English Standards of Learning
Online Writing Resources
& Field Test
Online Testing in Virginia

Paper tests: 1,058,623 (39%)  
Online tests: 1,646,614 (61%)

2007 – 2008

Paper tests: 841,630 (31%)  
Online tests: 1,850,013 (69%)

2008 – 2009

Paper tests: 595,709 (22%)  
Online tests: 2,104,490 (78%)

2009 – 2010
Phase-Out of Paper/Pencil Testing

• Language in the Appropriations Act requires that all Standards of Learning (SOL) tests be administered online by:

  • 2010-2011 for all high schools
  • 2011-2012 for all middle schools
  • 2012-2013 for all elementary schools
Technology Standards

C/T 3-5.8

- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.

- Use technology tools for individual and collaborative writing, communication, and publishing activities.

- All Technology SOL available at:
  - [http://www.doe.virginia.gov/testing/sol/standards_docs/computer_technology/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/computer_technology/index.shtml)
4 -12 Writing
2010 English SOL

• Provide students with opportunities to compose using computer technology

• Teaching writing is an expectation of every grade, not only “tested” grades

• Self- and peer-editing opportunities for students are essential
• Argumentative, persuasive, and analytical writing is emphasized in 11th and 12th grades

• Students should be able to produce a sound argument, address counterclaims, provide sound reasoning, and come to a just conclusion

• Teachers need to stress “real life” writing opportunities— not merely literary analysis
Online Writing Web Page


- Sample lesson plans aligned to the 2010 *English Standards of Learning*
- Plans divided into grade bands: K-2, 3-5, 6-8, 9-12
- Focus is on writing process and expository and persuasive writing
- Lessons provided are part of the new English Enhanced Scope and Sequence available in fall 2012
ESS Lesson Plans

Online Writing Webinars
January 17, 19, 2012

ENGLISH SOL RESOURCES
ENGLISH SOL ONLINE WRITING

Professional Development
January 9, 2012 is the registration deadline for Online Writing Test Webinar Series that will highlight resources for the SOL online writing test to be administered for the first time in 2013. See Superintendent’s Memo #319-11.

Beginning with the 2013 spring administration of grades 5, 8, and end of course Standards of Learning (SOL) writing assessments, Virginia students will complete all direct writing tests online. Teachers need to provide opportunities for students at all grade levels to plan, compose, revise, edit, and publish writing using computers.

Lesson Plans
The new English Standards of Learning Enhanced Scope and Sequence will be published in fall 2012. The Enhanced Scope and Sequence sample lesson plans are aligned with the 2010 English SOL. In preparation for the new online writing assessments, several of the writing lessons from each grade band are provided. These materials are intended as examples always the understandings, knowledge, and skills might be presented to students in sample lessons that have been aligned with the new standards.

- K-2 Prewriting Using Pictures
- K-2 Revision
- K-2 Writing process-Expository writing
- Grades 3-5 Informative/Expository Writing
- Grades 3-5 Persuasive Writing
- Grades 3-5 Word Choice and Sentence Variety
- Grades 6-8 Identifying audience and purpose
- Grade 6-9 Prewriting and drafting strategies for persuasive writing

The Writing Process
Writing is not merely a finished product; it is a process including prewriting, drafting, revising, editing, and publishing. Instruction in the writing process begins in grade one in the 2010 English Standards of Learning and continues throughout grade 12. Students will become proficient in all steps of the writing process for a variety of modes of writing including:

- Consider purpose and audience;
- Prewrite using a variety of strategies;
- Narrow and focus the topic;
- Organize ideas;
- Compose a first draft;
- Elaborate ideas by providing details and examples;
- Revise writing.
Writing Resources

I. Prewriting ideas

To plan your writing, you could do one or more of the following:

- **Focus**
  - What is your specific purpose?
  - Who is your audience?
- **Imagine**
  - What would you tell someone about your topic?
- **Brainstorm**
  - List lots of ideas. Decide which ones you will use.
- **Draw**
  - Draw a picture or diagram of your topic.
- **Web**
  - Draw lines between ideas to connect them.

II. Drafting ideas

During your writing, think about the following:

- **Organization**
  - Are your ideas in a logical order?
- **Clarity**
  - Have you said what you want to say? Will your audience understand what you are saying?
- **Development**
  - Do you need to add more details? Do you need to take some out?

III. Revising and Editing

To review your writing, think about the following:

- **Transitions**
  - Are your transitions appropriate to link sentences and paragraphs?
- **Punctuation**
  - Grammar. Spelling. Capitalization
  - Have you made sure your writing is free of errors?
- **Sentences**
  - Have you varied your sentence patterns?

Downloadable Writing Process graphic
Writing Resources

• The National Council of Teachers of English (NCTE) writing Web page

• ReadWriteThink

• http://learner.org/index.html Video workshops for teachers that provide practical advice for teaching writing

• National Writing Project a collection of writing resources for teachers

• Keyboarding Methodology Instructional Guide for Teachers and Administrators (currently being revised)
Graphic Organizers

- Clustering
- Process
- Comparison / Contrast
- Order Importance
- Sensory Chart
- Connected Relationships
- Persuasive Paper Checklist
# SOL Progression Charts Writing

## 2010 English Standards of Learning Writing Skills Progression by Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate pictures from writing.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Use available technology for reading and writing.</td>
<td></td>
</tr>
<tr>
<td>Generate ideas.</td>
<td></td>
</tr>
<tr>
<td>Focus on one topic.</td>
<td></td>
</tr>
<tr>
<td>Revise writing.</td>
<td></td>
</tr>
<tr>
<td>Use complete sentences in final copies.</td>
<td></td>
</tr>
<tr>
<td>Begin each sentence with a capital letter and use ending punctuation in final copies.</td>
<td></td>
</tr>
<tr>
<td>Use correct spelling for commonly used sight words and phonetically regular words in final copies.</td>
<td></td>
</tr>
<tr>
<td>Organize writing to include a beginning, middle and end for narrative and expository writing.</td>
<td></td>
</tr>
<tr>
<td>Expand writing to include descriptive detail.</td>
<td></td>
</tr>
<tr>
<td>Identify intended audience.</td>
<td></td>
</tr>
<tr>
<td>Use a variety of prewriting strategies.</td>
<td></td>
</tr>
<tr>
<td>Write a clear topic sentence focusing on the main idea.</td>
<td></td>
</tr>
<tr>
<td>Write a paragraph on the same topic.</td>
<td></td>
</tr>
<tr>
<td>Use strategies for organization of information and elaboration according to the type of writing.</td>
<td></td>
</tr>
<tr>
<td>Include details that elaborate the main idea.</td>
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</tr>
<tr>
<td>Recognize different modes of writing have different patterns of organization.</td>
<td></td>
</tr>
<tr>
<td>Write two or more related paragraphs on the same topic.</td>
<td></td>
</tr>
<tr>
<td>Use transition words for sentence variety.</td>
<td></td>
</tr>
</tbody>
</table>
# 2010 English Standards of Learning Grammar Skills Progression by Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalize all proper nouns and the word I.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11-12</td>
</tr>
<tr>
<td>Use singular and plural nouns and pronouns.</td>
<td></td>
</tr>
<tr>
<td>Use complete sentences.</td>
<td></td>
</tr>
<tr>
<td>Use apostrophes in contractions and singular possessives.</td>
<td></td>
</tr>
<tr>
<td>Use apostrophes in contractions, possessives, and plurals.</td>
<td></td>
</tr>
<tr>
<td>Use past and present verb tense.</td>
<td></td>
</tr>
<tr>
<td>Use commas in a series.</td>
<td></td>
</tr>
<tr>
<td>Use subject-verb agreement.</td>
<td></td>
</tr>
<tr>
<td>Use noun-pronoun agreement.</td>
<td></td>
</tr>
<tr>
<td>Use singular possessives.</td>
<td></td>
</tr>
<tr>
<td>Eliminate double negatives.</td>
<td></td>
</tr>
<tr>
<td>Use plural possessives.</td>
<td></td>
</tr>
<tr>
<td>Use commas to indicate interrupters.</td>
<td></td>
</tr>
<tr>
<td>Use conjunctions.</td>
<td></td>
</tr>
<tr>
<td>Use hyphens to divide words at the end of a line.</td>
<td></td>
</tr>
<tr>
<td>Edit for fragments and run-ons.</td>
<td></td>
</tr>
</tbody>
</table>
### SOL Writing Blueprints

Grades 5, 8, and end-of-course

<table>
<thead>
<tr>
<th>Multiple Choice/Technology Enhanced Items</th>
<th>Direct Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MC/TEI Writing Reporting Categories</strong></td>
<td></td>
</tr>
<tr>
<td>Research, Plan, Compose, Revise</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td></td>
<td>Composing/Written Expression</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Edit</strong> (correct use of language, capitalization, punctuation, spelling)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Usage and Mechanics</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Field Test Items</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td><strong>Total # items on test</strong></td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>38</td>
</tr>
<tr>
<td></td>
<td><strong>44</strong></td>
</tr>
<tr>
<td><strong>Total # items on test</strong></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>
SOL Writing Tests

• All SOL writing tests online begin spring 2013

• Field Test - Short Paper for all (5, 8, EOC)
  Feb 13 – April 6

• MC/TEI items field test March 12  –  April 6

• Regular paper-pencil test March 7
Online Writing Practice Tool

- Online Writing Practice Tool is available on the Online Writing Resources page at:
  
VDOE Writing Practice Tool

PROMPT

Read the prompt that has been provided.
VDOE Writing Practice Tool

After reading the prompt, type a response in the space provided. Click on the exhibit window to view the Checklist for Writers.

Typing Tools

Current Line Location

Progress Bar
After reading the prompt, type a response in the space provided. Click on the exhibit window to view the Checklist for Writers.
VDOE Writing Practice Tool
Copy/Paste from Notepad

After reading the prompt, type a response in the space provided. Click on the exhibit window to view the Checklist for Writers.

Use short cut tools to copy/paste
# Short-Paper Writing Tools Available in TestNav

<table>
<thead>
<tr>
<th>Short-Paper Writing Tools</th>
<th>Tool Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bold-use to bold selected text</td>
</tr>
<tr>
<td>I</td>
<td>Italics-use to italicize selected text</td>
</tr>
<tr>
<td>U</td>
<td>Underline-use to underline selected text</td>
</tr>
<tr>
<td>Indent</td>
<td>use to add a 5-space indent</td>
</tr>
<tr>
<td>abc</td>
<td>Spell Check-use to check spelling in the short paper</td>
</tr>
<tr>
<td>Cut</td>
<td>use to cut selected text for pasting within the response area</td>
</tr>
<tr>
<td>Copy</td>
<td>use to copy selected text within the response area</td>
</tr>
<tr>
<td>Paste</td>
<td>use to paste selected text within the response area</td>
</tr>
<tr>
<td>Undo</td>
<td>use to undo the previous command that was completed</td>
</tr>
<tr>
<td>Redo</td>
<td>use to redo the previous command that was completed</td>
</tr>
</tbody>
</table>
VDOE Writing Practice Tool Tips

• **Certain contractions and proper nouns may be identified as incorrectly spelled when they are spelled correctly. Instruct students to use their best judgment when deciding whether a word is spelled correctly.**

• Students should **not** double space. There are 52 lines of text available; watch progress bar.
VDOE Writing Practice Tool Tips

- Text is saved as HTML.
- In order to edit saved text, it must be copied into Word format.
- When leaving the writing practice tool, always choose the 3rd selection.
VDOE Writing Practice Tool Tips
VDOE Writing Practice Tool Manual

Writing Practice Tool Guide
Virginia Standards of Learning
Grades 5, 8 & End-of-Course (EOC) Writing

Revised January, 2012
Pearson
FAQ Writing Field Test

Q. May students use scratch paper?
A. Scratch paper may be used on both the MC/TEI and the short-paper components. Scratch paper must be of a single color and blank. Examiners must keep track of all scratch paper, ensure that it is all collected and accounted for before students are dismissed from the testing session.

Q. How much time may students have?
A. The Writing Field Test must be administered within one school day.

Q. May dictionaries be used?
A. No, students have access to spell check. No dictionaries are permitted.
FAQ Writing Field Test

Q. Who will participate in the writing field test?
A. Students who will complete classes in the spring semester requiring the Grade 5, Grade 8, or EOC Writing SOL test will participate in the online Writing field test.

Q. What accommodations will be available?
A. Read-aloud CANNOT be created for the short-paper portion of the test. Several prompts will be assigned to each test session; therefore, an examiner may read the Checklist for Writers to the group but must read each student’s prompt individually at the student’s workstation.

A. Any student who must take a paper/pencil test due to a documented need, or who requires large-print or Braille format, is exempt from taking the Writing field test.
FAQ Writing Field Test

Q. What keyboarding resources are available?
A. The Keyboarding Methodology Instructional Guide for Teachers and Administrators available on the Writing Online Web page is being updated and will contain keyboarding resources.

Q. Will the writing tests be scored by hand?
A. The writing tests will be scored using the current procedure. All papers are read by at least two readers, with the student’s score for each domain being the total of the score assigned by both readers. Tests are scored by trained scorers, not by artificial intelligence.

Q. How soon will schools receive scores?
A. This is a field test and scores will not be reported back to schools.

Q. Where are the rubrics?
A. The rubrics are available in the Writing blueprints.
FAQ Writing Field Test

Q. What kind of prompts will be used?
A. The SOL Writing Assessment is an invitation to write. Grades 5 and 8 do not have a specified mode of writing. **The End-of-course prompt is persuasive.**

Q. Will there be a character or word count limit? If so, what?
A. There are 52 lines of text available on the SOL Online Writing assessment, which correlates to the previous amount of space given.

Q. Are grade 8 and EOC students required to write 5 paragraphs?
A. There has never been a specified number of paragraphs required on the SOL writing assessments.
FAQ Writing Field Test

Q. Will students have access to a thesaurus?
A. As with the previous SOL writing assessments, students may not use a thesaurus.

Q. Will students be able to make up the writing field test?
A. A student may be offered an opportunity to take a make-up field test if he is absent on the scheduled test date. Make-up testing sessions, however, are not required. Should a make-up test be offered, the student will be given the same field test that was offered to the other students in his/her level or course on the regularly scheduled testing date. No alternate form for any Writing field test is available.
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