

Writing Practice Item Guide

Virginia Standards of Learning

Grade 5 Writing

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Pearson

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OVERVIEW

The practice items available in the Virginia Standards of Learning (SOL) grade 5 writing practice set provide examples of the new content and increased rigor represented by the 2010 *English Standards of Learning*. Additionally, these items illustrate the new technology-enhanced item (TEI) types. These practice items do not cover all grade 5 writing SOL and should not be used in place of review of the SOL test content.

This practice guide may be used by teachers or other adults to guide students through the practice items for grade 5 writing. While the use of this guide with the practice items is not required, it is strongly encouraged, as it will help ensure that students are familiar with the types of items that they may encounter while taking the grade 5 writing test. The directions in the guide will also lead students through practice with the online tools, and will familiarize students with how to navigate through the test, and how to use the Section Review screen within TestNav™. Appendix B summarizes how student responses for TEI are indicated on the Section Review screen.

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

The following Change Log indicates any updates to this document.

Change Log		
Version	Date	Description
V.1	03/05/2012	Original document posted.
V.2	10/04/2012	Various changes throughout guide regarding how TEI appear on the Section Review screen. Updated directions and screen shots for exiting TestNav. Added Appendix B.
V.3	12/06/2013	14 new practice items added.

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.

A brief description of each technology-enhanced item (TEI) type is provided below. The SOL practice items for grade 5 writing will introduce the two TEI types used for this grade level/course: 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 correctly answer the item.
- 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 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 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 WRITING 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 “Writing Practice Items” click on the Practice Item link for grade 5. Since this is a web-based application, the link will take you directly to the Grade 5 Writing practice items.

MATERIALS NEEDED FOR COMPLETING THE VIRGINIA SOL WRITING PRACTICE ITEMS

Scratch paper and pencil

ONLINE TOOLS AVAILABLE ON THE VIRGINIA SOL WRITING 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 answers, and only the pointer tool can be used to respond to the question.

Tool Icon	Description
	Pointer – Use the pointer to answer questions.
	Eraser – Use the eraser to remove lines or highlights.
	Highlighter – Use the highlighter tool to highlight text or graphics.
	Eliminator – Use the eliminator tool on multiple-choice questions to mark choices you do not wish to consider.
	Pencil – Use the pencil tool to make marks on the test questions.
	Help – Use the help tool to display information about a specific tool on the top toolbar.

SPECIFIC DIRECTIONS FOR THE SOL GRADE 5 WRITING PRACTICE ITEMS

Introduction

After the practice items are launched, the first passage will be displayed. Read the following instructions to the students.

SAY Today you will be working on some grade 5 writing 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 5 writing 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 graded, and I will tell you the answer for each question.

Do you have 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. The first screen shows the passage, located on the left side. If you click the *Next* button at the bottom of the screen, you will see Question 1. (Pause while students click *Next*.) Notice that the toolbar at the bottom now says, “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.

Click the *Previous* button to return to the passage. (Pause.) 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 One thing to remember is that the tools at the top of the screen are there to help you answer the questions. The only tool that can be used to mark an answer to a question is the pointer tool ()

Let's look at the layout on the screen. There is a rough draft on the left side of the screen. There are arrows ( Page 1 of 4 ) at the bottom of the rough draft that will allow you to page forward or backward. To advance to the next page of the rough draft, click the blue forward arrow () , which is located to the right of the number four. If you would like to review a previous page in the rough draft, click the backward arrow () , which is located to the left of the word "Page." Practice moving to the next page of Marcy's rough draft, and then return to the first page.

Pause while students practice navigating through the passage.

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, and a red 'X' icon, followed by a 'Help' button. The user's name 'john doe' and the page title 'Grade 5 Writing Practice Items (2010 Eng...)' are visible in the top right corner, along with an 'Exit' button.

The main content area is split into two panels. The left panel contains the following text:

A Visit to New York City

Marcy's teacher asks the class to write a letter to someone. Marcy decides to write a letter to her friend Lauren about her trip to New York City.

Rough Draft

Dear Lauren,

(1)Recently I went on a vacation. (2)My mom and I took a trip to New York to visit my Aunt Betty. (3)We had a wonderful time in the city. (4)Aunt Betty was very thoughtful to show my mom and me the many places that make New York interesting. (5)What amazed me most were the tall buildings and busy streets that are part of everyday life in the city.

At the bottom of the left panel, there are navigation arrows and the text 'Page 1 of 4'.

The right panel contains the instruction: 'Read Marcy's rough draft, and use it to answer the questions that follow.'

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

The screenshot shows a digital reading application window. At the top, there is a toolbar with icons for navigation and editing, and a window title bar that reads "john h doe Grade 5 Writing Practice Items (2010 Eng...)". The main content area is split into two columns. The left column contains a passage of text with numbered paragraphs (6) through (13). The right column contains the instruction: "Read Marcy's rough draft, and use it to answer the questions that follow." At the bottom of the window, there is a navigation bar with buttons for "Flag for Review", "Passage Section 1", "Section Review", "Previous", and "Next". A page indicator at the bottom left of the passage area shows "Page 2 of 4".

(6)Before we could begin our tour, Aunt Betty showed us the subway. (7)The subway is a train that runs below the streets. (8)Many people who live in New York City depend on the subway as their main source of transportation. (9)Aunt Betty gave us a map that showed the many different routes the subways travel each day. (10)The map had a different color for each route. (11)It was very confusing to me. (12)I'm glad that Aunt Betty was there to show us how to ride the subway. (13)I think I would get lost if I had to ride the subway alone.

Read Marcy's rough draft, and use it to answer the questions that follow.

Page 2 of 4

Flag for Review Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading application window. At the top, there is a toolbar with icons for navigation and editing, and a window title bar that reads "john h doe Grade 5 Writing Practice Items (2010 Eng...)". The main content area is split into two columns. The left column contains a passage of text with numbered paragraphs (14) through (24). The right column contains the instruction: "Read Marcy's rough draft, and use it to answer the questions that follow." At the bottom of the window, there is a navigation bar with buttons for "Flag for Review", "Passage Section 1", "Section Review", "Previous", and "Next". A page indicator at the bottom left of the passage area shows "Page 3 of 4".

(14)My favorite place to visit was the Statue of Liberty. (15)First we took a boat ride out to Liberty Island, where the Statue of Liberty is located. (16)When we arrived at the island and stepped off the boat, I looked around excited. (17)The experience of standing at the bottom of the statue and gazing all the way up to the crown astonished me. (18)From the ground to the tip of the torch, the statue stands approximately 305 feet tall. (19)I had seen many pictures of it, but being there was really thrilling! (20)People from many parts of the world were gathered at this site. (21)As I looked at the large crowd, I imagined what it was like arriving in America for the first time. (22)Over a century ago, many immigrants saw this island when they first came to the United States. (23)The Statue of Liberty welcomed them to their new home. (24)It surely represented a new life for them.

Read Marcy's rough draft, and use it to answer the questions that follow.

Page 3 of 4

Flag for Review Passage Section 1 Section Review Previous Next

The screenshot shows a digital writing practice interface. On the left side, there is a rough draft of a letter. The text is as follows:

(25) We continued our trip by visiting some of the other landmarks that make New York City famous. (26) My mom and I went to the top of the Empire State Building, where we were able to see the best view of the city. (27) I never imagined there were so many tall buildings in New York City. (28) Each building seemed to have a different shape or decoration on the outside. (29) My favorite one was the Chrysler Building. (30) The sun reflecting off its silver top was definitely a sight to see. (31) My mom and I had such a wonderful time. (32) We hope to go back very soon. (33) Maybe you could join us. (34) You and I could visit the Statue of Liberty, the Empire State Building, and the Chrysler Building. (35) I will be happy to show you pictures from my trip when I see you again. (36) Please write back soon, and tell your family that I said hello.

(37) Your friend always,

 Marcy

At the bottom of the draft area, there is a navigation bar with a left arrow, the text "Page 4 of 4", and a right arrow.

On the right side of the screen, there is a text box with the following instruction:

Read Marcy's rough draft, and use it to answer the questions that follow.

At the bottom of the interface, there is a blue navigation bar with the following elements from left to right: a yellow flag icon labeled "Flag for Review", the text "Passage Section 1", a "Section Review" button, a "Previous" button with a left arrow, and a "Next" button with a right arrow.

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

Answer all questions.

SAY On the right side of the screen is the sentence, “Read Marcy’s rough draft, and use it to answer the questions that follow.” You will also see the questions that follow on the right side of the screen. For this passage, there will be four practice questions about Marcy’s rough draft.

The first four practice questions come from Marcy’s rough draft titled “A Visit to New York City,” found on the left side of the screen.

Take a few moments to read the rough draft on the left side of the screen. When you have finished reading the rough draft, use the backward arrow on the left side of the screen to return to page one of the draft.

Pause while student read the rough draft.

SAY Click the *Next* button on the navigational toolbar to go to the first question.

The screenshot shows a digital writing practice interface. On the left, a text area contains a draft with several sentences, some with underlined words. Sentence 8 is: "Many people who live in New York City depend on the subway as their mane source of transportation." On the right, a question asks to read sentence 8 and choose a correction. The sentence is shown in a box with the underlined words. The question is: "Which correction should be made to this sentence?" with four options: A (Change live to lived), B (Change depend to depends), C (Change their to there), and D (Change mane to main). The interface includes navigation buttons like 'Page 2 of 4', 'Previous', and 'Next', and a status bar at the bottom.

SAY The first item is a multiple-choice question.

This question refers to sentence 8. Since sentence 8 is not on page 1 of the rough draft, use the arrow keys on the left side of the screen to go to page 2. (Pause.)

Sentence 8 is also inside the text box on the right side of the screen. Let's read sentence 8. It says, "Many people who live in New York City depend on the subway as their main source of transportation." Now let's read the question. It says, "Which correction should be made to this sentence?"

Take a moment to answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected option D, Change mane to main.

SAY Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. On the left side, there is a text box containing a passage about the Statue of Liberty. The passage is divided into numbered sentences from (14) to (24). Sentence (16) is highlighted in blue. On the right side, there is a question box titled "Read sentence 16." which contains the text of sentence (16) from the passage. Below the question box, there is a prompt: "In this sentence, excited should be written —" followed by four multiple-choice options: A more excited, B exciting, C excitedly, and D as it is. At the bottom of the interface, there are navigation buttons: "Flag for Review", "Section Review", "Previous", and "Next". The status bar at the bottom indicates "Question 2 of 27" and "Section 1".

(14)My favorite place to visit was the Statue of Liberty. **(15)**First we took a boat ride out to Liberty Island, where the Statue of Liberty is located. **(16)**When we arrived at the island and stepped off the boat, I looked around excited. **(17)**The experience of standing at the bottom of the statue and gazing all the way up to the crown astonished me. **(18)**From the ground to the tip of the torch, the statue stands approximately 305 feet tall. **(19)**I had seen many pictures of it, but being there was really thrilling! **(20)**People from many parts of the world were gathered at this site. **(21)**As I looked at the large crowd, I imagined what it was like arriving in America for the first time. **(22)**Over a century ago, many immigrants saw this island when they first came to the United States. **(23)**The Statue of Liberty welcomed them to their new home. **(24)**It surely represented a new life for them.

Read sentence 16.

When we arrived at the island and stepped off the boat, I looked around excited.

In this sentence, excited should be written —

- A more excited
- B exciting
- C excitedly
- D as it is

Page 3 of 4

Question 2 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Notice this question is also a multiple-choice question. (Pause.)

Since you were on page 2 of the rough draft before you navigated to this question, page 2 will still be on the left side of the screen. The question refers to sentence 16, which is inside the text box. However, please use the forward arrow on the left side of the screen to go to page 3 of the rough draft, where sentence 16 is located. (Pause.)

Now, read sentence 16 from the passage or the text box, and answer the question.

(Pause.) Pause while students answer the question.

SAY Which answer did you select?

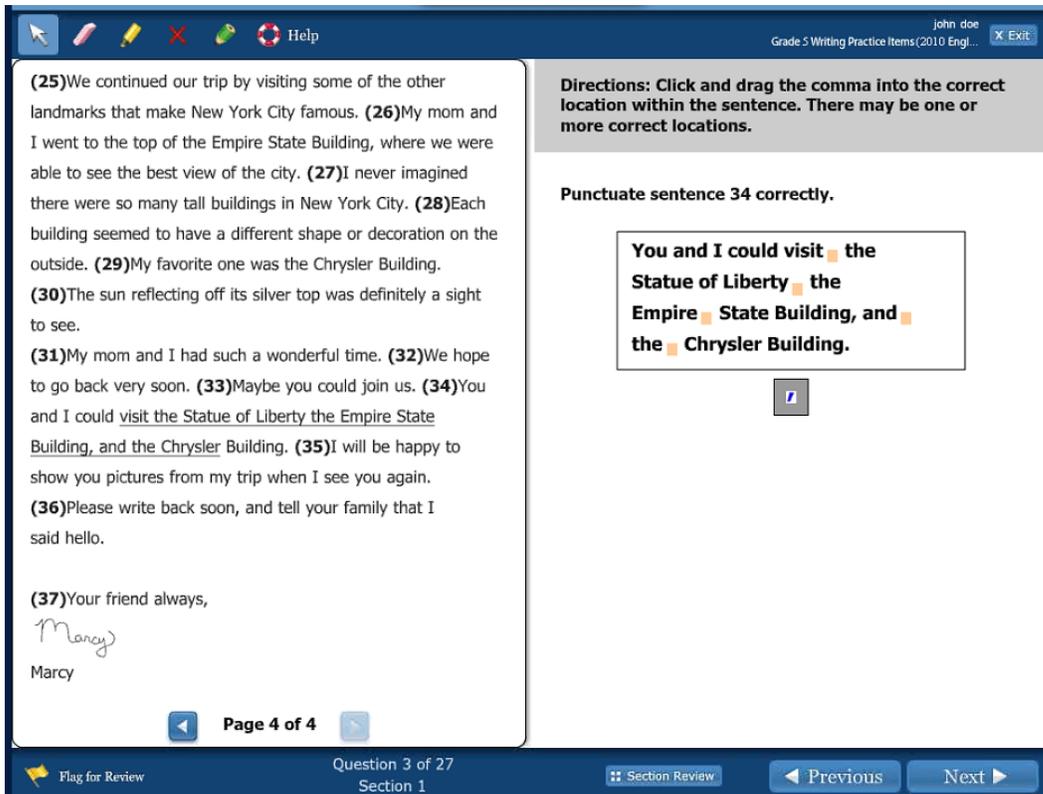
Pause for replies.

SAY You should have selected option C, *excitedly*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 3. Question 3 is an example of a drag and drop technology-enhanced item.



SAY In the upper right of the screen just underneath the toolbar is a gray directions banner. The directions banner tells you how to answer the question. Always read the directions banner before selecting the answer.

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

SAY The gray directions banner for this question says, "Click and drag the comma into the correct location within the sentence. There may be one or more correct locations." (Pause.)

SAY The question refers to sentence 34, which is inside the text box. However, please use the forward arrow on the left side of the screen to go to page 4 of the rough draft, where sentence 34 is located. (Pause.)

The item says, "Punctuate sentence 34 correctly."

The comma can be used more than one time, and not every shaded area should necessarily have a comma placed inside of it. You only want to put the comma where it is necessary.

Now, read sentence 34 in the text box, and answer the question. If you change your mind after clicking and dragging a comma to a shaded area, you can drag the comma back to the dark gray box.

Pause while students answer the question.

SAY How did you punctuate the sentence?

Pause for replies.

SAY The sentence should read: *You and I could visit the Statue of Liberty COMMA the Empire State Building, and the Chrysler Building.*

You should have placed a comma in the second shaded box only.

When we are done looking at the practice items, we will look at a Section Review screen. The Section Review screen shows which questions you have answered and which questions you have not answered. This question does not tell you how many commas are required, so once you have placed one comma into a receptacle, the Section Review screen will show the item as "Answered." This is so there is no hint or clue given as to the number of commas necessary to correctly punctuate the sentence.

SAY Do you have any questions?

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

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

The screenshot shows a writing practice interface. On the left, a letter is displayed on a page labeled "Page 4 of 4". The letter text is as follows:

(25) We continued our trip by visiting some of the other landmarks that make New York City famous. (26) My mom and I went to the top of the Empire State Building, where we were able to see the best view of the city. (27) I never imagined there were so many tall buildings in New York City. (28) Each building seemed to have a different shape or decoration on the outside. (29) My favorite one was the Chrysler Building. (30) The sun reflecting off its silver top was definitely a sight to see. (31) My mom and I had such a wonderful time. (32) We hope to go back very soon. (33) Maybe you could join us. (34) You and I could visit the Statue of Liberty, the Empire State Building, and the Chrysler Building. (35) I will be happy to show you pictures from my trip when I see you again. (36) Please write back soon, and tell your family that I said hello.

(37) Your friend always,
Marcy
 Marcy

On the right, a question is displayed:

After visiting New York City, Marcy wants to find information about the construction of the Statue of Liberty. Which question would best help her develop this topic?

- A Why did the statue turn green?
- B When was the statue completed?
- C What does the design of the statue represent?
- D How were the pieces of the statue put together?

The interface includes a toolbar at the top with icons for a pointer, eraser, highlighter, and a red 'X' (the eliminator tool). The bottom of the interface shows navigation buttons for "Previous" and "Next", and a status bar indicating "Question 4 of 27 Section 1".

SAY Since you were on page 4 of the rough draft before you navigated to this question, page 4 will still be on the left side of the screen.

The question says, “After visiting New York City, Marcy wants to find information about the construction of the Statue of Liberty. Which question would best help her develop this topic?”

Before you answer the question, let’s practice using the eliminator tool (), which can be used to eliminate answer choices on multiple-choice items like this one.

Click the red “X” on the tool bar at the top of the screen. (Pause.) On a multiple-choice question, you can use the eliminator tool to put a red “X” across answer choices you do not want to select. If you change your mind and want to remove the red “X”, place the cursor over the eliminated choice. The red “X” will then turn blue. Click the blue “X” to remove it.

Practice using this tool to eliminate the three choices you do not wish to select. Then click the icon on the tool bar to put the tool away. Remember to click on the answer choice you want to select with the pointer tool.

Pause while students practice with the eliminator tool and answer the question.

SAY Which answer did you select?

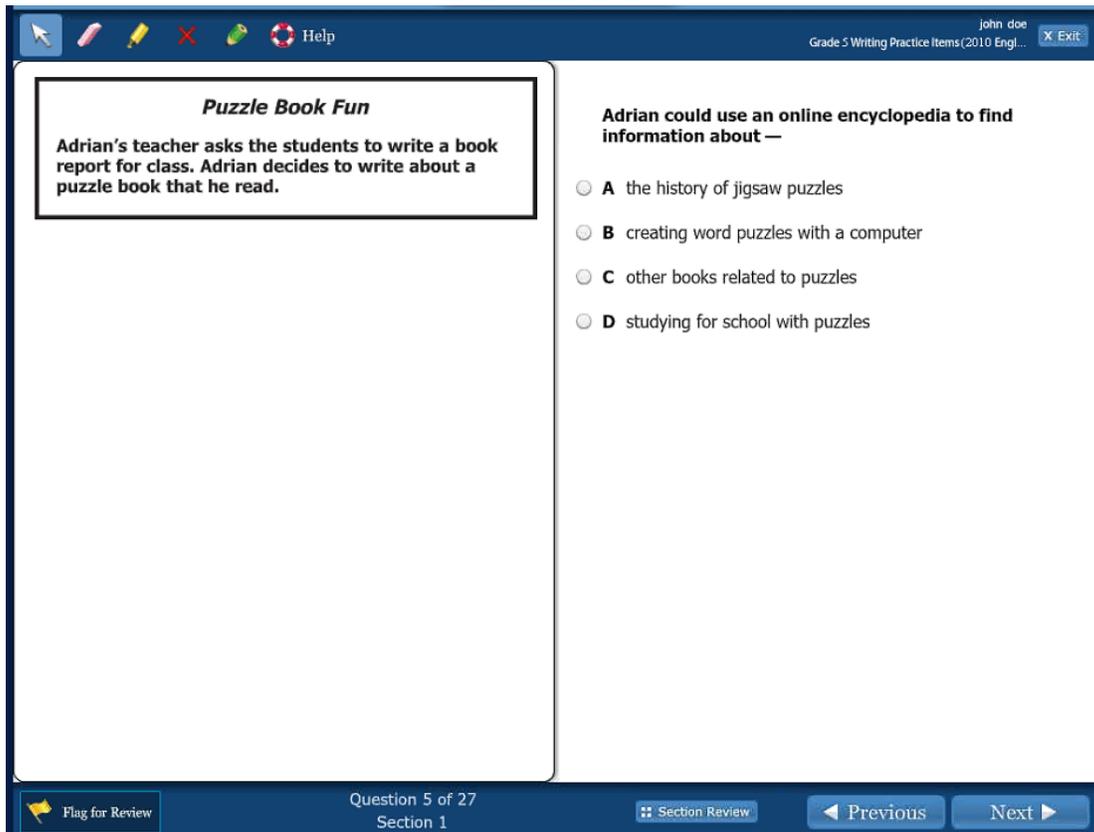
Pause for replies.

SAY You should have selected option D, *How were the pieces of the statue put together?*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 5. Question 5 is the first question for a new passage. Read the text inside the box on the left side of the screen. (Pause.)



SAY Read the question to yourself and then answer it.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected option A, *the history of jigsaw puzzles*.

Do you have any questions?

Answer all questions.

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

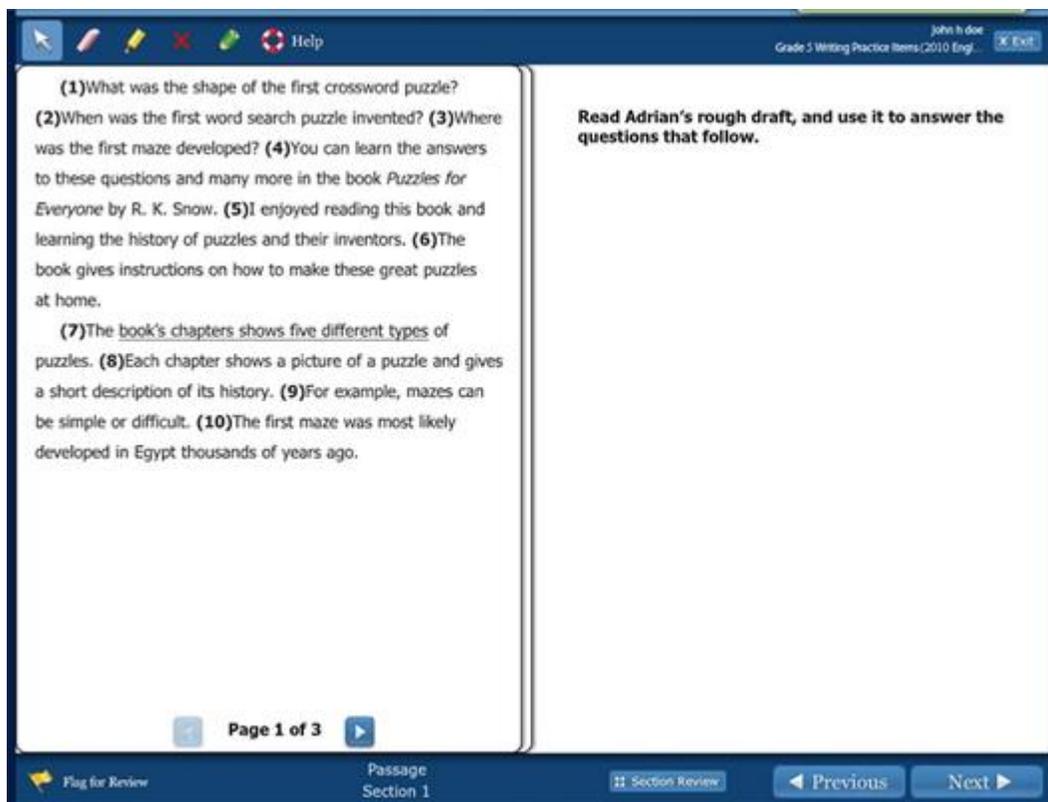
Pause while students click on this icon.

SAY When you reach the end of the practice questions, there will be a **Section Review** screen that lists all of the questions. It will show you which questions you have answered, which questions you have not answered, and which questions you have flagged for review. You can go back to any question by clicking on the question's number. Questions that you *Flag for Review* will have a picture of a flag next to them.

Click *Next* at the bottom of the screen. (Pause.)

Take a few minutes to read the passage on the left side of the screen "Puzzle Book Fun." Use the forward arrow on the left side of the screen to navigate forward through the passage. When you have finished reading the passage, use the backward arrow to return to page 1.

Pause while students read this passage.



The screenshot shows a digital writing practice interface. At the top, there is a blue header bar with navigation icons (arrow, eraser, pencil, X, highlighter, Help) on the left and the user name "John N. doe" and "Grade 5 Writing Practice Items (2010 Engl..." on the right. The main content area is split into two columns. The left column contains a passage of text with numbered sentences from (11) to (21). The right column contains a bold instruction: "Read Adrian's rough draft, and use it to answer the questions that follow." At the bottom of the interface, there is a blue footer bar with a "Flag for Review" button, "Passage Section 1" text, a "Section Review" button, and "Previous" and "Next" navigation buttons. A "Page 2 of 3" indicator is also visible in the bottom left of the main content area.

(11)I used the book to create two different types of puzzles. (12)The directions were easy to understand, and the puzzles were fun to complete. (13)I decided to draw my own maze to show my teachers, family members, close friends, and classmates. (14)The first one I drew was very simple. (15)I later decided to draw a maze that was a little more challenging. (16)I gave it to my older sister because I knew she liked mazes. (17)She tried many times to complete the maze. (18)Finally reached the other end. (19)My sister was excited about her achievement and wanted to make her own puzzle. (20)They tried to see who could draw the most difficult maze. (21)We had a great time!

Read Adrian's rough draft, and use it to answer the questions that follow.

Page 2 of 3

Flag for Review Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John H. Doe' and the document title 'Grade 5 Writing Practice Items (2010 Engl...)' are visible in the top right corner. The main content area is split into two columns. The left column contains a passage of text with numbered paragraphs (22) through (32). The right column contains a bolded instruction: 'Read Adrian's rough draft, and use it to answer the questions that follow.' At the bottom of the interface, there is a navigation bar with buttons for 'Page 3 of 3', 'Flag for Review', 'Section Review', 'Previous', and 'Next'.

(22)The second puzzle I created was a word search. (23)I decided to use words that Mr. Keller said would be on our next spelling test. (24)First, I drew lines to form an empty grid on my paper. (25)I decided how to arrange the words after the grid was complete. (26)Then I added many letters around the words so they were hidden. (27)Luis one of my friends was the first person to try out my new puzzle. (28)He was able to find all of our spelling words after only a few minutes of searching. (29)My word search was an easy way for us to study for Mr. Keller's spelling test. (30)Mr. Keller was proud of me for finding a new way to make our class assignments interesting.

(31)Making the different puzzles in the book was fun but sometimes difficult. (32)I think anyone who is interested in puzzles will enjoy reading this book.

Read Adrian's rough draft, and use it to answer the questions that follow.

Page 3 of 3

Flag for Review Passage Section 1 Section Review Previous Next

SAY Now that you have completed reading the passage, click *Next* at the bottom of the screen to go to question 6.

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for eraser, pencil, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'john doe' and the page title 'Grade 5 Writing Practice Items (2010 Engl...)' are visible in the top right corner. The main content area is divided into two panels. The left panel contains a passage with ten numbered questions. The right panel contains a reading instruction 'Read sentence 7.', a text box with the sentence 'The book's chapters shows five different types of puzzles.', and a multiple-choice question 'Which correction should be made to this sentence?' with four options (A, B, C, D). At the bottom, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next', and a status bar showing 'Page 1 of 3', 'Question 6 of 27', and 'Section 1'.

SAY Question 6 refers to sentence 7, which is on page 1 of the passage.

Read sentence 7 from the passage or the text box on the right side of the screen. It says, “The book’s chapters shows five different types of puzzles.”

The question says, “Which correction should be made to this sentence?”

Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected option C, *Change shows to show.*

Do you have any questions?

Answer all questions.

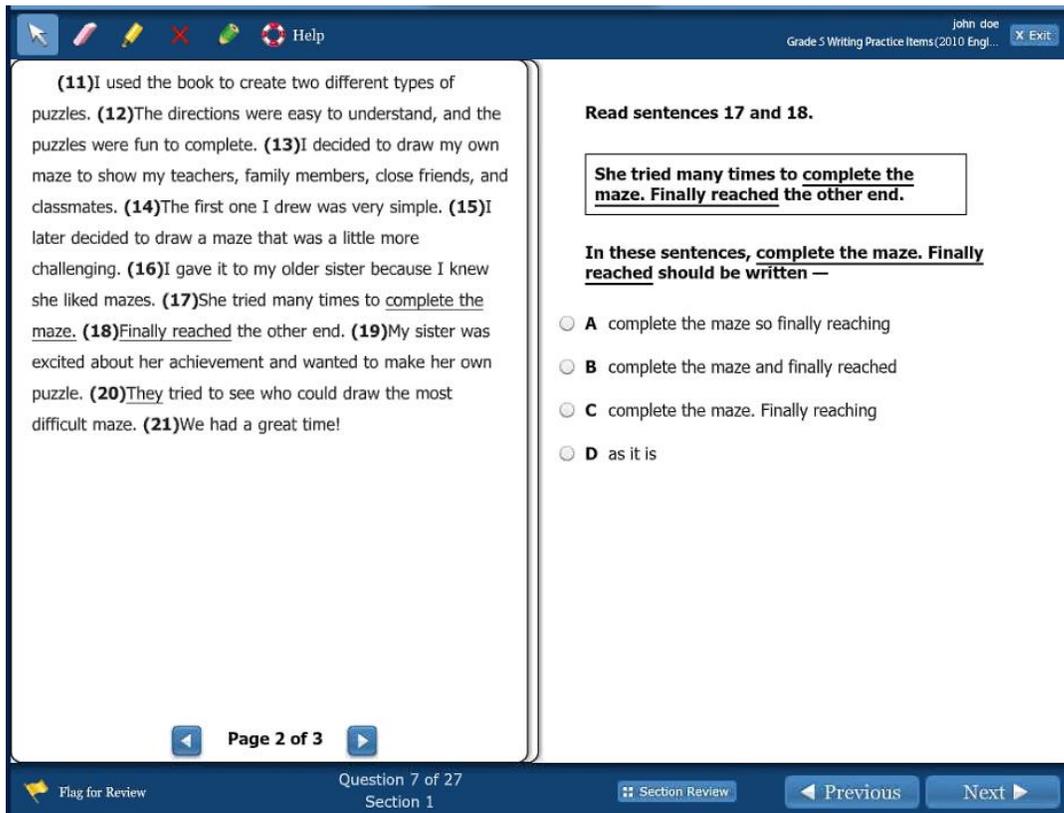
SAY Before you answer the next question, let's practice using the highlighter. Click the icon on the toolbar at the top of the screen that looks like a highlighter (). Notice that the cursor turns to a highlighter. Click and drag the highlighter over sentence 7 in the book report. Click the highlighter icon on the toolbar to put the tool away. (Pause.)

Now, let's practice using the Eraser tool to erase the highlighter mark we just made. Click the icon with the pink eraser (). Now click on the highlighter mark to make it disappear.

Practice highlighting and erasing. When you are finished practicing, make sure both tools are put away.

Pause while students practice.

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



The screenshot shows a software interface for a writing practice item. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and help. The main content area is split into two columns. The left column contains a passage of text with several sentences highlighted in yellow. The right column contains a question prompt and four multiple-choice options. At the bottom, there are navigation buttons for 'Previous' and 'Next', along with a 'Section Review' button and a 'Flag for Review' button. The page number 'Page 2 of 3' is visible in the bottom left corner of the content area.

(11)I used the book to create two different types of puzzles. **(12)**The directions were easy to understand, and the puzzles were fun to complete. **(13)**I decided to draw my own maze to show my teachers, family members, close friends, and classmates. **(14)**The first one I drew was very simple. **(15)**I later decided to draw a maze that was a little more challenging. **(16)**I gave it to my older sister because I knew she liked mazes. **(17)**She tried many times to complete the maze. **(18)**Finally reached the other end. **(19)**My sister was excited about her achievement and wanted to make her own puzzle. **(20)**They tried to see who could draw the most difficult maze. **(21)**We had a great time!

Read sentences 17 and 18.

She tried many times to complete the maze. Finally reached the other end.

In these sentences, complete the maze. Finally reached should be written —

- A complete the maze so finally reaching
- B complete the maze and finally reached
- C complete the maze. Finally reaching
- D as it is

Page 2 of 3

Question 7 of 27
Section 1

Flag for Review Section Review Previous Next

SAY Question 7 refers to sentences 17 and 18, which are on page 2 of the passage. Use the forward arrow on the left side of the screen to go to page 2. (Pause.)

Read sentences 17 and 18 from the passage or from the text box. Then read and answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option B, *complete the maze and finally reached*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for a mouse, eraser, pencil, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'john doe' and the window title 'Grade 5 Writing Practice Items (2010 Engl...)' are visible in the top right corner, along with an 'Exit' button. The main content area is split into two columns. The left column contains a passage with numbered sentences (11) through (21). The right column contains a question prompt 'Read sentence 20.' followed by a text box containing the sentence 'They tried to see who could draw the most difficult maze.' Below this, it asks 'In this sentence, They should be written —' and provides four multiple-choice options: A She and I, B Them, C Her and me, and D as it is. At the bottom of the interface, there are navigation buttons: 'Page 2 of 3' with left and right arrows, 'Flag for Review', 'Question 8 of 27 Section 1', 'Section Review', 'Previous', and 'Next'.

SAY Question 8 refers to sentence 20, which is on page 2 of the passage. Since you were on page 2 of the passage when you advanced from the previous question, the passage is still on page 2. (Pause.)

Now, read the sentence and the item. Then select your answer.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option A, *She and I*.

Are there any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to the question 9. Question 9 is another technology-enhanced item.

The screenshot shows a digital writing practice interface. On the left, a passage is displayed with several paragraphs. The right side of the interface contains a question box with the following text: "Directions: Click and drag the comma into the correct location within the sentence. There may be one or more correct locations." Below the directions, the question asks to "Punctuate sentence 27 correctly." The sentence to be punctuated is: "Luis one of my friends was the first person to try out my new puzzle." There are small square boxes at the end of "Luis", "one of my friends", "to try out", and "my" for dragging a comma. Below the sentence is a small icon of a document with a pencil. At the bottom of the interface, there are navigation buttons: "Flag for Review", "Question 9 of 27 Section 1", "Section Review", "Previous", and "Next". The top right corner shows the user's name "john doe" and an "Exit" button. The top left corner has a "Help" button and several utility icons.

SAY Question 9 refers to sentence 27, which is on page 3 of the passage. Go to page 3.

Now read, the directions and the item.

(Pause.) Pause while students read the question.

SAY The comma can be used more than one time and not every shaded area should necessarily have a comma placed inside of it. You only want to put the comma where it is necessary.

Now answer the question by dragging the comma into the correct locations.

Pause while students answer the question.

SAY How did you answer the question?

Pause for replies.

SAY The correct answer is: *Luis COMMA one of my friends COMMA was the first person to try out my new puzzle.*

Only the first two shaded boxes should have a comma. The rest of the shaded boxes should be blank.

This question does not tell you how many commas are required, so once you have placed one comma into a receptacle, the Section Review screen will show the item as “Answered.” This is so there is no hint or clue given as to how many commas there are.

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 Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. The top bar includes a mouse cursor icon, a pencil icon, an eraser icon, a red 'X' icon, a green checkmark icon, and a 'Help' button. The user's name 'John doe' and the page title 'Grade 5 Writing Practice Items (2010 Engl... Exit' are visible in the top right corner.

The main content area is divided into two columns. The left column contains a passage with several paragraphs. The right column contains a multiple-choice question.

Passage Text:

(22)The second puzzle I created was a word search. (23)I decided to use words that Mr. Keller said would be on our next spelling test. (24)First, I drew lines to form an empty grid on my paper. (25)I decided how to arrange the words after the grid was complete. (26)Then I added many letters around the words so they were hidden. (27)Luis one of my friends was the first person to try out my new puzzle. (28)He was able to find all of our spelling words after only a few minutes of searching. (29)My word search was an easy way for us to study for Mr. Keller's spelling test. (30)Mr. Keller was proud of me for finding a new way to make our class assignments interesting.

(31)Making the different puzzles in the book was fun but sometimes difficult. (32)I think anyone who is interested in puzzles will enjoy reading this book.

Question: Which is the best topic sentence for paragraph 5?

Options:

- A Writing puzzle books seems like an entertaining job to have.
- B *Puzzles for Everyone* is the perfect title for the book.
- C I would like to write a column called "Spelling Puzzles" for the school newsletter.
- D Mr. Keller wants me to make more puzzles to help students study.

The interface also includes a navigation bar at the bottom with a 'Flag for Review' button, 'Question 10 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The page number 'Page 3 of 3' is displayed in the center of the navigation bar.

SAY Question 10 refers to paragraph 5. Since you were on page 3 of the passage when you advanced from the previous question, the passage is still on page 3. (Pause.) Read question 10 to yourself and answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected option B, *Puzzles for Everyone is the perfect title for the book*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 11. Question 11 is a hot spot technology-enhanced item. You will be selecting your answer from within the search results box.

The screenshot displays a digital writing practice environment. On the left, a text passage is presented in a scrollable pane, with the current page being 'Page 3 of 3'. The passage contains several paragraphs, each starting with a number in parentheses, such as (22) and (23). On the right, a search engine interface is shown, featuring a search box with the word 'Puzzles' entered. Below the search box, it indicates 'Results: 1-5 of 683,421'. Five search results are listed, each with a title and a brief description. The titles are: 'Wild About Puzzles', 'Puzzles and Games for Kids', 'Puzzles Planet', 'Working Out With Puzzles', and 'Puzzles a Day'. The bottom of the interface includes a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next', along with the text 'Question 11 of 27' and 'Section 1'.

SAY Since you were on page 3 when you advanced from the previous question, you should see page 3 on the left side of the screen.

Read the directions and question 11. (Pause.) You must click on one shaded box to select your answer. Notice that when you hover over a shaded box, it outlines in blue. When you select the box, it turns orange. If you change your mind after you select a box, you can click on it again to remove the selection, and pick another box.

Notice that this item asks you to select one correct answer. Some hot spot technology-enhanced items will indicate that you should select a certain number of answers, such as two or three answers. Others indicate that you should select all of the correct answers. In that case, you will have to decide how many correct answers there are.

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

SAY You may now answer the question by clicking on the one correct answer.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected *Wild About Puzzles*.

In order for this question to show as “Answered” on the Section Review screen, you must select one correct answer, as was indicated in the directions. Do you have any questions on 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.

Answer all questions.

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

The screenshot shows a test interface with a blue header bar containing navigation icons and a 'Help' button. The user's name 'john doe' and the page title 'Grade 5 Writing Practice Items (2010 Engl...' are visible in the top right. 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 and drag the quotation marks into the correct locations within the sentences.' Below this, the instruction 'Punctuate the sentences correctly.' is displayed. A central box contains the text: 'Do you remember when we brought our pets to school last year? I would like to do that again, said Derrick.' with small orange squares indicating where to place quotation marks. A play button is centered below the text box. The bottom navigation bar includes a 'Flag for Review' button, the text 'Question 12 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY The gray directions banner says, “You do not need to read a passage to answer the question. Read and answer the question. Click and drag the quotation marks into the correct locations within the sentences.”

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.

On the actual SOL test, stand-alone items will appear grouped as a block of items and can appear at any location within a test.

SAY These directions indicate that there is not a passage to read before you answer the question. However, many times there will be text inside a box for you to read. Sometimes the text will be a sentence, as in this item, and other times, the text may be several sentences, a paragraph, or several paragraphs. Always read the text inside the box before you answer the question. In this particular item, you will be punctuating the sentence that is inside the text box.

Now, read the item and then answer it.

Pause while students answer the question.

SAY How did you punctuate the sentence?

Pause for replies.

SAY The sentence should read *QUOTATION MARKS Do you remember when we brought our pets to school last year? I would like to do that again, QUOTATION MARKS said Derrick.*

The first and third shaded boxes are the only boxes that should have quotation marks in them.

This question does not tell you how many quotation marks are required, so once you have placed one quotation mark into a receptacle, the Section Review screen will show the item as “Answered.” This is so there is no hint or clue given as to how many quotation marks are required to correctly punctuate the sentence.

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 Do you have any questions?

Answer all questions.

SAY Click *Next* to go to the next question, question 13. This is another hot spot technology-enhanced item.

SAY For this question, you will need to select one answer by clicking on the correct picture. Read the directions and the question but do not answer it.

Pause while students read the directions and question.

SAY Before answering this question, let's practice using the pencil tool with this item.

Click on the pencil tool icon () located on the top toolbar. You may use this tool to make marks on the test questions. One of the ways you can use the pencil tool is to eliminate answer choices. You may want to use the pencil tool to eliminate choices on technology-enhanced items like this one. The eliminator tool () , located on the upper left side of the screen, shown as a red "X," can only be used to eliminate answer choices on multiple-choice questions.

Make sure students see the eliminator tool on the toolbar and understand that it can be used on multiple-choice items but not technology-enhanced items.

SAY So let's practice making marks on this item to eliminate some choices. Using the pencil tool, left-click and hold, and then put an "X" over the pictures you do NOT wish to select.

Pause while students mark an "X" on the pictures.

SAY If you change your mind after eliminating an answer with the pencil tool, you can use the eraser tool () to remove the "X." Let's practice this now. Click on the pink eraser tool. Your pointer will now have an eraser next to it. Use the eraser tool to remove an "X" you just made with the pencil. (Pause.) Click on the eraser tool to put the eraser away. Click on the pencil tool again and redraw the "X."

Pause while students use the eraser and pencil.

SAY Now, put your pencil tool away, click on the pointer tool, and select the correct answer.

Pause while students answer the question. Note that if students change their mind about an answer and erase their selection, the pencil marks will remain until they remove them also.

SAY How did you answer the question?

Pause for replies.

SAY You should have selected *the photo of the giraffe eating leaves off the tree*.

In order for this question to show as "Answered" on the Section Review screen, you must select one correct answer, as was indicated in the directions. Do you have any questions?

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

SAY Click *Next* at the bottom of the screen to go to question 14. Question 14 is the first question for a new passage. It is also a technology-enhanced item. Read the text inside the box on the left side of the screen.

John doe
Grade 5 Writing Practice Items (2010 Engi... X Exit

The American Cream Draft Horse

Justin's family raises American Cream Draft Horses. He decides to write a report about the gentle yet powerful cream-colored draft horse.



Photo by Karen Smith, Courtesy of the American Livestock Breeds Conservancy

Directions: Click on the notes that should be removed. Each selected note will be marked with a strikethrough line.

Before writing his draft, Justin makes these notes about American Cream Draft Horses. Which three notes do NOT belong?

What Made American Cream Draft Horses Good Helpers on Farms	
<input type="checkbox"/>	easy to manage
<input type="checkbox"/>	pale in color
<input type="checkbox"/>	fun to ride
<input type="checkbox"/>	quick to learn
<input type="checkbox"/>	built for strength
<input type="checkbox"/>	entertaining for children

Flag for Review Question 14 of 27 Section 1 Section Review Previous Next

SAY On the right side of the screen, read the directions in the gray banner and the question.

Pause while students read the directions and question.

SAY Notice that the question states that you should select three notes that do not belong. In order to completely answer this question, you must click on three statements. When you click on the statement, a red strikethrough line will appear to indicate that the statement does NOT belong. Now answer the question.

Pause while students answer the question.

SAY Which three answers did you select?

Pause for replies.

SAY The statements you should have selected are *pale in color*, *fun to ride*, and *entertaining for children*. You must have selected all three of those notes as NOT belonging in order to be correct.

In order for this question to show as “Answered” on the Section Review screen, you must have selected three answers, as was indicated in 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* to go to the next screen. Take a few minutes to read the passage on the left side of the screen “The American Cream Draft Horse.” Use the blue forward arrow on the left side of the screen to navigate forward through the passage. When you have finished reading the passage, use the backward arrow to return to page one.

Pause while students read this passage.

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, and a red 'X' icon, followed by a 'Help' button. The user's name 'john doe' and the document title 'Grade 5 Writing Practice Items (2010 Engl...)' are visible in the top right corner, along with an 'Exit' button. The main content area is split into two panels. The left panel contains a passage with ten numbered paragraphs. The right panel contains the instruction: 'Read Justin's rough draft, and use it to answer the questions that follow.' At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, the text 'Page 1 of 3', a 'Section Review' button, and 'Previous' and 'Next' buttons. The passage text is as follows:

(1) In the past many people in America depended on the horse to complete tasks that otherwise would have been much harder or even impossible to do. (2) The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market. (3) Draft horses, though, were not native to America. (4) A lot of these really tough animals were shipped to the United States from super far away.

(5) In 1950, however, the American Cream Draft Horse was recognized as the only American draft horse breed. (6) Records show that the first horse of it's kind was a blond-colored mare known as Old Granny. (7) Old Granny lived in Iowa during the 1900s.

(8) Her body was strong and powerful, she was about six feet tall at the shoulder and weighed nearly 1,600 pounds. (9) In addition to her uncommon coat color, she had light-colored eyes and a white mane and tail. (10) The mare's manner was friendly and patient.

john doe
Grade 5 Writing Practice Items (2010 Engl... [X Exit](#)

(11)The strong, gentle horse and her offspring were able workers, and by the early 1900s, trucks and tractors began to take over many of the tasks that animals once performed. **(12)**However, horse breeders who knew about the American Cream Draft Horse admired the animal for more than just the labor it provided. **(13)**In 1944 a group of breeders decided to prevent the population of this very special horse from declining. **(14)**The American Cream Draft Horse Association was formed to find ways to track and save this breed. **(15)**Although the group had some early successes, the numbers of these horses decreased in the following years.

(16)In the 1980s Colonial Williamsburg, a outdoor history museum in Virginia, supported the effort to save the American Cream Draft Horse by including the horse as part of the area's "living history."

(17)American Creams represented the kind of draft horses used during colonial times and helped make Williamsburg look like a town from hundreds of years ago. **(18)**Through special programs, horse experts at the museum increased the animals' birthrates. **(19)**From 1989 to 2006, the museum welcomed ten Cream foals, or baby horses, to the stables.

Page 2 of 3

Flag for Review Passage Section 1 Section Review Previous Next

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(20)Trainers worked careful with the calmly horses to prepare them to pull wagons and plows or to carry riders. **(21)**In fact, for nearly 20 years, American Creams delighted museum visitors. **(22)**With the help of Virginia's Colonial Williamsburg, these remarkable horses remain for future generations to enjoy.

Page 3 of 3

Flag for Review Passage Section 1 Section Review Previous Next

SAY Now that you have completed reading the passage, click *Next* at the bottom of the screen to go to question 15.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and editing, and a user profile for 'john doe'. The main content area is split into two columns. The left column contains a passage with ten numbered paragraphs. The right column contains a multiple-choice question with four options. At the bottom, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next', along with page and question indicators.

Passage:

(1) In the past many people in America depended on the horse to complete tasks that otherwise would have been much harder or even impossible to do. (2) The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market. (3) Draft horses, though, were not native to America. (4) A lot of these really tough animals were shipped to the United States from super far away. (5) In 1950, however, the American Cream Draft Horse was recognized as the only American draft horse breed. (6) Records show that the first horse of it's kind was a blond-colored mare known as Old Granny. (7) Old Granny lived in Iowa during the 1900s. (8) Her body was strong and powerful, she was about six feet tall at the shoulder and weighed nearly 1,600 pounds. (9) In addition to her uncommon coat color, she had light-colored eyes and a white mane and tail. (10) The mare's manner was friendly and patient.

Question: Which book would be the best source of information about the American Cream Draft Horse?

Options:

- A *The Care and Feeding of Farm Horses*
- B *The History of Horses on American Farms*
- C *Finding Work for Horses in Busy American Cities*
- D *Choosing the Right Horses for Work and Play*

Navigation: Page 1 of 3, Question 15 of 27, Section 1, Previous, Next

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

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is B, *The History of Horses on American Farms*.

Do you have any questions?

Answer all questions.

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

(1) In the past many people in America depended on the horse to complete tasks that otherwise would have been much harder or even impossible to do. (2) The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market. (3) Draft horses, though, were not native to America. (4) A lot of these really tough animals were shipped to the United States from super far away.

(5) In 1950, however, the American Cream Draft Horse was recognized as the only American draft horse breed. (6) Records show that the first horse of it's kind was a blond-colored mare known as Old Granny. (7) Old Granny lived in Iowa during the 1900s.

(8) Her body was strong and powerful, she was about six feet tall at the shoulder and weighed nearly 1,600 pounds. (9) In addition to her uncommon coat color, she had light-colored eyes and a white mane and tail. (10) The mare's manner was friendly and patient.

Directions: Click and drag the comma into the correct location within the sentence. There may be one or more correct locations.

Punctuate sentence 2 correctly.

The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market.

Page 1 of 3

Question 16 of 27
Section 1

Section Review Previous Next

SAY Question 16 refers to sentence 2, which is on page 1 of the passage. Go to page 1. (Pause.)

The gray directions banner at the top of the screen says, “Click and drag the comma into the correct location within the sentence. There may be one or more correct locations.”

The question says, “Punctuate sentence 2 correctly.” To answer this question, you will click on the comma in the dark gray box and drag it to each empty box that requires one. When you are done answering the question, you may have one or more boxes that are empty. You should only place the comma in the sentence if it correct to do so. If you change your mind after dragging a comma to the box, you can click and drag it back to the gray box.

Now read sentence 2 and answer the question.

Pause while students read and answer the question.

SAY How did you complete the sentence?

Pause for replies.

SAY You should have dragged a comma to the empty box after the word fields. The other boxes should be empty.

This item will show as “Answered” on the Section Review screen after one comma has been placed in the sentence. This is so no hint or clue is given as to how many commas are needed to correctly punctuate the sentence.

Do you have any questions?

Answer all questions.

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

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

The screenshot shows a TestNav interface with a blue header bar. On the left, there is a toolbar with icons for navigation and a 'Help' button. The main content area is split into two panels. The left panel displays a passage with ten numbered sentences. The right panel contains a question that asks for the best revision of sentence 4 to match the tone of the report. Below the question are four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a status bar with a 'Flag for Review' button, the text 'Question 17 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons. The page number 'Page 1 of 3' is also visible at the bottom of the left panel.

(1)In the past many people in America depended on the horse to complete tasks that otherwise would have been much harder or even impossible to do. **(2)**The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market. **(3)**Draft horses, though, were not native to America. **(4)**A lot of these really tough animals were shipped to the United States from super far away.

(5)In 1950, however, the American Cream Draft Horse was recognized as the only American draft horse breed. **(6)**Records show that the first horse of it's kind was a blond-colored mare known as Old Granny. **(7)**Old Granny lived in Iowa during the 1900s.

(8)Her body was strong and powerful, she was about six feet tall at the shoulder and weighed nearly 1,600 pounds. **(9)**In addition to her uncommon coat color, she had light-colored eyes and a white mane and tail. **(10)**The mare's manner was friendly and patient.

Read sentence 4.

A lot of these really tough animals were shipped to the United States from super far away.

How is sentence 4 best revised to match the tone of the report?

- A** Many of these sturdy animals were transported to the United States from foreign countries.
- B** A pretty big number of these animals were shipped to the United States from the other side of the world.
- C** Bunches of these animals with amazing abilities were transported to the United States from lands unknown.
- D** An absolutely unbelievable number of these truly excellent animals were shipped to the United States from places across the wide ocean.

Page 1 of 3

Flag for Review Question 17 of 27 Section 1 Section Review Previous Next

SAY The question refers to sentence 4. Sentence 4 is on page 1 of the passage. Since you were on page 1 before you navigated to this question, page 1 will still be on the left side of the screen. (Pause.)

Now read and answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **A**, *Many of these sturdy animals were transported to the United States from foreign countries.*

SAY Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. On the left, a passage about draft horses is presented in ten numbered sentences. Sentence 6 is highlighted in gray. On the right, a question asks which word in sentence 6 is used incorrectly. The word 'blond-colored' in the sentence is highlighted in blue. A gray banner at the top of the question area provides directions: 'Click on the shaded word that is NOT correct.' The interface includes a toolbar at the top with icons for navigation and editing, and a bottom navigation bar with 'Previous' and 'Next' buttons, along with a status bar showing 'Question 18 of 27 Section 1'.

SAY The gray directions banner at the top of the screen says, “Click on the shaded word that is NOT correct.”

The question says “Which word is used incorrectly in sentence 6?” In order to answer this question, you need to click on the shaded word that is used incorrectly. Notice that when you hover over a shaded word, it outlines in blue. When you select the word, it turns orange. If you change your mind after you select a word, you can click on it again to remove the selection, and pick another word.

Since you were on page 1 before you navigated to this question, page 1 will still be on the left side of the screen. Sentence 6 is located on page 1. Now read and answer the question.

Pause while students read and answer the question.

SAY Which word did you select?

Pause for replies.

SAY The word you should have selected is *it's*.

Since this question only asked for you to select one word, it shows as “Answered” on the Section Review screen once one word is selected. Do you have any questions?

Answer all questions.

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

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

The screenshot shows a TestNav interface for a writing practice item. The left pane contains a passage with numbered sentences (1-10). The right pane displays a question asking to read sentence 8 and choose the correct punctuation for a sentence. The sentence is: "Her body was strong and powerful, she was about six feet tall at the shoulder and weighed nearly 1,600 pounds." The options are: A powerful and she, B powerful she, C powerful. She, D as it is. The interface includes navigation buttons like "Previous", "Next", and "Section Review".

SAY The question refers to sentence 8, which is inside the text box. Since you were on 1 before you navigated to this question, page 1 will still be on the left side of the screen. Sentence 8 is located on page 1.

Now read and answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **C, powerful. She.**

Do you have any questions?

Answer all questions.

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

(11)The strong, gentle horse and her offspring were able workers, and by the early 1900s, trucks and tractors began to take over many of the tasks that animals once performed. (12)However, horse breeders who knew about the American Cream Draft Horse admired the animal for more than just the labor it provided. (13)In 1944 a group of breeders decided to prevent the population of this very special horse from declining. (14)The American Cream Draft Horse Association was formed to find ways to track and save this breed. (15)Although the group had some early successes, the numbers of these horses decreased in the following years.

(16)In the 1980s Colonial Williamsburg, a outdoor history museum in Virginia, supported the effort to save the American Cream Draft Horse by including the horse as part of the area's "living history."

(17)American Creams represented the kind of draft horses used during colonial times and helped make Williamsburg look like a town from hundreds of years ago. (18)Through special programs, horse experts at the museum increased the animals' birthrates. (19)From 1989 to 2006, the museum welcomed ten Cream foals, or baby horses, to the stables.

Read sentence 11.

The strong, gentle horse and her offspring were able workers, and by the early 1900s, trucks and tractors began to take over many of the tasks that animals once performed.

In this sentence, and should be written —

A so

B for

C but

D as it is

Page 2 of 3

Question 20 of 27
Section 1

Section Review Previous Next

SAY The question refers to sentence 11, which is inside the text box. However, use the blue arrows underneath the passage to go to page 2, where sentence 11 is located.

Now, read and answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

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

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 21. Question 21 is another example of a drag and drop technology-enhanced item.

The screenshot shows a digital writing practice interface. On the left, a text passage is displayed with several sentences numbered (11) through (19). Sentence (14) is highlighted in gray. On the right, a question asks which transition should be added to the beginning of sentence 14. Below the question is a shaded box containing the text: "the American Cream Draft Horse Association was formed to find ways to track and save this breed." Below the shaded box are four buttons with transition phrases: "In other words,", "As a result,", "After all,", and "In addition,", "For example,". At the bottom of the interface, there are navigation buttons for "Previous" and "Next", and a "Section Review" button. The status bar at the bottom indicates "Question 21 of 27" and "Section 1".

SAY In the upper right of the screen just underneath the toolbar is a gray directions banner. The gray directions banner for this question says, “Click and drag the correct answer to the shaded area.”

The question refers to sentence 14, which is inside the text box. However, it is also on page 2, which should still be on the left side of your screen.

This question requires that you drag a phrase into the shaded box to make a complete sentence. Now read and answer the question.

Pause while students read and answer the question.

SAY Which phrase did you place in the shaded box?

Pause for replies.

SAY You should have placed *As a result*, into the shaded box so that the sentence reads: *As a result, the American Cream Draft Horse Association was formed to find ways to track and save this breed.*

This question will show as “Answered” on the Section Review screen once an answer is placed in the shaded box.

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 writing practice interface. On the left, a text passage is displayed with several sentences. Sentence 16 is highlighted in a shaded box. On the right, a question asks for the correct correction to sentence 16. The interface includes a toolbar at the top with icons for editing and a 'Help' button. At the bottom, there are navigation buttons for 'Previous' and 'Next', and a 'Section Review' button. The text passage reads:

(11)The strong, gentle horse and her offspring were able workers, and by the early 1900s, trucks and tractors began to take over many of the tasks that animals once performed. (12)However, horse breeders who knew about the American Cream Draft Horse admired the animal for more than just the labor it provided. (13)In 1944 a group of breeders decided to prevent the population of this very special horse from declining. (14)The American Cream Draft Horse Association was formed to find ways to track and save this breed. (15)Although the group had some early successes, the numbers of these horses decreased in the following years.

(16)In the 1980s Colonial Williamsburg, a outdoor history museum in Virginia, supported the effort to save the American Cream Draft Horse by including the horse as part of the area’s “living history.”

(17)American Creams represented the kind of draft horses used during colonial times and helped make Williamsburg look like a town from hundreds of years ago. (18)Through special programs, horse experts at the museum increased the animals’ birthrates. (19)From 1989 to 2006, the museum welcomed ten Cream foals, or baby horses, to the stables.

The question on the right asks: "Which correction should be made to this sentence?" with four options:

- A Remove the comma after Williamsburg.
- B Change a to an.
- C Remove the comma after Virginia.
- D Change supported to supports.

SAY The question refers to sentence 16, which is inside the text box. Sentence 16 is also located on page 2, which should still be on the left side of your screen.

Now read and answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is B, *Change a to an.*

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for erasing, highlighting, and deleting, along with a 'Help' button. The user's name 'john doe' and the page title 'Grade 5 Writing Practice Items (2010 Engl...' are visible in the top right corner. The main content area is split into two columns. The left column contains a passage with three paragraphs. The first paragraph is highlighted in blue and contains sentence 20. The right column contains a question that asks the user to read sentence 20 and identify the correct form of the underlined text. Below the question are four radio button options labeled A, B, C, and D. At the bottom of the interface, there are navigation buttons: 'Flag for Review', 'Page 3 of 3' (with left and right arrows), 'Section Review', 'Previous', and 'Next'.

(20) Trainers worked careful with the calmly horses to prepare them to pull wagons and plows or to carry riders. (21) In fact, for nearly 20 years, American Creams delighted museum visitors. (22) With the help of Virginia's Colonial Williamsburg, these remarkable horses remain for future generations to enjoy.

Read sentence 20.

Trainers worked careful with the calmly horses to prepare them to pull wagons and plows or to carry riders.

In this sentence, careful with the calmly should be written —

- A carefully with the calm
- B most careful with the more calmer
- C more carefully with the most calmest
- D as it is

Page 3 of 3

Question 23 of 27
Section 1

Flag for Review Section Review Previous Next

SAY The question refers to sentence 20, which is inside the text box. However, use the blue arrows underneath the passage to go to page 3, where sentence 20 is located.

Now read and answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is A, *carefully with the calm.*

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for navigation and editing, and a user profile for 'john doe'. The main content area is split into two panels. The left panel displays a text passage with three paragraphs. The first paragraph is partially visible, starting with '(20) Trainers worked careful with the calmly horses...'. The second paragraph is '(21) In fact, for nearly 20 years, American Creams delighted museum visitors.' The third paragraph is '(22) With the help of Virginia's Colonial Williamsburg, these remarkable horses remain for future generations to enjoy.' The right panel contains a question prompt: 'Read sentence 22.' followed by a text box containing the sentence: 'With the help of Virginia's Colonial Williamsburg, these remarkable horses remain for future generations to enjoy.' Below the text box is the question: 'In this sentence, remain should be written —' followed by four multiple-choice options: A remaining, B remains, C remained, and D as it is. At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next', and a 'Section Review' button. The status bar at the bottom indicates 'Page 3 of 3', 'Question 24 of 27', and 'Section 1'.

SAY The question refers to sentence 22, which is inside the text box. Sentence 22 is also located on page 3, which should still be on the left side of your screen.

Now read and answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is D, *as it is*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, followed by a 'Help' button. The user's name 'John doe' and the page title 'Grade 5 Writing Practice Items (2010 Engl...)' are visible in the top right corner, along with an 'Exit' button. The main content area is divided into two columns. The left column contains a reading passage with three paragraphs. The first paragraph starts with '(20) Trainers worked careful with the calmly horses to prepare them to pull wagons and plows or to carry riders. (21) In fact, for nearly 20 years, American Creams delighted museum visitors.' The second paragraph starts with '(22) With the help of Virginia's Colonial Williamsburg, these remarkable horses remain for future generations to enjoy.' The right column contains a question: 'This report would be most helpful to someone interested in learning about —' followed by four multiple-choice options: A, B, C, and D. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Page 3 of 3', 'Question 25 of 27', 'Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

(20) Trainers worked careful with the calmly horses to prepare them to pull wagons and plows or to carry riders. (21) In fact, for nearly 20 years, American Creams delighted museum visitors.

(22) With the help of Virginia's Colonial Williamsburg, these remarkable horses remain for future generations to enjoy.

This report would be most helpful to someone interested in learning about —

- A how people and animals can help one another
- B how people preserved a rare animal breed
- C which animals American farmers raised a century ago
- D which farm animals are popular characters in American stories

Page 3 of 3

Flag for Review Question 25 of 27 Section 1 Section Review Previous Next

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

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is B, *how people preserved a rare animal breed*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, followed by a 'Help' button. The user's name 'john doe' and the page title 'Grade 5 Writing Practice Items (2010 Engl...)' are visible in the top right corner, along with an 'Exit' button. Below the toolbar, a grey bar contains the directions: 'Directions: You do not need to read a passage to answer the question. Read and answer the question.' The main content area displays the question: 'Which question would best guide a student's research about the ways telephones are helpful?' followed by four multiple-choice options: A. How did other inventions aid in the creation of the telephone? B. Why was the telephone better than the telegraph for most people? C. What are good telephone manners people should know and use? D. How can the telephone make businesses smarter and quicker? At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, the text 'Question 26 of 27 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY This question is a stand-alone question. You do not need to read a passage to answer the question.

Read the directions and 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: *How can the telephone make businesses smarter and quicker?*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to the last question, question 27.

John doe
Grade 5 Writing Practice Items (2010 Engl... X Exit

Help

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

Read this sentence.

After several delays, Miranda was finely able to practice her speech in front of a small, friendly audience made up of a neighbor and a relative.

Which correction should be made to this sentence?

A Change finely to finally.

B Change her to their.

C Remove the comma after small.

D Add a comma after neighbor.

Flag for Review

Question 27 of 27
Section 1

Section Review

Previous Next

SAY This question is also a stand-alone question. You do not need to read a passage to answer this question. However, you do need to read the sentence within the text box.

Read the directions and 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 A: Change finely to finally.

Do you have any questions?

Answer all questions.

If you want your students to practice using the Help tool (as mentioned on page 10), they can do so now.

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

Return to Test 

Section 1 Review

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

All Items	1 Flagged for Review	26 Answered	1 Unanswered
Passage			
Question 1		✓ Answered	
Question 2		✓ Answered	
Question 3		✓ Answered	
Question 4		✓ Answered	
Question 5	🚩 Flagged for Review		! Unanswered
Passage			
Question 6		✓ Answered	
Question 7		✓ Answered	
Question 8		✓ Answered	
Question 9		✓ Answered	
Question 10		✓ Answered	



john doe | Grade 5 Writing Practice Items (2010 English SOL)

SAY The Section Review screen shows which questions have been answered, which questions have not been answered, and which questions you have flagged for review. To return to a question, click on the question number. To return to a passage, click on the word “passage” that appears before each set of questions.

Practice returning to a question by clicking on question #5, the question we flagged for review.

SAY 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 returning to question #5 and then come back to this 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 and read the directions and the question again before making any changes to your answer.

Are there any questions?

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

SAY To get back to the Section Review screen that lists all questions and the status of each, click the top left-hand column header, titled “_ of 27 All items”.

We are going to review two more screens. Click on the “Continue to Test Overview” button on the lower left corner of the screen. (Pause.)

Grade 5 Writing 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

Exit Test X

SUBMIT AND EXIT TEST

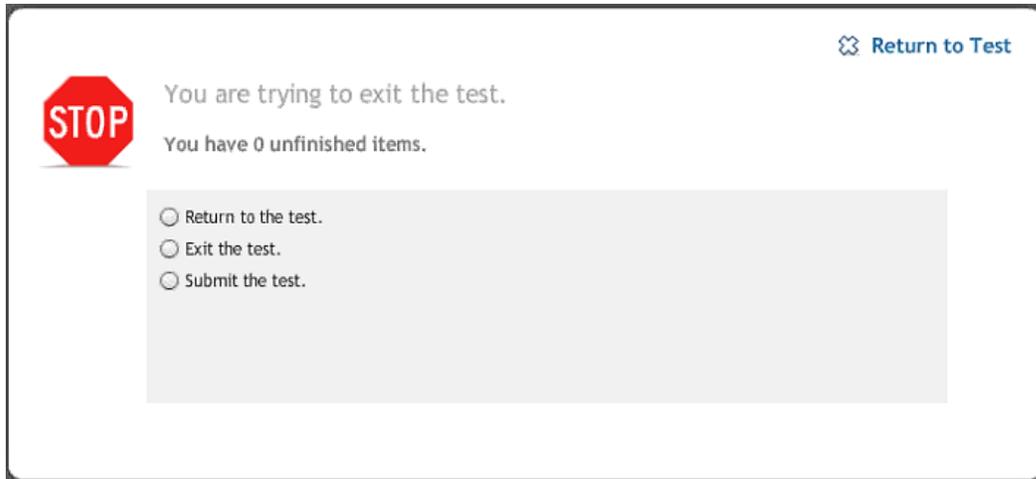
john doe

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 any question within the section. Clicking on the “Submit and Exit Test” button at the bottom of the screen will move you to the final screen. Are there any questions? (Pause to answer all questions.)

Now click on “Submit and Exit Test.” (Pause.)

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 click 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 2. During actual SOL testing, students may be directed to choose this option if they are being moved to a different location to complete their tests or if they need to leave the testing environment (while monitored) for a short time.

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

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

SAY Since we have finished with the practice items, please click on 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 Grade 5 Writing Practice items.

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

APPENDIX A

Answers to Grade 5 Writing Practice Items

Question 1

Option D, Change mane to main.

Question 2

Option C, *excitedly*.

Question 3

You and I could visit the Statue of Liberty COMMA the Empire State Building, and the Chrysler Building.

You should have placed a comma in the second shaded box only.

Question 4

Option D, *How were the pieces of the statue put together?*

Question 5

Option A, *the history of jigsaw puzzles.*

Question 6

Option C, Change shows to show.

Question 7

Option B, *complete the maze and finally reached.*

Question 8

The correct answer is option A, *She and I*.

Question 9

Luis COMMA one of my friends COMMA was the first person to try out my new puzzle.

Only the first two shaded boxes should have a comma in them. The rest should be blank.

Question 10

Option B, *Puzzles for Everyone is the perfect title for the book.*

Question 11

You should have selected *Wild About Puzzles*.

Question 12

QUOTATION MARKS *Do you remember when we brought our pets to school last year? I would like to do that again,* QUOTATION MARKS *said Derrick.*

The first and third shaded boxes are the only boxes that should have quotation marks in them.

Question 13

The photo of the giraffe eating leaves off the tree.

Question 14

To answer this question correctly you should have chosen:
pale in color, fun to ride, and entertaining for children

APPENDIX A (continued)

Answers to Grade 5 Writing Practice Items

Question 15

The correct answer is B, *The History of Horses on American Farms*.

Question 16

To answer correctly you should have dragged *a comma to the empty box after word fields*. The other boxes should be empty.

Question 17

The correct answer is A, *Many of these sturdy animals were transported to the United States from foreign countries*.

Question 18

The correct answer is *it's*.

Question 19

The correct answer is C, *powerful. She*.

Question 20

The correct answer is C, *but*.

Question 21

To answer this question correctly you should have placed *As a result* into the shaded box so that the sentence reads: *As a result*, the American Cream Draft Horse Association was formed to find ways to track and save this breed.

Question 22

The correct answer is B, *Change a to an*.

Question 23

The correct answer is A, *carefully with the calm*.

Question 24

The correct answer is D, *as it is*.

Question 25

The correct answer is B, *how people preserved a rare animal breed*.

Question 26

The correct answer is D, *How can the telephone make businesses smarter and quicker?*

Question 27

The correct answer is A, *Change finely to finally*.

APPENDIX B

An overview of how student responses to technology-enhanced items will appear on the Section Review screen is outlined below:

Fill-in-the-blank (FIB) Items

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

Histogram or Bar Graphing Items

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

Hot Spot Items

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

Number Line or Coordinate Plane Items

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

APPENDIX B (Continued)

Drag and Drop Items

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