

Practice Item Guide
Virginia Standards of Learning
Grade 8 Reading

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Pearson

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OVERVIEW

The practice items available in the Virginia SOL Grade 8 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 8 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 8 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 8 reading test. The directions in the guide will also lead students through practice with the online tools, will familiarize students with how to navigate through the test, and will teach students how to use the Section Review screen within TestNav. Appendix B summarizes how student responses for TEI are indicated on the Section Review.

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

The following Change Log indicates any updates to this document.

Change Log		
Version	Date	Description
V.1	03/05/2012	Original document posted.
V.2	04/19/2012	Directions on page 10 were amended for question #1.
V.3	10/31/2012	Display of paired reading selections in a tabbed format. Various changes throughout guide regarding how TEI appear on the Section Review screen. Updated directions and screenshots for exiting TestNav. Added Appendix B.
V.4	03/22/2013	Overview and TEI description page amended; 10 new items added.
V.5	2/14/14	TEI description page amended; 10 new items added; 7 screenshots updated.
V.6	2/19/14	Updated screenshots for “A Woman of Courage and Conviction” passage.
V.7	11/20/15	Updated question 4, page 17.

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 8 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 8 link. Since this is a Web-based application, the link will take you directly to the grade 8 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 8 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 8 reading practice items for the SOL test. There are 27 questions that will show you some of the types of test items that will be administered as part of the grade 8 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 27.”



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

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

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



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

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

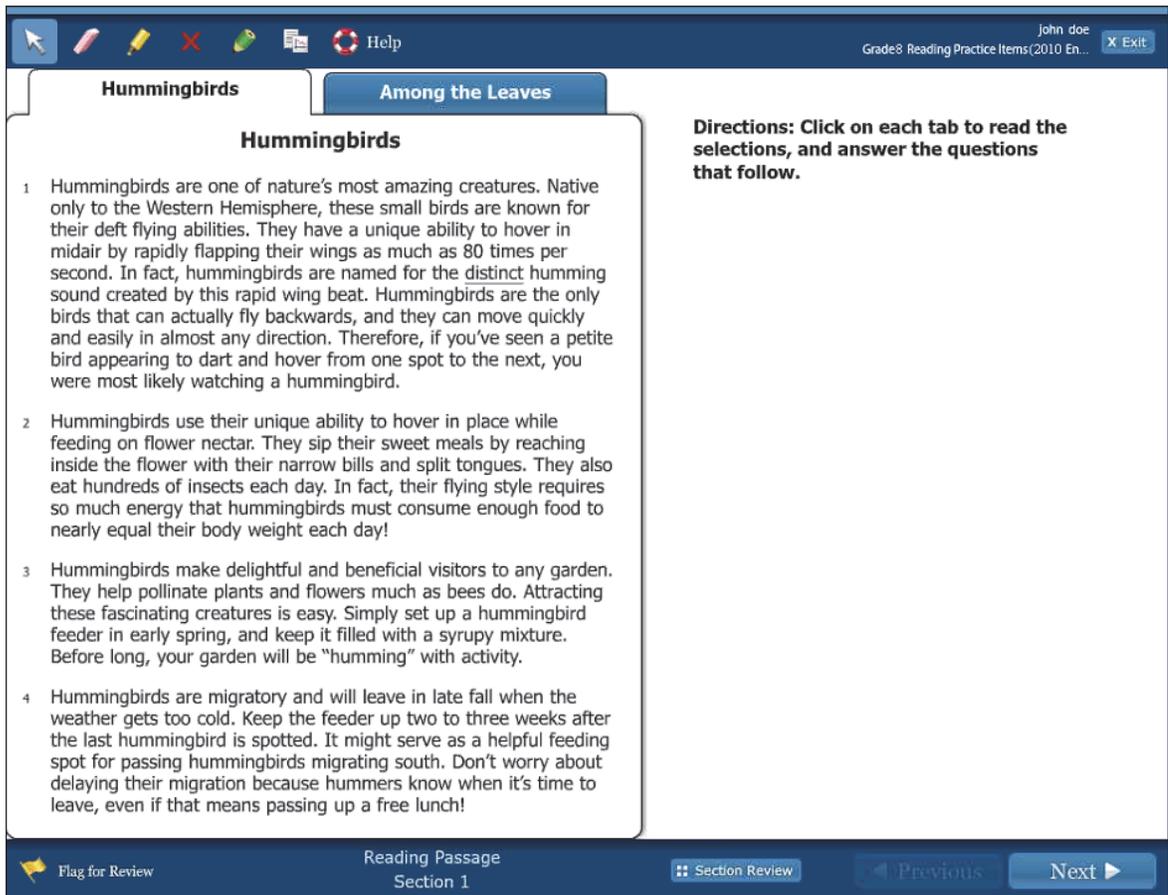
Note that the exhibit window contains information only about the Commonwealth of Virginia copyright. The exhibit icon only appears on the first screen of the practice items.

SAY Remember that the tools at the top of the screen are there to help you answer the question.

The only tool that can be used to mark an answer to a question is the pointer tool ().

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

Let's first talk about the selections you will need to read. There are two tabs on the left side of the screen. Each tab shows the title of a reading selection. The reading selection that is displayed has a white tab, and the selection that is not being displayed has a blue tab. In this case, there is one passage titled *Hummingbirds* and one selection titled *Among the Leaves*, which is a poem. The tab for *Hummingbirds* is white, and *Hummingbirds* is the passage being displayed.



The screenshot shows a software interface for reading practice. At the top, there is a toolbar with icons for a pointer, eraser, highlighter, and other tools, along with a 'Help' button. The user's name 'John doe' and the document title 'Grade8 Reading Practice Items(2010 En...' are visible in the top right corner. Below the toolbar, there are two tabs: 'Hummingbirds' (white) and 'Among the Leaves' (blue). The 'Hummingbirds' tab is active, displaying a passage with four numbered paragraphs. To the right of the passage, there are 'Directions: Click on each tab to read the selections, and answer the questions that follow.' At the bottom of the interface, there are navigation buttons: 'Flag for Review', 'Reading Passage Section 1', 'Section Review', 'Previous', and 'Next'.

SAY Now click on the blue tab, titled *Among the Leaves*. Notice that when you click on the blue tab, the poem *Among the Leaves* is displayed, and that tab becomes white, while the *Hummingbirds* tab becomes blue. Again, the reading selection that is displayed has a white tab, and the selection that is not displayed has a blue tab.

John h doe
Grade8 Reading Practice Items(2010 En... [X](#) Exit

Hummingbirds **Among the Leaves**

Among the Leaves
Barbara Evans Stanush

1

1 You found it, high amid thick branches
upright on a twig, plastered with lichen,¹
blending with the live oak.

You spied it, bright-eyed daughter,
5 keen to find another life
among the hard leaves. You climbed

to watch a hummer feeding nestlings;
their tiny beaks gaped red. The mother
did not scare. The nest bulged with growing.

10 You called me to the mystery — so slight
I lost the nest each time my stare wavered.
You balanced on the ladder, took a photograph.

¹lichen -- a type of moss that grows on trees

Page 1 of 2

Flag for Review Reading Passage Section Review Previous Next

Section 1

John h doe
Grade8 Reading Practice Items(2010 En... [X](#) Exit

Hummingbirds **Among the Leaves**

Among the Leaves
Barbara Evans Stanush

2

Opening a box chock full of unclaimed views,
I gaze at live oak leaves. In black
15 and white, a puzzle

until you, long grown and distant, recall
the hummingbird, remind me of the nest.
The littlest nest crafted by a mother

20 who fused spider webs and moss into a bowl
of softest down and laid two pulsing ovals,
warmed them, brooded them to flight.

Moments
hidden in the live oak
large among the leaves.

"Among the Leaves" by Barbara Evans Stanush, from Stone Garden, copyright ©
1992 by Barbara Evans Stanush. Used by permission of the author.

Page 2 of 2

Flag for Review Reading Passage Section Review Previous Next

Section 1

SAY On the actual SOL test, paired reading selections will be displayed in tabs like these. There will also be single reading selections where tabs are not necessary. All reading selections, single or paired, will appear on the left side of the screen, while the directions and questions that accompany a reading selection or selections will appear on the right side of the screen.

Let's read the directions. They read: "Directions: Click on each tab to read the selections, and answer the questions that follow."

Before you read each selection and answer the questions, let's take a few moments to review the way you will move through passages in the practice items and on the online reading SOL test.

Pause.

SAY Make sure you are on the *Hummingbirds* selection. (Pause.) You will notice that this passage is one page. Now, click on the *Among the Leaves* tab. (Pause.) Notice the blue arrow buttons and the text on the bottom that indicates the page you are viewing and the length of the selection. The bottom of this screen says, "Page 1 of 2." This means you are viewing page one, and there are two pages in this poem. To advance to the next page of the passage (poem), click the blue forward arrow button (), which is located to the right of the number two. If you would like to review a previous page in the passage (poem), click the backward arrow button (), which is located to the left of the word "Page." Practice moving through the pages of *Among the Leaves*, then return to the first page of the poem.

Pause while students practice navigating through the passage.

SAY Are there any questions about how to move through the pages of a selection or how to move from one tab to the next?

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-seven questions in this practice set of items. The first six practice questions come from the paired passages displayed on the tabs we have discussed. The seventh question is a stand-alone item. The next nine practice questions come from the passage *A Woman of Courage and Conviction*, followed by a stand-alone item. The next ten practice questions come from the passage *The Harlem Renaissance*. 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 *Hummingbirds* and *Among the Leaves*. When you have finished, go back to the tab that displays *Hummingbirds*. Then, click the *Next* button on the navigational toolbar to go to the first question.

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

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the document title 'Grade8 Reading Practice Items(2010 En...' are visible in the top right. The main content area is divided into two tabs: 'Hummingbirds' (selected) and 'Among the Leaves'. The 'Hummingbirds' tab contains a passage with four paragraphs. The first paragraph discusses the unique flying abilities of hummingbirds, mentioning their ability to hover and fly backwards. The second paragraph describes their feeding habits. The third paragraph talks about their role as pollinators. The fourth paragraph mentions their migratory nature. To the right of the passage is a dictionary entry for the word 'distinct'. Below the dictionary entry is a question prompt: 'In paragraph 1, distinct comes from a word that means —'. There are four multiple-choice options: A separate, B clear, C unquestionable, and D distinguish. At the bottom of the interface, there is a 'Flag for Review' button, 'Question 1 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY On the right side of your screen you should see a dictionary entry followed by question one. Read this to yourself but do not answer the question yet.

Pause.

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. 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 You should have chosen D, *distinguish*.

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.

The screenshot shows a digital reading 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 'Grade8 Reading Practice Items(2010 En...' are visible in the top right. Below the navigation bar, there are two tabs: 'Hummingbirds' (which is selected and highlighted in blue) and 'Among the Leaves'. The main content area is divided into two columns. The left column contains a passage titled 'Hummingbirds' with four numbered paragraphs. The right column contains a question: 'The reader may best infer from the article that hummingbirds —' followed by four radio button options: A (compete with bees for nectar), B (live primarily in warm climates), C (become confused when flying backwards), and D (rely on bird feeders in order to survive). At the bottom of the interface, there is a status bar with a 'Flag for Review' button, 'Question 2 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY Since you were viewing the *Hummingbirds* tab when you advanced from the last question, the *Hummingbirds* tab still shows on the left side of the screen. This question also refers to the *Hummingbirds* passage. Read the question to yourself and select the best answer.

Pause while students read and answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is B, *live primarily in warm climates*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading application. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John h doe' and the page title 'Grade8 Reading Practice Items(2010 En...' are visible in the top right. Below the toolbar, there are two tabs: 'Hummingbirds' and 'Among the Leaves'. The 'Among the Leaves' tab is active, displaying a poem. The poem is titled 'Among the Leaves' and is by Barbara Evans Stanush. The poem is displayed on two pages, with the current page being 'Page 2 of 2'. The poem text is as follows:

2

Opening a box chock full of unclaimed views,
I gaze at live oak leaves. In black
15 and white, a puzzle

until you, long grown and distant, recall
the hummingbird, remind me of the nest.
The littlest nest crafted by a mother

20 who fused spider webs and moss into a bowl
of softest down and laid two pulsing ovals,
warmed them, brooded them to flight.

Moments
hidden in the live oak
large among the leaves.

"Among the Leaves" by Barbara Evans Stanush, from Stone Garden, copyright ©
1992 by Barbara Evans Stanush. Used by permission of the author.

At the bottom of the screen, there is a navigation bar with a 'Flag for Review' button, 'Question 3 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

On the right side of the screen, there is a question: "In the poem, the hummingbird's nest is a symbol of —". Below the question are four multiple-choice options:

- A lost opportunities
- B former relationships
- C distant childhood
- D past adventures

SAY Read the question to yourself. (Pause.) Since the question refers to the poem, click on the *Among the Leaves* tab. (Pause.) When a question refers to a specific part of a selection, you should return to that part of the selection before answering the question. The part of the selection that will help you answer this question is on page two of the poem, so use the right arrow button to advance to the second page of the poem.

Pause while students navigate to the correct page of the poem.

SAY As you answer this question, let's practice using the highlighter tool. You can use the highlighter tool on the toolbar to highlight text. To use this tool, click the highlighter icon () on the toolbar at the top of the screen. Clicking the highlighter tool will change your pointer tool to an arrow with a yellow highlighter next to it.

Practice using the highlighter to highlight the section of the poem that describes the hummingbird's nest, which is found on page two. 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 Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **C**, *distant childhood*.

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

Answer all questions.

SAY If you change your mind about what you have highlighted, you can use the eraser tool to remove the highlighting. Take a minute to remove some of the highlighting and then put the eraser tool away.

Pause while students use the eraser and put the tool away. Assist students as necessary.

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

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for a pencil, highlighter, eraser, and a red 'X' icon. The user's name 'John h doe' and 'Grade 8 Reading Practice Items (2010 En...)' are visible in the top right corner. The main content area is divided into two sections. On the left, under the heading 'Hummingbirds', is the poem 'Among the Leaves' by Barbara Evans Stanush. The poem text is as follows:

1

1 You found it, high amid thick branches
upright on a twig, plastered with lichen,¹
blending with the live oak.

5 You spied it, bright-eyed daughter,
keen to find another life
among the hard leaves. You climbed

to watch a hummer feeding nestlings;
their tiny beaks gaped red. The mother
did not scare. The nest bulged with growing.

10 You called me to the mystery — so slight
I lost the nest each time my stare wavered.
You balanced on the ladder, took a photograph.

¹lichen – a type of moss that grows on trees

At the bottom of the poem section, it says 'Page 1 of 2'. On the right side, there is a directions banner that reads: 'Directions: Click and drag the answers to the correct boxes.' Below this, a task instruction says: 'Complete this chart about lines 1 through 12 of the poem.' The chart consists of four empty boxes connected by downward arrows. To the right of the chart is a list of five options, each in a box: 'Girl takes a photograph.', 'Girl sees a nest.', 'Bird finds food.', 'Bird builds a nest.', and 'Girl climbs a tree.' At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 4 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY Question 4 is an example of a drag and drop 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 gray directions banner at the top of the screen says, “Directions: Click and drag the answers to the correct boxes.”

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

SAY The question says, “Complete this chart about lines 1 through 12 of the poem.” You should refer to the poem as you answer this question. Since you were viewing page two of the poem when you advanced from the last question, that page is still showing on the left side

of the screen. Return to page one of *Among the Leaves* to review the beginning of the poem.

Pause while students navigate to page one of the poem.

SAY 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 empty boxes within the flow chart. If you change your mind after dragging an answer into the flow chart, you can click and drag it back to the gray box.

You may now complete the flow chart about the poem.

Pause while students answer the question.

SAY How did you complete the flow chart?

Pause for replies.

SAY In the top box you should have placed *Girl sees a nest*. In the second box you should have placed *Girl climbs a tree*. In the last box you should have placed *Girl takes a photograph*.

For your answer to be correct, you must have placed each correct sentence into the correct box within the flow chart.

Do you have any questions?

Answer all questions. Make sure students understand that all parts of the answer must be correct.

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 placed one or two sentences into the flow chart, the question would show as “Unanswered” on the Section Review screen because you did not completely answer it. It is very important to read the directions and question carefully so you completely answer the question.

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.

SAY Question 5 refers to both the passage and the poem. Return to the *Hummingbirds* tab so you can review the passage.

Pause while students navigate to the *Hummingbirds* tab.

Hummingbirds

1 Hummingbirds are one of nature's most amazing creatures. Native only to the Western Hemisphere, these small birds are known for their deft flying abilities. They have a unique ability to hover in midair by rapidly flapping their wings as much as 80 times per second. In fact, hummingbirds are named for the distinct humming sound created by this rapid wing beat. Hummingbirds are the only birds that can actually fly backwards, and they can move quickly and easily in almost any direction. Therefore, if you've seen a petite bird appearing to dart and hover from one spot to the next, you were most likely watching a hummingbird.

2 Hummingbirds use their unique ability to hover in place while feeding on flower nectar. They sip their sweet meals by reaching inside the flower with their narrow bills and split tongues. They also eat hundreds of insects each day. In fact, their flying style requires so much energy that hummingbirds must consume enough food to nearly equal their body weight each day!

3 Hummingbirds make delightful and beneficial visitors to any garden. They help pollinate plants and flowers much as bees do. Attracting these fascinating creatures is easy. Simply set up a hummingbird feeder in early spring, and keep it filled with a syrupy mixture. Before long, your garden will be "humming" with activity.

4 Hummingbirds are migratory and will leave in late fall when the weather gets too cold. Keep the feeder up two to three weeks after the last hummingbird is spotted. It might serve as a helpful feeding spot for passing hummingbirds migrating south. Don't worry about delaying their migration because hummers know when it's time to leave, even if that means passing up a free lunch!

Hummingbirds

Article **Poem**

Build nests with moss

Easily frightened

Small in size

Help pollinate gardens

Eat very little

SAY Question 5 is another example of a drag and drop technology-enhanced item. Read the directions banner and question to yourself.

Pause while students read the directions and question.

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 answer choices in the dark gray box. Left-click and hold, then draw an "X" over an 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 "X." (Pause.) Use the eraser tool to remove the "X" you just made with the pencil. (Pause.)

Now, complete the Venn diagram. Use the pencil tool to narrow down the answer choices if it will help you.

Pause while students answer the question.

SAY How did you answer the question?

Pause for replies.

- SAY** The blank line on the left should contain *Help pollinate gardens*.
The blank line in the center should contain *Small in size*.
The blank line on the right should contain *Build nests with moss*.

You must have each correct answer in the correct location within the Venn diagram for your answer to be correct.

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

Do you have any questions about how to use the pencil tool or how to answer the question?

Answer all questions.

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

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

Pause while students click on this button.

- SAY** Earlier I mentioned the Section Review screen. When you reach the end of the practice questions or 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 that you clicked *Flag for Review* will have a picture of a flag next to them.

Pause.

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

Pause.

- SAY** Notice that the left side of the screen is showing the tab and page you were viewing before you advanced to this question.

John h doe
Grade8 Reading Practice Items (2010 En... X EXIT

Hummingbirds Among the Leaves

Hummingbirds

- Hummingbirds are one of nature's most amazing creatures. Native only to the Western Hemisphere, these small birds are known for their deft flying abilities. They have a unique ability to hover in midair by rapidly flapping their wings as much as 80 times per second. In fact, hummingbirds are named for the distinct humming sound created by this rapid wing beat. Hummingbirds are the only birds that can actually fly backwards, and they can move quickly and easily in almost any direction. Therefore, if you've seen a petite bird appearing to dart and hover from one spot to the next, you were most likely watching a hummingbird.
- Hummingbirds use their unique ability to hover in place while feeding on flower nectar. They sip their sweet meals by reaching inside the flower with their narrow bills and split tongues. They also eat hundreds of insects each day. In fact, their flying style requires so much energy that hummingbirds must consume enough food to nearly equal their body weight each day!
- Hummingbirds make delightful and beneficial visitors to any garden. They help pollinate plants and flowers much as bees do. Attracting these fascinating creatures is easy. Simply set up a hummingbird feeder in early spring, and keep it filled with a syrupy mixture. Before long, your garden will be "humming" with activity.
- Hummingbirds are migratory and will leave in late fall when the weather gets too cold. Keep the feeder up two to three weeks after the last hummingbird is spotted. It might serve as a helpful feeding spot for passing hummingbirds migrating south. Don't worry about delaying their migration because hummers know when it's time to leave, even if that means passing up a free lunch!

Both the poem and the article address the theme of —

- A enjoying nature
- B studying the weather
- C developing a hobby
- D holding on to memories

Flag for Review Question 6 of 27 Section 1 Section Review Previous Next

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

Pause while students read and answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is A, *enjoying nature*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital testing 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 'Grade8 Reading Practice Items(2010 En...' are visible in the top right. A grey banner contains the directions: 'Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the two correct answers.' Below this, the question prompt reads 'Complete this analogy. Puzzling is to mysterious as —'. A vertical box contains five answer options: 'fragile is to delicate', 'sharp is to solid', 'rare is to scarce', 'leafy is to branched', and 'brave is to concerned'. At the bottom, a navigation bar includes a 'Flag for Review' button, 'Question 7 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY This question is a stand-alone item, so you do not need to read a passage to answer the question. Notice 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 an example of a hot spot technology-enhanced item. The directions banner says, “Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the two correct answers.” The question says, “Complete this analogy. Puzzling is to mysterious as—”

SAY To answer this question, you must click on the two correct phrases in the dark gray box. Notice with this type of question, a blue box outlines the answer choice when you move your pointer tool over it. After you click on an answer choice, it will be 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.

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 will not give you the number of answers to select. You will have to decide how many correct answers there are.

For this question, there are two correct answers. You must select both of the correct answers to get this question correct.

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

SAY Now answer the question.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY The correct phrases are *fragile is to delicate* and *rare is to scarce*. You must have selected both of these phrases for your answer to be correct.

In order for this question to show as “Answered” on the Section Review screen, two answers must be selected since the directions indicate that you should 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* on the navigational toolbar to go to the next screen.

Pause.

SAY The next few questions come from the passage titled *A Woman of Courage and Conviction*, and the first page of this passage appears on the left side of your screen. Directions you will follow are shown on the right side of your screen.

John h doe
Grade8 Reading Practice Items (2010 En... X Exit

A Woman of Courage and Conviction

- 1 With a satisfied smile, Keisha finished writing the last sentence of her English essay. She had written about one of her heroes, Rosa Parks, an important figure in the Civil Rights Movement. Keisha felt inspired by Rosa Parks' actions, and in her essay she had tried to depict the courage and conviction Rosa Parks had shown the world.
- 2 "Keisha," her mother shouted from downstairs. "It's almost 4:15. Have you finished your homework?"
- 3 "I finished a minute ago, Mom," Keisha answered. "Don't worry, I won't be late getting to the assisted living center. I just have to put some things in my backpack." Keisha pulled down a collection of Maya Angelou's poetry as well as a book of funny anecdotes from her bookshelf. She liked to be prepared with a selection of literature to read to the center's residents. On an impulse, she added her English notebook as well.
- 4 Keisha ran down the stairs, poked her head into the kitchen, and said, "I'll be back by 5:45, Mom. See you later." Keisha grabbed her jacket and ran out the door. She had to jog the three blocks to the center to make it by 4:30, when her hour of volunteering began.
- 5 As Keisha came running in the door, Mrs. Ellis, the assisted living center manager, told Keisha, "We have a new resident this week. She's still adjusting to her new surroundings, and I think you'll be able to make friends with her."
- 6 "What's her name?" Keisha asked, nervously wondering what this new woman was like.

Page 1 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade8 Reading Practice Items (2010 En... X Exit

- 7 "Her name is Ruby Watson, and she's lived in Alabama all her life until now," Mrs. Ellis explained. "Her only daughter lives here in the city and wants her mother to be near. You'll find Mrs. Watson in Room 28. And by the way, Keisha, good luck."
- 8 Keisha walked down the hallway to Room 28 at a quick, determined pace. She knocked on the door and heard a strong voice ask what she wanted. The door stuck stubbornly as Keisha tried the handle, so she used her shoulder to push it open. Walking into the room, she met the gaze of two piercing brown eyes staring at her suspiciously.
- 9 "I'm Keisha Jackson, a student volunteer," Keisha explained as she walked over to Mrs. Watson and sat down in the chair beside her. "I come here every Thursday afternoon to help pass the time with residents, or read to them, or, or . . ." Keisha started to stumble over her words as Mrs. Watson continued to stare at her with an almost belligerent gaze.
- 10 "I didn't request anyone to keep me company," Mrs. Watson interrupted. "I'm alone most of the time, and that's how I prefer it."
- 11 "But it must be nice to see your daughter," Keisha said, hoping to give the conversation a more positive turn.
- 12 "My daughter has to work two jobs, so she seldom comes here to visit me," Mrs. Watson said. "And my two grandchildren are so involved with their school activities that they hardly have time to come see me."

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
 Grade8 Reading Practice Items (2010 En... X Exit

13 Keisha decided that a change of subject would be beneficial. "I brought along some books to read," she said, pulling the books out of her backpack. "I have Maya Angelou's poetry and a book of funny stories."

14 "I don't like poetry, and I'm not in the mood for funny stories," Mrs. Watson retorted. "What else do you have?"

15 Nervously, Keisha pulled out her English notebook and opened it to her essay. She read the title aloud: "Rosa Parks: A Woman of Courage and Conviction." She glanced at Mrs. Watson to see what kind of reaction she might have, but to her surprise, Mrs. Watson's face had relaxed and her eyes shone with anticipation.

16 "Read to me about Rosa," Mrs. Watson said.

17 At first, Keisha read the essay haltingly, but she soon fell into the natural, dramatic rhythm of her narrative. She read how Rosa Parks had staunchly refused to give up her seat on a segregated bus to a white passenger in 1955; then she read how Rosa's action had inspired the Montgomery Bus Boycott, a protest that became a turning point in the struggle for civil rights.

18 After Keisha read her last sentence, she looked at Mrs. Watson's face. It was lit by a radiantly happy smile.

19 "I marched in Montgomery too, you know," Mrs. Watson said with pride. "I walked with Rosa Parks and Dr. Martin Luther King, Jr. The march was the greatest moment of my life because . . ." Mrs. Watson paused, seemingly overwhelmed by her memory of the event.

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

⏪

Page 3 of 4

⏩

Flag for Review

Reading Passage
Section 1

⚙️ Section Review

⏪ Previous

Next ⏩

John h doe
 Grade8 Reading Practice Items (2010 En... X Exit

20 Keisha finished the sentence for her. "Because . . . you were a woman of courage and conviction too."

21 "Yes," Mrs. Watson said, sitting up straighter. "Yes, I was a woman of courage and conviction too, and I still am. Thank you for reminding me, Keisha."

22 "Mrs. Watson, I'd like to see you again next Thursday, if that's okay," Keisha asked, hoping her voice wasn't shaking with the emotions she felt.

23 "Next Thursday will be fine, Keisha, just fine," Mrs. Watson said with a warm smile. "And next time we see each other, I'll tell you some of my stories."

24 "I'd like that," Keisha answered. "I'd like that very much."

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

⏪

Page 4 of 4

⏩

Flag for Review

Reading Passage
Section 1

⚙️ Section Review

⏪ Previous

Next ⏩

SAY Remember, you will use the blue arrow buttons underneath the passage to navigate through the pages of the passage. This passage is four pages long.

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 at the bottom of the screen to go to question 8.

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

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 document title 'Grade8 Reading Practice Items (2010 En...' are visible in the top right corner. The main content area is split into two panels. The left panel, titled 'A Woman of Courage and Conviction', contains six numbered paragraphs. The right panel contains a question: 'Which sentence best summarizes paragraph 3?' with four radio button options labeled A, B, C, and D. At the bottom of the left panel, there is a 'Page 1 of 4' indicator with navigation arrows. The bottom of the interface features a dark blue bar with a 'Flag for Review' button, 'Question 8 of 27 Section 1' text, a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

A Woman of Courage and Conviction

- 1 With a satisfied smile, Keisha finished writing the last sentence of her English essay. She had written about one of her heroes, Rosa Parks, an important figure in the Civil Rights Movement. Keisha felt inspired by Rosa Parks' actions, and in her essay she had tried to depict the courage and conviction Rosa Parks had shown the world.
- 2 "Keisha," her mother shouted from downstairs. "It's almost 4:15. Have you finished your homework?"
- 3 "I finished a minute ago, Mom," Keisha answered. "Don't worry, I won't be late getting to the assisted living center. I just have to put some things in my backpack." Keisha pulled down a collection of Maya Angelou's poetry as well as a book of funny anecdotes from her bookshelf. She liked to be prepared with a selection of literature to read to the center's residents. On an impulse, she added her English notebook as well.
- 4 Keisha ran down the stairs, poked her head into the kitchen, and said, "I'll be back by 5:45, Mom. See you later." Keisha grabbed her jacket and ran out the door. She had to jog the three blocks to the center to make it by 4:30, when her hour of volunteering began.
- 5 As Keisha came running in the door, Mrs. Ellis, the assisted living center manager, told Keisha, "We have a new resident this week. She's still adjusting to her new surroundings, and I think you'll be able to make friends with her."
- 6 "What's her name?" Keisha asked, nervously wondering what this new woman was like.

Which sentence best summarizes paragraph 3?

- A Keisha completes her homework before leaving for the assisted living center.
- B Keisha is going to take her English essay to the assisted living center.
- C Keisha is gathering reading materials to take to the assisted living center.
- D Keisha assures her mother she will be on time to the assisted living center.

Page 1 of 4

Question 8 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Read the question. (Pause.) When a question refers to a specific part of a selection like this question does, you should return to that part of the selection before answering the question. The part of the selection that will help you answer this question is on page one, which should be showing on the left side of the screen. Review paragraph three and then 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 option C, *Keisha is gathering reading materials to take to the assisted living center.*

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the page title 'Grade8 Reading Practice Items(2010 En...' are visible in the top right corner. The main content area is divided into two panels. The left panel, titled 'A Woman of Courage and Conviction', contains six numbered paragraphs. The right panel contains a question: 'In paragraph 4, the author's word choice conveys a mood of —' with four radio button options: A confusion, B desperation, C urgency, and D panic. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 9 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The page number 'Page 1 of 4' is also visible.

A Woman of Courage and Conviction

- 1 With a satisfied smile, Keisha finished writing the last sentence of her English essay. She had written about one of her heroes, Rosa Parks, an important figure in the Civil Rights Movement. Keisha felt inspired by Rosa Parks' actions, and in her essay she had tried to depict the courage and conviction Rosa Parks had shown the world.
- 2 "Keisha," her mother shouted from downstairs. "It's almost 4:15. Have you finished your homework?"
- 3 "I finished a minute ago, Mom," Keisha answered. "Don't worry, I won't be late getting to the assisted living center. I just have to put some things in my backpack." Keisha pulled down a collection of Maya Angelou's poetry as well as a book of funny anecdotes from her bookshelf. She liked to be prepared with a selection of literature to read to the center's residents. On an impulse, she added her English notebook as well.
- 4 Keisha ran down the stairs, poked her head into the kitchen, and said, "I'll be back by 5:45, Mom. See you later." Keisha grabbed her jacket and ran out the door. She had to jog the three blocks to the center to make it by 4:30, when her hour of volunteering began.
- 5 As Keisha came running in the door, Mrs. Ellis, the assisted living center manager, told Keisha, "We have a new resident this week. She's still adjusting to her new surroundings, and I think you'll be able to make friends with her."
- 6 "What's her name?" Keisha asked, nervously wondering what this new woman was like.

In paragraph 4, the author's word choice conveys a mood of —

A confusion

B desperation

C urgency

D panic

Page 1 of 4

Flag for Review Question 9 of 27 Section 1 Section Review Previous Next

SAY Question 9 refers to paragraph four, which is found on page one of the passage. Page one should still be on the left side of your screen, since this is the page you were viewing before you advanced to this question. It is a good idea to review paragraph four before you answer the question. Now read the question to yourself and then answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is C, *urgency*. Do you have any questions?

Answer all questions.

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

Pause.

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 contains a passage with paragraphs numbered 7 through 12. Paragraph 8 is highlighted. The right panel contains a question: 'The purpose of the figurative language in paragraph 8 is to foreshadow —' followed by four multiple-choice options (A, B, C, D). At the bottom of the passage panel, there are blue arrow buttons for navigation and a 'Page 2 of 4' indicator. The bottom of the interface features a dark blue bar with a 'Flag for Review' button, 'Question 10 of 27 Section 1' text, a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

7 "Her name is Ruby Watson, and she's lived in Alabama all her life until now," Mrs. Ellis explained. "Her only daughter lives here in the city and wants her mother to be near. You'll find Mrs. Watson in Room 28. And by the way, Keisha, good luck."

8 Keisha walked down the hallway to Room 28 at a quick, determined pace. She knocked on the door and heard a strong voice ask what she wanted. The door stuck stubbornly as Keisha tried the handle, so she used her shoulder to push it open. Walking into the room, she met the gaze of two piercing brown eyes staring at her suspiciously.

9 "I'm Keisha Jackson, a student volunteer," Keisha explained as she walked over to Mrs. Watson and sat down in the chair beside her. "I come here every Thursday afternoon to help pass the time with residents, or read to them, or . . ." Keisha started to stumble over her words as Mrs. Watson continued to stare at her with an almost belligerent gaze.

10 "I didn't request anyone to keep me company," Mrs. Watson interrupted. "I'm alone most of the time, and that's how I prefer it."

11 "But it must be nice to see your daughter," Keisha said, hoping to give the conversation a more positive turn.

12 "My daughter has to work two jobs, so she seldom comes here to visit me," Mrs. Watson said. "And my two grandchildren are so involved with their school activities that they hardly have time to come see me."

The purpose of the figurative language in paragraph 8 is to foreshadow —

A Mrs. Watson's response to Keisha's essay

B Keisha's feelings toward Mrs. Watson

C Keisha's attitude about volunteering

D Mrs. Watson's first reaction to Keisha

Page 2 of 4

Question 10 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Question 10 refers to paragraph eight, which is on page two of the passage. Use the blue arrow buttons underneath the passage to go to page two. You should review paragraph eight if it will help you determine the answer to the question.

Pause while students go to page two.

SAY Now read the question to yourself and then answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is D, *Mrs. Watson's first reaction to Keisha*.

Do you have any questions?

Answer all questions.

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

Pause.

7 "Her name is Ruby Watson, and she's lived in Alabama all her life until now," Mrs. Ellis explained. "Her only daughter lives here in the city and wants her mother to be near. You'll find Mrs. Watson in Room 28. And by the way, Keisha, good luck."

8 Keisha walked down the hallway to Room 28 at a quick, determined pace. She knocked on the door and heard a strong voice ask what she wanted. The door stuck stubbornly as Keisha tried the handle, so she used her shoulder to push it open. Walking into the room, she met the gaze of two piercing brown eyes staring at her suspiciously.

9 "I'm Keisha Jackson, a student volunteer," Keisha explained as she walked over to Mrs. Watson and sat down in the chair beside her. "I come here every Thursday afternoon to help pass the time with residents, or read to them, or . . ." Keisha started to stumble over her words as Mrs. Watson continued to stare at her with an almost belligerent gaze.

10 "I didn't request anyone to keep me company," Mrs. Watson interrupted. "I'm alone most of the time, and that's how I prefer it."

11 "But it must be nice to see your daughter," Keisha said, hoping to give the conversation a more positive turn.

12 "My daughter has to work two jobs, so she seldom comes here to visit me," Mrs. Watson said. "And my two grandchildren are so involved with their school activities that they hardly have time to come see me."

Read this sentence from paragraph 9.

Keisha started to stumble over her words as Mrs. Watson continued to stare at her with an almost belligerent gaze.

What is the meaning of the word belligerent?

A Strangely familiar

B Hostile or argumentative

C Weak or exhausted

D Overly exaggerated

Page 2 of 4

Question 11 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Question 11 refers to paragraph nine, which is on page two of the passage. Page two should still be on the left side of your screen, since this is the page you were on before you advanced to this question. Now read the question to yourself and then answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is B, *Hostile or argumentative*.

Do you have any questions?

Answer all questions.

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

Pause.

John h doe
Grade8 Reading Practice Items(2010 En... X Exit

13 Keisha decided that a change of subject would be beneficial. "I brought along some books to read," she said, pulling the books out of her backpack. "I have Maya Angelou's poetry and a book of funny stories."

14 "I don't like poetry, and I'm not in the mood for funny stories," Mrs. Watson retorted. "What else do you have?"

15 Nervously, Keisha pulled out her English notebook and opened it to her essay. She read the title aloud: "Rosa Parks: A Woman of Courage and Conviction." She glanced at Mrs. Watson to see what kind of reaction she might have, but to her surprise, Mrs. Watson's face had relaxed and her eyes shone with anticipation.

16 "Read to me about Rosa," Mrs. Watson said.

17 At first, Keisha read the essay haltingly, but she soon fell into the natural, dramatic rhythm of her narrative. She read how Rosa Parks had staunchly refused to give up her seat on a segregated bus to a white passenger in 1955; then she read how Rosa's action had inspired the Montgomery Bus Boycott, a protest that became a turning point in the struggle for civil rights.

18 After Keisha read her last sentence, she looked at Mrs. Watson's face. It was lit by a radiantly happy smile.

19 "I marched in Montgomery too, you know," Mrs. Watson said with pride. "I walked with Rosa Parks and Dr. Martin Luther King, Jr. The march was the greatest moment of my life because . . ." Mrs. Watson paused, seemingly overwhelmed by her memory of the event.

Page 3 of 4

Directions: Click on the correct answers.

She glanced at Mrs. Watson to see what kind of reaction she might have, but to her surprise, Mrs. Watson's face had relaxed and her eyes shone with anticipation.

Which two words are synonyms for anticipation in this sentence from paragraph 15?

expectation
devotion
hope
relief
sincerity

Flag for Review Question 12 of 27 Section 1 Section Review Previous Next

SAY Question 12 refers to paragraph fifteen, which is on page three of the passage. Use the blue arrow buttons underneath the passage to go to page three.

Pause while students go to page three.

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

Underneath the directions banner is a textbox containing a sentence from paragraph fifteen. Read the sentence inside the box to yourself.

Pause while students read the sentence inside the textbox.

SAY Now let's read the question together. It asks, "Which two words are synonyms for anticipation in this sentence from paragraph 15?" To answer this question, you must click on the two correct words located within the dark gray box. When you select a word, it will be outlined in orange. If you change your mind, click on the word again, and the orange outline will disappear.

Now answer the question. In order for this question to show as "Answered" on the Section Review screen, two answers must be selected. If you only select one answer, this question will show as "Unanswered" on the Section Review screen because the question indicates that you must select two words.

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 words did you select?

Pause for replies.

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

Do you have any questions?

Answer all questions.

SAY Again, I want to point out that on the actual SOL test you may see questions that require you to pick one or more answers. Some questions, like this one, will tell you the number of correct answers to select. Other questions may not give you the number of answers to select, and you will have to decide how many answers to choose. It is very important to read these types of items carefully so you completely answer the question.

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

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

Pause.

SAY Question 13 refers to information located on the first two pages of the passage. It is a good idea to review these pages in the passage as you determine the answer to the question.

Pause while students navigate to page one or page two. Page two is displayed in the screenshot below since the answer to the question is found there.

7 "Her name is Ruby Watson, and she's lived in Alabama all her life until now," Mrs. Ellis explained. "Her only daughter lives here in the city and wants her mother to be near. You'll find Mrs. Watson in Room 28. And by the way, Keisha, good luck."

8 Keisha walked down the hallway to Room 28 at a quick, determined pace. She knocked on the door and heard a strong voice ask what she wanted. The door stuck stubbornly as Keisha tried the handle, so she used her shoulder to push it open. Walking into the room, she met the gaze of two piercing brown eyes staring at her suspiciously.

9 "I'm Keisha Jackson, a student volunteer," Keisha explained as she walked over to Mrs. Watson and sat down in the chair beside her. "I come here every Thursday afternoon to help pass the time with residents, or read to them, or . . ." Keisha started to stumble over her words as Mrs. Watson continued to stare at her with an almost belligerent gaze.

10 "I didn't request anyone to keep me company," Mrs. Watson interrupted. "I'm alone most of the time, and that's how I prefer it."

11 "But it must be nice to see your daughter," Keisha said, hoping to give the conversation a more positive turn.

12 "My daughter has to work two jobs, so she seldom comes here to visit me," Mrs. Watson said. "And my two grandchildren are so involved with their school activities that they hardly have time to come see me."

Which statement by Mrs. Ellis implies Mrs. Watson can be difficult?

A "We have a new resident this week. She's still adjusting to her new surroundings . . ."

B "Her name is Ruby Watson, and she's lived in Alabama all her life until now."

C "Her only daughter lives here in the city and wants her mother to be near."

D "You'll find Mrs. Watson in Room 28. And by the way, Keisha, good luck."

Page 2 of 4

Question 13 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Read the question to yourself then answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is D, "You'll find Mrs. Watson in Room 28. And by the way, Keisha, good luck." You can find this statement in paragraph seven, at the top of the second page of the passage.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the page title 'Grade8 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 four paragraphs, numbered 20 to 24. The right column contains a question: 'Which event is part of the resolution of the story?' with four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The page number 'Page 4 of 4' is also displayed.

20 Keisha finished the sentence for her. "Because . . . you were a woman of courage and conviction too."

21 "Yes," Mrs. Watson said, sitting up straighter. "Yes, I was a woman of courage and conviction too, and I still am. Thank you for reminding me, Keisha."

22 "Mrs. Watson, I'd like to see you again next Thursday, if that's okay," Keisha asked, hoping her voice wasn't shaking with the emotions she felt.

23 "Next Thursday will be fine, Keisha, just fine," Mrs. Watson said with a warm smile. "And next time we see each other, I'll tell you some of my stories."

24 "I'd like that," Keisha answered. "I'd like that very much."

Which event is part of the resolution of the story?

A Mrs. Watson agrees that Keisha should return the following Thursday.

B Mrs. Ellis tells Keisha to visit Mrs. Watson in her room.

C Keisha reads her English essay about Rosa Parks to Mrs. Watson.

D Mrs. Watson tells Keisha she would rather be alone.

Page 4 of 4

Question 14 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Read the question to yourself and then answer it. The question refers to the resolution of the story, so it may be helpful to go to page four.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is A, *Mrs. Watson agrees that Keisha should return the following Thursday*. This information is found in paragraph twenty-three.

Do you have any questions?

Answer all questions.

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

Pause.

20 Keisha finished the sentence for her. "Because . . . you were a woman of courage and conviction too."

21 "Yes," Mrs. Watson said, sitting up straighter. "Yes, I was a woman of courage and conviction too, and I still am. Thank you for reminding me, Keisha."

22 "Mrs. Watson, I'd like to see you again next Thursday, if that's okay," Keisha asked, hoping her voice wasn't shaking with the emotions she felt.

23 "Next Thursday will be fine, Keisha, just fine," Mrs. Watson said with a warm smile. "And next time we see each other, I'll tell you some of my stories."

24 "I'd like that," Keisha answered. "I'd like that very much."

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

Complete this character chart.

Keisha

When she first meets Mrs. Watson	After she reads her essay to Mrs. Watson

Joyful and energetic	Irritated and bothered
Worried and concerned	Angry and frustrated
Relieved and proud	

Page 4 of 4

Question 15 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Question 15 is another drag and drop technology-enhanced item. The gray directions banner at the top of the screen says, "Directions: Click and drag the answers to the correct boxes."

The question says, "Complete this character chart." To answer this question, you will click on the answers in the dark gray box and drag your choices into the empty boxes in the chart. If you change your mind after dragging an answer to the box, you can click and drag it back to the gray box.

You may now complete the character chart.

Pause while students answer the question.

SAY How did you complete the chart?

Pause for replies.

SAY You should have placed *Worried and concerned* into the box under "When she first meets Mrs. Watson" and *Relieved and proud* into the box under "After she reads her essay to Mrs. Watson."

For your answer to be correct, you must have placed both of the correct descriptions into the correct empty boxes. In order for this question to show as "Answered" on the Section Review screen, both boxes 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 16.

Pause.

The screenshot shows a TestNav interface with a dark blue header. On the left, there are icons for navigation and a 'Help' button. On the right, the user's name 'John h doe' and the page title 'Grade8 Reading Practice Items(2010 En...' are visible, along with an 'Exit' button. The main content area is split into two columns. The left column contains a passage with four paragraphs, numbered 20 to 24. The right column contains a question: 'The implied main idea of this story is that —' 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 'Page 4 of 4', 'Question 16 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

20 Keisha finished the sentence for her. “Because . . . you were a woman of courage and conviction too.”

21 “Yes,” Mrs. Watson said, sitting up straighter. “Yes, I was a woman of courage and conviction too, and I still am. Thank you for reminding me, Keisha.”

22 “Mrs. Watson, I’d like to see you again next Thursday, if that’s okay,” Keisha asked, hoping her voice wasn’t shaking with the emotions she felt.

23 “Next Thursday will be fine, Keisha, just fine,” Mrs. Watson said with a warm smile. “And next time we see each other, I’ll tell you some of my stories.”

24 “I’d like that,” Keisha answered. “I’d like that very much.”

The implied main idea of this story is that —

A people should value relationships with family members

B first impressions of people can be misleading

C people should volunteer at a community service project of their choice

D older people have interesting stories to tell about their past

Page 4 of 4

Question 16 of 27
Section 1

Flag for Review 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 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 B, *first impressions of people can be misleading*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading practice interface. At the top, there is a toolbar with icons for a mouse, pencil, eraser, red X, green checkmark, and a Help icon. The user's name "John h doe" and the document title "Grade8 Reading Practice Items (2010 En..." are visible in the top right corner. Below the toolbar, a gray banner contains the directions: "Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the correct answer." The main content area displays the question: "Which word contains a root that means 'pertaining to neighbors or a neighborhood'?" Below the question is a vertical list of five answer choices, each in a white box with a gray border: "Procession", "Company", "Vicinity", "Blockade", and "Assistance". At the bottom of the interface, there is a navigation bar with a "Flag for Review" button, "Question 17 of 27 Section 1", a "Section Review" button, and "Previous" and "Next" buttons.

SAY Question 17 is another stand-alone item, so you do not need to read a passage to answer the question. The screen is no longer split because there is not a passage to read first.

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

SAY This item is another example of a technology-enhanced item. The directions banner says, "Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the correct answer." The question says, "Which word contains a root that means 'pertaining to neighbors or a neighborhood'?"

To answer this question, you will click on an answer choice in the dark gray box. Your answer choice will have an orange outline around it after it has been selected. If you change your mind, click on the word again to remove your selection and the orange outline will disappear.

Now answer the question.

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

SAY Which word did you select?

Pause for replies.

SAY The correct answer is *Vicinity*. Since this question requires only one answer, it will show as “Answered” on the Section Review screen after one answer is selected.

Do you have any questions?

Answer all questions.

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

SAY Click *Next* at the bottom of the screen to go to the next reading passage, *The Harlem Renaissance*.

Pause.

SAY Notice that this passage is four pages long and you are viewing page one of four. Directions you should follow appear on the right side of the screen. Now take a few minutes to read *The Harlem Renaissance*.

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

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and 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 "The Harlem Renaissance", contains three numbered paragraphs. The right panel contains the instruction: "Directions: Read the article and answer the questions that follow." At the bottom of the main content area, there is a "Page 1 of 4" indicator with left and right arrow buttons. Below this is a dark blue navigation bar with a "Flag for Review" button, the text "Reading Passage Section 1", a "Section Review" button, and "Previous" and "Next" buttons.

The Harlem Renaissance

- 1 Between World War I and the Great Depression, two of America’s most devastating events, an important cultural movement began to evolve in the heart of New York City. Beginning about 1920, it was called the Harlem Renaissance (rĕn’i-sāns’). Its name reveals its similarity to the European Renaissance, a golden age of art and literature during the 14th to 16th centuries. During this European Renaissance, geniuses like William Shakespeare and Leonardo da Vinci led the Western world out of the darkness of the Middle Ages.
- 2 The Harlem Renaissance of the 1920s also gave rise to a group of highly talented artists. The resemblance ends there, however. The Harlem Renaissance owed little to European-influenced cultures or the dominant culture of early-20th century America. Instead, this artistic awakening was created exclusively by African Americans, and it occurred at the perfect time.

The Power of Hope

- 3 In 1920, America was ripe for change; it needed a renewal of hope. World War I had cost more than \$32 billion, and more than 100,000 American soldiers had been killed or wounded. Despite the continuing existence of racism in much of America, thousands of African Americans had served their country in the war. When the war ended, these soldiers returned to an America where social injustice was still tolerated and jobs were difficult to find.

Page 1 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

John h doe
Grade8 Reading Practice Items(2010 En... [Exit](#)

4 Many African Americans looked northward for the chance to rebuild their lives. It was a trend that had begun after the Civil War, when newly freed Southern slaves had moved north hungering for opportunity. After World War I, African Americans again gravitated to the larger Northern cities. Harlem, a large neighborhood in New York City, appeared to offer the kind of fresh start they were seeking. In fact, by the early 1920s, African Americans in Harlem had grown into a large but closely knit community. Conditions were not ideal, but the African-American residents of Harlem shared similar cultural, social, and artistic values. Among the thousands attracted to the possibilities of Harlem was a select group of highly gifted artists who turned this former Dutch village into a hub of creativity.

A New Sound Emerges

5 It was called "jazz," and no one had ever heard anything like it. A blend of traditional African rhythms, gospel, and blues, this new musical style was completely original. Not only did jazz express the African-American experience, but its fluid, free-form nature also encouraged musicians to improvise and express themselves.

Page 2 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

John h doe
Grade8 Reading Practice Items(2010 En... [Exit](#)

6 Though jazz originated in New Orleans, its irresistible sound had made its way to New York's Harlem. Jazz could be heard everywhere, from street corners to nightclubs. It was in these clubs that the most accomplished jazz musicians got their start. Louis Armstrong, Cab Calloway, and many others became legends. Soulful jazz singers like Billie Holiday and Bessie Smith were instant celebrities. Harlem's finest musicians soon helped make jazz an international sensation.



**Jazz musician
Louis Armstrong**

Literature and Art Abound

7 Despite the powerful influence of jazz, the foundation of the Harlem Renaissance was not made from music alone. African-American writers such as Ralph Ellison and Zora Neale Hurston provided their own observations of African-American life. They challenged others to examine prejudice and its damage to society and individuals. The words of gifted poets Langston Hughes and Countee Cullen revealed the complex and contradictory world of the African-American experience, with all its joys and injustices.

Page 3 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

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

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the document title 'Grade8 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 about the Harlem Renaissance, starting with question 8: 'Meanwhile, the talented painter Jacob Lawrence, opera singer Marian Anderson, jazz dancer Josephine Baker, and scores of actors, sculptors, and playwrights made timeless contributions to the vision shaping the Harlem Renaissance.' This is followed by a sub-section titled 'A Beginning, Not an End' and questions 9, 10, and 11. Question 9 asks about the convergence of talent during the Harlem Renaissance. Question 10 discusses the decline of the Harlem Renaissance in the late 1930s. Question 11 asks about the most important achievement of the Harlem Renaissance. The right column contains the directions: 'Directions: Read the article and answer the questions that follow.' At the bottom of the passage area, there is a 'Page 4 of 4' indicator with left and right arrows. The bottom navigation bar includes a 'Flag for Review' button, 'Reading Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY Please use the blue arrows to return to the first page of *The Harlem Renaissance*, and then click the *Next* button on the navigational toolbar to go to the first question that accompanies this passage.

Pause while students return to page one and advance to question 18.

The Harlem Renaissance

Between World War I and the Great Depression, two of America's most devastating events, an important cultural movement began to evolve in the heart of New York City. Beginning about 1920, it was called the Harlem Renaissance (rĕn'ĭ-sāns'). Its name reveals its similarity to the European Renaissance, a golden age of art and literature during the 14th to 16th centuries. During this European Renaissance, geniuses like William Shakespeare and Leonardo da Vinci led the Western world out of the darkness of the Middle Ages.

The Harlem Renaissance of the 1920s also gave rise to a group of highly talented artists. The resemblance ends there, however. The Harlem Renaissance owed little to European-influenced cultures or the dominant culture of early-20th century America. Instead, this artistic awakening was created exclusively by African Americans, and it occurred at the perfect time.

The Power of Hope

In 1920, America was ripe for change; it needed a renewal of hope. World War I had cost more than \$32 billion, and more than 100,000 American soldiers had been killed or wounded. Despite the continuing existence of racism in much of America, thousands of African Americans had served their country in the war. When the war ended, these soldiers returned to an America where social injustice was still tolerated and jobs were difficult to find.

Read this thesaurus entry.

evolve v. – Adapt, develop, increase, mature.

Which word best replaces evolve as used in paragraph 1?

A adapt

B develop

C increase

D mature

Page 1 of 4

Flag for Review Question 18 of 27 Section 1 Section Review Previous Next

SAY Question 18 states, “Read this thesaurus entry.”

Underneath this statement is a box that contains the thesaurus entry.

The question reads, “Which word replaces evolve as used in paragraph 1?” You may reread paragraph one if it will help you determine the answer.

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, *develop*.

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 practice interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the page title 'Grade8 Reading Practice Items(2010 En...' are visible in the top right. The main content area is divided into two columns. The left column contains a passage with two paragraphs. The first paragraph (labeled '4') describes the migration of African Americans to Harlem in the early 1920s. The second paragraph (labeled '5') is titled 'A New Sound Emerges' and describes the emergence of jazz. The right column contains a directions banner that reads 'Directions: Click on the correct answers.' Below this is a question: 'Which two conclusions can the reader draw from paragraph 4?'. There are five answer options in a list box: 'Harlem was a modern part of New York City with pleasant living conditions.', 'Artists living in Harlem were inspired by their common background.', 'In Northern cities African Americans easily found jobs that paid well.', 'Many former World War I soldiers settled in Harlem after the war was over.', and 'Northern cities offered African Americans more advantages than Southern cities.' At the bottom of the interface, there are navigation buttons for 'Page 2 of 4', 'Question 19 of 27', 'Section 1', 'Section Review', 'Previous', and 'Next'.

SAY Question 19 is another technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click on the correct answers.”

Underneath the directions, the question says, “Which two conclusions can the reader draw from paragraph 4?” Use the blue arrow buttons to advance to page two of the passage, which is where paragraph four is located. You may reread paragraph four if it will help you to answer the question.

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

SAY Now answer the question.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY The correct answers are: *Artists living in Harlem were inspired by their common background* and *Northern cities offered African Americans more advantages than Southern cities*. You must have selected both of these answers for your response to be correct.

Since the question directs you to select two conclusions, this question will show as “Answered” on the Section Review screen only after two of the answers have been selected.

Do you have any questions?

Answer all questions.

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

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

Pause.

The screenshot shows a digital reading interface. On the left, a passage is displayed with a blue arrow button at the bottom left. The passage is titled "Literature and Art Abound" and discusses the Harlem Renaissance. A photograph of Louis Armstrong playing a trumpet is included. On the right, a question is displayed with four multiple-choice options (A, B, C, D). The question asks about the organization of ideas in the "Literature and Art Abound" section. At the bottom of the interface, there are navigation buttons for "Page 3 of 4", "Section Review", "Previous", and "Next".

6 Though jazz originated in New Orleans, its irresistible sound had made its way to New York's Harlem. Jazz could be heard everywhere, from street corners to nightclubs. It was in these clubs that the most accomplished jazz musicians got their start. Louis Armstrong, Cab Calloway, and many others became legends. Soulful jazz singers like Billie Holiday and Bessie Smith were instant celebrities. Harlem's finest musicians soon helped make jazz an international sensation.

Jazz musician Louis Armstrong

Literature and Art Abound

7 Despite the powerful influence of jazz, the foundation of the Harlem Renaissance was not made from music alone. African-American writers such as Ralph Ellison and Zora Neale Hurston provided their own observations of African-American life. They challenged others to examine prejudice and its damage to society and individuals. The words of gifted poets Langston Hughes and Countee Cullen revealed the complex and contradictory world of the African-American experience, with all its joys and injustices.

The organization of the ideas in "Literature and Art Abound" supports the author's purpose by —

- A listing examples of writers and artists who shared their talents
- B comparing and contrasting the popularity of writers and artists
- C explaining the effects of the writers' and artists' works on society
- D presenting the writers' and artists' works in order of importance

Page 3 of 4

Question 20 of 27
Section 1

Flag for Review Section Review Previous Next

SAY This question refers to the section of the passage titled “Literature and Art Abound.” Use the blue arrow buttons to go to page three, where the section titled “Literature and Art Abound” begins.

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

SAY 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, *listing examples of writers and artists who shared their talents.*

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John h doe' and the document title 'Grade8 Reading Practice Items(2010 En...' are visible in the top right. The main content area is divided into two columns. The left column contains a passage with four paragraphs, numbered 8 through 11. Paragraph 9 is highlighted. The right column contains a question: 'Which word is an antonym for convergence in paragraph 9?' with four radio button options: A elimination, B separation, C hesitation, and D alteration. At the bottom of the passage area, there are navigation arrows and the text 'Page 4 of 4'. The bottom of the interface features a dark blue bar with a 'Flag for Review' button, 'Question 21 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY This question refers to paragraph nine, which is located on page four of the passage. Take a moment to go to page four.

Pause while students use the blue arrow buttons to navigate to the correct page of the passage.

SAY Now read the question and then answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected **B, separation**.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading practice interface. On the left, there is a passage with four paragraphs. Paragraph 11 is highlighted. On the right, there are directions and a list of words to be selected. The interface includes a toolbar at the top with icons for navigation and help, and a status bar at the bottom with navigation buttons and a question counter.

8 Meanwhile, the talented painter Jacob Lawrence, opera singer Marian Anderson, jazz dancer Josephine Baker, and scores of actors, sculptors, and playwrights made timeless contributions to the vision shaping the Harlem Renaissance.

A Beginning, Not an End

9 The convergence of talent that spontaneously came together during the Harlem Renaissance was nothing short of amazing. These gifted artists arrived in Harlem looking for hope, and what resulted was the blossoming of a new African-American identity.

10 The Harlem Renaissance began to decline in the late 1930s when the Great Depression crushed the nation's economy. This sent most Americans into crisis, and time spent creating turned into time spent surviving. The heritage of the Harlem Renaissance is alive and well, however. The vision of its participants is a permanent part of our collective American culture. Their music, words, and art seem as fresh and powerful today in the 21st century as they were then.

11 Perhaps the most important achievement of the Harlem Renaissance is the enduring knowledge that all citizens are entitled to a chance at greatness. Whenever such opportunities have flourished, the world's supply of cultural treasures has also grown. The Harlem Renaissance was one of America's shining moments.

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

Select all of the words from paragraph 11 that do NOT contribute to the author's tone of admiration.

- enduring
- citizens
- greatness
- supply
- treasures
- shining

Page 4 of 4

Question 22 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Question 22 refers to paragraph eleven, which is located on page four of the passage. Page four should be showing on the left side of your screen, since that was the page you were viewing when you advanced from the last question.

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

Underneath the directions, the item says, “Select all of the words from paragraph 11 that do NOT contribute to the author’s tone of admiration.”

To answer this question, you will click on a word (or words) in the dark gray box, and a red strikethrough line will appear on the word(s) to indicate your selection. If you change your mind, click on the word(s) again to remove your selection, and the strikethrough will disappear; then click on a different word(s).

Now select the correct answers.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY You must have selected *citizens* and *supply*, and only these words, for your answer to be correct.

SAY Since the number of correct answers is not indicated in the item, this item will show as “Answered” on the Section Review screen after one answer 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 23.

Pause.

The screenshot shows a TestNav interface with a dark blue header. 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 a reading passage with three paragraphs, numbered 8, 9, and 10. Paragraph 8 mentions Jacob Lawrence, Marian Anderson, and Josephine Baker. Paragraph 9 is titled 'A Beginning, Not an End' and discusses the convergence of talent. Paragraph 10 discusses the decline of the Harlem Renaissance in the late 1930s. Paragraph 11 discusses the enduring knowledge of the Harlem Renaissance. The right column contains a multiple-choice question: 'Which sentence from "A Beginning, Not an End" best represents the main idea of the section?' with four options (A, B, C, D). At the bottom of the interface, there is a status bar with 'Page 4 of 4', 'Question 23 of 27', 'Section 1', and buttons for 'Section Review', 'Previous', and 'Next'.

SAY Read the question and answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **D**, *Their music, words, and art seem as fresh and powerful today in the 21st century as they were then.*

Do you have any questions?

Answer all questions.

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

Pause.

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 'Grade8 Reading Practice Items (2010 En...' are visible in the top right. The main content area is split into two columns. The left column contains a passage with two paragraphs. The first paragraph (question 6) discusses the origins of jazz in New Orleans and its spread to Harlem, mentioning musicians like Louis Armstrong, Cab Calloway, Billie Holiday, and Bessie Smith. An image of Louis Armstrong playing a trumpet is included with the caption 'Jazz musician Louis Armstrong'. The second paragraph (question 7) is titled 'Literature and Art Abound' and discusses the Harlem Renaissance. The right column contains a multiple-choice question: 'Which detail best supports the idea that Harlem was a center of growth for jazz music in America?' with four options (A, B, C, D). At the bottom of the passage area, it says 'Page 3 of 4'. The bottom of the window features a navigation bar with 'Flag for Review', 'Question 24 of 27 Section 1', 'Section Review', 'Previous', and 'Next' buttons.

6 Though jazz originated in New Orleans, its irresistible sound had made its way to New York's Harlem. Jazz could be heard everywhere, from street corners to nightclubs. It was in these clubs that the most accomplished jazz musicians got their start. Louis Armstrong, Cab Calloway, and many others became legends. Soulful jazz singers like Billie Holiday and Bessie Smith were instant celebrities. Harlem's finest musicians soon helped make jazz an international sensation.

Jazz musician Louis Armstrong

Literature and Art Abound

7 Despite the powerful influence of jazz, the foundation of the Harlem Renaissance was not made of music alone. African-American writers such as Ralph Ellison and Zora Neale Hurston provided their own observations of African-American life. They challenged others to examine prejudice and its damage to society and individuals. The words of gifted poets Langston Hughes and Countee Cullen revealed the complex and contradictory world of the African-American experience, with all its joys and injustices.

Which detail best supports the idea that Harlem was a center of growth for jazz music in America?

A Harlem had nightclubs where musicians played jazz.

B Jazz musicians in Harlem were known for improvising.

C Famous jazz musicians pursued their careers in Harlem.

D Jazz helped musicians in Harlem express themselves.

Page 3 of 4

Question 24 of 27 Section 1

Section Review

Previous Next

SAY Read the question and then answer it. You may find it helpful to review the passage as you determine the answer to this question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **C**, *Famous jazz musicians pursued their careers in Harlem*. This information is located on page three of the passage.

Do you have any questions?

Answer all questions.

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

Pause.

The Harlem Renaissance

- Between World War I and the Great Depression, two of America's most devastating events, an important cultural movement began to evolve in the heart of New York City. Beginning about 1920, it was called the Harlem Renaissance (rĕn'ĭ-sāns'). Its name reveals its similarity to the European Renaissance, a golden age of art and literature during the 14th to 16th centuries. During this European Renaissance, geniuses like William Shakespeare and Leonardo da Vinci led the Western world out of the darkness of the Middle Ages.
- The Harlem Renaissance of the 1920s also gave rise to a group of highly talented artists. The resemblance ends there, however. The Harlem Renaissance owed little to European-influenced cultures or the dominant culture of early-20th century America. Instead, this artistic awakening was created exclusively by African Americans, and it occurred at the perfect time.

The Power of Hope

- In 1920, America was ripe for change; it needed a renewal of hope. World War I had cost more than \$32 billion, and more than 100,000 American soldiers had been killed or wounded. Despite the continuing existence of racism in much of America, thousands of African Americans had served their country in the war. When the war ended, these soldiers returned to an America where social injustice was still tolerated and jobs were difficult to find.

Directions: Click on the correct answers.

Which three details should be included in a summary of the article?

- The Harlem Renaissance had similarities to the European Renaissance.
- African-American residents of Harlem were part of a close community.
- Talented African-American artists caused a revival of art and culture.
- Jazz originated in New Orleans as a blend of many different types of music.
- The neighborhood in New York called Harlem was a former Dutch village.
- The Harlem Renaissance occurred between World War I and the Great Depression.

Page 1 of 4

Question 25 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Question 25 is another example of a technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click on all the correct answers.”

Underneath the directions, the question says, “Which three details should be included in a summary of the article?” Since this question refers to a summary of the article, you should use the blue arrow buttons to go to the first page of the passage so that you can review the entire article as you determine the correct answers. Take a moment to return to page one.

Pause while students return to page one of the passage.

SAY Now select the correct answers. Since the question indicates that you should select three answers, this question will show as “Unanswered” on the Section Review screen unless three details 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 answers are: *African-American residents of Harlem were part of a close community; Talented African-American artists caused a revival of art and culture; and The Harlem Renaissance occurred between World War I and the Great Depression.* You must have selected all three of these details for your answer to be correct.

SAY Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 26.

Pause.

John h doe
Grade8 Reading Practice Items (2010 En... X Exit

8 Meanwhile, the talented painter Jacob Lawrence, opera singer Marian Anderson, jazz dancer Josephine Baker, and scores of actors, sculptors, and playwrights made timeless contributions to the vision shaping the Harlem Renaissance.

A Beginning, Not an End

9 The convergence of talent that spontaneously came together during the Harlem Renaissance was nothing short of amazing. These gifted artists arrived in Harlem looking for hope, and what resulted was the blossoming of a new African-American identity.

10 The Harlem Renaissance began to decline in the late 1930s when the Great Depression crushed the nation's economy. This sent most Americans into crisis, and time spent creating turned into time spent surviving. The heritage of the Harlem Renaissance is alive and well, however. The vision of its participants is a permanent part of our collective American culture. Their music, words, and art seem as fresh and powerful today in the 21st century as they were then.

11 Perhaps the most important achievement of the Harlem Renaissance is the enduring knowledge that all citizens are entitled to a chance at greatness. Whenever such opportunities have flourished, the world's supply of cultural treasures has also grown. The Harlem Renaissance was one of America's shining moments.

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

Identify each sentence from the article as fact or opinion.

Beginning about 1920, it was called the Harlem Renaissance.	
Instead, this artistic awakening was created exclusively by African Americans, and it occurred at the perfect time.	
In 1920, America was ripe for change; it needed a renewal of hope.	
African-American writers such as Ralph Ellison and Zora Neale Hurston provided their own observations of African-American life.	
The heritage of the Harlem Renaissance is alive and well, however.	

Fact Opinion

Page 4 of 4

Flag for Review Question 26 of 27 Section 1 Section Review Previous Next

SAY Question 26 is another technology-enhanced item. The gray directions banner at the top of the screen says, “Directions: Click and drag the answers to the correct boxes.”

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

To answer this question, you will drag the word *Fact* or the word *Opinion* into each empty box within the table. If you change your mind after dragging an answer into the table, you can click and drag it back to the gray box. You must place an answer into each empty box within the table for this question to be completely answered.

Now, answer the question.

Pause while students answer the question.

SAY How did you categorize the sentences?

Pause for replies.

SAY The sentences should be categorized as follows:

Beginning about 1920, it was called the Harlem Renaissance.	Fact
Instead, this artistic awakening was created exclusively by African Americans, and it occurred at the perfect time.	Opinion
In 1920, America was ripe for change; it needed a renewal of hope.	Opinion
African-American writers such as Ralph Ellison and Zora Neale Hurston provided their own observations of African-American life.	Fact
The heritage of the Harlem Renaissance is alive and well, however.	Opinion

You must have labeled all of the sentences correctly for your answer to be correct. In order for this question to show as “Answered” on the Section Review screen, you must have placed an answer within each of the boxes in the table.

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 27.

Pause.

The screenshot shows a TestNav interface with a reading passage and a question. The passage discusses the Harlem Renaissance and mentions Louis Armstrong. The question asks for the most effective visual aid for an oral presentation on Langston Hughes' contributions to the Harlem Renaissance. The interface includes a toolbar at the top with icons for navigation and help, and a footer with navigation buttons and a page indicator.

6 Though jazz originated in New Orleans, its irresistible sound had made its way to New York's Harlem. Jazz could be heard everywhere, from street corners to nightclubs. It was in these clubs that the most accomplished jazz musicians got their start. Louis Armstrong, Cab Calloway, and many others became legends. Soulful jazz singers like Billie Holiday and Bessie Smith were instant celebrities. Harlem's finest musicians soon helped make jazz an international sensation.



**Jazz musician
Louis Armstrong**

Literature and Art Abound

7 Despite the powerful influence of jazz, the foundation of the Harlem Renaissance was not made from music alone. African-American writers such as Ralph Ellison and Zora Neale Hurston provided their own observations of African-American life. They challenged others to examine prejudice and its damage to society and individuals. The words of gifted poets Langston Hughes and Countee Cullen revealed the complex and contradictory world of the African-American experience, with all its joys and injustices.

Which visual aid would be most effective for an oral presentation on Langston Hughes' contributions to the Harlem Renaissance?

A A timeline of Hughes' life from childhood to adulthood

B A projected image of one of Hughes' poems from the 1920s

C A photograph of Hughes as a young man in the early 1920s

D A list of African-American authors who were mentors to Hughes

Page 3 of 4

Question 27 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Read the question 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, *A projected image of one of Hughes’ poems from the 1920s.* Information that could help you answer this question is located in the section titled “Literature and Art Abound” on page three.

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	27 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

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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.” Move your pointer over each column heading and notice how that section of the heading changes.

Pause while students practice sorting the columns.

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

Are there any questions?

Students should check any questions that show as “Unanswered” on the Section Review screen. When the student returns to the question, he or she may see that there is an answer, but it may be incomplete. It is important to note, however, that some questions will show as answered once a student responds with a single answer. This is necessary at times to avoid hinting or cluing an answer. For example, hot spot items that require students to “Select all” 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 30 All Items.”

Please note the total number of items mentioned above (30) includes the one set of paired passages and the two single passages in addition to the twenty-seven 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 8 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	1-27

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?

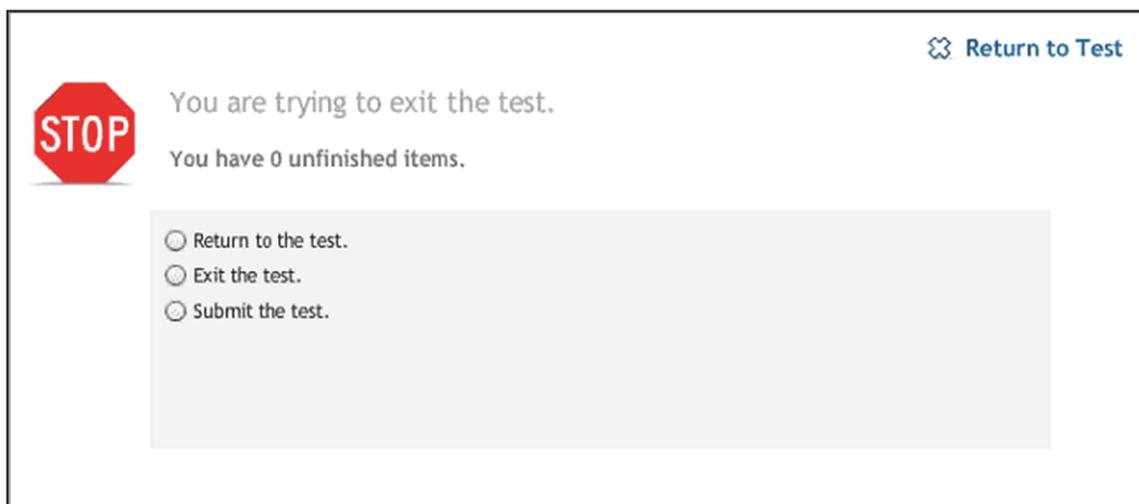
Pause to answer all questions.

SAY Now click on *Submit and Exit Test*.

Pause.

SAY 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 this practice set. If you click 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 on 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 8 Reading Practice items.

Thank you for reviewing the SOL Grade 8 Reading Practice Items with your students.

APPENDIX A

Answers to SOL Grade 8 Reading Practice Items

Question 1

The correct answer is D, *distinguish*.

Question 2

The correct answer is B, *live primarily in warm climates*.

Question 3

The correct answer is C, *distant childhood*.

Question 4

The correct answers, from top to bottom, are: in the top box, *Girl sees a nest*; in the second box, *Girl climbs a tree*; and in the last box, *Girl takes a photograph*. Each correct answer must be in the correct location within the flow chart for the answer to be correct.

Question 5

The correct answers, from left to right, are: in the blank on the left, *Help pollinate gardens*; in the blank in the center, *Small in size*; and in the blank on the right, *Build nests with moss*. Each correct answer must be in the correct location within the diagram for the answer to be correct.

Question 6

The correct answer is A, *enjoying nature*.

Question 7

The correct answers are *fragile is to delicate* and *rare is to scarce*. Both correct answers must be selected.

Question 8

The correct answer is C, *Keisha is gathering reading materials to take to the assisted living center*.

Question 9

The correct answer is C, *urgency*.

Question 10

The correct answer is D, *Mrs. Watson's first reaction to Keisha*.

Question 11

The correct answer is B, *Hostile or argumentative*.

Question 12

The correct answers are *expectation* and *hope*. Both correct answers must be selected.

Question 13

The correct answer is D, *"You'll find Mrs. Watson in Room 28. And by the way, Keisha, good luck."*

Question 14

The correct answer is A, *Mrs. Watson agrees that Keisha should return the following Thursday*.

Question 15

The correct answers are: under "When she first meets Mrs. Watson," *Worried and concerned*; and under "After she reads her essay to Mrs. Watson," *Relieved and proud*. Each correct answer must be in the correct location in the chart.

APPENDIX A (Continued)**Answers to SOL Grade 8 Reading Practice Items****Question 16**

The correct answer is B, *first impressions of people can be misleading*.

Question 17

The correct answer is *Vicinity*.

Question 18

The correct answer is B, *develop*.

Question 19

The correct answers are: *Artists living in Harlem were inspired by their common background*, and *Northern cities offered African Americans more advantages than Southern cities*. Both correct answers must be selected.

Question 20

The correct answer is A, *listing examples of writers and artists who shared their talents*.

Question 21

The correct answer is B, *separation*.

Question 22

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

Question 23

The correct answer is D, *Their music, words, and art seem as fresh and powerful today in the 21st century as they were then*.

Question 24

The correct answer is C, *Famous jazz musicians pursued their careers in Harlem*.

Question 25

The correct answers are: *African-American residents of Harlem were part of a close community*; *Talented African-American artists caused a revival of art and culture*; and *The Harlem Renaissance occurred between World War I and the Great Depression*. All three correct answers must be selected.

Question 26

The table should be completed as follows. All answers must be correct.

Beginning about 1920, it was called the Harlem Renaissance.	<i>Fact</i>
Instead, this artistic awakening was created exclusively by African Americans, and it occurred at the perfect time.	<i>Opinion</i>
In 1920, America was ripe for change; it needed a renewal of hope.	<i>Opinion</i>
African-American writers such as Ralph Ellison and Zora Neale Hurston provided their own observations of African-American life.	<i>Fact</i>
The heritage of the Harlem Renaissance is alive and well, however.	<i>Opinion</i>

Question 27

The correct answer is B, *A projected image of one of Hughes' poems from the 1920s*.

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 “draggers” 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 draggers. 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.