and other sublime foods Brady could not identify. He hesitated to fill his plate, but the smell was very inviting.

Page 2 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

John h doe
Grade 7 Reading Practice Items (2010 En... [X Exit](#)

Help

12 "These dumplings are called *jiaozi*," Wen said, piling his plate high with the small, crescent-shaped morsels. "The shells are made of dough and filled with meat, cabbage, and green onions. Then they're boiled in water. *Jiaozi* are important to the Chinese New Year because they represent unity and happiness for the family."

13 Throughout dinner, the family continued to explain the special meaning of each dish. Brady never knew that food could have special meanings such as luck, success, and good wishes. When he went to bed that night, his stomach and his heart felt full.

14 The next day, Wen's grandmother woke them. "It's time."

15 "Lai-see!" Wen shouted and pulled Brady into a line of other children and young adults.

16 Wen's grandmother brought out a tray covered with oranges, tangerines, and red envelopes. Each person in the line was given an envelope decorated with elaborate Chinese symbols and characters. Brady watched with curiosity as Wen and the others opened their envelopes. Money was inside!

17 Wen watched his friend. "Lai-see is a tradition to ensure wealth and fortune in the new year. Children and young adults receive this New Year's present from family members."

18 Wen's father turned to Brady. "Are you enjoying our Chinese traditions?"

Page 3 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

John h doe
Grade 7 Reading Practice Items (2010 En... [X Exit](#)

Help

19 Brady answered with a shy smile on his face. "To be honest, I was afraid of doing all of these things. I wasn't sure if I'd enjoy the Chinese New Year, but it's been so much fun! Thank you for accepting me into your home and sharing your traditions with me. You've given me gifts and delicious foods. If I hadn't let Wen talk me into coming here, I would have missed a great experience. You've taught me that trying different things can open new doors—red doors!"

20 Everyone laughed, and Wen's grandmother embraced the boys. "Chinese New Year is about good luck and success for the approaching year. We're off to a good start today with Wen's friend. I'm certain this means the coming year will be wonderful!"

Page 4 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for navigation and help. The main content area is split into two panels. The left panel, titled "Opening New Doors", contains five numbered paragraphs. The right panel contains a multiple-choice question: "Which statement best summarizes paragraphs 1–4?". Below the question are four options, A through 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 identified as "Page 1 of 4" and "Question 8 of 25 Section 1".

Opening New Doors

- 1 "Want a piece of tangerine? It's for luck." Wen peeled off a section of the fruit and offered it to his friend Brady as they rode home on the school bus.
- 2 Brady accepted the piece of tangerine and popped it into his mouth. "Why is it for luck?"
- 3 "That's one of our Chinese beliefs. Oranges have meaning too; they symbolize wealth," Wen explained. "You should spend the weekend over at my house for the Chinese New Year. My family and I will show you how we celebrate."
- 4 Wen elaborated on the traditional Chinese festival while Brady listened intently. Wen described the holiday as a special day representing the importance of family bonds. Relatives and friends congratulated each other on finishing another year while welcoming in the new one.
- 5 Brady was supposed to go camping that weekend with his family, but now his dad had to work. Brady was so disappointed that he was not sure whether he would want to spend the weekend doing anything at all. However, after listening to Wen and seeing the excitement in his face, Brady grew intrigued about experiencing the Chinese New Year. He was nervous about participating in new customs at Wen's house, but after a moment of thought, Brady agreed to ask his parents if he could spend the weekend at Wen's house.

Which statement best summarizes paragraphs 1–4?

- A Wen's description of his family's celebration interests Brady into attending.
- B Wen shares some of his food with Brady while they ride home on the school bus.
- C Brady is reminded of his camping trip by talking to Wen.
- D Brady's comments to Wen show that Brady is hesitant about learning a new culture.

Page 1 of 4

Question 8 of 25
Section 1

Flag for Review Section Review Previous Next

SAY Read question 8 to yourself.

Pause.

SAY When a question refers to a specific part of a passage, you should return to that part of the passage before answering the question. The part of the passage that will help you answer this question is on page one, which already should be showing on the left side of the screen. Review paragraphs one through four if it will help you determine the answer, and then use the pointer tool to select the answer.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected A, *Wen's description of his family's celebration interests Brady into attending.*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 9. Read the question to yourself, but do not answer it yet.

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

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 7 Reading Practice Items (2010 En...' are visible in the top right corner. The main content area is split into two columns. The left column contains a passage with six numbered paragraphs (6-11). The right column contains a question: 'Why does the author include the details found in paragraphs 9–10?' with four multiple-choice options (A, B, C, D). At the bottom of the passage area, there are navigation buttons for 'Page 2 of 4'. The bottom of the screen features a navigation bar with 'Flag for Review', 'Question 9 of 25 Section 1', 'Section Review', 'Previous', and 'Next' buttons.

6 With his parents' permission, Brady went home with Wen on Friday afternoon. Wen told him that the family spent days cleaning the house and preparing for the fifteen-day celebration. Rooms were cleaned from top to bottom, sweeping away traces of bad luck, hoping that good luck would enter. Floral decorations were arranged neatly around the house to represent a fresh beginning for the new year. Wen's father had even painted the door with another coat of bright red paint. The color red symbolizes fire and is believed to drive away unfavorable events.

7 Wen's mother hugged Brady. "We're honored to have you here with us. I've made special clothes for you to wear for the celebration." She gave Brady a package wrapped with a small, red ribbon.

8 Brady followed Wen into his room, asking why everyone was wearing red-colored pajamas for the sleepover. A smile played on Wen's face. "Open your present."

9 As he slowly pulled the thin paper away, Brady found his own pair of red pants and a knee-length shirt with long, wide sleeves. "They're *pien-fu*; I'll be wearing the same thing," Wen explained. "Wearing new clothes, especially in red, is part of the Chinese New Year tradition and symbolizes good fortune."

10 Brady went into the bathroom to change into his new clothes. They were loose and comfortable. He liked the smoothness of the silk against his skin and the way the fabric breathed.

11 Next, the family sat down at an extravagant table and started eating a huge feast. There was an abundance of dumplings, oysters, and other sublime foods Brady could not identify. He hesitated to fill his plate, but the smell was very inviting.

Why does the author include the details found in paragraphs 9–10?

A To explain why the clothing is made of silk

B To foreshadow that Brady will enjoy the celebration

C To highlight the events that are part of the Chinese New Year

D To show the friendship between the two boys

Page 2 of 4

Question 9 of 25
Section 1

Section Review

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SAY Question 9 refers to paragraphs nine and ten, which are located on page two of the passage. You were viewing page one when you advanced from the last question, so page one is still showing on the left side of the screen. Use the blue arrow buttons to advance to page two of the passage so that you can review paragraphs nine and ten before you answer the question.

Pause while students advance to the correct page of the passage and reread.

SAY Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is B, *To foreshadow that Brady will enjoy the celebration.*

Do you have any questions?

Answer all questions.

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

Pause while students navigate to question 10.

The screenshot shows a digital reading application window. 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 'Grade 7 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 with numbered paragraphs 6 through 11. Paragraph 11 is highlighted. The right column contains a question box with the following text: 'Directions: Click on the correct shaded answers.' and 'In these sentences from paragraph 11, which three words have the most positive connotation?'. Below the question, a text box contains the sentence from paragraph 11: 'There was an abundance of dumplings, oysters, and other sublime foods Brady could not identify. He hesitated to fill his plate, but the smell was very inviting.' Three words are highlighted in orange: 'abundance', 'sublime', and 'inviting'. At the bottom of the window, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The current page is 'Page 2 of 4' and the question is 'Question 10 of 25' in 'Section 1'.

SAY Question 10 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 answers.”

The question says, “In these sentences from paragraph 11, which three words have the most positive connotation?” To answer this question, you must click on the three correct shaded words located within the box. When you select a word, the shading around it will turn orange. If you change your mind, click the orange shading to remove your selection, and the orange shading disappears.

The question refers to paragraph eleven, which is located on page two of the passage. Make sure you are viewing page two.

Pause.

SAY Now answer the question. In order for this question to show as “Answered” on the Section Review screen, three of the shaded words must be selected.

Pause while students answer the question.

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

SAY Which answers did you select?

Pause for replies.

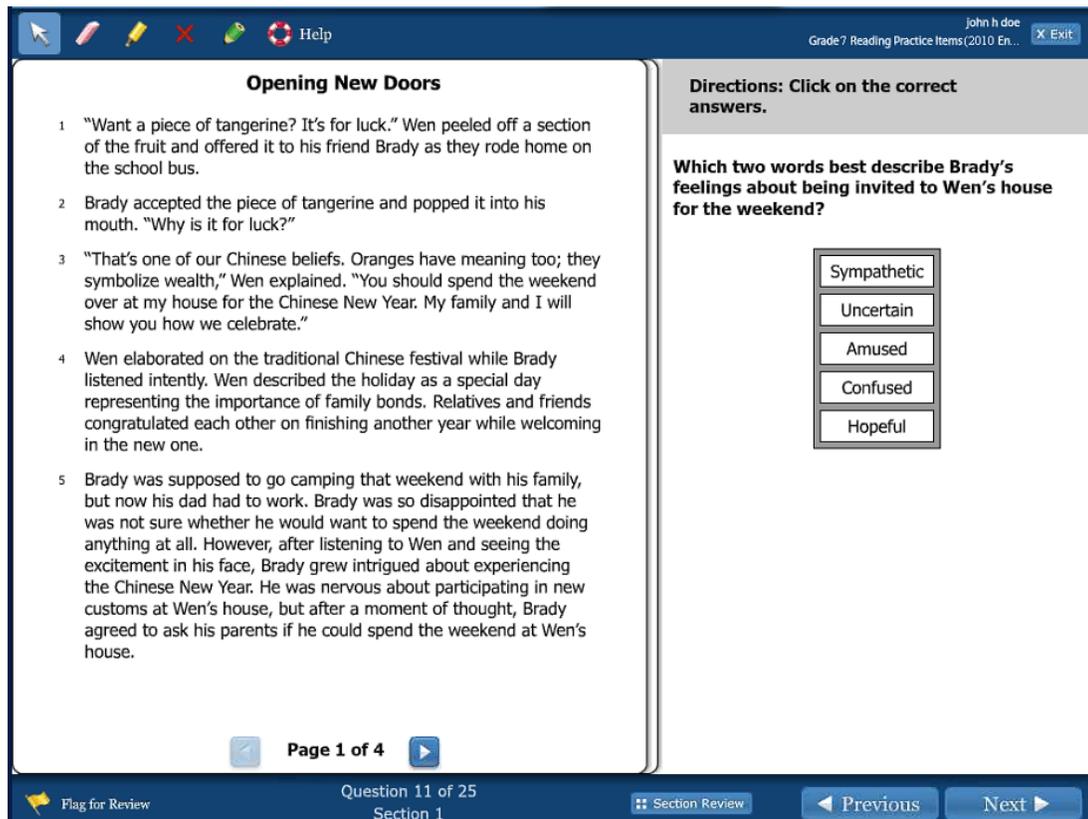
SAY The three words with the most positive connotation are *abundance*, *sublime*, and *inviting*. You must have selected these three words, and only these three words, for your answer to be correct.

Do you have any questions?

Answer all questions.

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

Pause.



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

To answer this question, you must click on the two correct words located within the dark gray box. When you select a word, an orange outline will appear. If you change your mind, click on the word again and the orange outline will disappear.

SAY The question says, “Which two words best describe Brady’s feelings about being invited to Wen’s house for the weekend?” This question refers to information found on page one of the passage. Use the blue arrow buttons to return to page one.

Pause while students return to page one of the passage.

SAY Now answer the question. Remember to select two words. Since the question indicates that you should select two words, this question will only show as “Answered” on the Section Review screen after two answers have been selected.

Pause while students answer the question.

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

SAY Which answers did you select?

Pause for replies.

SAY The correct words are *Uncertain* and *Hopeful*. You must have selected both of those words for your answer to be correct.

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

Pause.

Opening New Doors

- 1 "Want a piece of tangerine? It's for luck." Wen peeled off a section of the fruit and offered it to his friend Brady as they rode home on the school bus.
- 2 Brady accepted the piece of tangerine and popped it into his mouth. "Why is it for luck?"
- 3 "That's one of our Chinese beliefs. Oranges have meaning too; they symbolize wealth," Wen explained. "You should spend the weekend over at my house for the Chinese New Year. My family and I will show you how we celebrate."
- 4 Wen elaborated on the traditional Chinese festival while Brady listened intently. Wen described the holiday as a special day representing the importance of family bonds. Relatives and friends congratulated each other on finishing another year while welcoming in the new one.
- 5 Brady was supposed to go camping that weekend with his family, but now his dad had to work. Brady was so disappointed that he was not sure whether he would want to spend the weekend doing anything at all. However, after listening to Wen and seeing the excitement in his face, Brady grew intrigued about experiencing the Chinese New Year. He was nervous about participating in new customs at Wen's house, but after a moment of thought, Brady agreed to ask his parents if he could spend the weekend at Wen's house.

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

Complete this web.

Features of Chinese New Year

Wearing new clothing

Gifts of money

Elaborate meals

Lasts for two days

Introducing guests to traditions

Use of the color red

Page 1 of 4

Question 12 of 25
Section 1

Section Review

Previous Next

SAY Question 12 is an example of a drag and drop technology-enhanced item. The gray directions banner at the top of the screen says, "Directions: Click and drag the correct answers to the circles."

Underneath the directions it says, "Complete this web." To answer this question, you will click on a phrase in the dark gray box and drag that choice into an empty circle in the web. If you change your mind after dragging an answer into the web, you can click and drag it back to the gray box and then choose a different answer.

You were viewing page one of the passage when you advanced from the last question, so page one should be showing on the left side of your screen. This question refers to information found throughout the passage, so you may need to refer to more than one page of the passage as you determine the answers that should be placed into the web.

You may now complete the web. Remember, three of the answer choices must be placed into the web for this item to be completely answered and show as "Answered" on the Section Review screen.

Pause while students answer the question.

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

SAY Which answer choices did you use to complete the web?

Pause for replies.

SAY You should have placed *Gifts of money*, *Elaborate meals*, and *Use of the color red* into the web. For your answer to be correct, you must have moved all three of these phrases, and only these phrases, into the web. The order in which you placed the phrases into the web and the location of these phrases within the web do not matter.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a navigation bar with icons for a mouse, pencil, eraser, and a red 'X', along with a 'Help' button. The user's name 'john h doe' and the page title 'Grade 7 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 two paragraphs of text, numbered 19 and 20. Paragraph 19 describes Brady's experience with Chinese New Year traditions. Paragraph 20 describes everyone laughing and Wen's grandmother embracing the boys. The right column contains a question: 'Which event is the resolution of the story?' followed by four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, the text 'Question 13 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The page number 'Page 4 of 4' is also visible.

19 Brady answered with a shy smile on his face. "To be honest, I was afraid of doing all of these things. I wasn't sure if I'd enjoy the Chinese New Year, but it's been so much fun! Thank you for accepting me into your home and sharing your traditions with me. You've given me gifts and delicious foods. If I hadn't let Wen talk me into coming here, I would have missed a great experience. You've taught me that trying different things can open new doors—red doors!"

20 Everyone laughed, and Wen's grandmother embraced the boys. "Chinese New Year is about good luck and success for the approaching year. We're off to a good start today with Wen's friend. I'm certain this means the coming year will be wonderful!"

Which event is the resolution of the story?

A Brady receives a gift from Wen's grandmother.

B Wen explains how traditions can bring families together.

C Wen's father asks Brady if he is having a good time.

D Brady thanks Wen and his family for welcoming him.

Page 4 of 4

Flag for Review Question 13 of 25 Section 1 Section Review Previous Next

SAY Read the question to yourself. (Pause.) This question refers to the resolution of the story, which occurs on page four. Take a moment to advance to page four so that you may refer to the story as you determine the answer to the question.

Pause while students advance to page four of the passage.

SAY Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is D, *Brady thanks Wen and his family for welcoming him.*

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 navigation bar with icons for a mouse, pencil, eraser, and a red 'X', along with a 'Help' button. The user's name 'John h doe' and the document title 'Grade 7 Reading Practice Items (2010 En...)' are visible in the top right corner, along with an 'Exit' button. The main content area is divided into two panels. The left panel, titled 'Opening New Doors', contains a passage with five numbered paragraphs. The right panel contains a question: 'Which sentence from the story best communicates a sense of celebration?' with four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a 'Page 1 of 4' indicator, a 'Flag for Review' button, 'Question 14 of 25 Section 1' information, a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

Opening New Doors

- 1 "Want a piece of tangerine? It's for luck." Wen peeled off a section of the fruit and offered it to his friend Brady as they rode home on the school bus.
- 2 Brady accepted the piece of tangerine and popped it into his mouth. "Why is it for luck?"
- 3 "That's one of our Chinese beliefs. Oranges have meaning too; they symbolize wealth," Wen explained. "You should spend the weekend over at my house for the Chinese New Year. My family and I will show you how we celebrate."
- 4 Wen elaborated on the traditional Chinese festival while Brady listened intently. Wen described the holiday as a special day representing the importance of family bonds. Relatives and friends congratulated each other on finishing another year while welcoming in the new one.
- 5 Brady was supposed to go camping that weekend with his family, but now his dad had to work. Brady was so disappointed that he was not sure whether he would want to spend the weekend doing anything at all. However, after listening to Wen and seeing the excitement in his face, Brady grew intrigued about experiencing the Chinese New Year. He was nervous about participating in new customs at Wen's house, but after a moment of thought, Brady agreed to ask his parents if he could spend the weekend at Wen's house.

Which sentence from the story best communicates a sense of celebration?

- A Wen elaborated on the traditional Chinese festival while Brady listened intently.
- B Relatives and friends congratulated each other on finishing another year while welcoming in the new one.
- C Brady followed Wen into his room, asking why everyone was wearing red-colored pajamas for the sleepover.
- D When he went to bed that night, his stomach and his heart felt full.

Page 1 of 4

Flag for Review Question 14 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 B, *Relatives and friends congratulated each other on finishing another year while welcoming in the new one.* You can find this information on page one of the passage.

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 interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, red X, green checkmark, and a Help button. The user's name 'John H. Doe' and the title 'Grade 7 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 two paragraphs of text. Paragraph 19 describes Brady's experience with the Chinese New Year. Paragraph 20 describes the family's celebration. The right column contains a question: 'The author assumes that the reader most likely knows that —' followed by four multiple-choice options: A (tangerines symbolize luck), B (oranges symbolize wealth), C (open doors symbolize possibility), and D (new clothes symbolize good fortune). At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Page 4 of 4', 'Question 15 of 25', 'Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY Read the question to yourself and then answer it. Use the blue arrow buttons to navigate through the passage if it will help you determine the answer.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is C, *open doors symbolize possibility*. This information is located in the passage on page four in paragraph nineteen.

Do you have any questions?

Answer all questions.

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

Pause.

SAY Question 16 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.

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

SAY Read the directions and 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 C, *hyperbole*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to the next question. You will notice that there is a passage titled *Pioneer Architect* that you will read, and this passage is three pages long. You should be viewing page one of the three pages on the left side of the screen. Directions you should follow are displayed on the right side of the screen.

Now take a few minutes to read the passage. When you have finished reading, go back to the first page of the passage. Then, click the *Next* button on the navigational toolbar to go question 17.

Pause while students read the selection. Continue after all students have finished reading.

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 section for 'john h doe' with an 'Exit' button. The main content area is split into two panels. The left panel, titled 'Pioneer Architect', features a portrait of a woman in a long coat. Below the image is a caption: 'Image courtesy of Nancy Perkins FEDSA'. Two numbered questions are listed below the image. The right panel contains the directions: 'Directions: Read the article and answer the questions that follow.' At the bottom of the interface is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The text 'Page 1 of 3' is displayed in the center of the bottom bar.

Pioneer Architect



Image courtesy of Nancy Perkins FEDSA

- 1 Anna Wagner Keichline (Keek-leen), the pride of Bellefonte, Pennsylvania, was the first licensed female architect in the state. Her career included designing many buildings, some of which are still standing in Pennsylvania, Ohio, and Washington, D.C., and her inventions and designs helped revolutionize architecture.
- 2 Keichline, born in 1889, showed interest in design and creative thinking at a young age. Keichline's parents saw her talent and helped develop her ability. According to several sources, they even built a home workshop for Keichline and stocked it with quality carpentry tools. This opportunity was rare for a female during this time period, and Keichline took full advantage of it.

Page 1 of 3

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade 7 Reading Practice Items (2010 En... Exit)

3 Even before graduating from high school, Keichline showed her architectural ability. At the age of 14, she designed and constructed an impressive oak table that won her first prize at a local county fair. The table showed true craftsmanship, and even grabbed the attention of a reporter from the *Philadelphia Inquirer* newspaper. The reporter praised Keichline and compared her construction to that of a highly skilled professional.

4 Keichline believed education was important. After graduating from high school in 1906, she began studying mechanical engineering at Pennsylvania State College, even though she was one of only a few women in the classes. However, her focus quickly shifted from engineering to architecture, and after her first year, Keichline transferred to Cornell University. It took courage to enter a mostly male profession like architecture, but Keichline was ready for the challenge.

5 Only a year after graduating from Cornell, Keichline received her first patent for an innovative sink and washtub design. Her new creation saved space and was much more comfortable to operate. Another of her patents was for a convenient and efficient kitchen design. Her plan stressed comfort and space-saving ideas that were ahead of their time. One of the special features was sloped countertops to make cleaning easier. Keichline was also one of the first designers to use glass for cabinet doors so that the contents were visible while the doors were closed. People living in apartments benefited from her design for a bed that folded into the wall when not in use. Keichline also received patents for her innovative designs of air systems and portable partitions which functioned as mobile walls.

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

Page 2 of 3

Reading Passage
Section 1

Section Review Previous Next

John h doe
Grade 7 Reading Practice Items (2010 En... Exit)

6 The most valuable and important of Keichline's inventions was the "K Brick," patented in 1927. The design of the K Brick was unique in that it was a hollow brick that was lighter and less expensive than other building materials that were commonly used for interior walls. This design allowed for the brick to be filled with insulation or soundproof material. The K Brick was also believed to be more efficient to manufacture, requiring less clay and taking less time to fire and harden. Even shipping and labor were thought to be easier because of the K Brick's lightweight design. In 1931 the American Ceramic Society recognized the contribution that the K Brick represented by honoring Keichline for her design.



K Brick

IAWA Keichline, Anna Wagner, MSS0016, Digital Library and Archives, University of Illinois, Urbana-Champaign. URL: https://hdl.handle.net/2192/11846/10000

7 The curiosity and enthusiasm Keichline showed in her public life extended to her personal life as well. She is believed to have been one of the first women in America to own a car and, according to some, performed her own maintenance. Keichline enjoyed success because she believed there was always a better way to design, organize, and create. She was both an inspiration for women and a pioneer who left an unforgettable mark in the fields of architecture and construction.

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

Page 3 of 3

Reading Passage
Section 1

Section Review Previous Next

Pioneer Architect



Image courtesy of Nancy Perkins FIDSA

- 1 Anna Wagner Keichline (Keek-leen), the pride of Bellefonte, Pennsylvania, was the first licensed female architect in the state. Her career included designing many buildings, some of which are still standing in Pennsylvania, Ohio, and Washington, D.C., and her inventions and designs helped revolutionize architecture.
- 2 Keichline, born in 1889, showed interest in design and creative thinking at a young age. Keichline's parents saw her talent and helped develop her ability. According to several sources, they even built a home workshop for Keichline and stocked it with quality carpentry tools. This opportunity was rare for a female during this time period, and Keichline took full advantage of it.

Directions: Click on the correct shaded answers.

Which two words or phrases from paragraph 1 best show the author's attitude toward Anna Keichline?

Anna Wagner Keichline (Keek-leen), the **pride** of Bellefonte, Pennsylvania, was the first **licensed** female architect in the state. Her career included **designing many buildings, some of which are still standing** in Pennsylvania, Ohio, and Washington, D.C., and her inventions and designs **helped revolutionize** architecture.

Page 1 of 3

Question 17 of 25
Section 1

Flag for Review Section Review Previous Next

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

Pause while students read the question.

SAY To answer this technology-enhanced item, you must click on the two correct shaded answers. If you only click on one of the correct shaded answers, your answer will not be correct because you will not have answered the question completely.

After you click on an answer, the shading around the answer will become orange to indicate your selection. If you change your mind after selecting an answer, click again to remove the selection and the orange shading will disappear.

Now take a moment to answer the question.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY The correct answers are *pride* and *helped revolutionize*. In order for this question to show as “Answered” on the Section Review screen, two answers must be selected, because the question directs you to select two answers.

Do you have any questions?

Answer all questions.

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

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

Pause.

The screenshot shows a digital reading interface. On the left, there is a passage with three paragraphs. Paragraph 3 is highlighted. On the right, there is a question: "In paragraph 3, the newspaper reporter writes about Keichline most likely because she —". Below the question are four multiple-choice options: A had uncommon abilities, B used unusual materials, C had won an impressive contest, and D was well known in the community. At the bottom of the interface, there are navigation buttons: "Page 2 of 3", "Question 18 of 25", "Section 1", "Section Review", "Previous", and "Next".

SAY This question refers to paragraph three, which is located on page two of the passage. Use the blue arrow buttons to go to page two; then, read the question to yourself and select the answer.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **A**, *had uncommon abilities*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading application window. The title bar includes the user name 'John h doe', the document title 'Grade 7 Reading Practice Items (2010 En...', and an 'Exit' button. The main content area is split into two panes. The left pane displays three paragraphs of text, numbered 3, 4, and 5. Paragraph 4 is highlighted. The right pane contains a question: 'Based on paragraph 4, what may the reader best conclude about women during this time period?' with four multiple-choice options: A, B, C, and D. At the bottom of the application, there is a navigation bar with a 'Flag for Review' button, 'Question 19 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons. The text 'Page 2 of 3' is visible at the bottom of the left pane.

SAY Question 19 refers to paragraph four, which is found on page two of the passage. Since you were viewing page two when you advanced from the previous question, page two should still be showing on the left side of your screen. Remember that you may reread paragraph four if that will help you determine the answer to the question.

Now read and 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 A, *Women did not typically pursue college degrees.*

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading interface. On the left, there are three paragraphs of text. Paragraph 3 describes Keichline's early architectural success. Paragraph 4 discusses her education and shift to architecture. Paragraph 5 details her innovative designs. On the right, a question asks for the meaning of 'innovative' in paragraph 5, with four multiple-choice options: A (occurring rarely or infrequently), B (showing great value), C (using new methods), and D (quickly or easily built). The interface also features a toolbar with navigation and review options.

SAY This question refers to paragraph five, which is also found on page two of the passage. You may reread paragraph five if it will help you to determine the answer.

Now read and 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**, *using new methods*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. On the left, there is a passage with three paragraphs. The first paragraph (labeled '3') describes Keichline's early architectural work. The second paragraph (labeled '4') describes her education and career shift. The third paragraph (labeled '5') describes her innovative designs. On the right, a question asks about the organization of information in paragraph 5, with four radio button options: A (cause and effect), B (process), C (listing), and D (comparison/contrast). The interface includes navigation buttons like 'Previous' and 'Next', and a status bar at the bottom indicating 'Question 21 of 25' and 'Section 1'.

3 Even before graduating from high school, Keichline showed her architectural ability. At the age of 14, she designed and constructed an impressive oak table that won her first prize at a local county fair. The table showed true craftsmanship, and even grabbed the attention of a reporter from the *Philadelphia Inquirer* newspaper. The reporter praised Keichline and compared her construction to that of a highly skilled professional.

4 Keichline believed education was important. After graduating from high school in 1906, she began studying mechanical engineering at Pennsylvania State College, even though she was one of only a few women in the classes. However, her focus quickly shifted from engineering to architecture, and after her first year, Keichline transferred to Cornell University. It took courage to enter a mostly male profession like architecture, but Keichline was ready for the challenge.

5 Only a year after graduating from Cornell, Keichline received her first patent for an innovative sink and washtub design. Her new creation saved space and was much more comfortable to operate. Another of her patents was for a convenient and efficient kitchen design. Her plan stressed comfort and space-saving ideas that were ahead of their time. One of the special features was sloped countertops to make cleaning easier. Keichline was also one of the first designers to use glass for cabinet doors so that the contents were visible while the doors were closed. People living in apartments benefited from her design for a bed that folded into the wall when not in use. Keichline also received patents for her innovative designs of air systems and portable partitions which functioned as mobile walls.

In paragraph 5, the information is organized by —

A cause and effect

B process

C listing

D comparison/contrast

Page 2 of 3

Question 21 of 25
Section 1

Flag for Review Section Review Previous Next

SAY Question 21 also refers to paragraph five, found on page two. Reviewing this paragraph may help you determine the answer to the question.

Now read and 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, listing**.

Do you have any questions?

Answer all questions.

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

Pause.

John h doe
Grade 7 Reading Practice Items (2010 En... X Exit

3 Even before graduating from high school, Keichline showed her architectural ability. At the age of 14, she designed and constructed an impressive oak table that won her first prize at a local county fair. The table showed true craftsmanship, and even grabbed the attention of a reporter from the *Philadelphia Inquirer* newspaper. The reporter praised Keichline and compared her construction to that of a highly skilled professional.

4 Keichline believed education was important. After graduating from high school in 1906, she began studying mechanical engineering at Pennsylvania State College, even though she was one of only a few women in the classes. However, her focus quickly shifted from engineering to architecture, and after her first year, Keichline transferred to Cornell University. It took courage to enter a mostly male profession like architecture, but Keichline was ready for the challenge.

5 Only a year after graduating from Cornell, Keichline received her first patent for an *innovative* sink and washtub design. Her new creation saved space and was much more comfortable to operate. Another of her patents was for a convenient and efficient kitchen design. Her plan stressed comfort and space-saving ideas that were ahead of their time. One of the special features was sloped countertops to make cleaning easier. Keichline was also one of the first designers to use glass for cabinet doors so that the contents were visible while the doors were closed. People living in apartments benefited from her design for a bed that folded into the wall when not in use. Keichline also received patents for her innovative designs of air systems and portable partitions which functioned as mobile walls.

Page 2 of 3

Flag for Review Question 22 of 25 Section 1 Section Review Previous Next

Directions: Click and drag the correct answer to the shaded area.

Complete these notes based on the article.

Keichline's	
	• Sloped countertops
	• Glass cabinet doors
	• Fold-up bed
	• Portable partitions

Contributions to Mechanical Engineering	
	Designs That Received Patents
	Improvements to Living Spaces
	Early Creations
	Personal Accomplishments

SAY Question 22 is another technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click and drag the correct answer to the shaded area.”

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

To answer this question, you will drag the correct response to the shaded area within the notes. Now answer the question.

Pause while students answer the question.

SAY Which answer did you place within the notes?

Pause for replies.

SAY The correct answer is *Improvements to Living Spaces*.

Do you have any questions?

Answer all questions.

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

Pause.

Pioneer Architect



Image courtesy of Nancy Perkins FIDSA

- 1 Anna Wagner Keichline (Keek-leen), the pride of Bellefonte, Pennsylvania, was the first licensed female architect in the state. Her career included designing many buildings, some of which are still standing in Pennsylvania, Ohio, and Washington, D.C., and her inventions and designs helped revolutionize architecture.
- 2 Keichline, born in 1889, showed interest in design and creative thinking at a young age. Keichline's parents saw her talent and helped develop her ability. According to several sources, they even built a home workshop for Keichline and stocked it with quality carpentry tools. This opportunity was rare for a female during this time period, and Keichline took full advantage of it.

Directions: Click on all the statements that should be removed. Each selected statement will be marked with a strikethrough line.

Based on the article, which statements are NOT true of the K Brick?

- More durable than other materials
- Lighter than other building materials
- Named after its shape
- Allowed for an easier building method
- More costly than traditional materials

Page 1 of 3

Question 23 of 25
Section 1

Flag for Review Section Review Previous Next

SAY This question refers to the entire article, so you may need to review the entire article as you determine the answer. Use the blue arrow buttons to return to page one of the article.

Pause while students return to page one of the article.

SAY Question 23 is another technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click on all the statements that should be removed. Each selected statement will be marked with a strikethrough line.”

Underneath the directions, the item says, “Based on the article, which statements are NOT true of the K brick?”

To answer this question, you will click on a statement in the dark gray box. When you click on a statement, a red strikethrough line will appear on the text in that statement to indicate that you have selected it as an answer. If you change your mind, click on the statement again to remove your selection, and the strikethrough will disappear; then click on a different statement.

Now select all the correct answers.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY The statements that should be selected are: *More durable than other materials*, *Named after its shape* and *More costly than traditional materials*. You must have selected all of these statements, and only these statements, for your answer to be correct.

Since the number of correct statements is not indicated in the item, this item will show as “Answered” on the Section Review screen after one statement has been selected. This is so no hint or clue is given as to how many answers are correct.

Do you have any questions?

Answer all questions.

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

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

Pause.

The screenshot shows a TestNav interface with a blue header bar. On the left, there are icons for navigation and a 'Help' button. The main content area is split into two columns. The left column contains three numbered paragraphs of text about Keichline's architectural and engineering achievements. The right column contains a question stem: "Keichline's accomplishments are a result of —" followed by four radio button options: A working with other architects, B making everyday products more efficient, C working primarily with common tools, and D gaining respect from consumers. At the bottom of the interface, there is a navigation bar with buttons for "Flag for Review", "Section Review", "Previous", and "Next". The text "Page 2 of 3" and "Question 24 of 25 Section 1" is also visible.

SAY Read the question to yourself and then answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **B**, *making everyday products more efficient*. Information related to this question is found in paragraph five, which is located on page two of the passage.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading interface. On the left, there is a passage with three paragraphs. The first paragraph (labeled '3') describes Keichline's early architectural work. The second paragraph (labeled '4') describes her education and shift to architecture. The third paragraph (labeled '5') describes her patents and innovative designs. On the right, there is a question: "Which sentence from the article is a fact?" with four multiple-choice options (A, B, C, D). The interface includes a top navigation bar with icons for navigation and help, a status bar at the bottom with "Page 2 of 3", "Question 25 of 25", "Section 1", and "Section Review" buttons, and "Previous" and "Next" buttons.

SAY Read the question and then select the answer.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **A**, *Even before graduating from high school, Keichline showed her architectural ability*.

Do you have any questions?

Answer all questions.

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 7 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 header that says “Unanswered.”

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 and 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” without stating a number of answers to select 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 All Items.”

Please note that the total mentioned above (28) includes the three passages in addition to the 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 7 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

Exit Test X

SUBMIT AND EXIT TEST ▶

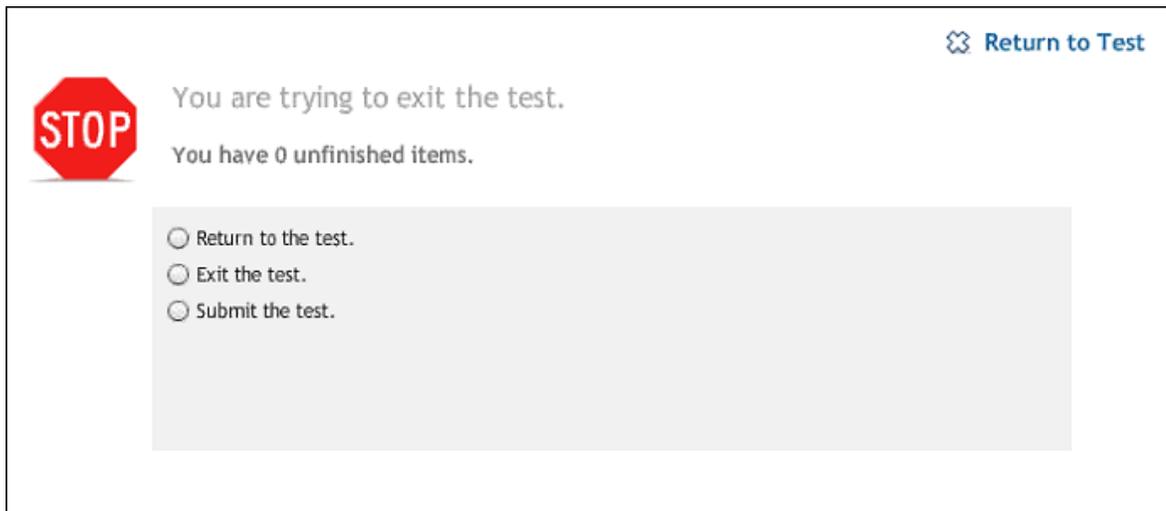
john h doe

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

Pause to answer all questions.

SAY Now click on *Submit and Exit Test*. (Pause.)

You will see a stop sign with three choices. It is important to review these three choices. (Pause.)



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

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

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

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

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

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

SAY Since we have finished the practice items, please select 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 7 Reading Practice items.

Thank you for reviewing the SOL Grade 7 Reading Practice Items with your students.

APPENDIX A**Answers to SOL Grade 7 Reading Practice Items****Question 1**

The correct answer is B, *describe the appearance of ospreys*.

Question 2

The correct answer is D, *ospreys living together as thickly as flowers*.

Question 3

The correct details are *Build in high or isolated locations* and *Call cheereek, cheereek*. Both of these must be selected for the answer to be correct.

Question 4

The correct placement of the sentences is shown in the chart. All sentences must be categorized correctly for the answer to be correct.

Facts (in either order)	<i>Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any tell-tale signs of fish.</i>
	<i>They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland.</i>
Opinions (in either order)	<i>If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey.</i>
	<i>With their beautiful coloring, threatening size, and natural ability to bolt out of the sky at high speeds, there is little doubt that ospreys are remarkable birds.</i>

Question 5

The correct answer is B, *Like other birds, ospreys like to build their nests where people are unlikely to approach them*.

Question 6

The correct answer is B, *reversible*.

Question 7

The correct words are *fierce*, *mocked*, and *arrogant*. All three words must be selected for the answer to be correct.

Question 8

The correct answer is A, *Wen's description of his family's celebration interests Brady into attending*.

Question 9

The correct answer is B, *To foreshadow that Brady will enjoy the celebration*.

Question 10

The correct words are *abundance*, *sublime*, and *inviting*. All three words must be selected for the answer to be correct.

Question 11

The correct words are *Uncertain* and *Hopeful*. Both words must be selected for the answer to be correct.

APPENDIX A (Continued)

Answers to SOL Grade 7 Reading Practice Items

Question 12

The correct answers are *Gifts of money*, *Elaborate meals*, and *Use of the color red*. The order in which the answers are placed into the web and the location of answers within the web do not matter.

Question 13

The correct answer is D, *Brady thanks Wen and his family for welcoming him*.

Question 14

The correct answer is B, *Relatives and friends congratulated each other on finishing another year while welcoming in the new one*.

Question 15

The correct answer is C, *open doors symbolize possibility*.

Question 16

The correct answer is C, *hyperbole*.

Question 17

The correct answers are *pride* and *helped revolutionize*. Both must be selected for the answer to be correct.

Question 18

The correct answer is A, *had uncommon abilities*.

Question 19

The correct answer is A, *Women did not typically pursue college degrees*.

Question 20

The correct answer is C, *using new methods*.

Question 21

The correct answer is C, *listing*.

Question 22

The correct answer is *Improvements to Living Spaces*.

Question 23

The correct statements are *More durable than other materials*, *Named after its shape*, and *More costly than traditional materials*. Each of these statements, and only these statements, must be selected for the answer to be correct.

Question 24

The correct answer is B, *making everyday products more efficient*.

Question 25

The correct answer is A, *Even before graduating from high school, Keichline showed her architectural ability*.

APPENDIX B

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

Fill-in-the-blank (FIB) Items

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

Histogram or Bar Graphing Items

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

Hot Spot Items

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

Number Line or Coordinate Plane Items

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

APPENDIX B (Continued)**Drag and Drop Items**

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