

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

GRADE 5 WRITING

Form W0117, CORE 1

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Directions

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen.

SAMPLE A

A Special Person

In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.

Which of these would *best* help Sarah write her description of her older brother?

- A** Calling his friends and telling them about him
- B** Thinking about all the things she likes about him
- C** Making a list of things she wants him to do for her
- D** Asking him to take her to the library

SAMPLE B

Here is the first part of Sarah’s rough draft.

(1)A special person in my life is my big brother. (2)He is Ben.

How can sentences 1 and 2 *best* be combined?

- F** A special person in my life is Ben, my big brother.
- G** A special person in my life is my big brother and Ben is who he is.
- H** In my life a special person is my big brother and he is Ben.
- J** My big brother Ben is a special person, he is in my life.

SAMPLE C

Here is the next part of Sarah’s rough draft.

(3)He helps me with my homework.

In sentence 3, He helps should be written —

- A** He were helping
- B** He have helped
- C** He help
- D** as it is

The Frog That Barks

David's class is studying the wetlands of the United States in science class. His teacher asks each student to research a wetland animal and write a report about it.

Before writing his report, David makes this chart. Use it to answer question 1.

The Barking Tree Frog

| What It Looks Like | Where It Lives | How It Acts |
|---|--|---|
| Larger than most tree frogs Small head Bright green Yellow and brown spots Round toe pads Some have yellow stripes | In the southeastern U.S. In forests near lakes and rivers In trees and water | Male “barks” when it rains Changes color when upset Hunts for food at night Burrows underground in winter Climbs very high into trees |

1 Which detail should David add under the heading How It Acts?

- A Rough and grainy skin
- B Digs to find water
- C Found as far north as New Jersey
- D Brightly colored as tadpoles

Here is the first part of David’s rough draft. Use it to answer questions 2-3.

(1)As raindrops begin to fall, an unusual noise can be heard in the forest. **(2)**At first it sounds like a small dog, but it is coming from quite a different animal. **(3)**The strange-sounding bark is really coming from a small creature called the barking tree frog. **(4)**These special frogs live mostly in the wetlands of the southeastern United States. **(5)**The name “barking frog” comes from the odd sound the male frogs make when it begins to rain. **(6)**The loud, strong bark is repeated every few seconds. **(7)**If the frog is in the water, the sound changes from a bark to a hollow plunking sound. **(8)**It is similar to a stick tapping on an empty metal bucket. **(9)**If many of these frogs are “barking” at the same time, the sound can be thunderous. **(10)**The wetlands where they live often have heavy thunderstorms during summer months.

(11)Barking tree frogs are some of the largest tree frogs. **(12)**They grow to be about two and one-half inches long. **(13)**Also quite colorful. **(14)**They are usually bright green with patches of yellow and brown spots. **(15)**Some barking frogs have a yellow stripe on each side of their bodies that starts at their jaws. **(16)**They also have short heads and noses. **(17)**If they are upset or frightened, these frogs will change to a pale green color. **(18)**After they relax, they turn dark again.

2 Which of the following sentences does *not* belong in David’s report?

- F** Sentence 5
- G** Sentence 7
- H** Sentence 10
- J** Sentence 11

3 Which of the following is the *best* way for David to rewrite sentence 13?

- A** They can be quite also colorful.
- B** They can also be quite colorful.
- C** Quite colorful, also.
- D** Being quite colorful.

Read the next part of David’s rough draft and use it to answer questions 4-10. This section has groups of underlined words. The questions ask about these groups of underlined words.

(19)These unusual frogs like to live in forests, near rivers, and near lakes.

(20)They only come out at night, so during the day they finds a cool spot to wait for the sun to set. **(21)**Climbing trees is one of the frogs’ favorite things to do. **(22)**They cling to the branches with thier sticky toes. **(23)**They spent most of the summer months high up in the treetops. **(24)**The frogs’ night hours are spent searching for dinner. **(25)**They will usually make a meal of insects like crickets waxworms, and other insects. **(26)**During the winter, the frogs did burrow into the roots of trees to escape the cold. **(27)**If the weather gets real dry, they will dig under leaves to find water.

(28)Although these frogs are happiest out in the wild, they do make excellent pets. **(29)**Its easy to keep them at home. **(30)**They require very little care, eat only insects, and rarely get sick. **(31)**On top of that, they let people know when an umbrella is needed.

4 In sentence 20, they finds a cool spot should be written —

- F** it finds a cool spot
- G** they find a cool spot
- H** it find a cool spot
- J** as it is

5 In sentence 22, with thier sticky toes should be written —

- A** with their sticky toes
- B** with there sticky toes
- C** with they're sticky toes
- D** as it is

6 In sentence 23, They spent most of should be written —

- F** They spended most of
- G** They spend most of
- H** They spends most of
- J** as it is

7 In sentence 25, like crickets waxworms, and other insects should be written —

- A** like crickets, waxworms, and other insects
- B** like, crickets waxworms, and other insects
- C** like crickets waxworms, and other, insects
- D** as it is

8 In sentence 26, the frogs did burrow should be written —

- F** the frogs burrowed
- G** the frogs burrowing
- H** the frogs will burrow
- J** as it is

9 In sentence 27, If the weather gets real dry should be written —

- A** If the weather gets really dry
- B** If the weather gets more dry
- C** If the weather gets most dry
- D** as it is

10 In sentence 29, Its easy to keep them should be written —

- F** I'ts easy to keep them
- G** Its' easy to keep them
- H** It's easy to keep them
- J** as it is

The High Dive

Jim's teacher asks the students to write papers about a time they succeeded in achieving a goal.

Jim decides to write about the time he overcame his fear of the high diving board at the city pool. He made a story map. Use it to answer question 11.

| | |
|------------------|---|
| Beginning | <ol style="list-style-type: none">1. Although I could swim, I was afraid to jump from the high diving board.2. I set a goal to jump by the end of the week.3. I tried once, but I was too scared to make the jump. |
| Middle | <ol style="list-style-type: none">4. After my friend Rich jumped from the high diving board, I decided that I should too.5. Climbing up the diving board ladder, I tried not to be scared.6. I went to the edge and jumped. |
| End | <ol style="list-style-type: none">7. I made a huge splash.8. It felt great.9. I had fun the rest of the afternoon jumping off the high diving board with Rich. |

11 Which of these events could *best* be added to the last block on Jim’s story map?

- A** Now I think jumping off the high diving board is fun, not scary.
- B** There are two city pools where I live, but they are open at different times.
- C** Swimming is a good way to exercise.
- D** Rich lives two blocks from my house.

Here is the first part of Jim’s rough draft. Use it to answer questions 12-13.

(1)I am not afraid of many things. **(2)**I used to be afraid of the water. **(3)**I had taken swimming lessons for three years and had become a really good swimmer.

(4)There was only one thing I hadn’t done. **(5)**I was still afraid of jumping off the high diving board. **(6)**The high board was about ten feet above the water, but it seemed much higher. **(7)**I was determined to jump off that high diving board.

(8)On Monday I climbed up to the high board. **(9)**I walked across the board, stood at the end, and looked down into the water. **(10)**It seemed like a long way down. **(11)**My head started spinning, and I felt dizzy.

(12)Two days later my friend and I were diving from the low board. **(13)**Rich made a huge splash with his belly flop. **(14)**I did a cannon ball that splashed water to the other side of the pool! **(15)**Then, we did the same stunts again. **(16)**I have known Rich since the second grade. **(17)**We both laughed because we were having so much fun.

(18)Rich decided to start diving from the high diving board. **(19)**He climbed the ladder and plunged perfectly into the water. **(20)**He made it look very easy.

(21)Right then I decided this was the day I would make the dive. **(22)**I climbed the ladder and walked slowly to the end of the board. **(23)**Rich was waiting below in the water. **(24)**I was totally scared.

12 Which sentence should Jim delete because it does *not* belong in his draft?

- F** Sentence 6
- G** Sentence 8
- H** Sentence 13
- J** Sentence 16

13 Which of the following needlessly repeats information within the sentence?

- A** Sentence 9
- B** Sentence 11
- C** Sentence 14
- D** Sentence 21

Read the next part of Jim’s rough draft and answer questions 14-20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(25)I heard Rich shouting loud from below. **(26)**I looked down to wave to him, and he didn’t seem so far below. **(27)**I started to think that I could have been making this dive more harder than it really was.

(28)Without thinking about it, I went to the edge and jumped. **(29)**I hitted the water with a huge splash. **(30)**Rich swam over to meet me. **(31)**“You did it,” he said.

(32)We swimmmed to the edge of the pool. **(33)**I was out of breath from all the excitement. **(34)**I couldnt believe I had waited this long to try it.

(35)Rich and I spent the rest of the afternoon jumping from the high diving board. **(36)**Since then I have become a high-dive expert. **(37)**About a week ago, Rich told me about the high diving board at his cousin’s neighborhood pool. **(38)**Rich said that we might be able to go there sometime soon. **(39)**I can hardly wait.

14 In sentence 25, shouting loud from below should be written —

- F** shouting loudly from below
- G** shouting loudest from below
- H** shouting louder from below
- J** as it is

15 In sentence 27, more harder should be written —

- A** more hard
- B** harder
- C** most harder
- D** as it is

16 In sentence 29, I hitted should be written —

- F** I hits
- G** I hitting
- H** I hit
- J** as it is

17 In sentence 32, We swimmmed should be written —

- A** We swim
- B** We swam
- C** We swum
- D** as it is

18 In sentence 34, couldnt should be written —

- F** couldnt'
- G** could'nt
- H** couldn't
- J** as it is

19 In sentence 35, Rich and I should be written —

- A** Rich and me
- B** Me and Rich
- C** Myself and Rich
- D** as it is

20 In sentence 37, cousin's neighborhood pool should be written —

- F** cousin's Neighborhood pool
- G** Cousins Neighborhood Pool
- H** Cousin's neighborhood pool
- J** as it is



Answer Key-5090-W0117

| Test Sequence Number | Correct Answer | Reporting Category | Reporting Category Description |
|-----------------------------|-----------------------|---------------------------|---|
| 1 | B | 001 | Plan, compose, and revise in a variety of forms for a variety of purposes |
| 2 | H | 001 | Plan, compose, and revise in a variety of forms for a variety of purposes |
| 3 | B | 001 | Plan, compose, and revise in a variety of forms for a variety of purposes |
| 4 | G | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 5 | A | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 6 | G | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 7 | A | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 8 | H | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 9 | A | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 10 | H | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 11 | A | 001 | Plan, compose, and revise in a variety of forms for a variety of purposes |
| 12 | J | 001 | Plan, compose, and revise in a variety of forms for a variety of purposes |
| 13 | B | 001 | Plan, compose, and revise in a variety of forms for a variety of purposes |
| 14 | F | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 15 | B | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 16 | H | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 17 | B | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 18 | H | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 19 | D | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |
| 20 | J | 002 | Edit for correct use of language, capitalization, punctuation, and spelling |

**Total RS_SS Conversion for
Grade 5 Writing W0117 combined with Prompt 521**

| From Raw Score (greater or equal) | Converted Scale Score |
|--------------------------------------|-----------------------|
| 0 | 000 |
| 1 | 021 |
| 2 | 041 |
| 3 | 062 |
| 4 | 082 |
| 5 | 103 |
| 6 | 123 |
| 7 | 189 |
| 8 | 222 |
| 9 | 241 |
| 10 | 256 |
| 11 | 267 |
| 12 | 277 |
| 13 | 286 |
| 14 | 295 |
| 15 | 303 |
| 16 | 310 |
| 17 | 318 |
| 18 | 325 |
| 19 | 333 |
| 20 | 340 |
| 21 | 348 |
| 22 | 355 |
| 23 | 363 |
| 24 | 371 |
| 25 | 379 |
| 26 | 386 |
| 27 | 394 |
| 28 | 402 |
| 29 | 410 |
| 30 | 419 |
| 31 | 427 |
| 32 | 436 |
| 33 | 445 |
| 34 | 454 |
| 35 | 465 |
| 36 | 476 |
| 37 | 489 |
| 38 | 505 |
| 39 | 526 |
| 40 | 552 |
| 41 | 584 |
| 42 | 600 |
| 43 | 600 |
| 44 | 600 |

