

VIRGINIA STANDARDS OF LEARNING

Spring 2011 Released Test

# GRADE 5 WRITING

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Form W0111, CORE 1

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**Directions**

Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle 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

## Directions

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

### SAMPLE D

Read this sentence.

The race proved that Lee was a more fast runner than Bob.

In this sentence, more fast should be written —

- F faster
- G fastest
- H more faster
- J as it is

## *A Special Weekend*

Elizabeth's teacher asks her class to write a letter. Elizabeth decides to write to her friend Angela.

1 Before writing her letter, Elizabeth makes these notes.

	Things we will do:
	1. Have a cookout
	2. Think about my favorite subject
	3. Play board games and ball games
	4. Have a party for Judy
	5. Take Judy to the bus station
	6. Take Angela home after saying goodbye to Judy

Which of these does NOT belong in Elizabeth's notes?

- A Think about my favorite subject
- B Play board games and ball games
- C Have a party for Judy
- D Take Judy to the bus station

**Here is the first part of Elizabeth’s letter. Use it to answer questions 2–3.**

Dear Angela,

**(1)**I have some amazing news to share with you. **(2)**Judy, who lives in California, my favorite cousin, is coming to visit in two weeks. **(3)**She is the person I was telling you about who works at an aquarium. **(4)**Judy is graduating from college in one month and will be staying with us for two days.

**(5)**Would you like to join us for this special weekend? **(6)**You are interested in becoming a marine biologist. **(7)**Judy can tell you many stories about whales and other sea life. **(8)**I am sure she has many amazing experiences to share.

**(9)**If you are able to join us, my family and I can pick you up at your home on Friday afternoon. **(10)**Since you live so close to us, it won’t take very long to drive there.

**(11)**You will have a wonderful time during these two days.

**2 Which of these is the *best* way for Elizabeth to rewrite sentence 2?**

- F** In two weeks Judy, who lives in California, my favorite cousin, is coming to visit us.
- G** Coming to visit us in two weeks is Judy who lives in California, my favorite cousin.
- H** My favorite cousin Judy, who lives in California, is coming to visit us in two weeks.
- J** My favorite cousin is coming to visit us in two weeks, Judy, who lives in California.

**3 Which of these is the *best* way to combine sentences 6 and 7?**

- A** I know that you are interested in becoming a marine biologist, then Judy can tell you many stories about whales and other sea life.
- B** Since you are interested in becoming a marine biologist, Judy can tell you many stories about whales and other sea life.
- C** I know that you are interested in becoming a marine biologist, but Judy can tell you many stories about whales and other sea life.
- D** Since you are interested in becoming a marine biologist, and Judy can tell you many stories about whales and other sea life.

**Read the next part of Elizabeth’s letter and use it to answer questions 4–8. This section has groups of underlined words. The questions ask about these groups of underlined words.**

**(12)**We are planning many activities for the weekend. **(13)**On Friday night we will have a cookout. **(14)**Judy says Mom’s hamburgers are the most delicious she has ever eaten. **(15)**She especially loves the sauce Mom adds to the burgers. **(16)**After dinner the whole family including our dog Rex, will play games. **(17)**That means there will be laughing, joking, and even some barking. **(18)**We will have the best time playing games together. **(19)**I can’t wait.

**(20)**On Saturday Dad will take us to the museum. **(21)**He is eager to see the new exhibit, “Sounds All Around.” **(22)**The exhibit will show how different sounds are made with instruments. **(23)**My dads friend went to the new exhibit and said that he had a great time listening to the various sounds from the instruments that were displayed. **(24)**He told Dad there is even a giant gong, a large metal disk that makes a loud sound when hit. **(25)**Seeing and hearing it will be very exciting!

**(26)**When we come home from the museum, and Mom will have a party for my cousin. **(27)**My entire family will be invited, which means many people will be there.

**(28)**On Sunday afternoon I and my family will take Judy to the bus station. **(29)**She is going to visit her friend in Norfolk. **(30)**Dad says we can take you home after we say goodbye to my cousin.

**(31)**Please come spend the weekend with us. **(32)**You would enjoy meeting Judy, and I know she would enjoy meeting you. **(33)**We can make plans for you to visit once you receive permission from your parents. **(34)**The weekend will be perfect if you join us. **(35)**Please write back soon.

Your friend,

*Elizabeth*

Elizabeth



**4 In sentence 16, family including our dog Rex, should be written —**

- F** family including, our dog Rex
- G** family, including our dog Rex,
- H** family including our dog Rex
- J** as it is

**5 In sentence 23, dads should be written —**

- A** dads's
- B** dad's
- C** dads'
- D** as it is

**6 In sentence 26, home from the museum, and Mom should be written —**

- F** home from the museum, Mom
- G** home from the museum, so Mom
- H** home from the museum, because Mom
- J** as it is

**7** In sentence 28, I and my family should be written —

- A** my family and I
- B** my family and me
- C** me and my family
- D** as it is

**8** In sentence 34, weekend will be should be written —

- F** weekend is
- G** weekend was
- H** weekend has been
- J** as it is

**Go to the next  
page and continue  
working.**

## ***Pygmy Shrews***

**Kevin's teacher asks the class to write about an animal found in Virginia. Kevin decides to write about the pygmy shrew.**

- 9 Which should Kevin do to gather the *most* information about pygmy shrews?**
- A** Research pygmy shrews on the Internet
  - B** Find pictures of pygmy shrews
  - C** Write an introduction about pygmy shrews
  - D** Ask his friends about pygmy shrews

**Go to the next  
page and continue  
working.**

**Here is the first part of Kevin’s rough draft. Use it to answer questions 10–11.**

(1)One of the smallest creatures in Virginia is so difficult to find that scientists have trouble studying it. (2)This tiny creature is called the pygmy shrew. (3)With a pointed nose that looks like a mouse, its other name is sometimes called a shrew mouse.

(4)The extremely small size of the pygmy shrew is hard to believe. (5)The body and tail combined measure approximately 2 1/2 inches long. (6)This animal is so tiny. (7)It weighs less than a dime. (8)Scientists believe that pygmy shrews are among the smallest mammals in North America.

**10 How should sentence 3 be revised to make the ideas clearer?**

- F** Its other name being called a shrew mouse is because it looks like a mouse with a pointed nose.
- G** Because it looks mouselike with a pointed nose, it has another name which is a shrew mouse.
- H** Its name is because it looks like a mouse with a pointed nose and is sometimes called a shrew mouse.
- J** It is sometimes called a shrew mouse because of its mouselike, pointed nose.

**11** Which is the *best* way to combine sentences 6 and 7?

- A** This animal is so tiny because it weighs less than a dime.
- B** This tiny animal weighs less than a dime.
- C** This tiny animal when it weighs less than a dime.
- D** This animal is so tiny so that it weighs less than a dime.

**Read the next part of Kevin’s rough draft and use it to answer questions 12–17. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(9)Although the tiny shrews are difficult to find and study, scientists know something about where the shrews live. (10)These creatures like to inhabit the sloping sides of mountains, and they can be found in Virginias Appalachian Mountains. (11)They build dens and live under thick layers of leaves. (12)According to some reports, the tunnels they dig to their dens are approximately the size of an earthworm hole. (13)These animals spend their entire lives in small areas around their dens. (14)They eat spiders, beetles, and caterpillars that are found near their homes.

(15)Scientists who study pygmy shrews also have a challenging time locating these creatures’ homes. (16)One question scientists want answered is how many pygmy shrews live in an area. (17)To find this answer, scientists set traps for it. (18)However, catching these animals is not easy. (19)Most are so small that they are sure to escape from almost any trap. (20)To avoid this problem, scientists dig openings in the ground and place buckets at the bottom. (21)The tiny animals fall into the bucket and cannot escape. (22)By carefully trapping the animals, scientists can count the shrews living in an area. (23)The scientists then release the animals back into their homes. (24)Since people hardly never see them, it is easy to think that not many shrews exist. (25)Studies have found, however, that pygmy shrews are actually more common than people realize.

(26)These animals continued to interest scientists. (27)As scientists discover more about pygmy shrews, they cannot help but wonder how these small animals thrive in their environment. (28)There is still much to be learned about pygmy shrews. (29)Therefore, scientists will continue to uncover more facts about these creatures.



**12** In sentence 10, Virginias should be written —

- F** Virginias'
- G** Virginia's
- H** Virginias's
- J** as it is

**13** In sentence 12, hole should be written —

- A** hoal
- B** whole
- C** whoal
- D** as it is

**14** In sentence 17, it should be written —

- F** him
- G** they
- H** them
- J** as it is

**15** In sentence 22, carefully should be written —

- A** careful
- B** more carefully
- C** most careful
- D** as it is

**16** In sentence 24, hardly never should be written —

- F** never hardly
- G** hardly ever
- H** not hardly never
- J** as it is

**17** In sentence 26, continued should be written —

- A** continue
- B** continues
- C** continuing
- D** as it is

You do not need to read a passage to answer the following questions. Read and answer the questions.

18 Read this sentence.

Elena gathered her homework extra pencils, and highlighter before going home at the end of the school day.

In this sentence, homework extra pencils, and highlighter should be written —

- F homework, extra pencils, and, highlighter
- G homework extra pencils, and, highlighter
- H homework, extra pencils, and highlighter
- J as it is

19 Read this sentence.

The play shouldnt last longer than two hours.

In this sentence, shouldnt should be written —

- A should'nt
- B shouldn't
- C shouldnt'
- D as it is

**20 Read this sentence.**

**Students will be asked to share stories about themselves with the class.**

**In this sentence, themselves should be written —**

- F**   themselves
- G**   himself or herself
- H**   him or her
- J**   as it is



**Answer Key-5090-W0111**

<b>Test Sequence Number</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	A	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	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
6	F	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	J	002	Edit for correct use of language, capitalization, punctuation, and spelling
9	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes
10	J	001	Plan, compose, and revise in a variety of forms for a variety of purposes
11	B	001	Plan, compose, and revise in a variety of forms for a variety of purposes
12	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
13	D	002	Edit for correct use of language, capitalization, punctuation, and spelling
14	H	002	Edit for correct use of language, capitalization, punctuation, and spelling
15	D	002	Edit for correct use of language, capitalization, punctuation, and spelling
16	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
17	A	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	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
20	J	002	Edit for correct use of language, capitalization, punctuation, and spelling

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**Grade 5 Standards of Learning Writing Test**  
**Total Raw Score to Scaled Score Conversion Table for**  
**Multiple Choice Form W0111 Administered with Prompt 5253**

<b>Total Raw Score</b> Number of Multiple Choice Items Answered Correctly Added to the Number of Points Earned on the Short Paper	<b>Total Scaled Score</b>
0	000
1	022
2	043
3	065
4	086
5	108
6	129
7	195
8	228
9	248
10	262
11	274
12	284
13	292
14	300
15	308
16	315
17	322
18	329
19	335
20	342
21	349
22	356
23	363
24	370
25	377
26	384
27	391
28	399
<b>29</b>	<b>406</b>
30	414
31	422
32	431
33	440
34	450
35	461
36	473
37	487
<b>38</b>	<b>504</b>
39	524
40	546
41	571
42	599
43	600
44	600

A **total raw score** (left column) is converted to a **total scaled score** (right column). The total scaled score may range from 0 to 600.

A scaled score of 400 or more means the student passed the SOL test, while a scaled score of 399 or less means the student did not pass the test. A scaled score of 500 or more indicates the student passed the SOL test at an advanced level.