

Practice Item Guide

Virginia Standards of Learning

End-of-Course
History & Social Science

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Pearson

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OVERVIEW

The practice items available in the Virginia Standards of Learning (SOL) End-of-Course (EOC) practice set provide five examples that illustrate technology-enhanced item (TEI) types that could be used *on EOC History & Social Science* SOL tests. Technology-enhanced items will be introduced into History SOL tests during the spring 2016 and the spring 2017 test administrations as field test items only. In spring 2016, TEI will assess the 2008 *History & Social Science* Standards of Learning, and in spring 2017, TEI will assess the revised 2015 *History & Social Science* Standards of Learning. The practice items in this set do not cover all *EOC History & Social Science* SOL, but are representative of the types of TEI developed for use on the *on EOC History & Social Science* SOL tests.

This practice guide may be used by teachers or other adults to guide students through the practice items for *EOC History & Social Science* tests. 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 TEI that they may encounter while taking the *EOC History & Social Science* tests. The directions in the guide will also lead students through practice with the online tools, will familiarize students with how to navigate through the test, and will help students understand 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** 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	12/04/2015	Original document posted.

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,
- 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 *EOC History & Social Science tests* will introduce drag-and-drop and hot spot TEI types. Currently, these are the only two item types that will be placed on an *EOC History & Social Science* test.**

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, History and Social Science, 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, and are selected in response to a question.
- Unlike a traditional multiple-choice item where only one answer option is correct, hot spot items may require the student to select one or more hot spot zones (answer options) in order to answer the item correctly.
- Number line and coordinate plane items require students to respond by clicking on a number line or coordinate plane to plot one or more points. In these items, the points themselves are the hot spot zones. Only points plotted with the Pointer tool within TestNav are scorable responses. Points plotted with the Dot tool are not scorable responses.

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

Hot spot items may be used in *Reading, Writing, Mathematics, History and Social Science, 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 correctly spell a word; however, alphabetic characters or symbols may be used in an answer.

Fill-in-the-blank items may be used in *Mathematics* and *Science* assessments.

OPENING THE VIRGINIA SOL *END-OF-COURSE HISTORY & SOCIAL SCIENCE* PRACTICE ITEMS

- Go to the Virginia Department of Education Web site:
http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml
- Under the heading “History and Social Science Practice Items,” click on the *End-of-Course* link. Since this is a web-based application, the link will take you directly to the *on EOC History & Social Science* practice items.

MATERIALS NEEDED FOR COMPLETING THE *END-OF-COURSE HISTORY & SOCIAL SCIENCE PRACTICE ITEMS*

End-of-Course: scratch paper and pencil

ONLINE TOOLS AVAILABLE ON THE *END-OF-COURSE HISTORY & SOCIAL SCIENCE 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, but only the pointer can be used to respond to the questions.

Tool Icon	Description
	Pointer – Use the pointer to respond to 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 to mark choices that you do not wish to consider.
	Pencil – Use the pencil tool to make marks on the test questions.
	Exhibit – Click the exhibit icon to view the copyright information.
	Help – Use the help tool to display information about a specific tool on the top toolbar.

SPECIFIC DIRECTIONS FOR THE SOL *END-OF-COURSE HISTORY & SOCIAL SCIENCE* PRACTICE ITEMS

Introduction

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

SAY Today you will be working on some End-of-Course History & Social Science practice items for the SOL test. There are 10 questions that will show you some of the technology-enhanced item types that will be administered as part of the *End-of-Course History & Social Science* assessments. Technology-enhanced items are different than multiple-choice items, which require you to select one of four answer choices. Technology-enhanced items require you to show your answer in another way, such as clicking and dragging an answer or answers to specific locations, or selecting one or more answers from a map or list.

Listen carefully as I read the directions. I will guide you through each item one at a time. Please remember that 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. Notice that the question numbers are also located at the bottom of the screen. For example, the screen with Question 1 reads “Question 1 of 10.” That means there are ten questions, and you are on question #1.



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 questions that you want to review at a later time. We will practice using this button when we are working on the practice items.

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

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



SAY The tools you may use are in the toolbar at the top of the screen. We will practice with 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.

SAY One thing to remember is that the tools at the top of the screen are there to help you answer a question. The only tool that can be used to mark an answer to a question is the Pointer tool (). Now let's look at the first question together.

Directions: Click on the correct answers.

Which three headlines show actions that challenged traditional values during the 1920s?

<p><i>Daily Journal</i></p> <p>Worst Stock Market Crash in United States History</p>	<p><i>Daily Journal</i></p> <p>Flappers Practice "The Charleston" on the Boardwalk</p>	<p><i>Daily Journal</i></p> <p>President Coolidge Throws Out the First Ball to Open Baseball Season</p>
<p><i>Daily Journal</i></p> <p>Opening Day of Scopes Trial Brings World Notice to Dayton</p>	<p><i>Daily Journal</i></p> <p>Women Vote in Elections for the First Time in Virginia</p>	

SAY This question is an example of a hot spot technology-enhanced item. Hot spots are answer options that can be numbers, texts, and/or images. Hot spots can be in a list or part of art. In this item, the hot spots are newspaper headlines.

This question has a gray directions banner under the toolbar that tells you how to answer the question. When a question has a directions banner, you should always read it before solving the problem. The directions banner says, "Click on the correct answers."

Now read the question.

Pause while students read the question,

SAY Click on the Pointer tool icon located in the toolbar that looks like an arrow (). Then click on the three headlines that challenged traditional values in the 1920s. You will notice that when you place the pointer over a headline, it outlines in blue. When you select a headline, a blue box will appear around it. The blue box indicates that you have selected a headline as an answer.

To answer the item correctly, you need to select the three correct answers by clicking on them. If you change your mind about an answer, you can click the answer choice and it will remove your selection, or you can use the Eraser tool



() at the top of the screen to remove your selection. The Eraser tool has a picture of a pink eraser on it. To use the eraser, you will click on the eraser icon, and then click on the answer you want to remove. When you are finished with the Eraser tool, click on the icon again to put it away.

Pause while students select the correct answers.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected the headlines *Flappers Practice “The Charleston” on the Boardwalk, Opening Day of Scopes Trial Brings World Notice to Dayton, and Women Vote in Elections for the First Time in Virginia*. In order to get this question correct, you must have selected all of those answers, and only those answers.

Are there any questions?

Answer any questions.

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

Pause while students go to the next question.

Directions: Click on the correct answers.

A student is doing research on the collapse of communism. Which two sources would have significant information for the student?

“Cuban Missile Crisis,” at John F. Kennedy Library and Museum (permanent exhibit)	“The Political Consequences of Baltic Nationalism” (educational website)
“Nikita Khrushchev,” in <i>The Encyclopedia Britannica</i> (encyclopedia article)	“Perestroika and the Soviet Economy: A Report,” at the Wilson Center (national archive)

SAY This question is also a hot spot technology-enhanced item. The hot spots, which are the answer choices, are the phrases on the note cards.

This question has directions at the top of the screen that state, “Click on the correct answers.”

Now read the question, but wait for further instructions before you answer the question.

Pause while students read the question.

SAY Notice that this question asks you to select two answers. In order to completely answer this question, you must select two of the sources on the note cards. If you selected only one source, this question would show as unanswered on the Section Review screen. When we reach the end of the practice questions, I will show you the Section Review screen and how you can use it to make sure that all of the questions have been answered.

As with the previous question, you will notice that when you place the pointer over a note card, it outlines in blue. When you select a note card, a blue box will appear around it. The blue box indicates that you have selected a source as an answer.

Before you answer this question, let's practice using the Pencil tool to narrow down the answer choices. Since this is a technology-enhanced item, you cannot use the

Eliminator tool, which is the tool at the top of the screen with the red "X" icon (). The Eliminator tool can only be used on multiple-choice questions. (Pause.)

Click the icon on the toolbar that looks like a green pencil (). Draw an "X" over the two answer choices that you do not wish to select. When you have finished with the Pencil tool, click on the pencil icon again to put the tool away.

Pause while students practice with the Pencil tool.

SAY During the SOL test, if you change your mind after eliminating an answer with the Pencil tool, you can use the Eraser tool () to remove the markings you made. Practice removing one of the markings you just made using the Eraser tool. Remember, the Eraser tool is located at the top of the screen and has the icon that looks like a pink eraser. To erase a marking, click on the Eraser tool, and then click on the marking. When you are finished practicing with the Eraser tool, click on the icon again to put it away.

Pause while students practice with the Eraser tool.

SAY Now answer the question by selecting two sources.

Pause while students answer the question.

SAY How did you answer this question?

Pause for replies.

SAY You should have selected the two sources "*The Political Consequences of Baltic Nationalism*" (educational website) and "*Perestroika and the Soviet Economy: A Report*," at the Wilson Center (national archive). Both of these sources must be selected for this item to be considered correct. Are there any questions?

Answer any questions.

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

Pause while students go to the next question.

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

A museum is creating an exhibit on *Brown v. Board of Education*. Which question and participants correctly complete this exhibit?

Brown v. Board of Education

Significant Question	Major Participants

Significant Questions

- Is separate but equal constitutional?
- Are literacy tests constitutional?

Major Participants

- Thurgood Marshall
- Martin Luther King, Jr.
- Oliver Hill

SAY Notice the bottom of your screen now says, “Question 3 of 10.” This means that there are ten questions in the practice item set, and you are on question #3.

This question is an example of a drag and drop technology-enhanced item. You will be required to drag answers to locations in order to answer the question. In this particular question, you will be dragging a significant question and two major participants to a table in order to complete it. In order for this question to show as answered on the Section Review screen, all three must be placed in the table.

Now read the directions at the top of the screen, read the question, and then answer the question.

Pause while students answer the question.

SAY Which answer did you place in the column titled “Significant Question” and which answers did you place in the column titled “Major Participants?”

Pause for replies.

SAY In order for this question to be answered correctly, *Is separate but equal constitutional?* should be in the column titled “Significant Question” and *Thurgood Marshall* and *Oliver Hill* should be in the column titled “Major Participants.” The order in which you placed the answers into the column titled “Major Participants” does not matter. Your answer will be scored as correct as long as all of the answers are in the correct columns.

Do you have any questions about the answer?

Answer all questions.

SAY Before moving on, 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 we reach the end of the practice questions, I will show you how the questions you flag for review will look on the Section Review screen. The questions you *Flag for Review* will have a picture of a flag next to them.

Pause.

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

Pause.

SAY Read question 4 to yourself but do not answer the question.

Pause while students read the question.

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

Complete this diagram.

Eastern Hemisphere, Around 1500

SAY This item is also a drag and drop technology-enhanced item. This item requires you to drag answers to the correct boxes in order to complete the diagram. In order to completely answer this question, all of the boxes need to contain an answer. If you change your mind after clicking and dragging an answer to a box, you can drag that answer back to its original box and then select another one.

Before you answer the question, let's take a moment to practice using the Highlighter tool. You can use the Highlighter tool on the toolbar to highlight on the screen. To select this tool, click the icon that looks like a yellow highlighter



(). Selecting the Highlighter tool will change your pointer tool to an arrow with a highlighter next to it. Practice using the highlighter by highlighting the words, “Trade Goods Exchanged.” Click again on the Highlighter tool on the toolbar to put the tool away.

Pause while students practice using the Highlighter tool.

SAY Do you have any questions about how to use the Highlighter tool?

Answer all questions.

SAY Now answer the question.

Pause while students answer the question.

SAY How did you answer the question?

Pause for replies.

SAY In order for this question to be correctly answered, the following images must be placed into boxes: the flowered tea cups, the various spices, and the silks. Your answer will be scored as correct as long as all of the correct answers are in the boxes. The order in which they are placed in the boxes does not matter. Do you have any questions?

Answer all questions.

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

Pause while students go to the next question.

Directions: Click on each correct answer.

Which three areas were ruled by the Ottoman Empire?

The map shows the Ottoman Empire's territory in orange. Five numbered circles are placed on the map: 1 is in North Africa, 2 is in the Balkans, 3 is in the Middle East, 4 is in the Eastern Mediterranean, and 5 is in the Persian Gulf region.

SAY This question is another example of a hot spot technology-enhanced item. In this item, the hot spots are the names of areas ruled by the Ottoman Empire.

This question has a gray directions banner under the toolbar that tells you how to answer the question. When a question has a directions banner, you should always read it before solving the problem. The directions banner says, “Click on each correct answer.”

Now read the question.

Pause while students read the question,

SAY Click on the Pointer tool icon located in the toolbar that looks like an arrow (). Then click on the three areas that were ruled by the Ottoman Empire. You will notice that when you place the pointer over an area, it outlines in blue. When you select an area, a blue circle will appear around the area. The blue circle indicates that you have selected an area as an answer.

To answer the item correctly, you need to select the three correct answers by clicking on them. If you change your mind about an answer, you can click the answer choice and it will remove your selection, or you can use the Eraser tool

() at the top of the screen to remove your selection. The Eraser tool has a picture of a pink eraser on it. To use the eraser, you will click on the eraser icon, and then click on the answer you want to remove.

Pause while students select the correct answers.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected the areas identified by the numbers 2, 3, and 4. In order to get this item correct, all three areas must be selected. Are there any questions?

Answer all questions.

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

Pause while students go to the next question.

Directions: Click on the correct answers.

Select three landmarks that would be located on this map.

The map shows a portion of Washington, D.C. with several landmarks labeled in red boxes: Natural History Museum, National Archives, United States Supreme Court, Smithsonian Institution, United States Capitol, and Thomas Jefferson Memorial. Three red 'X' marks are placed on the map, indicating selected landmarks. To the right of the map is a vertical list of six landmarks in white boxes: Independence Hall, Lincoln Memorial, Statue of Liberty, Washington Monument, and White House.

SAY This is another hot spot technology-item. Read the directions and the question, and then answer the question by selecting the three landmarks that belong on the map. You will notice that when you place the pointer over a landmark, it outlines in blue. When you select a landmark, a blue box will appear around it. The blue box indicates that you have selected a landmark as an answer.

Pause while students read the question and determine the answer.

SAY How did you answer the question?

Pause for replies.

SAY You should have selected the landmarks *Lincoln Memorial*, *Washington Monument*, and *White House*. In order to get this item correct, all three landmarks must be selected. Are there any questions?

Answer all questions.

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

Pause while students go to the next question.

Directions: Click on the correct answers.

Identify two typical characteristics of developing countries.

- Low population growth rate
- High infant mortality rate
- Low life expectancy
- High literacy rate

SAY This is another hot spot technology-item. Read the directions and the question, and then answer the question by selecting two typical characteristics of developing countries. You will notice that when you place the pointer over a characteristic, it outlines in blue. When you select a characteristic, a blue box will appear around it. The blue box indicates that you have selected a characteristic as an answer.

Pause while students read the question and determine the answer.

SAY How did you answer the question?

Pause for replies.

SAY You should have selected *High infant mortality rate* and *Low life expectancy*. In order to get this item correct, both characteristics must be selected. Are there any questions?

Answer all questions.

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

Pause while students go to the next question.

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

Complete this timeline.

The diagram shows a horizontal timeline with three main sections. Above each section is a box with a civilization name: 'Indus River Civilization', 'Mauryan Empire', and 'Gupta Empire'. Below each name is an empty rectangular box for an event. At the bottom of the timeline are three boxes containing event descriptions: 'Building of Mohenjo-Daro', 'Golden Age of classical culture', and 'Spread of Buddhism'. A horizontal line with arrows at both ends runs through the middle of the top boxes.

SAY Read the directions and the question, and then answer the question by dragging the events to the correct section of the timeline. If you change your mind after clicking and dragging an event to a box, you can drag that event back to its original dark gray box and then select another one.

Pause while students read the question and determine the answer.

SAY How did you answer the question?

Pause for replies.

SAY You should have placed *Building of Mohenjo-Daro* in the far-left box on the timeline, *Spread of Buddhism* in the center box on the timeline, and *Golden Age of classical culture* in the far-right box on the timeline. In order to get this item correct, each action must be placed in the correct location. Are there any questions?

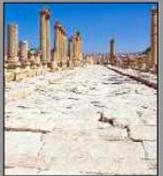
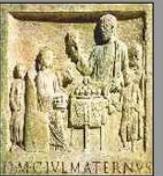
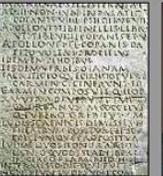
Answer all questions.

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

Pause while students go to the next question.

Directions: Click on the correct answers.

Which three images and phrases represent an impact of the Pax Romana?

				
<small>© hjaneyn hermandagM/Stockphoto #16783642</small>	<small>© kardellirei/Stockphoto #9221811</small>	<small>© Museo della Civiltà Romana Bridgeman #XIR226118</small>	<small>© Museo della Civiltà Romana Bridgeman #DGA817124</small>	<small>© Museo della Civiltà Romana Bridgeman #DGA502472</small>
Shift from barter to coinage	Safe travel on roads	Renewed emphasis on family	Shift from pictograms to an alphabet	Greatest territorial conquests

SAY This is another hot spot technology-item. Read the directions and the question, and then answer the question by selecting the three images and phrases that represent an impact of Pax Romana. You will notice that when you place the pointer over an image, it outlines in blue. When you select an image, a blue box will appear around it. The blue box indicates that you have selected an image as an answer.

Pause while students read the question and determine the answer.

SAY How did you answer the question?

Pause for replies.

SAY You should have selected *Safe travel on roads*, *Renewed emphasis on family*, and *Greatest territorial conquests*. In order to get this item correct, all three images must be selected. Are there any questions?

Answer all questions.

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

Pause while students go to the next question.

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

Label this map.

The map shows Central and South America. Three regions are highlighted in red: the Yucatan Peninsula, the Valley of Mexico, and the Andes. Three empty boxes are provided for labeling these regions. A legend on the right contains three gray boxes labeled 'Incan', 'Aztec', and 'Mayan'.

SAY Read the directions and the question, and then answer the question by dragging the empire to the correct section of the map. If you change your mind after clicking and dragging an empire to a box, you can drag that empire back to its original dark gray box and then select another one.

Pause while students read the question and determine the answer.

SAY How did you answer the question?

Pause for replies.

SAY You should have placed *Mayan* in the top box, *Aztec* in the middle box, and *Incan* in the bottom box. In order to get this item correct, each empire must be placed in the correct location. Are there any questions?

Answer all questions.

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

Pause while students 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	10 Answered	0 Unanswered
Question 1		✓ Answered	
Question 2		✓ Answered	
Question 3	🚩 Flagged for Review	✓ Answered	
Question 4		✓ Answered	
Question 5		✓ Answered	
Question 6		✓ Answered	
Question 7		✓ Answered	
Question 8		✓ Answered	
Question 9		✓ Answered	
Question 10		✓ Answered	

CONTINUE 
TO TEST OVERVIEW

john h doe | End of Course Practice Items (2008 History SOL)

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

Practice returning to a question by clicking on question #3, the question we flagged for review. You should see a picture of a flag in the “Flagged for Review” column next to the question. You can then return to this screen by clicking on the “Section Review” button at the bottom of the screen on question #3.

Pause while students practice navigating between question 3 and the review screen.

SAY You can also use the Section Review screen to sort the questions. The top row of the Section Review screen tells you how many questions you have flagged for review, answered, or left unanswered. If you want to view only the questions you flagged for review, simply click on the column header that says “Flagged for Review.” If you want to view only questions you have answered, click the “Answered” header. If you want to view only questions you left unanswered, click on the header that says “Unanswered.” Move your pointer over each column heading and notice how that section of the heading changes.

Pause while students practice sorting the columns.

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

Are there any questions?

A student should check any questions that show as “*Unanswered*” on the Section Review screen. When a student returns to the question he or she may see that there is an answer, but it may be incomplete.

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 10 All Items.” (Pause.)

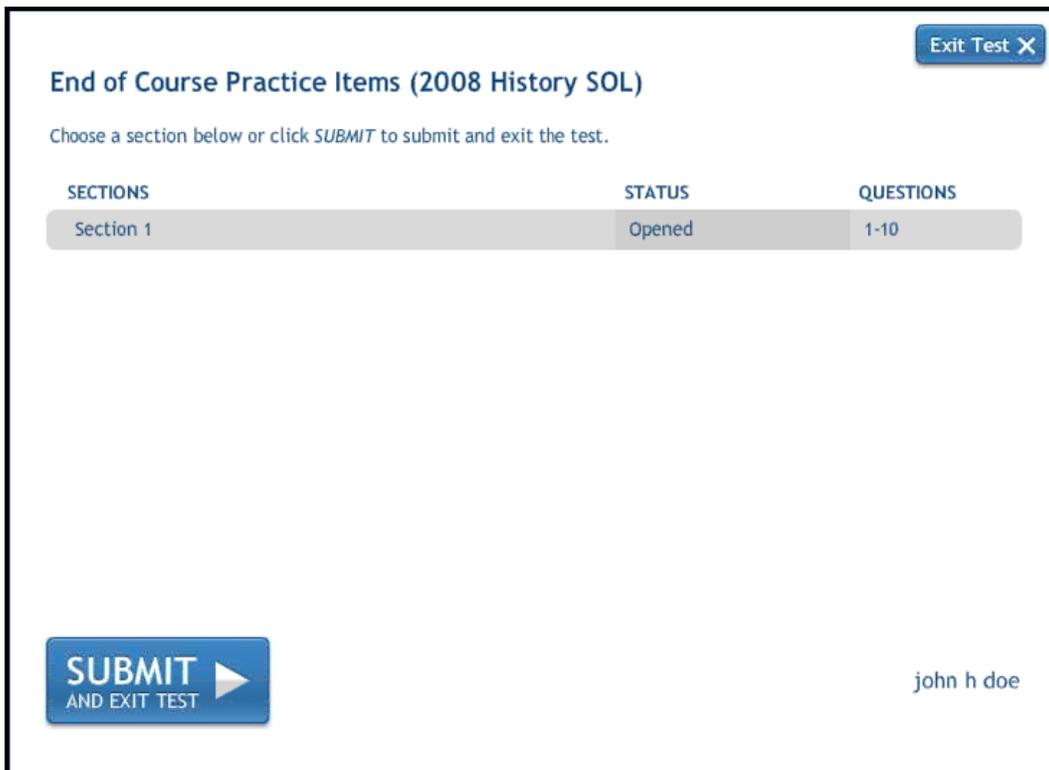
The number in the blank will vary, depending on the last column the student filters on last. The total number of items is 10.

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.)

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

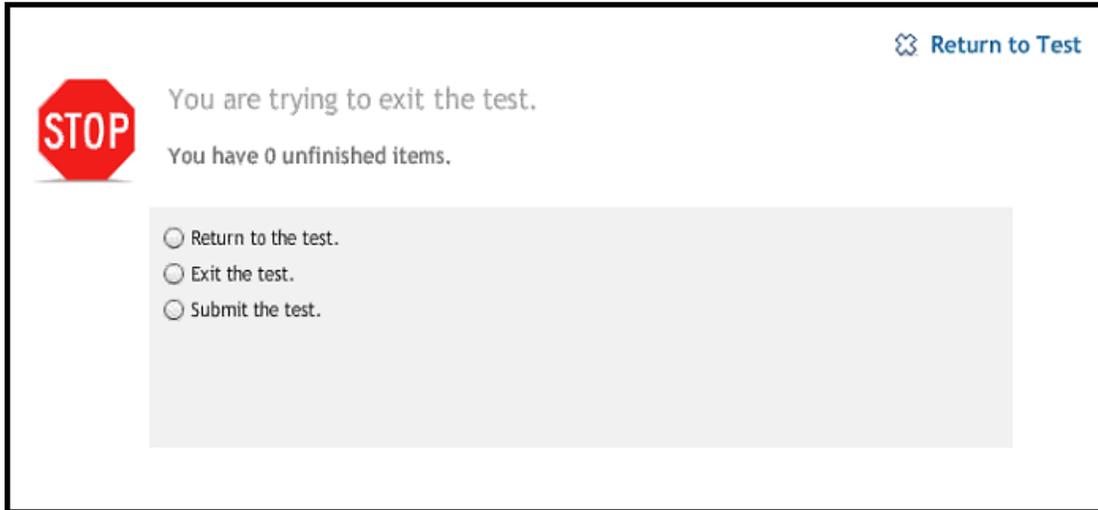
Are there any questions?

Pause to answer all questions.



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

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



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.

SAY This completes our review of the End-of-Course Practice items.

Thank you for reviewing the End-of-Course History & Social Science Practice Items

APPENDIX A

Answers to EOC History & Social Science Practice Items

Question 1

Flappers Practice “The Charleston” on the Boardwalk, Opening Day of Scopes Trial Brings World Notice to Dayton, and Women Vote in Elections for the First Time in Virginia.

All of those answers must be selected.

Question 2

“The Political Consequences of Baltic Nationalism” (educational website) and “Perestroika and the Soviet Economy: A Report,” at the Wilson Center (national archive).

Both of these phrases must be selected.

Question 3

Is separate but equal constitutional? should be in the column titled “Significant Question” and *Thurgood Marshall and Oliver Hill* should be in the column titled “Major Participants.”

The order in which the answers are placed into the column titled “Major Participants” does not matter. All three answers must be in the correct columns.

Question 4

The following images must be placed into boxes: the flowered tea cups, the various spices, and the silks.

The order in which the answers are placed in the boxes does not matter.

Question 5

The correct areas are identified by the numbers 2, 3, and 4.

All three areas must be selected.

Question 6

Lincoln Memorial, Washington Monument, and White House.

All three landmarks must be selected.

Question 7

High infant mortality rate and Low life expectancy.

Both characteristics must be selected.

Question 8

Building of Mohenjo-Daro should be placed in the box on the far left of the timeline, ***Spread of Buddhism*** should be placed in the box on the center of the timeline, and ***Golden Age of classical culture*** should be placed in the box on the far right of the timeline.

Each action must be placed in the correct location.

Question 9

Safe travel on roads, ***Renewed emphasis on family***, and ***Greatest territorial conquests***.

All three images must be selected.

Question 10

Mayan should be placed in the top box, ***Aztec*** should be placed in the middle box, and ***Incan*** should be placed in the bottom box.

Each empire must be placed in the correct location.

APPENDIX B

Responses to TEI on the Section Review Screen

An overview of how student responses to technology-enhanced items will appear on the Section Review screen is outlined below. Please note that the *End-of-Course History & Social Science* tests currently only have hot spot and drag-and-drop technology-enhanced item types.

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 screen 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.

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 (which are considered hot spot 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)

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 removes 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.