

# **Writing Practice Item Guide**

## **Virginia Standards of Learning**

### **Grade 8 Writing**

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Pearson

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## OVERVIEW

The practice items available in the Virginia Standards of Learning (SOL) grade 8 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 the grade 8 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 8 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 8 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	11 new practice items added.
V.4	11/16/2015	Screen shot updated for question #9.

## **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 8 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 within TestNav are scorable responses. Points plotted with the dot tool are not scorable responses.

The student selects a hot spot by clicking on it. In some hot spot items, there will be an indication on the screen, such as the zone being outlined in blue, which confirms that the pointer is over a hot spot. After the hot spot is clicked, there will always be an indication that the zone has been selected as an answer, such as the hot spot being outlined in burnt orange, the hot spot being shaded, an asterisk being placed on the hot spot, the phrase or statement on the hot spot being marked with a strikethrough line, or a red point being plotted on the number line or coordinate plane.

Hot spot items may be 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.

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](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 8. Since this is a web-based application, the link will take you directly to the 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
	<b>Pointer</b> – Use the pointer to answer questions.
	<b>Eraser</b> – Use the eraser to remove lines or highlights.
	<b>Highlighter</b> – Use the highlighter tool to highlight text or graphics.
	<b>Eliminator</b> – Use the eliminator tool on multiple-choice questions to mark choices you do not wish to consider.
	<b>Pencil</b> – Use the pencil tool to make marks on the test questions.
	<b>Help</b> – Use the help tool to display information about a specific tool on the top toolbar.

## SPECIFIC DIRECTIONS FOR THE SOL GRADE 8 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 8 writing practice items for the SOL test. There are 25 questions that will show you some of the types of test items that will be administered as part of the grade 8 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 25.”



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

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 some of the tools 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

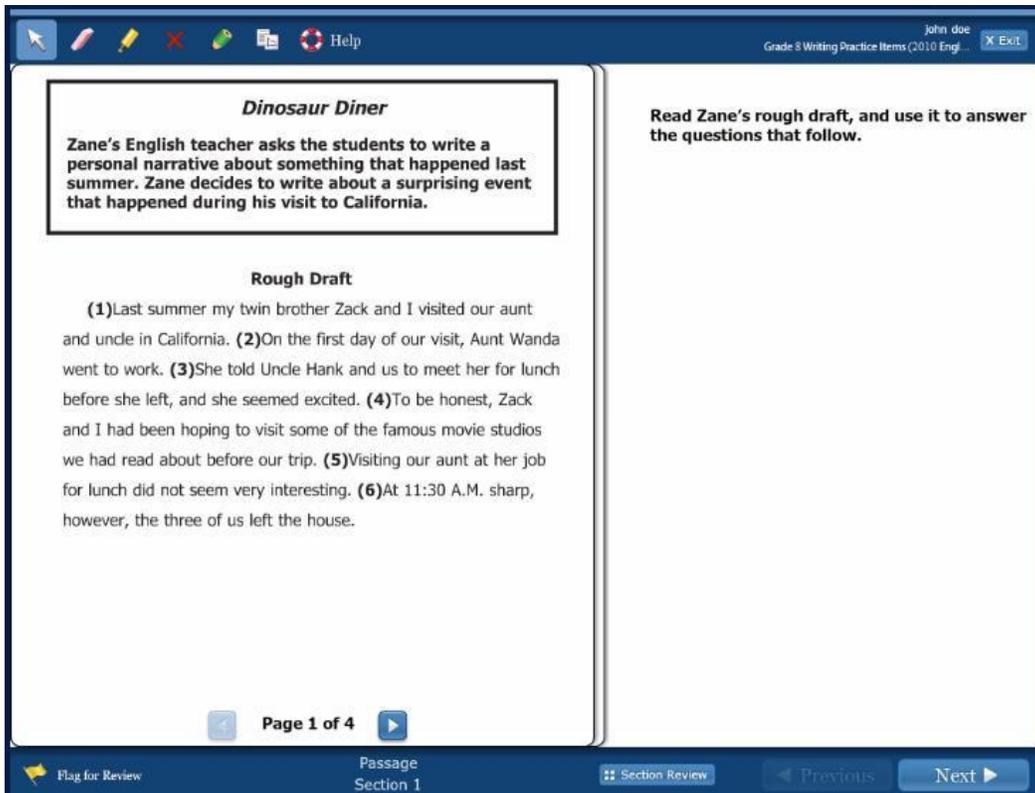
the pointer tool ().

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. On the right side of the screen is the sentence, "Read Zane'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 five practice questions about Zane's rough draft.

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 1 of the draft.

Pause while students read the rough draft.



The screenshot shows a software interface for a writing practice item. At the top, there is a toolbar with icons for a pointer, eraser, highlighter, and other tools, along with a 'Help' button. The user's name 'John doe' and the title 'Grade 8 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 titled 'Dinosaur Diner' with a prompt: 'Zane's English teacher asks the students to write a personal narrative about something that happened last summer. Zane decides to write about a surprising event that happened during his visit to California.' Below this is a 'Rough Draft' section with six numbered paragraphs: (1) Last summer my twin brother Zack and I visited our aunt and uncle in California. (2) On the first day of our visit, Aunt Wanda went to work. (3) She told Uncle Hank and us to meet her for lunch before she left, and she seemed excited. (4) To be honest, Zack and I had been hoping to visit some of the famous movie studios we had read about before our trip. (5) Visiting our aunt at her job for lunch did not seem very interesting. (6) At 11:30 A.M. sharp, however, the three of us left the house. 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 Zane's rough draft, and use it to answer the questions that follow.' At the bottom of the interface, there are buttons for 'Flag for Review', 'Passage Section 1', 'Section Review', 'Previous', and 'Next'.

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(7)“How can you tell which building is Aunt Wanda’s?” I asked as we passed block after block of identical warehouses. (8)Uncle Hank agreed that they all looked alike, but he pulled into a parking lot, and we went into a building. (9)We climbed a flight of stairs, walked through a heavy metal door, and found Aunt Wanda. (10)As we were talking, Aunt Wanda introduced Zack and me to her boss, a man she called Bill.

(11)When Bill asked us if we would like a tour before lunch, Uncle Hank and Aunt Wanda both smiled as though a warehouse were something special.

(12)Zack just smiled, so I said, Sure, that would be great, though I was still thinking about the movie studios.

(13)We walked through a long corridor, down a flight of stairs, and came to a huge garage door, which Bill opened by pushing a button. (14)As the door slid upward, and our eyes adjusted to the light, I was surprised. (15)Glaring down at us was a huge *Tyrannosaurus rex* with a wide-open mouth.

(16)“Meet T. J.,” Bill said. (17)“He guards the place. (18)Come on,” he added, waving his arm at Zack and me, “there’s more.”

Page 2 of 4

Flag for Review Passage Section 1 Section Review Previous Next

(19)By this time, we were wondering if our tour of this amazing warehouse was just a dream. (20)As we walked under T. J.’s shadow, we came face to face with another *T. rex*. (21)This one’s head was on the floor and Bill walked right into its open mouth.

(22)“Wow,” I said, following him and reaching out to touch the sharp teeth.

(23)“This looks just like the *T. rex* in *Jurassic Park*,” Zack said.

(24)Bill said, “Actually, this big *T. rex* is from *Jurassic Park II*.”

(25)The dinosaurs I made for *Jurassic Park* are all packed away in crates.”

(26)“You made the dinosaurs?” Zack and I asked in unison, staring at him. (27)Bill nodded, and then I noticed the stacks and stacks of huge wooden crates against the wall, with fangs, claws, and tails visible through the slats. (28)I suddenly realized who our host was. (29)He was Bill Perry, one of the greatest special-effects designers in movie history.

Page 3 of 4

Flag for Review Passage Section 1 Section Review Previous Next

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The screenshot shows a digital reading application window. The title bar at the top right reads "John h doe" and "Grade 8 Writing Practice Items (2010 Engl...". The main content area is split into two panels. The left panel contains a passage of text with numbered paragraphs (30) through (39). The right panel contains a bold instruction: "Read Zane's rough draft, and use it to answer the questions that follow." At the bottom of the left panel, it says "Page 4 of 4". The bottom toolbar includes a "Flag for Review" button, "Passage Section 1", "Section Review", "Previous", and "Next" buttons.

(30)After visiting more incredible creatures from our favorite movies, Bill showed us how they were created. (31)First he demonstrated the moves of an alien creature that he was designing with a computer program. (32)Then we watched his regular special-effects team spray layers of plastic onto the aluminum skeleton of a robotic bear. (33)Following that, we toured the model shop where detailed miniature models of spaceships, submarines, and a medieval castle were standing in various stages of completion. (34)Zack and I followed Bill around, speechless with awe.

(35)"Enjoy your lunch," Bill said cheerfully as he ushered us into the conference room. (36)"But don't feed the animals!" he said with a wink. (37)He switched on the light to reveal a long conference table piled with food. (38)Around the room stood life-size models of every kind of animal that Zack or I could imagine. (39)As we ate our lunch surrounded by movie monsters, I felt very grateful that my Aunt Wanda works in a movie warehouse.

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

Page 4 of 4

Flag for Review Passage Section 1 Section Review Previous Next

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

The screenshot shows a software interface for a writing practice item. At the top, there is a toolbar with icons for a mouse, pencil, eraser, and a red 'X', along with a 'Help' button. The user's name 'John doe' and the title 'Grade 8 Writing Practice Items (2010 Eng...)' are visible in the top right corner, with an 'Exit' button.

The main content area is divided into two panels. The left panel is titled 'Dinosaur Diner' and contains the following text:

**Zane's English teacher asks the students to write a personal narrative about something that happened last summer. Zane decides to write about a surprising event that happened during his visit to California.**

**Rough Draft**

(1) Last summer my twin brother Zack and I visited our aunt and uncle in California. (2) On the first day of our visit, Aunt Wanda went to work. (3) She told Uncle Hank and us to meet her for lunch before she left, and she seemed excited. (4) To be honest, Zack and I had been hoping to visit some of the famous movie studios we had read about before our trip. (5) Visiting our aunt at her job for lunch did not seem very interesting. (6) At 11:30 A.M. sharp, however, the three of us left the house.

The right panel contains the question: 'How is sentence 3 best revised for clarity?' with four multiple-choice options:

- A She seemed excited before she left for lunch and told Uncle Hank and us to meet her.
- B She told Uncle Hank and us to meet her before she left for lunch and seemed excited.
- C Before she left, she seemed excited when she told Uncle Hank and us to meet her for lunch.
- D Telling Uncle Hank and us, she seemed excited to meet her before lunch when she left.

At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 1 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The page number 'Page 1 of 4' is also visible.

**SAY** The first item is a multiple-choice question.

Let's read the question together. The question says, "How is sentence 3 best revised for clarity?"

Locate sentence 3 in the passage on the left. Now 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 C, *Before she left, she seemed excited when she told Uncle Hank and us to meet her for lunch.*

Do you have any questions?

Answer all questions.

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

**SAY** Question 2 is an example of a drag and drop technology-enhanced item. Notice that there is a gray directions banner on the upper right side of the screen. (Pause.) On some items, the directions banner will extend across the screen. The directions banner tells you how to answer the question. Always read the directions banner before answering an item.

The question refers to sentence 12, which is inside the text box. However, please use the forward arrow on the left side of the screen to go to page 2 of the rough draft, where sentence 12 is located. (Pause.)

The directions in the gray banner state, “Click and drag the quotation marks into the correct locations within the sentence.” Quotation marks can be used more than one time, and not every shaded area should necessarily have quotation marks placed inside of it. You only want to put quotation marks where they are necessary.

Now read sentence 12 from the passage or the text box, and answer the question. If you change your mind after clicking and dragging a quotation mark to a shaded area, you can drag the quotation mark 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: *Zack just smiled, so I said, QUOTATION MARKS Sure, that would be great, QUOTATION MARKS though I was still thinking about the movie studios.*

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 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 the number of quotation marks necessary 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 3.

**SAY** Question 3 is another multiple-choice item. Since you were on page 2 of the rough draft from the previous question, page 2 is still on the left hand side of the screen. The question refers to sentence 14, which is on this page.

The item says, “Which revision of sentence 14 uses the most descriptive language?”

**SAY** You may answer the question now.

Pause while students answer the question.

**SAY** Which answer did you select?

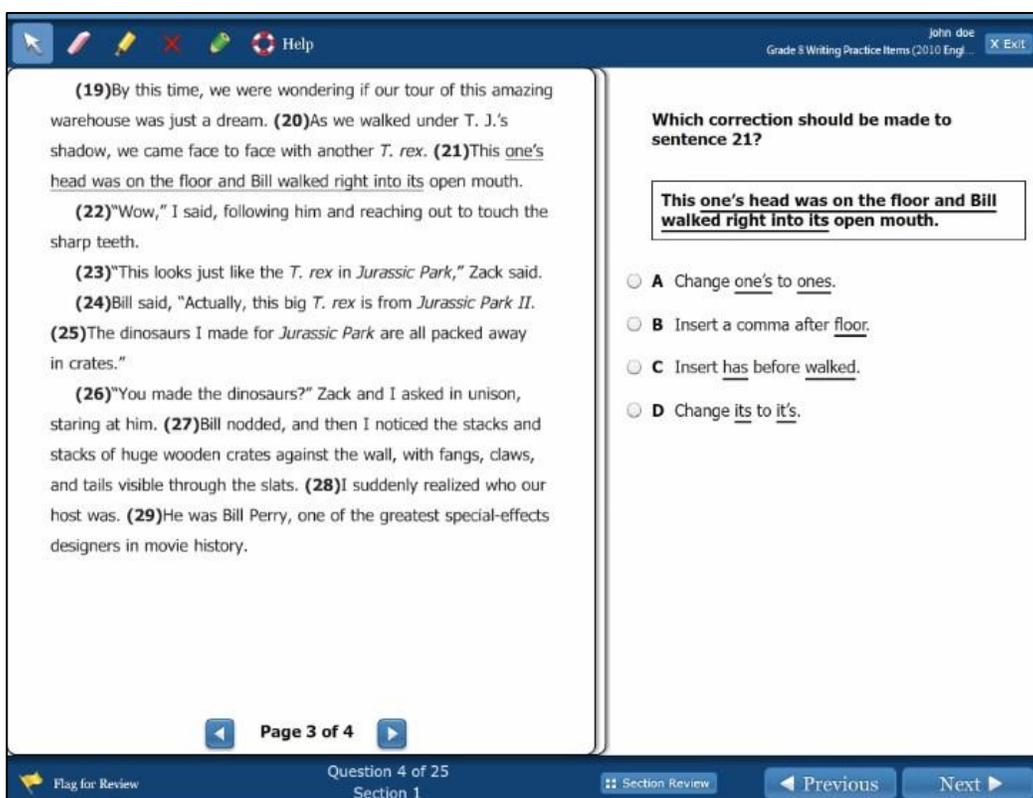
Pause for replies.

**SAY** You should have selected option A, *The door moaned as it gradually slid upward, and as our eyes adjusted to the dim, muted light, my jaw almost hit the floor.*

Do you have any questions?

Answer all questions.

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



**SAY** This question refers to sentence 21, which is on page 3 of the rough draft. Use the forward arrow on the left side of the screen to go to page 3. (Pause.)

Now read the question and sentence 21, but do not answer the question.

Pause while students read the sentence and question.

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

**SAY** Click the red “X” on the tool bar at the top of the screen. (Pause.) 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 B, *Insert a comma after floor*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. On the left, a passage is displayed with several numbered sentences. Sentence 33 is highlighted in a shaded area: "Following that, we toured the model shop where detailed miniature models of spaceships, submarines, and a medieval castle were standing in various stages of completion." On the right, a question asks: "Which word replaces detailed in sentence 33 to make the meaning most precise?" Below the question, five answer choices are listed in a vertical list: "specific", "intricate", "particular", "thorough", and "exact". The interface includes a top toolbar with icons for navigation and editing, a status bar at the bottom showing "Page 4 of 4" and "Question 5 of 25", and a "Next" button.

**SAY** Question 5 is another example of a drag and drop item. The question refers to sentence 33, so use the arrows on the left side of the screen to go to page 4 of the rough draft, where sentence 33 is located. (Pause.)

**SAY** The gray directions banner at the top of the screen says, “Click and drag the correct word to the shaded area.”

The question says, “Which word replaces detailed in sentence 33 to make the meaning most precise?”

Now answer the question by dragging the correct word to the shaded box from the dark gray box underneath the sentence. If you change your mind about the word you selected, you can drag the word back to the dark gray box and drag another word to the shaded area.

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** You should have selected *intricate*.

In order for this question to show as “Answered” on the Section Review screen, you must click and drag one word to the shaded area, as was indicated in the directions. If you encounter a question that directs you to click and drag more than one answer into a receptacle or receptacles, then the item will only show as “Answered” on the Section Review screen once that number of answers has been used to answer the question

Do you have any questions?

Answer any questions.

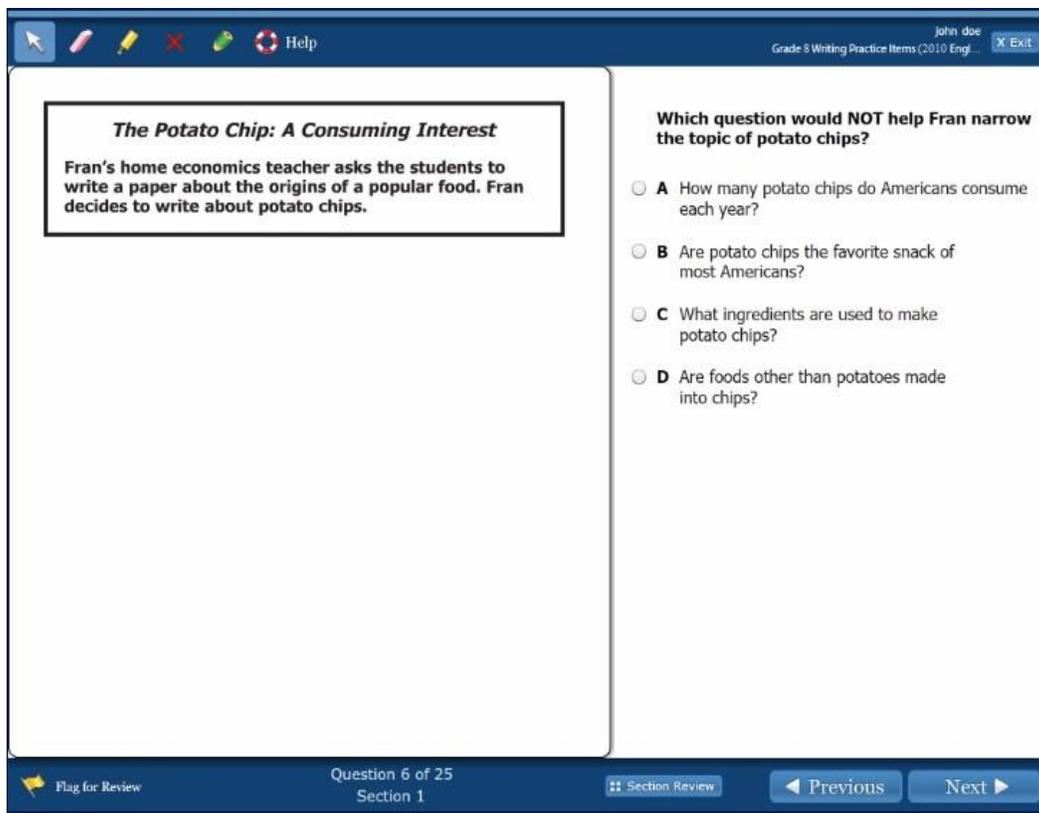
Please note that additional information regarding the requirements for an item to appear as “Answered” on the Section Review screen within TestNav is located in Appendix B for reference.

**SAY** Before we go on to the next question, 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** As I mentioned earlier, there will be a Section Review screen that lists all of the questions at the end of the practice items as well as at the end of the actual SOL test. 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 clicked *Flag for Review* will have a picture of a flag next to them.

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



**SAY** Question 6 is the first question for a new passage. Read the text in the box on the left. (Pause.) Now let's read question 6 together. It says, "Which question would NOT help Fran narrow the topic of potato chips?" 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 D, *Are foods other than potatoes made into chips?*

**Do you have any questions?**

Answer all questions.

**SAY** Before we go onto 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 to highlight the first sentence in the text box on the left side of the screen. Click the highlighter icon on the toolbar to put the tool away. (Pause.)

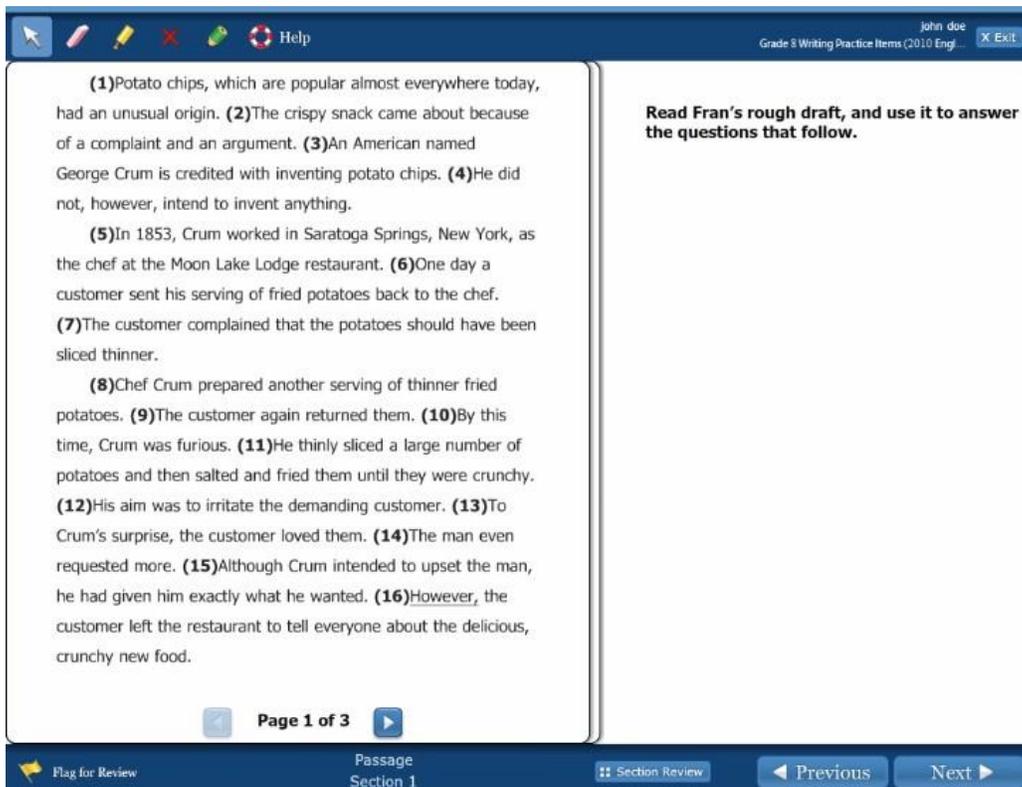
Now let's practice using the Eraser tool to erase the highlighter mark we just made. Click the icon with the pink eraser (). Now click on the highlighter mark to make it disappear.

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 the passage. Take a few moments to read the passage. When you have finished reading the passage, use the back arrow on the left side of the screen to go to page 1.

Pause while students read the passage.



The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for a mouse cursor, highlighter, eraser, and help. The user's name "John doe" and the document title "Grade 8 Writing Practice Items (2010 Eng...)" are visible in the top right corner. The main content area is split into two columns. The left column contains a passage about potato chips, with numbered sentences (1) through (16). The right column contains a question prompt: "Read Fran'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, "Passage Section 1" text, a "Section Review" button, and "Previous" and "Next" buttons. The page number "Page 1 of 3" is displayed in the center of the bottom bar.

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. In the top right corner, the user's name 'John h doe' and the document title 'Grade 8 Writing Practice Items (2010 Engl...' are visible, along with an 'Exit' button.

The main content area is split into two panels. The left panel contains a passage with five numbered paragraphs:

(17) No one knows exactly how Crum reacted to the experience. (18) What is known is that Crum named his new dish "potato crunches," although locally they became known as Saratoga Chips. (19) When Crum opened a new restaurant, he put baskets of his chips on all the tables. (20) Some people claimed, however, that potato crunches were not even on the menu. (21) People who are aware of the success of the potato chip industry think it strange that Crum never patented his Saratoga Chips.

(22) For the rest of the 1800s, Saratoga Chips were served mainly in restaurants. (23) In the early 1900s, things changed, and several companies around the United States began making potato chips. (24) They sold them to neighborhood stores. (25) The chips were sold from barrels, boxes, and glass cases.

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

At the bottom of the interface, there is a navigation bar. It includes a 'Flag for Review' button with a yellow flag icon, the text 'Page 2 of 3' with left and right arrow buttons, a 'Section Review' button with a grid icon, and 'Previous' and 'Next' buttons with left and right arrow icons respectively.

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 h doe' and the page title 'Grade 8 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 the following text:

(26)An important advance in the potato chip industry came in 1926, when Laura Scudder developed the waxed paper bag at her potato chip factory in California. (27)Scudder had her workers take home sheets of waxed paper to make into small bags. (28)The workers used their clothing irons to iron the sheets of paper. (29)The heat from the irons quickly melted the wax, causing the sheets of paper to stick together. (30)The next day, the workers hand packed potato chips into the bags, but the job was not quite finished. (31)The tops were then sealed with heated irons. (32)Consequently, the bags kept the chips fresher so they could be shipped to customers far away.

(33)Three years later, a new type of fryer allowed further development in the cooking of potato chips. (34)Until 1929, potato chips were cooked in small kettles. (35)Cooking small batches with preparation time between them made production slow. (36)With the continuous fryer, many more chips could be cooked at the same time. (37)Today, people all over the country enjoy the tasty snack. (38)Although the potato chip began as an accident it is now one of America's most popular snack foods.

The right panel contains the instruction: **Read Fran'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, 'Page 3 of 3' with left and right arrow buttons, 'Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

**SAY** Now click *Next* to proceed to question 7. (Pause.)

**Read the information in the text box on the right side of the screen. The text box contains sentences 6 and 7, which are on page 1 of the passage. Now read the question and answer it.**

(1) Potato chips, which are popular almost everywhere today, had an unusual origin. (2) The crispy snack came about because of a complaint and an argument. (3) An American named George Crum is credited with inventing potato chips. (4) He did not, however, intend to invent anything.

(5) In 1853, Crum worked in Saratoga Springs, New York, as the chef at the Moon Lake Lodge restaurant. (6) One day a customer sent his serving of fried potatoes back to the chef. (7) The customer complained that the potatoes should have been sliced thinner.

(8) Chef Crum prepared another serving of thinner fried potatoes. (9) The customer again returned them. (10) By this time, Crum was furious. (11) He thinly sliced a large number of potatoes and then salted and fried them until they were crunchy. (12) His aim was to irritate the demanding customer. (13) To Crum's surprise, the customer loved them. (14) The man even requested more. (15) Although Crum intended to upset the man, he had given him exactly what he wanted. (16) However, the customer left the restaurant to tell everyone about the delicious, crunchy new food.

Read sentences 6 and 7.

(6) One day a customer sent his serving of fried potatoes back to the chef. (7) The customer complained that the potatoes should have been sliced thinner.

How are these sentences best combined without changing the meaning?

A One day a customer sent his serving of fried potatoes back to the chef who complained that they should have been sliced thinner.

B One day a customer sent his serving of fried potatoes back to the chef until he complained that they should have been sliced thinner.

C One day a customer sent his serving of fried potatoes back to the chef, complaining that they should have been sliced thinner.

D One day a customer sent his serving of fried potatoes back to the chef, yet he complained that they should have been sliced thinner.

**SAY** Which answer did you select?

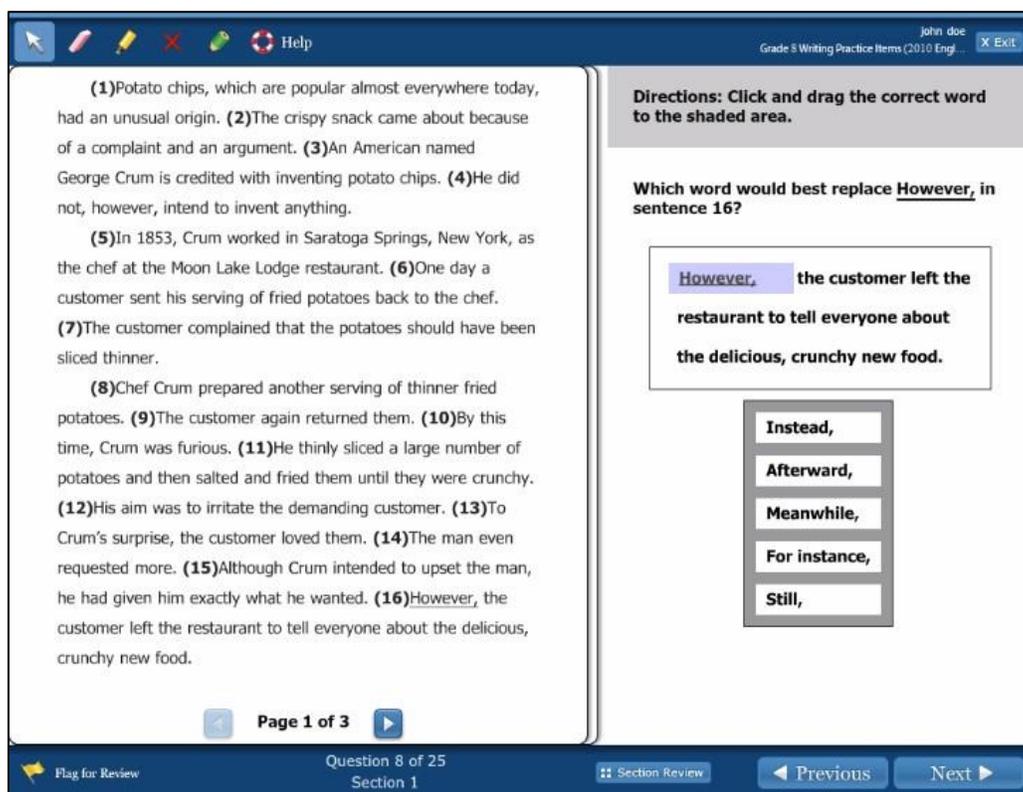
Pause for replies.

**SAY** The correct answer is option C, *One day a customer sent his serving of fried potatoes back to the chef, complaining that they should have been sliced thinner.*

Do you have any questions?

Answer all questions.

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



**SAY** Since you were on page 1 of the passage when you advanced to this question, page 1 is still on the left side of the screen. This question requires you to drag the correct word from the dark gray box to the shaded area on the screen.

**Read the directions, the question and the sentence in the text box.**

Pause while students read the directions and question.

**SAY** Now click and drag the correct answer to the shaded box.

Pause while students answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** You should have selected *Afterward*,

**In order for this question to show as “Answered” on the Section Review screen, you must click and drag one answer to the shaded box, 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 navigate to question 9.

The screenshot shows a digital writing practice interface. On the left, a passage is displayed with several paragraphs. The first paragraph contains sentences (26) through (32). The second paragraph contains sentences (33) through (38). At the bottom of the passage area, it says "Page 3 of 3". On the right, a question is displayed: "Read sentence 26." followed by a text box containing the sentence: "An important advance in the potato chip industry came in 1926, when Laura Scudder developed the waxed paper bag at her potato chip factory in California." Below this, the question asks: "Fran adds this statement to her report with the appropriate citation. Which sentence best paraphrases the information in this sentence without plagiarizing?" There are four multiple-choice options labeled A, B, C, and D. At the bottom of the interface, there are navigation buttons: "Previous" and "Next", and a "Section Review" button. The top right corner shows the user's name "John h doe" and the page title "Grade 8 Writing Practice Items (2010 Engl...)".

**SAY** Question 9 refers to sentence 26. Use the arrows on the left side of the screen to navigate to page 3, where sentence 26 is located. (Pause.) Now read sentence 26 from the passage or from the text box on the right side of the screen. 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 C, *In the mid 1920s, a significant development occurred when Laura Scudder invented the wax-coated paper bag at her factory in California.*

Are there any questions?

Answer all questions.

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

(26)An important advance in the potato chip industry came in 1926, when Laura Scudder developed the waxed paper bag at her potato chip factory in California. (27)Scudder had her workers take home sheets of waxed paper to make into small bags. (28)The workers used their clothing irons to iron the sheets of paper. (29)The heat from the irons quickly melted the wax, causing the sheets of paper to stick together. (30)The next day, the workers hand packed potato chips into the bags, but the job was not quite finished. (31)The tops were then sealed with heated irons. (32)Consequently, the bags kept the chips fresher so they could be shipped to customers far away.

(33)Three years later, a new type of fryer allowed further development in the cooking of potato chips. (34)Until 1929, potato chips were cooked in small kettles. (35)Cooking small batches with preparation time between them made production slow. (36)With the continuous fryer, many more chips could be cooked at the same time. (37)Today, people all over the country enjoy the tasty snack. (38)Although the potato chip began as an accident it is now one of America's most popular snack foods.

Read sentence 32.

Consequently, the bags kept the chips fresher so they could be shipped to customers far away.

Which correction should be made to this sentence?

A Change Consequently to Furthermore.

B Change kept to were keeping.

C Change fresher to fresh.

D Change they to it.

Page 3 of 3

Flag for Review Question 10 of 25 Section 1 Section Review Previous Next

**SAY** Question 10 refers to sentence 32, which is on page 3 of the passage. Since you were on page 3 of the passage when you advanced from the previous question, the passage is still on page 3. (Pause.) Now read and answer the question.

Pause while students answer the question.

**SAY** How did you answer the question?

Pause for replies.

**SAY** The correct answer is option C, Change fresher to fresh.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. On the left, a passage is displayed with several sentences numbered (26) through (38). Sentence (38) is underlined. On the right, a question box asks the student to read sentence 38 and identify how it is correctly written. Below the question are four radio button options: A, B, C, and D. The interface includes a top toolbar with icons for navigation and help, a status bar at the bottom showing 'Page 3 of 3', 'Question 11 of 25', and 'Section 1', and buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'.

(26)An important advance in the potato chip industry came in 1926, when Laura Scudder developed the waxed paper bag at her potato chip factory in California. (27)Scudder had her workers take home sheets of waxed paper to make into small bags. (28)The workers used their clothing irons to iron the sheets of paper. (29)The heat from the irons quickly melted the wax, causing the sheets of paper to stick together. (30)The next day, the workers hand packed potato chips into the bags, but the job was not quite finished. (31)The tops were then sealed with heated irons. (32)Consequently, the bags kept the chips fresher so they could be shipped to customers far away.

(33)Three years later, a new type of fryer allowed further development in the cooking of potato chips. (34)Until 1929, potato chips were cooked in small kettles. (35)Cooking small batches with preparation time between them made production slow. (36)With the continuous fryer, many more chips could be cooked at the same time. (37)Today, people all over the country enjoy the tasty snack. (38)Although the potato chip began as an accident it is now one of America's most popular snack foods.

**Read sentence 38.**

**Although the potato chip began as an accident it is now one of America's most popular snack foods.**

**In this sentence, how is accident it is correctly written?**

A accident it, is

B accident, it is

C accident it, is,

D As it is

Page 3 of 3

Question 11 of 25  
Section 1

Flag for Review Section Review Previous Next

**SAY** Question 11 refers to sentence 38 which is on page 3 of the passage. Since you were on page 3 of the passage when you advanced from the previous question, the passage is still on page 3. (Pause.) Now read and answer the question.

Pause while students answer the question.

**SAY** How did you answer the question?

Pause for replies.

**SAY** You should have selected option *B, accident, it is*.

**Do you have any questions?**

Answer all questions.

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

(26)An important advance in the potato chip industry came in 1926, when Laura Scudder developed the waxed paper bag at her potato chip factory in California. (27)Scudder had her workers take home sheets of waxed paper to make into small bags. (28)The workers used their clothing irons to iron the sheets of paper. (29)The heat from the irons quickly melted the wax, causing the sheets of paper to stick together. (30)The next day, the workers hand packed potato chips into the bags, but the job was not quite finished. (31)The tops were then sealed with heated irons. (32)Consequently, the bags kept the chips fresher so they could be shipped to customers far away.

(33)Three years later, a new type of fryer allowed further development in the cooking of potato chips. (34)Until 1929, potato chips were cooked in small kettles. (35)Cooking small batches with preparation time between them made production slow. (36)With the continuous fryer, many more chips could be cooked at the same time. (37)Today, people all over the country enjoy the tasty snack. (38)Although the potato chip began as an accident it is now one of America's most popular snack foods.

**Which of these would be the best thesis for Fran's draft?**

- A The rise in popularity of potato chips over the past 150 years has made them a celebrated snack.
- B George Crum is credited with inventing the first potato chips.
- C Potato chips have been enjoyed by many Americans throughout the years.
- D The accidental potato chips made in 1853 became a treat that many customers wanted to try.

Page 3 of 3

Question 12 of 25  
Section 1

Flag for Review Section Review Previous Next

**SAY** The question says, “Which of these would be the best thesis for Fran’s draft?” You may use the arrows to navigate through the passage if it will help you answer the question. Now answer the question.

Pause while students read and answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** You should have selected option A, *The rise in popularity of potato chips over the past 150 years has made them a celebrated snack.*

Are there any questions?

Answer all questions.

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

(26)An important advance in the potato chip industry came in 1926, when Laura Scudder developed the waxed paper bag at her potato chip factory in California. (27)Scudder had her workers take home sheets of waxed paper to make into small bags. (28)The workers used their clothing irons to iron the sheets of paper. (29)The heat from the irons quickly melted the wax, causing the sheets of paper to stick together. (30)The next day, the workers hand packed potato chips into the bags, but the job was not quite finished. (31)The tops were then sealed with heated irons. (32)Consequently, the bags kept the chips fresher so they could be shipped to customers far away.

(33)Three years later, a new type of fryer allowed further development in the cooking of potato chips. (34)Until 1929, potato chips were cooked in small kettles. (35)Cooking small batches with preparation time between them made production slow. (36)With the continuous fryer, many more chips could be cooked at the same time. (37)Today, people all over the country enjoy the tasty snack. (38)Although the potato chip began as an accident it is now one of America's most popular snack foods.

Directions: Click on the correct shaded answer.

Which website would be most helpful for Fran to find information about cooking potato chips at home?

Search: Potato chip Results: 1-5 of 850

**Potato Chip Recipes**  
In a bowl, mix crushed potato chips with sour cream . . .

**Dale's Oven-Baked Potato Chips**  
Try these delicious potato chips from Dale's Restaurant. Baked in a light cooking spray with salt and cracked pepper, . . .

**Prepare Potato Chips in the Microwave**  
To prepare potato chips in the microwave, make very thin slices and sprinkle with only a small amount . . .

**Nutritious Potato Chips**  
Cassie's potato chips are different from traditional chips. Our chips are made from organically grown potatoes . . .

**National Potato Chip Day Recipes**  
To help you celebrate, we offer a wide variety of easy-to-prepare potato chip recipes from appetizers to desserts. . .

Page 3 of 3  
Question 13 of 25  
Section 1

**SAY** Question 13 is a hot spot technology- enhanced item. You will be selecting your answer from within the search results box.

Read the directions and question 13. (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.

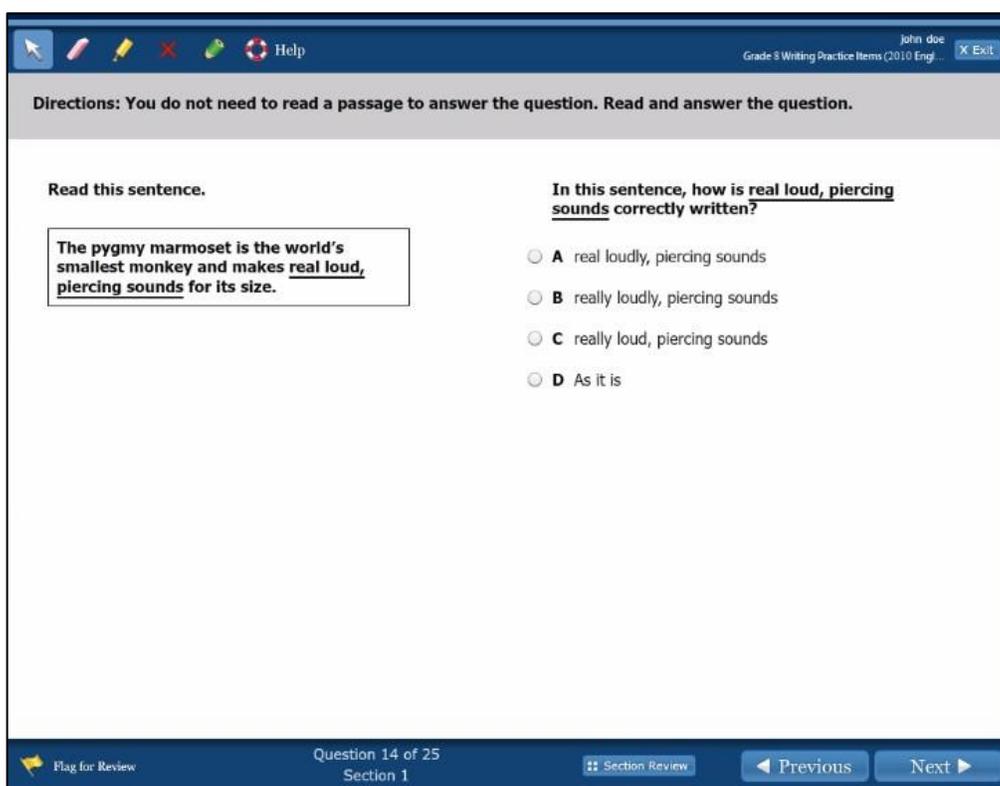
**SAY** You should have selected *Prepare Potato Chips in the Microwave*.

**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.**

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.



**SAY** The gray directions banner says, “You do not need to read a passage to answer the question. Read and answer the question.”

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](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.

Now read the item and then answer it.

Pause while students answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The correct answer is option *C*, *really loud, piercing sounds*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital interface for a writing practice item. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and help. The user's name 'John doe' and the page title 'Grade 8 Writing Practice Items (2010 Eng...)' are visible in the top right corner. The main content area is divided into two sections. On the left, a box titled 'The Coconut Palm' contains the text: 'Sandra's teacher asks the class to write a report about how a plant can be useful. Sandra decides to write about the coconut palm tree.' On the right, the question text reads: 'Sandra reads an online article about the coconut palm tree. Which of these best indicates the article is valid?' Below the text are four multiple-choice options, each with a radio button: A. The article contains detailed charts and graphs. B. The article is located on a university website. C. The article is updated frequently by users. D. The article includes links to other websites. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, the text 'Question 15 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

**SAY** Question 15 is the first question for a new passage. Read the text in the box titled, "The Coconut Palm." (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 *B*, *The article is located on a university website.*

Do you have any questions?

Answer all questions.

**SAY** Click *Next* at the bottom of the screen to go to question 16. Question 16 is another technology-enhanced item.

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' with an 'Exit' button. The main content area is split into two panels. The left panel, titled 'The Coconut Palm', contains the text: 'Sandra's teacher asks the class to write a report about how a plant can be useful. Sandra decides to write about the coconut palm tree.' The right panel has a gray banner with directions: 'Directions: Click on the note that should be removed. The selected note will be marked with a strikethrough line.' Below this is a question: 'Before writing her report, Sandra makes these notes about how coconut palm trees are useful. Which note does NOT belong?' A table titled 'Coconut Palm Trees' lists five notes: 'Seeds are a popular food source', 'Leaves are made into roofs for homes', 'Flowers produce a sweet syrup', 'Trunks become smoother with age', and 'Husks yield a sturdy fiber'. At the bottom, there is a navigation bar with 'Flag for Review', 'Question 16 of 25 Section 1', 'Section Review', 'Previous', and 'Next' buttons.

**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 the note that does not belong. In order to completely answer this question, you must click on one note. When you place your mouse over the note it outlines in blue. When you click on the note, a red strikethrough line will appear. If you change your mind and want to select a different note, click on the note again for the strikethrough line to disappear. Now answer the question.

Pause while students answer the question.

**SAY** Which answer did you select?

Pause for replies.

**SAY** The note you should have selected is: *Trunks become smoother with age.*

**This question will show as answered on the Section Review screen once one answer has been selected, since you were told to only select one note. Do you have any questions?**

Answer all questions.

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

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

**Notice the directions on the right side of the screen and the rough draft on the left side of the screen. This rough draft is three pages. Take a few minutes to read the rough draft. Use the blue arrow buttons underneath the rough draft to navigate through the selection. When you have finished reading the rough draft, use the backward arrow to return to page 1 of 3.**

Pause while students read the selection and return to page 1.

John doe  
Grade 8 Writing Practice Items (2010 Eng... X Exit

(1)The sight of a coconut palm tree makes many people think of tropical beaches and sunny locations. (2)Apart from providing beautiful scenery, these trees are also very useful. (3)Because palm trees are so adaptable, inhabitants of tropical areas, have cultivated palm trees for thousands of years. (4)People have written proverbs<sup>1</sup> that describe the many delightful treats and essential materials provided by coconut palms. (5)One of these proverbs says, "If you could count the stars, then you could count all the ways the coconut serves us."

<sup>1</sup>proverb – a familiar statement that expresses a basic truth

Page 1 of 3

Flag for Review Passage Section 1 Section Review Previous Next

John doe  
Grade 8 Writing Practice Items (2010 Eng... X Exit

(6)Farmers who grow coconut palms in tropical areas have found more than 350 purposes for these trees. (7)While many of the uses involve food. (8)The most recognizable part of the coconut palm is the coconut itself. (9)The white "meat" lining the inside of the coconut can be mixed into a pie or cake. (10)The "milk" produced from squeezing the meat adds sweetness to sauces and beverages. (11)Finally, the "water" a clear liquid that pours out of the hollow center of a coconut is itself a delicious indulgence. (12)In tropical locations such as Puerto Rico, people enjoy coconut water as a drink called *coco frío*. (13)Islanders chill the coconut and cut a small hole in the top so that they can insert a straw and to sip the cool water.

Page 2 of 3

Flag for Review Passage Section 1 Section Review Previous Next

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

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 8 Writing Practice Items (2010 Eng...)' are visible in the top right corner. The main content area is split into two columns. The left column contains a passage about the uses of coconut palm trees, with several sentences underlined. The right column contains a prompt: 'Read Sandra'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, 'Page 3 of 3', 'Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

(14)Other parts of the coconut palm tree are equally as useful as the coconut. (15)When the flowers are cut, they produce a sugar-rich liquid that, when boiled, become a syrup much like maple syrup. (16)Additionally, the brown, threadlike fibers covering the outside of the coconut seed are used to create string and fabric. (17)People weave these fibers into cords, ropes, mats, and rugs. (18)Craftsmen cut coconut shells into containers such as cups, ladles, and bowls. (19)The shells burn easily, a characteristic that makes it a popular source of fuel. (20)Further, the large leaves of the coconut palm serve various purposes. (21)Builders cover the roofs of houses with them, and seamstresses use them to make clothing. (22)For centuries, cultures have valued the coconut palm for its many uses as well as its beauty. (23)By providing the food, drink, clothing, and shelter that it supplies, this remarkable plant helps preserve a connection to nature for the residents of tropical areas.

Read Sandra'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 rough draft, click *Next* at the bottom of the screen to go to question 17.

(1)The sight of a coconut palm tree makes many people think of tropical beaches and sunny locations. (2)Apart from providing beautiful scenery, these trees are also very useful. (3)Because palm trees are so adaptable, inhabitants of tropical areas, have cultivated palm trees for thousands of years. (4)People have written proverbs<sup>1</sup> that describe the many delightful treats and essential materials provided by coconut palms. (5)One of these proverbs says, "If you could count the stars, then you could count all the ways the coconut serves us."

<sup>1</sup>proverb – a familiar statement that expresses a basic truth

Read sentence 3.

Because palm trees are so adaptable, inhabitants of tropical areas, have cultivated palm trees for thousands of years.

In this sentence, how is so adaptable, inhabitants of tropical areas, correctly written?

A so adaptable inhabitants, of tropical areas,

B so adaptable, inhabitants of tropical areas

C so adaptable inhabitants, of tropical areas

D As it is

Page 1 of 3

Question 17 of 25  
Section 1

Flag for Review Section Review Previous Next

**SAY** You will read sentence 3 inside the text box and answer the question. Sentence 3 is also on page 1 of the rough draft on the left side of the screen. Now answer the question.

Pause while students read and answer the question.

**SAY** Which answer did you choose?

Pause for answers.

**SAY** The correct answer is *B, so adaptable, inhabitants of tropical areas.*

**Do you have any questions?**

Answer all questions.

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

(6) Farmers who grow coconut palms in tropical areas have found more than 350 purposes for these trees. (7) While many of the uses involve food. (8) The most recognizable part of the coconut palm is the coconut itself. (9) The white "meat" lining the inside of the coconut can be mixed into a pie or cake. (10) The "milk" produced from squeezing the meat adds sweetness to sauces and beverages. (11) Finally, the "water" a clear liquid that pours out of the hollow center of a coconut is itself a delicious indulgence. (12) In tropical locations such as Puerto Rico, people enjoy coconut water as a drink called *coco frío*. (13) Islanders chill the coconut and cut a small hole in the top so that they can insert a straw and to sip the cool water.

**Read sentence 7.**

While many of the uses involve food.

**How is this sentence best revised?**

A Many of the uses involving food.

B Since many of the uses involve food.

C As many of the uses involving food.

D Many of the uses involve food.

Page 2 of 3

Question 18 of 25  
Section 1

Flag for Review Section Review Previous Next

**SAY** The question refers to sentence 7, which is inside the text box. However, use the blue arrows underneath the passage to go to page 2, where sentence 7 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 *D, Many of the uses involve food.*

**Do you have any questions?**

Answer all questions.

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

(6) Farmers who grow coconut palms in tropical areas have found more than 350 purposes for these trees. (7) While many of the uses involve food. (8) The most recognizable part of the coconut palm is the coconut itself. (9) The white "meat" lining the inside of the coconut can be mixed into a pie or cake. (10) The "milk" produced from squeezing the meat adds sweetness to sauces and beverages. (11) Finally, the "water" a clear liquid that pours out of the hollow center of a coconut is itself a delicious indulgence. (12) In tropical locations such as Puerto Rico, people enjoy coconut water as a drink called *coco frío*. (13) Islanders chill the coconut and cut a small hole in the top so that they can insert a straw and to sip the cool water.

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

**Correctly punctuate sentence 11.**

Finally, the "water" a clear liquid that pours out of the hollow center of a coconut is itself a delicious indulgence.

Page 2 of 3

Question 19 of 25  
Section 1

**SAY** Question 19 refers to sentence 11, which is on page 2 of the passage. Since you were on page 2 when you advanced from the previous question, you should see page 2 on the left side of the screen.

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, "Correctly punctuate sentence 11." To answer this question, you will click on the comma in the dark gray box and drag the comma to the empty boxes to correctly punctuate the sentence. 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 11 and answer the question.**

Pause while students read and answer the question.

**SAY** How did you complete the sentence?

Pause for replies.

**SAY** To answer this question correctly you should have placed a comma after “water” and after “coconut”. The other boxes should be empty.

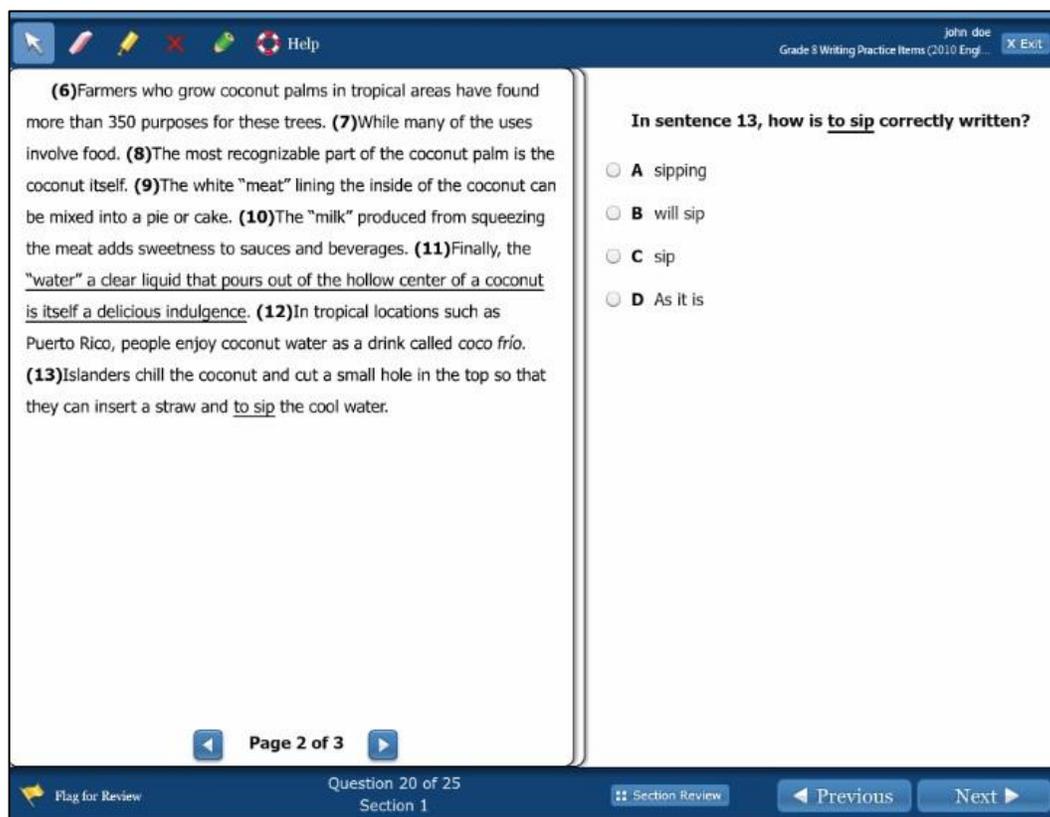
This item will show as “Answered” on the Section Review screen after one comma has been placed in the sentence. This is so no hint or clue is given as to how many commas are needed to correctly punctuate the sentence.

**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 20.



**SAY** The question refers to sentence 13, which is inside the text box. Since you were on page 2 when you advanced from the previous question, you should see page 2 on the left side of the 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 **C, sip**.

**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 a hot spot technology-enhanced item.

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 8 Writing Practice Items (2010 Eng...)' are visible in the top right corner. The main content area is divided into two sections. On the left, there is a passage about coconut palm trees with several numbered sentences. Sentence 15 is highlighted in blue. On the right, there is a question banner that reads 'Directions: Click on the shaded word that is NOT correct.' Below this, the question asks 'Which word is used incorrectly in sentence 15?'. A text box contains the sentence 15 with the words 'are', 'cut', 'they', 'produce', 'a', 'sugar-rich', 'liquid', 'that', 'when', 'boiled', 'become', 'a', 'syrup', 'much', 'like', 'maple', 'syrup.' The words 'are', 'cut', 'they', 'produce', 'a', 'sugar-rich', 'liquid', 'that', 'when', 'boiled', 'become', 'a', 'syrup', 'much', 'like', 'maple', 'syrup.' are all shaded in blue. At the bottom of the screen, there is a navigation bar with a 'Flag for Review' button, 'Question 21 of 25 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The page number 'Page 3 of 3' is also visible.

**SAY** Question 21 refers to sentence 15. Use the blue arrow button on the left side of the screen to navigate to page 3 of the passage, where sentence 15 is located. (Pause.)

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 15?” 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.

**Now read and answer the question.**

Pause while students read and answer the question.

**SAY Which word did you select?**

Pause for replies.

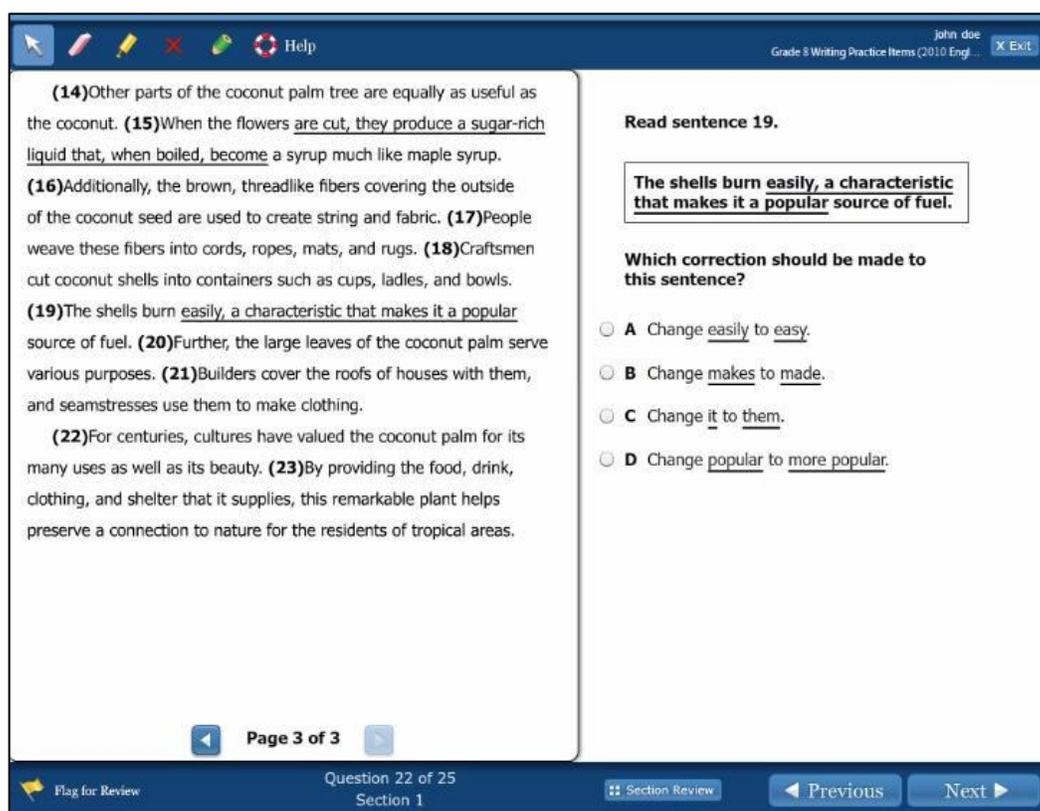
**SAY To answer this question correctly, you should have selected the word *become*.**

**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 22.**



**SAY The question refers to sentence 19, which is inside the text box. 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.**

**Now read and answer the question.**

Pause while students read and answer the question.

**SAY Which answer did you select?**

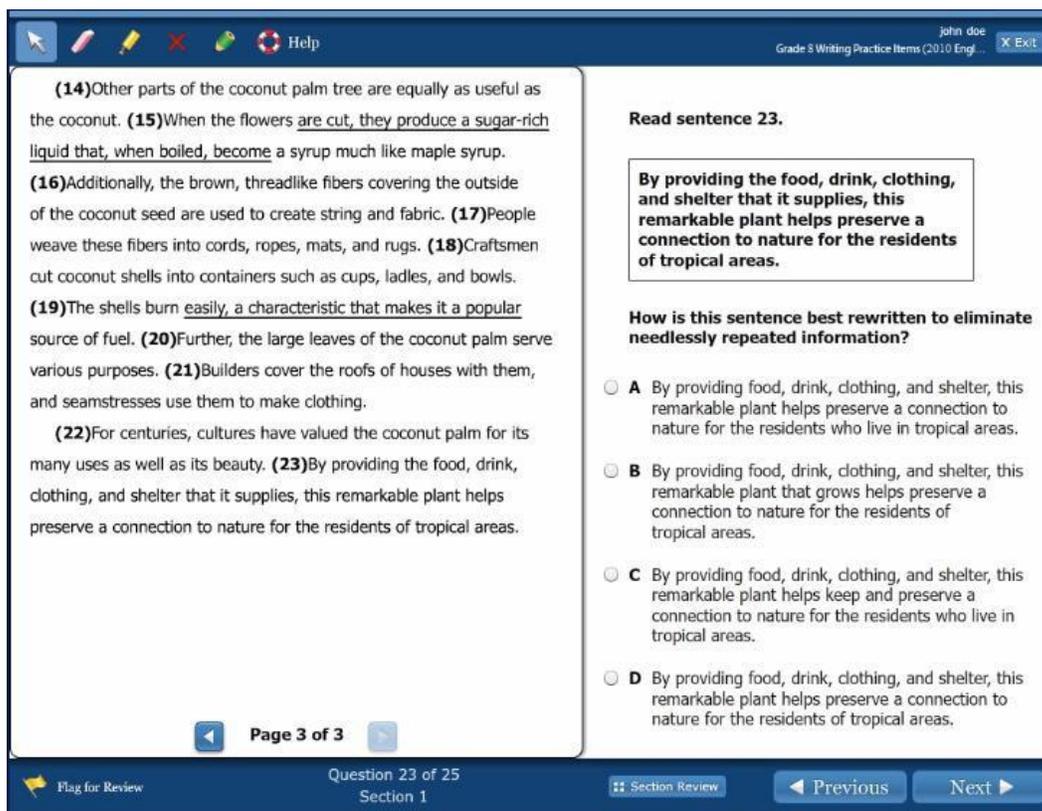
Pause for replies.

**SAY** The correct answer is **C**, **Change it to them.**

**Do you have any questions?**

Answer all questions.

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



**SAY** The question refers to sentence 23, which is inside the text box. 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. Sentence 23 is on page 3.

**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**.

**Do you have any questions?**

Answer all questions.

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

**SAY** Notice the screen is no longer split. This is another example of a stand-alone item. You will not need to read a passage to answer this question.

Notice the gray directions banner at the top of the screen. The directions say “You do not need to read a passage to answer the question. Read and answer the question. Click and drag the correct answers to the shaded areas.”

Underneath the directions banner the problem says “Which key words would be best for an Internet search about advances to mobile phones?”

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 on technology-enhanced items like this one. The eliminator

tool () , which we have already practiced using on another item, can only be used to eliminate answer choices on multiple-choice questions.

Make sure students understand that they cannot use the eliminator tool on technology-enhanced items.

**SAY** 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 answer choices you do NOT wish to select.

Pause while students mark an “X” on the answer choices they do not want to select.

**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 responses.

**SAY** To answer the question correctly you should have placed *technology* and *change* into the boxes. The order in which you placed the words does not matter.

**In order for this question to show as “Answered” on the Section Review screen, both boxes must contain an answer. Do you have any questions?**

Answer all questions.

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

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

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Help

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

Which graphic would best be used with an article discussing employment opportunities for middle school students?

The composite image contains four distinct graphics:

- Top Left:** A street map of 'Main Street' showing various businesses: Copy Store, Library, Gas Station, Pet Shop, Yard Supply, Grocery Store, and Community Center.
- Top Right:** A bar graph titled 'Afterschool Jobs' showing 'Money Earned in Dollars per Week' for four categories: Lawn Care, Child Care, Pet Sitting, and Newspaper Delivery. The y-axis ranges from 0 to 35 in increments of 5. The bars represent approximately 15, 25, 20, and 35 dollars respectively.
- Bottom Left:** An illustration of a young woman in a business suit carrying a briefcase.
- Bottom Right:** A job advertisement titled 'Find the Perfect Job For You!' with bullet points: 'Placement services for teens and adults' and 'Afterschool and summer jobs'. The ad is from 'At JOBCO'.

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

**SAY** Read the question and select your answer.

Pause while students select their answer.

**SAY** Which answer did you choose?

Pause for replies.

**SAY** To answer this question correctly you should have selected the picture of the bar graph on the upper right side of the screen.

**Do you have any questions?**

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

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

**Section 1 Review** Return to Test

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

All Items	1 Flagged for Review	25 Answered	0 Unanswered
Passage			
Question 1		✓ Answered	
Question 2		✓ Answered	
Question 3		✓ Answered	
Question 4		✓ Answered	
Question 5	🚩 Flagged for Review	✓ Answered	
Question 6		✓ Answered	
Passage			
Question 7		✓ Answered	
Question 8		✓ Answered	
Question 9		✓ Answered	
Question 10		✓ Answered	

**CONTINUE** TO TEST OVERVIEW

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

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 student 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.

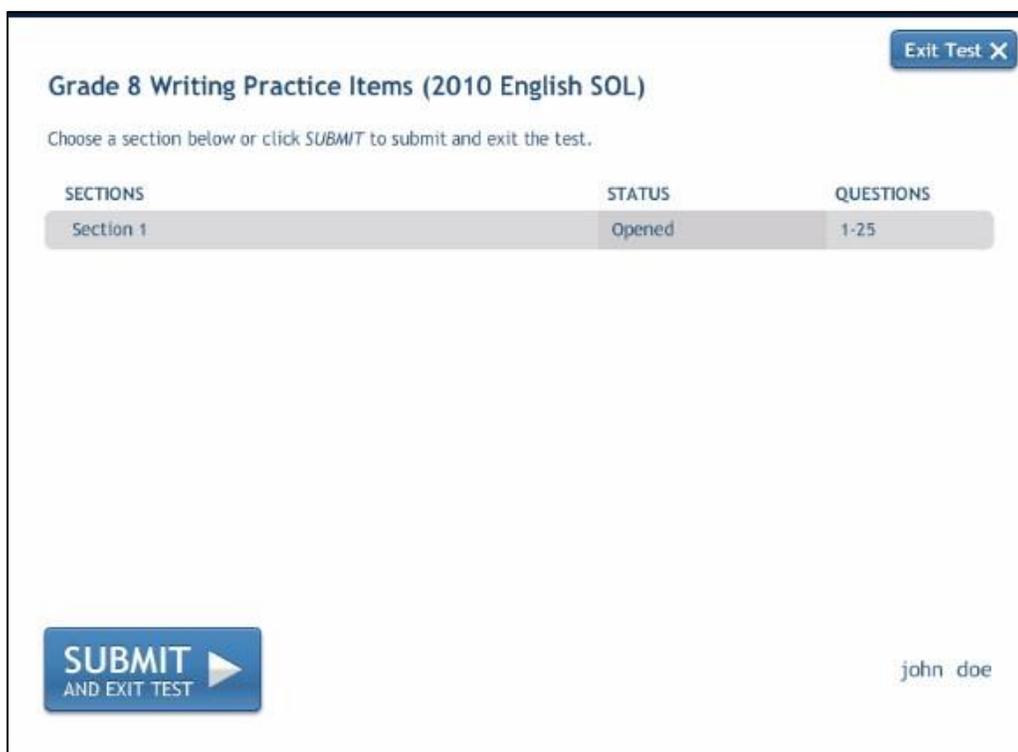
**Are there any questions?**

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 25 All items.”

Please note the blank number will vary, depending on the column the student filters on last.

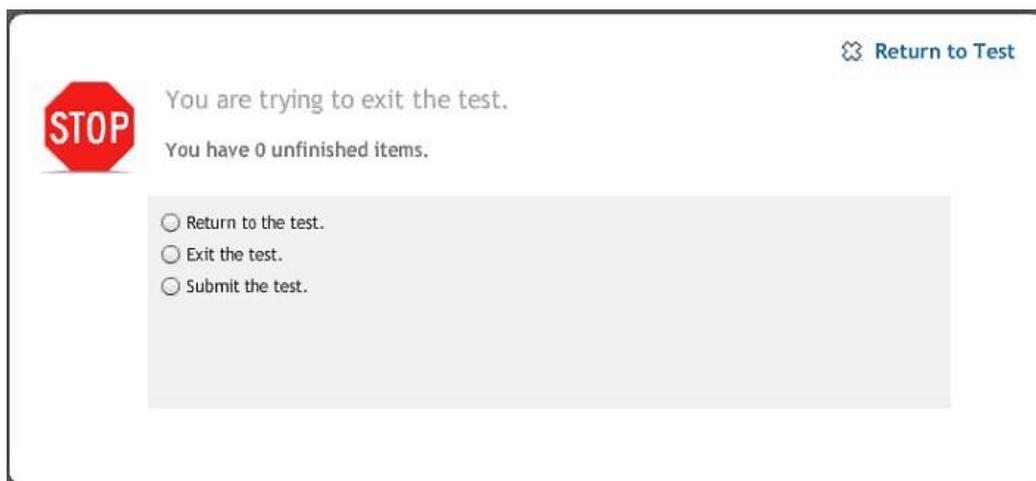
**SAY** We are going to review two more screens. Click on the “Continue to Test Overview” button on the lower left corner of the screen. (Pause.)



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

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

**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 8 Writing Practice Items.

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

## APPENDIX A

### Answers to Grade 8 Writing Practice Items

#### Question 1

Option C, *Before she left, she seemed excited when she told Uncle Hank and us to meet her for lunch.*

#### Question 2

The sentence should read: *Zack just smiled, so I said, QUOTATION MARKS Sure, that would be great, QUOTATION MARKS though I was still thinking about the movie studios.*

The quotation marks go in the first and second shaded areas and the third and fourth shaded areas remain empty.

#### Question 3

Option A, *The door moaned as it gradually slid upward, and as our eyes adjusted to the dim, muted light, my jaw almost hit the floor.*

#### Question 4

Option B, *insert a comma after floor.*

#### Question 5

You should have selected *intricate*.

#### Question 6

Option D, *Are foods other than potatoes made into chips?*

#### Question 7

Option C, *One day a customer sent his serving of fried potatoes back to the chef, complaining that they should have been sliced thinner.*

#### Question 8

You should have selected *Afterward*,

#### Question 9

Option C, *In the mid 1920s, a significant development occurred when Laura Scudder invented the wax-coated paper bag at her factory in California.*

#### Question 10

Option C, *Change fresher to fresh.*

#### Question 11

Option B, *accident, it is.*

#### Question 12

Option A, *The rise in popularity of potato chips over the past 150 years has made them a celebrated snack.*

#### Question 13

You should have selected *Prepare Potato Chips in the Microwave*.

#### Question 14

Option C, *really loud, piercing sounds.*

**APPENDIX A (continued)**

**Answers to Grade 8 Writing Practice Items**

**Question 15**

The correct answer is B, *The article is located on a university website.*

**Question 16**

The note you should have selected is: *Trunks become smoother with age.*

**Question 17**

The correct answer is B, *so adaptable, inhabitants of tropical areas.*

**Question 18**

The correct answer is D, *Many of the uses involve food.*

**Question 19**

To answer this question correctly you should have placed a comma after “water” and after “coconut”. The other boxes should be empty.

**Question 20**

The correct answer is C, *sip.*

**Question 21**

To answer this question correctly, you should have selected the word *become*.

**Question 22**

The correct answer is C, *Change it to them.*

**Question 23**

The correct answer is D.

**Question 24**

To answer the question correctly you should have placed *technology* and *change* into the boxes (in any order).

**Question 25**

To answer this question correctly you should have selected the picture of the bar graph on the upper right side of the screen.

## **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.