

Practice Item Guide
Virginia Standards of Learning
End-of-Course (EOC) Writing

December 2013
Pearson

Table of Contents

OVERVIEW 3

SYSTEM REQUIREMENTS FOR TESTNAV 4

TECHNOLOGY-ENHANCED ITEM (TEI) TYPES..... 5

 Drag and Drop 5

 Hot Spot..... 5

 Bar Graph or Histogram 6

 Fill-in-the-Blank..... 6

OPENING THE VIRGINIA SOL WRITING PRACTICE ITEMS..... 7

MATERIALS NEEDED FOR COMPLETING THE VIRGINIA SOL PRACTICE ITEMS 8

ONLINE TOOLS AVAILABLE IN THE VIRGINIA SOL WRITING PRACTICE ITEMS 8

SPECIFIC DIRECTIONS FOR USING THE VIRGINIA SOL EOC WRITING PRACTICE ITEMS 9

 Introduction..... 9

APPENDIX A 52

APPENDIX B 54

OVERVIEW

The practice items available in the Virginia SOL End-of-Course (EOC) writing practice set provide examples of the new content and increased rigor represented by the 2010 *English Standards of Learning (SOL)*. Additionally, these items illustrate the new technology-enhanced item (TEI) types. These practice items do not cover all the EOC 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 EOC 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 EOC 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 | 10/31/2012 | 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 | 12 new practice items added. |
| V.4 | 01/06/2014 | Answer to #18 edited on page 39 and in Appendix A |
| V.5 | 02/19/2014 | Text edit on page 48 (the first sentence in the second paragraph) |

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 EOC 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 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 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
2. Under the heading “Writing Practice Items” click on the Practice Item link for End-of-Course. Since this is a web-based application, the link will take you directly to the End-of-Course (EOC) writing practice items.

MATERIALS NEEDED FOR COMPLETING THE VIRGINIA SOL PRACTICE ITEMS

Scratch paper and pencil

ONLINE TOOLS AVAILABLE IN 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 can be used to respond to the questions.

| Tool Icon | Description |
|--|---|
|  | Pointer – Use the pointer to answer 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 on multiple-choice questions to mark choices you do not wish to consider. |
|  | Pencil – Use the pencil tool to make marks on the test questions. |
|  | Help – Use the help tool to display information about a specific tool on the top toolbar. |

SPECIFIC DIRECTIONS FOR USING THE VIRGINIA SOL 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 End-of-Course writing practice questions for the SOL test. There are 26 questions that will show you some of the types of test items that will be administered as part of the EOC 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 is 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 26.”



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 Alan'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 six practice questions about Alan'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 digital reading application interface. At the top, there is a blue header bar with various icons (mouse, eraser, highlighter, red X, pencil, document, help) and the text "Help". On the right side of the header, it says "john h doe" and "EOC Writing Practice Items (2010 En..." with an "X Exit" button.

The main content area is split into two panels. The left panel has a white background with a black border. At the top, it has the title **Robo Games**. Below the title, it says: **Alan writes a column covering school events for the high school newspaper. He decides to write about a recent school competition.**

Below this, there is a section titled **Rough Draft**. The text reads: **(1)**"Let the games begin!" a voice boomed over the loudspeakers in the gym. **(2)**The cheers and applause that erupted from the crowd normally signaled the start of an athletic competition. **(3)**The event was the official opening of the third annual, district-wide competition known as Robo Games. **(4)**This year's games were held at Hollow Creek High School last Saturday night.

At the bottom of the left panel, there is a "Page 1 of 4" indicator with left and right arrow buttons.

The right panel has a white background and contains the instruction: **Read Alan's rough draft, and use it to answer the questions that follow.**

At the bottom of the interface, there is a dark blue footer bar. On the left, there is a "Flag for Review" button with a yellow flag icon. In the center, it says "Passage Section 1". On the right, there are three buttons: "Section Review" with a list icon, "Previous" with a left arrow, and "Next" with a right arrow.

(5) Designing a robot that can function in reality and performing tasks is a challenging assignment for these students, who worked hard to prepare for the fiercely competitive event. (6) However, the competitive spirit was not the most important aspect of the event. (7) The focus was on the value of working with teammates to achieve a common purpose. (8) The gym was decorated in the colors representing the competing high schools. (9) The following five teams, each consisting of five members, were represented Lakeview MacArthur Greenwood Taft, and Hollow Creek. (10) Each team designed a robot to push a small, plastic ball through a maze, at the end of which was a cardboard shoebox. (11) Spectators cheered enthusiastically when the task was completed successfully. (12) The audience groaned and shouted encouragement when any of the robots struggled to complete the task. (13) The plastic balls had to be pushed into this box.

Page 2 of 4

Flag for Review Passage Section 1 Section Review Previous Next

(14) This event was created by a group of area science teachers, including Hollow Creek's chemistry teacher, Paula Grant. (15) Mrs. Grant also coached Hollow Creek's team to a second-place finish. (16) The dedicated instructors who created this event wanted to show students how much fun math and science can be.

(17) Seven weeks ago each school was given an identical box of parts for building a robot. (18) A set of rules governing the robot's design was included in the kit. (19) Each team would assemble its robot using only the parts from the box and the specified guidelines.

(20) There was no limit to the number of students allowed to help with designing and building the robot. (21) However, only five students could then be chosen as the official team members for the competition. (22) Of those five team members, only one could control the robot as it navigated the maze. (23) Students were also directed to a website where they had submitted weekly progress reports.

Page 3 of 4

Flag for Review Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading application window. The title bar includes the name "John h doe" and the text "EOC Writing Practice Items (2010 English ...)" with an "Exit" button. The main content area is split into two columns. The left column contains a passage of text with several paragraphs, each starting with a number in parentheses: (24), (25), (26), (27), (28), (29), and (30). The right column contains a bolded instruction: "Read Alan's rough draft, and use it to answer the questions that follow." Below the passage, there is a "Page 4 of 4" indicator with left and right navigation arrows. At the bottom of the window, there is a dark blue navigation bar with several buttons: "Flag for Review" (with a yellow flag icon), "Passage Section 1", "Section Review" (with a list icon), "Previous" (with a left arrow icon), and "Next" (with a right arrow icon).

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

Robo Games

Alan writes a column covering school events for the high school newspaper. He decides to write about a recent school competition.

Rough Draft

(1)“Let the games begin!” a voice boomed over the loudspeakers in the gym. (2)The cheers and applause that erupted from the crowd normally signaled the start of an athletic competition. (3)The event was the official opening of the third annual, district-wide competition known as Robo Games. (4)This year’s games were held at Hollow Creek High School last Saturday night.

Directions: Click and drag the correct sentence to the shaded area.

Which transitional sentence could best be added after sentence 2?

(2) The cheers and applause that erupted from the crowd normally signaled the start of an athletic competition.

(3) The event was the official opening of the third annual, district-wide competition known as Robo Games.

Furthermore, the gym was filled with energy and excitement.

This time, however, the roar was for a math and science event.

In fact, it sounded like a championship basketball game in the gym.

Even so, the noise did not compare to most high school football games.

Nevertheless, this was the loudest event the school had sponsored.

Page 1 of 4

Question 1 of 26
Section 1

Section Review Previous Next

SAY The first item 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.

Make sure students see the directions banner at the top of the screen.

SAY This question refers to sentences 2 and 3. Sentences 2 and 3 are on page 1 of the rough draft, which should be on the left side of your screen,

The gray directions banner at the top of the screen says, “Click and drag the correct sentence to the shaded area.” To answer this question correctly, you must click and drag the correct answer option from within the dark gray box to the shaded box in the middle of the screen.

Let’s read the question together. The question says, “Which transitional sentence could best be added after sentence 2?”

Take a moment to answer the question by dragging your answer to the shaded box. If you change your mind, you may drag your answer back to the dark gray box and select another answer.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected the sentence *This time, however, the roar was for a math and science event.*

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. In order for this question to show as “Answered” on the Section Review screen, you must click and drag one answer into the shaded area, as was indicated in the directions. Do you have any questions on how to answer the question?

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 2.

The screenshot shows a TestNav interface with a blue header bar. On the left, a text box contains a passage with several sentences, some of which are underlined. Sentence 5 is highlighted in a white box with a black border. On the right, a question asks for a correction to sentence 5. Below the question are four multiple-choice options (A, B, C, D). At the bottom of the screen, there are navigation buttons: 'Page 2 of 4', 'Question 2 of 26 Section 1', 'Section Review', 'Previous', and 'Next'.

(5) Designing a robot that can function in reality and performing tasks is a challenging assignment for these students, who worked hard to prepare for the fiercely competitive event. (6) However, the competitive spirit was not the most important aspect of the event. (7) The focus was on the value of working with teammates to achieve a common purpose. (8) The gym was decorated in the colors representing the competing high schools. (9) The following five teams, each consisting of five members, were represented Lakeview MacArthur Greenwood Taft, and Hollow Creek. (10) Each team designed a robot to push a small, plastic ball through a maze, at the end of which was a cardboard shoebox. (11) Spectators cheered enthusiastically when the task was completed successfully. (12) The audience groaned and shouted encouragement when any of the robots struggled to complete the task. (13) The plastic balls had to be pushed into this box.

Read sentence 5.

Designing a robot that can function in reality and performing tasks is a challenging assignment for these students, who worked hard to prepare for the fiercely competitive event.

Which correction should be made to this sentence?

A Insert a comma after reality.

B Change performing to perform.

C Delete the comma after students.

D Change fiercely to fierce.

Page 2 of 4

Question 2 of 26
Section 1

Section Review

Previous Next

SAY Notice this question is a multiple-choice question. (Pause.)

The question refers to sentence 5, 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 5 is located.

Now read sentence 5 from the passage or the text box, and answer the question.

Pause while students answer the question.

SAY Which answer did you select?

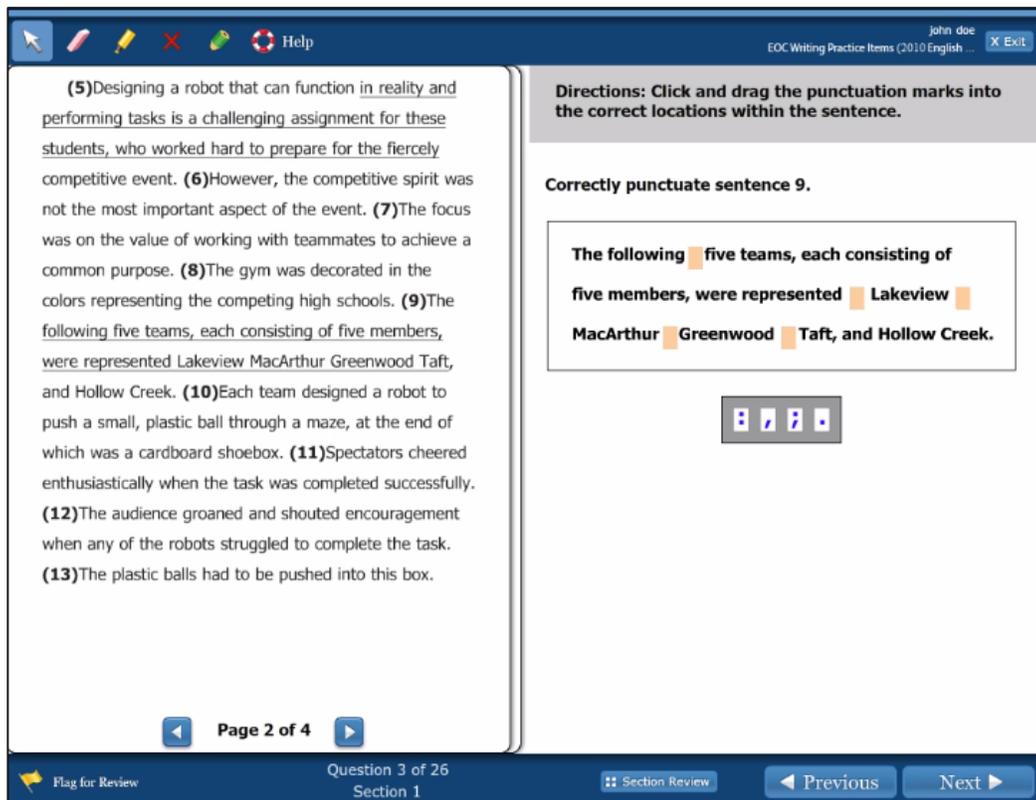
Pause for replies.

SAY You should have selected option B, change performing to perform.

Do you have any questions?

Answer all questions.

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



SAY Question 3 is another example of a drag and drop technology-enhanced 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.

Now let’s look at the directions. The directions say, “Click and drag the punctuation marks into the correct locations within the sentence.”

The item says, “Correctly punctuate sentence 9.”

The punctuation marks can be used more than one time, and not every shaded area should necessarily have a punctuation mark placed inside of it. Also, not all punctuation marks will necessarily be used. You only want to put the punctuation marks where they are necessary. If you change your mind after clicking and dragging a punctuation mark to a shaded area, you can drag the punctuation mark back to the dark gray box.

You may answer the question now.

Pause while students answer the question.

SAY How did you punctuate the sentence?

Pause for replies.

SAY The sentence should read: *The following five teams, each consisting of five members, were represented COLON Lakeview COMMA MacArthur COMMA Greenwood COMMA Taft, and Hollow Creek.*

So the first shaded area, located after the word “following” in the sentence, should have been left blank.

Do you have any questions?

Answer all questions. Make sure students understand that when an item like this one has more than one punctuation mark available, several different things are true. A punctuation mark may be used more than one time, as is the case with the comma in this item; a punctuation mark may be used only once, as is the case with the colon in this item; or a punctuation mark may not be used at all, as is the case with the semicolon and the period in this item. Additionally, it is important that students understand in some questions like this one, some of the blanks should remain blank, while in other items, all of the blanks may require punctuation in order for the item to be correct.

SAY This question does not tell you how many punctuation marks are required, so once you have placed one punctuation 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 how many punctuation marks are required to correctly punctuate the sentence.

SAY 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 4.

(5) Designing a robot that can function in reality and performing tasks is a challenging assignment for these students, who worked hard to prepare for the fiercely competitive event. (6) However, the competitive spirit was not the most important aspect of the event. (7) The focus was on the value of working with teammates to achieve a common purpose. (8) The gym was decorated in the colors representing the competing high schools. (9) The following five teams, each consisting of five members, were represented: Lakeview, MacArthur, Greenwood Taft, and Hollow Creek. (10) Each team designed a robot to push a small, plastic ball through a maze, at the end of which was a cardboard shoebox. (11) Spectators cheered enthusiastically when the task was completed successfully. (12) The audience groaned and shouted encouragement when any of the robots struggled to complete the task. (13) The plastic balls had to be pushed into this box.

Alan notices that sentence 13 is out of sequence. Alan should place this sentence after —

- A sentence 7
- B sentence 8
- C sentence 10
- D sentence 14

Page 2 of 4

Question 4 of 26
Section 1

Flag for Review Section Review Previous Next

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

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 C, *sentence 10*.

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 rough draft is displayed with several paragraphs of text. Paragraph (14) describes an event created by area science teachers. Paragraph (15) mentions Mrs. Grant coaching a team. Paragraph (16) states that dedicated instructors wanted to show students how much fun math and science can be. Paragraph (17) describes a robot-building activity. Paragraph (18) mentions a set of rules. Paragraph (19) describes the assembly process. Paragraph (20) states there was no limit to the number of students. Paragraph (21) mentions five students chosen for the competition. Paragraph (22) states that only one student could control the robot. Paragraph (23) states that students were also directed to a website where they had submitted weekly progress reports. On the right, a question asks to read sentence 23 and identify how it is directed to a website where they had submitted weekly progress reports. The question is followed by four multiple-choice options: A (directed to a website where they submitted weekly progress reports), B (directing to a website where they were submitting weekly progress reports), C (to be directed to a website where they submit weekly progress reports), and D (As it is). The interface includes a toolbar at the top with icons for navigation and help, and a bottom bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'.

SAY Question 5 refers to sentence 23. Use the arrows on the left side of the screen to navigate to page 3 of the rough draft. Sentence 23 can also be found inside the text box on the right side of the screen. (Pause.)

Now read the question and answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected option A, *directed to a website where they submitted weekly progress reports*.

Do you have any questions?

Answer any questions.

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, the Section Review screen at the end of the practice items lists all of the questions. It will show you which ones 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.

The screenshot shows a software interface for EOC Writing Practice Items. The top bar includes a navigation menu with icons for Home, Erase, Highlight, Undo, Redo, and Help, along with the user name 'John h doe' and the title 'EOC Writing Practice Items (2010 English ...)' with an 'Exit' button. The main content area is split into two panels. The left panel contains a reading passage with paragraphs (14) through (23). The right panel displays a search engine interface with the search term 'Robots' and results for 'Innovative Robotic Design', 'Toy Robots', 'Robots Direct', and 'Robotics'. Below the search results are four radio button options: A Innovative Robotic Design, B Toy Robots, C Robots Direct, and D Robotics. At the bottom of the interface, there is a 'Flag for Review' button, 'Question 6 of 26 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons. The page number 'Page 3 of 4' is also visible.

SAY Let's read question 6 together. It says, "Which website would be most helpful for students who want to build a robot?" You may review the passage if it will help you answer the question. Now select your answer.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected option C, *Robots Direct*.

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 information about *Robots Direct*, found within the search results on the right side of the screen. Click the highlighter icon on the toolbar to put the tool away. (Pause.)

Are there any questions about how to use the highlighter?

Answer all questions.

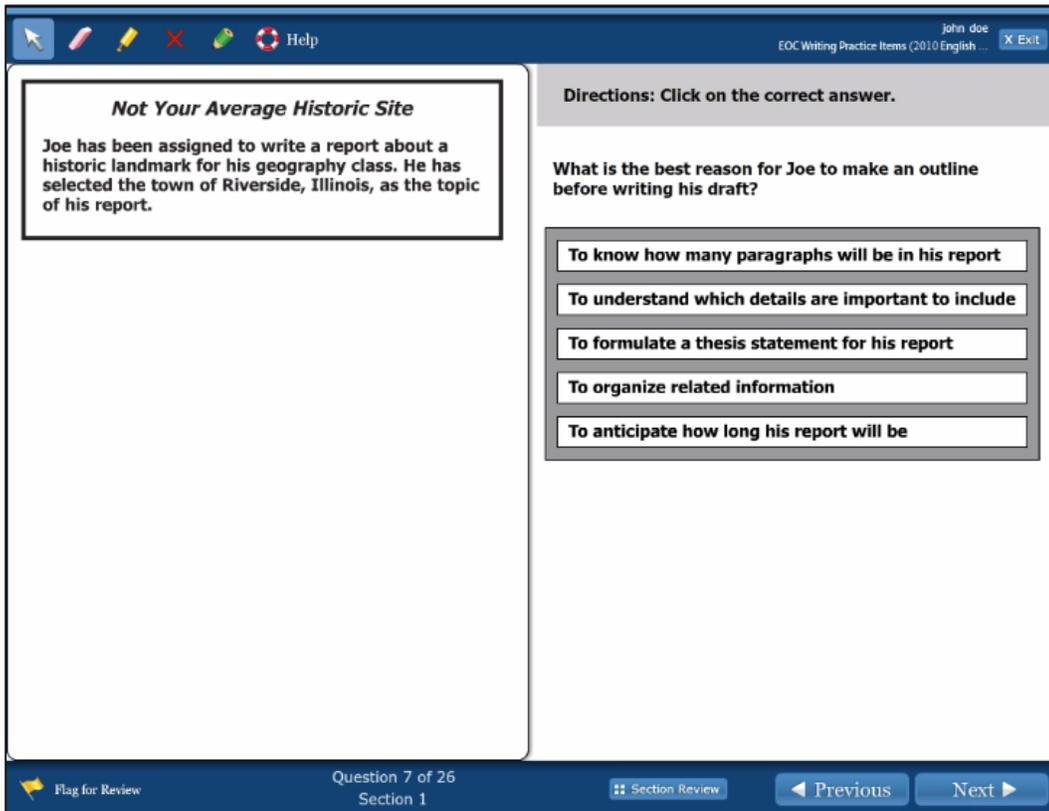
SAY Now let's practice using the Eraser tool to erase the highlighter mark you just made.

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 question 7. Question 7 is the first question for a new passage. Read the text inside the text box on the left side of the screen. (Pause.)



The screenshot shows a software interface for a writing practice item. At the top, there is a toolbar with icons for a mouse cursor, eraser, highlighter, a red 'X', a green eraser, and a 'Help' button. The user's name 'John Doe' and the text 'EOC Writing Practice Items (2010 English)' 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 'Not Your Average Historic Site' with the text: 'Joe has been assigned to write a report about a historic landmark for his geography class. He has selected the town of Riverside, Illinois, as the topic of his report.' The right panel contains a question: 'Directions: Click on the correct answer. What is the best reason for Joe to make an outline before writing his draft?' Below the question are five radio button options: 'To know how many paragraphs will be in his report', 'To understand which details are important to include', 'To formulate a thesis statement for his report', 'To organize related information', and 'To anticipate how long his report will be'. At the bottom of the interface, there is a 'Flag for Review' button, the text 'Question 7 of 26 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY Question 7 is a hot spot technology-enhanced item. The directions say, “Click on the correct answer.” To select your answer, you will click on an answer choice from within in the dark gray box.

It is important to note that some hot spot items require more than one correct answer. For example, the question may ask you to select two or three correct answers. Other questions will not tell you the number of correct answers to select, and you will have to decide how many answers to choose.

Please make sure students understand this concept, as a traditional multiple-choice question only requires one answer.

SAY The question says, “What is the best reason for Joe to make an outline before writing his draft?”

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 Which answer did you select?

Pause for replies.

SAY The correct answer is: *To organize related information.*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen. (Pause.)

Take a few minutes to read through Joe’s rough draft, found on the left side of the screen. To advance to the next page, click the forward arrow on the left side of the screen. To go back to a previous page, click the backward arrow. When you are finished reading, please return to page 1 of the rough draft.

Pause while students read the rough draft.

The screenshot shows a digital reading application window. The title bar includes a user name 'John h doe', the text 'EOC Writing Practice Items (2010 En...', and an 'X Exit' button. The interface is divided into two main panels. The left panel contains a rough draft of text with ten numbered points: (1) Most cities contain at least one historic landmark: a famous author’s home, a building where an important document was signed, or a field that was once the site of a pioneer camp. (2) Many such locations have been designated National Historic Landmarks, and a large city might have dozens of them. (3) Riverside, Illinois, however, has a distinction that sets it apart from other cities: the entire town has been designated a National Historic Landmark. (4) From way back, Riverside, Illinois, was set out to be really awesome. (5) The person behind the development of Riverside was America’s foremost city planner and landscape architect, Frederick Law Olmsted. (6) Olmsted was most famous for having designed New York City’s Central Park. (7) He believed everyone should live within walking distance of a park. (8) Even people who lived in cities could enjoy local parks. (9) The merging of urban and rural environments was a novel concept in the 1860s and the guiding principal behind the planning of Riverside. (10) Olmsted completed his plans for Riverside in 1869, and construction was soon underway. Below the text is a navigation bar with a left arrow, the text 'Page 1 of 4', and a right arrow. The right panel contains the instruction: 'Read Joe’s rough draft, and use it to answer the questions that follow.' At the bottom of the window is a dark blue footer bar with a 'Flag for Review' button, the text 'Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

John h doe
EOC Writing Practice Items (2010 En... X Exit

(1) Most cities contain at least one historic landmark: a famous author’s home, a building where an important document was signed, or a field that was once the site of a pioneer camp. (2) Many such locations have been designated National Historic Landmarks, and a large city might have dozens of them. (3) Riverside, Illinois, however, has a distinction that sets it apart from other cities: the entire town has been designated a National Historic Landmark.

(4) From way back, Riverside, Illinois, was set out to be really awesome. (5) The person behind the development of Riverside was America’s foremost city planner and landscape architect, Frederick Law Olmsted. (6) Olmsted was most famous for having designed New York City’s Central Park. (7) He believed everyone should live within walking distance of a park. (8) Even people who lived in cities could enjoy local parks. (9) The merging of urban and rural environments was a novel concept in the 1860s and the guiding principal behind the planning of Riverside. (10) Olmsted completed his plans for Riverside in 1869, and construction was soon underway.

Page 1 of 4

Read Joe’s rough draft, and use it to answer the questions that follow.

Flag for Review Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and editing, and a user profile for 'John h doe'. The main content area is split into two columns. The left column contains a passage of text with numbered paragraphs (11-22). The right column contains the instruction: 'Read Joe's rough draft, and use it to answer the questions that follow.' Below the passage, there is a 'Page 2 of 4' indicator and navigation arrows. At the bottom, there is a control bar with 'Flag for Review', 'Passage Section 1', 'Section Review', 'Previous', and 'Next' buttons.

John h doe
EOC Writing Practice Items (2010 English ...)

(11)The Riverside project gave Olmsted the chance to design an entire community from beginning to end. (12)His goal was to integrate the natural surroundings with the new town he was constructing. (13)Consequently, the town began with an unusual blueprint. (14)The plans called for Riverside to be built on 1,600 acres of land alongside the Des Plaines River. (15)Olmsted envisioned the river as an important structural component of the town itself. (16)This scenic area along the river would be preserved and available to all residents. (17)He designated the riverbanks for parks.

(18)In addition, he designed the streets in accordance with the land and the river. (19)For this reason, Riverside does not have a traditional grid pattern of blocks.

(20)Instead, the streets follow the contours of the river and surrounding landscape. (21)Olmsted also created what he termed a "Grand Park System." (22)The system featured a number of large parks: it also contained forty-one smaller, triangular-shaped parks placed throughout the new community.

Page 2 of 4

Flag for Review Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading interface, similar to the previous one. The main content area is split into two columns. The left column contains a passage of text with numbered paragraphs (23-31). The right column contains the instruction: 'Read Joe's rough draft, and use it to answer the questions that follow.' Below the passage, there is a 'Page 3 of 4' indicator and navigation arrows. At the bottom, there is a control bar with 'Flag for Review', 'Passage Section 1', 'Section Review', 'Previous', and 'Next' buttons.

John h doe
EOC Writing Practice Items (2010 English ...)

(23)In Riverside, Olmsted realized his dream of creating a town that blended with the natural world. (24)The beauty of the parks and river made the town, eleven miles outside of Chicago, feel like a remote country village. (25)In the nineteenth century, there was no other town like it in America.

(26)Riverside was incorporated in 1875 and thereby became an official township. (27)However, people began moving to Riverside even before that time. (28)After the great Chicago fire in 1871, people began to move away from the loud and crowded atmosphere of the city. (29)Many were seeking a safer and more peaceful environment.

(30)Riverside the last stop on the commuter train that ran from Chicago to the surrounding areas quickly became a popular choice. (31)The location benefited people who wanted to work in Chicago but live in a place that was far away from all the traffic and noise of the big city.

Page 3 of 4

Flag for Review Passage Section 1 Section Review Previous Next

The screenshot shows a digital reading application window. 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 window title bar displays 'John h doe' and 'EOC Writing Practice Items (2010 English ...)' with an 'Exit' button. The main content area is split into two panels. The left panel contains a passage of text with several paragraphs, each starting with a bolded number in parentheses: (32), (33), (34), (35), (36), and (37). The right panel contains a bolded instruction: 'Read Joe's rough draft, and use it to answer the questions that follow.' At the bottom of the left panel, there is a 'Page 4 of 4' indicator with left and right arrow buttons. The bottom of the window features a dark blue navigation bar with a 'Flag for Review' button, 'Passage Section 1' text, a 'Section Review' button, and 'Previous' and 'Next' buttons with arrows.

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

The screenshot displays a digital reading and writing application. On the left, a passage is presented with ten numbered sentences. Sentence 4, "From way back, Riverside, Illinois, was set out to be really awesome," is highlighted. On the right, the selected sentence is shown in a text box, followed by a question: "How can this sentence best be revised for appropriate tone?" Four multiple-choice options (A, B, C, D) are provided. The interface includes a toolbar at the top with icons for navigation and editing, and a status bar at the bottom with buttons for "Flag for Review", "Section Review", "Previous", and "Next".

SAY Question 8 refers to sentence 4, which is on page 1. Page 1 should be on the left side of the screen. (Pause.) Now read sentence 4 from the passage or from within 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, *From its beginnings, Riverside, Illinois, was planned to be unique.*

Are there any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. On the left, a rough draft is displayed on a page labeled "Page 1 of 4". The draft contains ten numbered sentences. Sentence 9 is highlighted in blue. On the right, a question asks the user to read sentence 9 and identify the correct correction for a grammatical error. The error is in the sentence: "The merging of urban and rural environments was a novel concept in the 1860s and the guiding principal behind the planning of Riverside." The options are: A) Change was to were. B) Add a comma after 1860s. C) Change guiding to guided. D) Change principal to principle.

SAY Question 9 refers to sentence 9, which is on page 1 of the rough draft. Since you were on page 1 before you navigated to this question, page 1 will still be on the left side of the screen. 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 D, change principal to principle.

Do you have any questions?

Answer all questions.

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

(11)The Riverside project gave Olmsted the chance to design an entire community from beginning to end. (12)His goal was to integrate the natural surroundings with the new town he was constructing. (13)Consequently, the town began with an unusual blueprint. (14)The plans called for Riverside to be built on 1,600 acres of land alongside the Des Plaines River. (15)Olmsted envisioned the river as an important structural component of the town itself. (16)This scenic area along the river would be preserved and available to all residents. (17)He designated the riverbanks for parks. (18)In addition, he designed the streets in accordance with the land and the river. (19)For this reason, Riverside does not have a traditional grid pattern of blocks. (20)Instead, the streets follow the contours of the river and surrounding landscape. (21)Olmsted also created what he termed a "Grand Park System." (22)The system featured a number of large parks: it also contained forty-one smaller, triangular-shaped parks placed throughout the new community.

Directions: Click on the part of the sentence that is NOT correct.

Which part of sentence 22 is incorrect?

The system featured a number of large parks: it also contained forty-one smaller, triangular-shaped parks placed throughout the new community.

Page 2 of 4

Question 10 of 26
Section 1

SAY Question 10 refers to sentence 22, which is on page 2 of the rough draft. Navigate to page 2. (Pause.)

Question 10 is another example of a hot spot technology-enhanced item. The directions say, "Click on the part of the sentence that is NOT correct." The question states, "Which part of sentence 22 is incorrect?" You must select your answer from the highlighted words within the box. Notice that the shaded word becomes orange when selected.

Now answer the question. If you change your mind about an answer, you can click the answer choice and it will remove the orange box or you can use the eraser tool, the icon at the top of the screen that looks like a pink eraser, to remove the orange box.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected *parks*: This question will show as "Answered" on the Section Review screen once an answer is selected. 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 11.

The screenshot shows a software interface for EOC Writing Practice Items. The top bar includes a user name 'John doe', the title 'EOC Writing Practice Items (2010 English ...)', and an 'Exit' button. The left pane displays a rough draft with several paragraphs of text. The right pane contains a question: 'Read sentence 24.' followed by a highlighted sentence: 'The beauty of the parks and river made the town, eleven miles outside of Chicago, feel like a remote country village.' Below this is the question: 'How is this sentence best revised for clarity?' and four multiple-choice options (A, B, C, D). The bottom of the interface shows navigation controls: 'Page 3 of 4', 'Question 11 of 26', 'Section 1', 'Section Review', 'Previous', and 'Next'.

SAY This question refers to sentence 24. Use the forward arrow on the left side of the screen to go to page 3 of the rough draft, where sentence 24 is located.

Now read the question and answer it.

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 town was only eleven miles outside of Chicago, but the beauty of the parks and river made it feel like a remote country village.*

Are there any questions?

Answer all questions.

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

SAY Question 12 is similar to a question we have already practiced. You will be correctly punctuating a sentence.

Since you were on page 3 before you navigated to this question, page 3 will still be on the left side of the screen. (Pause.)

The gray directions banner says, “Click and drag the comma into the correct location within the sentence. There may be one or more correct locations.”

Now read the question and answer it. Remember, the comma can be used more than once, and not every shaded area has to be filled with a comma. You only want to put a comma into the sentence where it is necessary.

Pause while students answer the question.

SAY How did you punctuate the sentence?

Pause for replies.

SAY The correct answer is *Riverside COMMA the last stop on the commuter train that ran from Chicago to the surrounding areas COMMA quickly became a popular choice.*

The second, third and fourth shaded areas should be left blank.

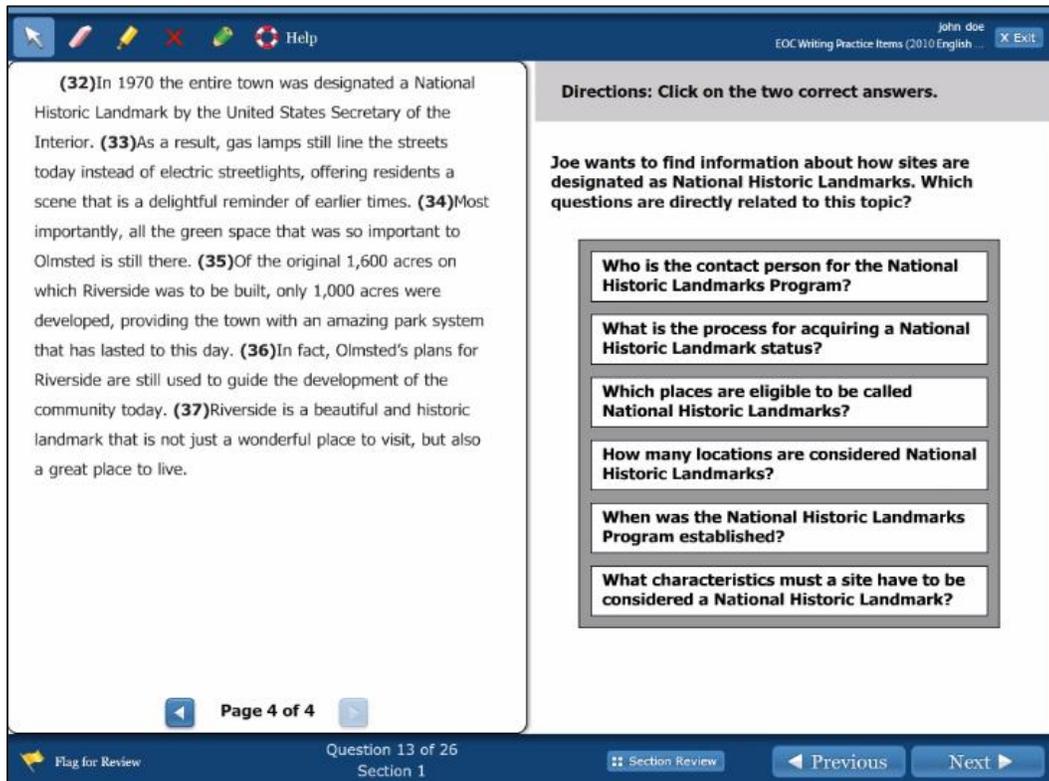
This question does not tell you how many answers are required, so once you have placed one answer into a receptacle, the Section Review screen will show the item as “Answered.” This is so there is no hint or clue given as to how many answers there are.

SAY 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 13.



SAY The directions for this question say, “Click on the two correct answers.” You will need to select the two correct answers to get the item correct.

Please make sure students understand this concept, as a traditional multiple-choice question only requires one answer.

SAY Now read the question and click on the two boxes that you want to select as your answer. Notice that when you hover over a box, it outlines in blue. When you select your answer, it will outline in orange. If you change your mind after you select an answer, you can click on it again to remove the orange outline.

Pause while students answer the question.

SAY How did you respond?

Pause for replies.

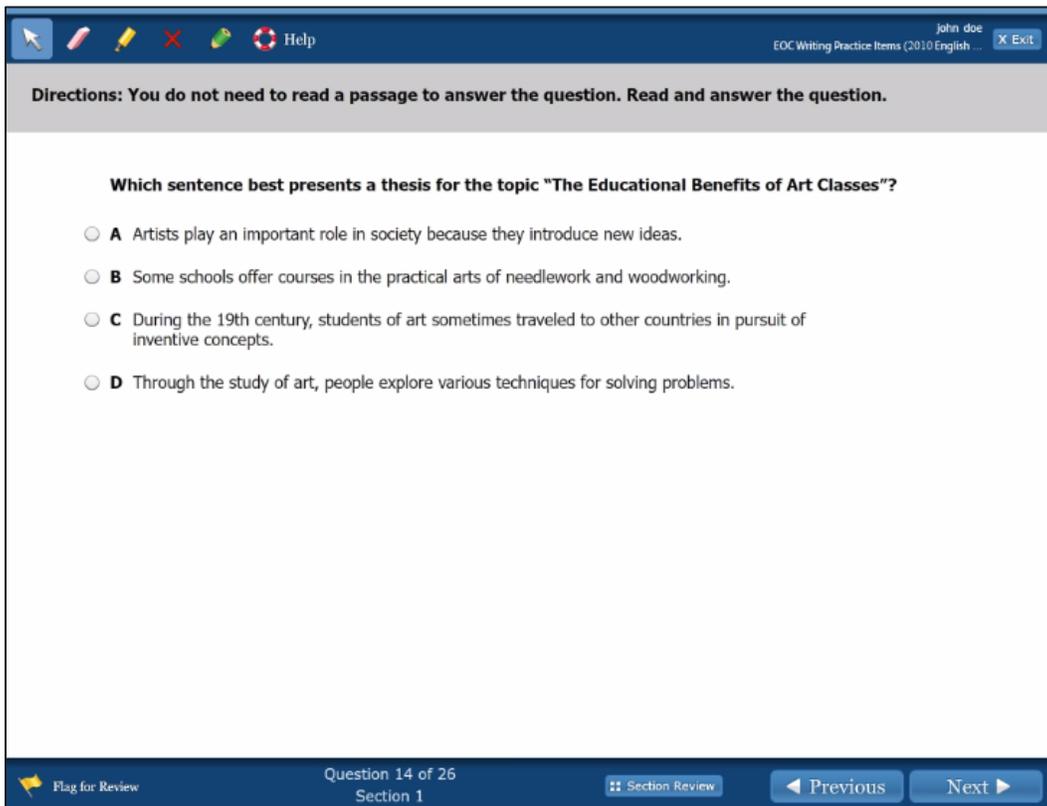
SAY You should have selected *What is the process for acquiring a National Historic Landmark status?* and *What characteristics must a site have to be considered a National Historic Landmark.* These are the 2nd and 6th boxes in the dark gray box.

In order for this question to show as answered on the Section Review screen, two of the options must be selected. If you encounter a question that directs you to select a certain number of answers, such as “Click on two correct shaded areas,” the item will only show as “Answered” on the Section Review screen once that number of answers is selected. Do you have any questions on how to answer the question?

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 direction 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.

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. Many times in stand-alone items, there will be text inside a box for you to read. Sometimes the text will be a sentence, 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. In this particular item, there is no text box. Now 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 D, *Through the study of art, people explore various techniques for solving problems.*

Do you have any questions?

Answer all questions.

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

SAY Question 15 is the first question for a new passage. Read the text inside the text box on the left side of the screen, and then read the question.

Pause while students read the text and question.

SAY Question 15 is another type of technology-enhanced item. You must select your answer by clicking on the correct shaded answer within the search results box. The directions say, “Click on the correct shaded answer.” So for this item you will only need to select ONE answer.

Now select the correct answer.

Pause while students answer the question.

SAY How did you respond?

Pause for replies.

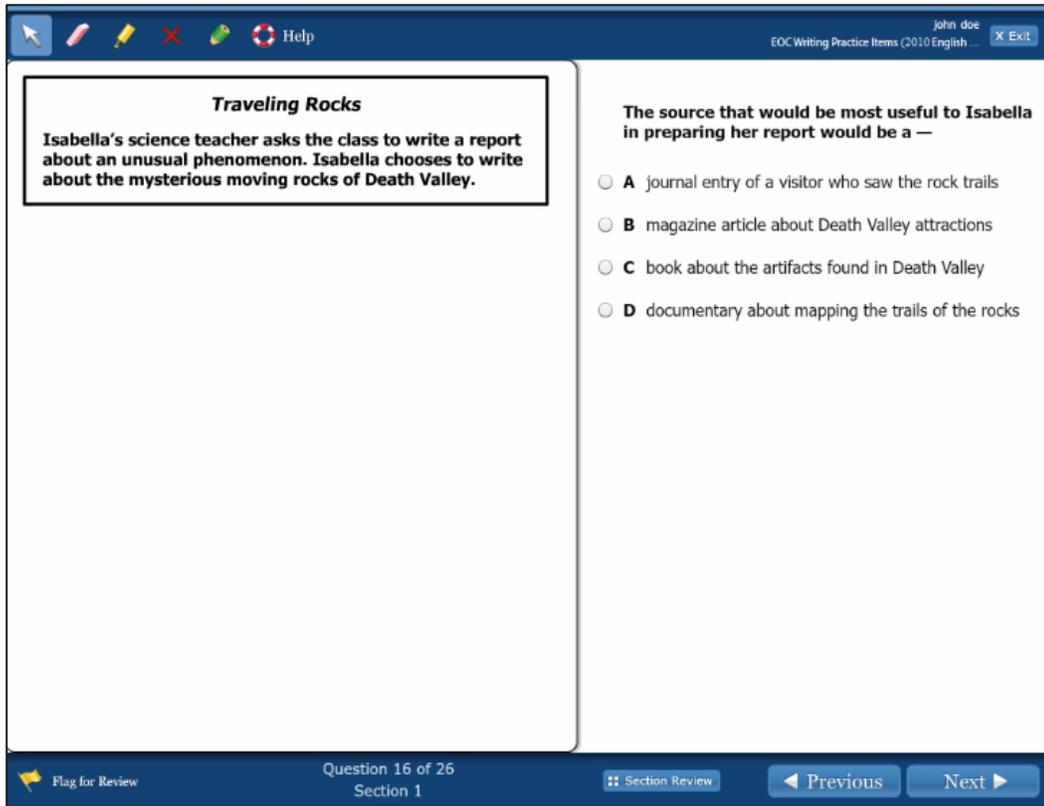
SAY You should have selected *Valley of Moving Rocks*.

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 16.



SAY Read the question and answer it.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option D, *documentary about mapping the trails of the rocks*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen. (Pause.) Take a few minutes to read the rough draft on the left side of the screen. Use the forward arrow on the left side of the screen to navigate forward through the rough draft. When you have finished reading the rough draft, use the backward arrow to return to page 1.

Pause while students read the rough draft and return to page 1.

John doe
EOC Writing Practice Items (2010 English ... X Exit

(1)The Racetrack, a three-mile-long desert flat, is part of the scorching hot and seasonally windy Death Valley National Park in California. **(2)**Contrary to the expectations implied by the name Racetrack fast sleek cars are not the trademark of this barren lakebed instead moving rocks ranging in size from mere pebbles to 700-pound boulders are the main features. **(3)**Interest in the rocks has attracted both visitors and scientists to the area. **(4)**In fact, scientists have been studying this geological phenomenon since the late 1940s.

(5)The cause of the movement of the rocks remain a matter of debate, in the scientific community for the simple reason that no one has never seen one of the giants move. **(6)**Scientists know the boulders travel, though, because the rocks leave trails that can stretch for nearly half a mile in the layer of slick mud that covers the surface of the lakebed during the rainy season. **(7)**Also, scientists have recorded the location of rocks, only to find them in another part of the Racetrack the following year. **(8)**When global positioning system (GPS) technology became available, researchers created a digital map of the trails, a network totaling approximately 60 miles. **(9)**This advance enabled scientists to analyze changes in the positions of the rocks.

Page 1 of 3

Flag for Review Passage Section 1 Section Review Previous Next

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

John doe
EOC Writing Practice Items (2010 English ... X Exit

(10)Most of the scientists believe the rocks are propelled by strong winds that roll through the valley during seasonal storms. **(11)**Wind speeds during these storms can reach up to 70 miles per hour, and such a force could move a boulder. **(12)**In addition, the winds are usually accompanied by rain that turns the fine clay sediment of the lakebed into mud, which provides a slick surface for the rocks to ride to a new location. **(13)**Sometimes the storms bring snow, which supports the claim of some scientists that ice is an additional factor in the mobility of the rocks. **(14)**One scientist theorizes that bacteria, organisms dormant in dry seasons, become actively with rain, growing long filaments that contribute to the slippery surface of the land. **(15)**Under these conditions, scientists speculate, gusts of wind propel the rocks on the exceptionally smooth ground. **(16)**When the mud dries, the furrows made by the moving rocks are preserved. **(17)**Winter storms in Death Valley can be fierce, with wind and water sweeping down from the nearby mountains.

Page 2 of 3

Flag for Review Passage Section 1 Section Review Previous Next

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

The screenshot shows a digital reading application interface. At the top, there is a blue header bar with navigation icons (arrow, eraser, pencil, X, highlighter, refresh) and a 'Help' button on the left. On the right, it displays the user name 'john doe', the title 'EOC Writing Practice Items (2010 English ...', and an 'Exit' button.

The main content area is split into two panels. The left panel contains a passage of text with several paragraphs, each starting with a numbered question prompt in bold. The right panel contains a bold instruction: 'Read Isabella's rough draft, and use it to answer the questions that follow.'

At the bottom of the interface, there is a dark blue footer bar. From left to right, it includes a 'Flag for Review' button, the text 'Page 3 of 3' with left and right navigation arrows, the text 'Passage Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY Click the *Next* at the bottom of the screen to go to question 17.

Pause while students click *Next*.

The screenshot shows a digital interface for a writing practice item. On the left, a passage is displayed with several sentences underlined. On the right, a question asks for the best thesis statement for the report, with four options (A, B, C, D). The interface includes a top toolbar with icons for navigation and editing, a status bar at the bottom with navigation buttons, and a page indicator 'Page 1 of 3'.

(1)The Racetrack, a three-mile-long desert flat, is part of the scorching hot and seasonally windy Death Valley National Park in California. **(2)**Contrary to the expectations implied by the name Racetrack fast sleek cars are not the trademark of this barren lakebed instead moving rocks ranging in size from mere pebbles to 700-pound boulders are the main features. **(3)**Interest in the rocks has attracted both visitors and scientists to the area. **(4)**In fact, scientists have been studying this geological phenomenon since the late 1940s.

(5)The cause of the movement of the rocks remain a matter of debate, in the scientific community for the simple reason that no one has never seen one of the giants move. **(6)**Scientists know the boulders travel, though, because the rocks leave trails that can stretch for nearly half a mile in the layer of slick mud that covers the surface of the lakebed during the rainy season. **(7)**Also, scientists have recorded the location of rocks, only to find them in another part of the Racetrack the following year. **(8)**When global positioning system (GPS) technology became available, researchers created a digital map of the trails, a network totaling approximately 60 miles. **(9)**This advance enabled scientists to analyze changes in the positions of the rocks.

Which sentence best states a thesis for the report?

- A The harsh environment of Death Valley is home to many interesting events that continue to attract scientists, but the movement of rocks along the Racetrack is the most intriguing.
- B Assisted by new technology, scientists have continued to speculate about the forces that cause rocks to move along the Racetrack in Death Valley, but some questions remain unanswered.
- C Scientists have speculated about the forces that cause rocks to move along the Racetrack in Death Valley and about the reasons for the harsh weather of the region.
- D With the help of new technology, scientists have answered questions about rare and strange events that previously were unexplainable, such as the movement of rocks along the Racetrack in Death Valley.

Page 1 of 3

Question 17 of 26
Section 1

Flag for Review Section Review Previous Next

SAY Now read the question and answer it. You may navigate through the passage and review it if it will help you answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option B, *Assisted by the new technology, scientists have continued to speculate about the forces that cause rocks to move along the Racetrack in Death Valley, but some questions remain unanswered.*

Do you have any questions?

Answer all questions.

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

The screenshot shows a writing practice interface. On the left is a rough draft with several sentences. Sentence 2 is: "Contrary to the expectations implied by the name Racetrack fast sleek cars are not the trademark of this barren lakebed instead moving rocks ranging in size from mere pebbles to 700-pound boulders are the main features." On the right, a question asks: "How is sentence 2 correctly punctuated?" Below the question is a box containing the same sentence with shaded areas for punctuation: "Contrary to the expectations implied by the name Racetrack fast sleek cars are not the trademark of this barren lakebed instead moving rocks ranging in size from mere pebbles to 700-pound boulders are the main features." The interface includes a toolbar at the top, a status bar at the bottom, and navigation buttons.

SAY Question 18 refers to sentence 2, which is located on page 1 of the rough draft, and is inside the box on the screen. Make sure page 1 is on the left side of the screen.

The gray directions banner says, “Click and drag the punctuation into the correct location within the sentence. There may be one or more correct locations.”

Now read the question and answer it. Remember, the comma or semicolon can be used more than once, and not every shaded area has to be filled. You only want to put a punctuation mark into the sentence where it is necessary.

Pause while students answer the question.

SAY How did you punctuate the sentence?

Pause for replies.

SAY The correct answers are *Racetrack COMMA*, *fast COMMA*, *lakebed SEMICOLON*, and *instead COMMA*.

The first, fourth, and seventh shaded areas should be left blank.

This question does not tell you how many answers are required, so once you have placed one answer 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 how many answers there are.

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 19.

The screenshot shows a test interface with a toolbar at the top containing icons for navigation and help. The main area is split into two panels. The left panel displays a passage with several sentences numbered (1) through (9). The right panel contains the question text and a list of correction options. A gray banner at the top of the right panel provides directions. The question asks for corrections to sentence 5, which is highlighted in a box. The options are: 'Add a comma after movement.', 'Change remain to remains.', 'Remove the comma after debate.', 'Change scientific to scientifically.', and 'Change has never seen to has seen.'. Each option has a checkbox. To the right of the options are 'Yes' and 'No' buttons. At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next', and a 'Section Review' button.

SAY Since you were on page 1 of the passage when you advanced from the previous question, the passage is still on page 1. (Pause.)

In the upper right of the screen just underneath the toolbar is a gray directions banner. The gray directions banner for this question says, “Click and drag the correct answers to the boxes.”

The question refers to sentence 5, which is inside the text box and on page 1 of the rough draft.

This question requires that you drag “yes” or “no” into each box to make corrections to the sentence. If you change your mind, you can drag the answer back to the gray box and select the other. Now read and answer the question.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY You should have placed **NO** in the first box, **YES** in the second box, **YES** in the third box, **NO** in the fourth box, **YES** in the fifth box and **NO** in the last box.

In order for this question to show as “Answered” on the Section Review screen, each box 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 question 20.

The screenshot shows a TestNav interface with a dark blue header. On the left, there are icons for navigation and a 'Help' button. The main content area is split into two columns. The left column contains a reading passage with several sentences, each starting with a number in parentheses. Sentence 14 is highlighted in a yellow box. The right column contains a question that asks the user to read sentence 14 and then select the correct correction for it. Below the question are four multiple-choice options, each with a radio button. At the bottom of the interface, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The text 'Page 2 of 3' is visible in the bottom left of the main content area, and 'Question 20 of 26 Section 1' is visible in the bottom center.

(10)Most of the scientists believe the rocks are propelled by strong winds that roll through the valley during seasonal storms. **(11)**Wind speeds during these storms can reach up to 70 miles per hour, and such a force could move a boulder. **(12)**In addition, the winds are usually accompanied by rain that turns the fine clay sediment of the lakebed into mud, which provides a slick surface for the rocks to ride to a new location. **(13)**Sometimes the storms bring snow, which supports the claim of some scientists that ice is an additional factor in the mobility of the rocks. **(14)**One scientist theorizes that bacteria, organisms dormant in dry seasons, become actively with rain, growing long filaments that contribute to the slippery surface of the land. **(15)**Under these conditions, scientists speculate, gusts of wind propel the rocks on the exceptionally smooth ground. **(16)**When the mud dries, the furrows made by the moving rocks are preserved. **(17)**Winter storms in Death Valley can be fierce, with wind and water sweeping down from the nearby mountains.

Read sentence 14.

One scientist theorizes that bacteria, organisms dormant in dry seasons, become actively with rain, growing long filaments that contribute to the slippery surface of the land.

Which correction should be made to this sentence?

- A Remove the comma after bacteria.
- B Change organisms to organisms'.
- C Change actively to active.
- D Remove the comma after rain.

Page 2 of 3

Flag for Review Question 20 of 26 Section 1 Section Review Previous Next

SAY The question refers to sentence 14, which is inside the text box. Question 14 is also on page 2 of the rough draft, so navigate to page 2. (Pause.)

Now read the question and answer it.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option C, *Change actively to active.*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 21.

The screenshot shows a digital writing interface. On the left, a rough draft of text is displayed, containing several numbered sentences (10-17). Sentence 17 is highlighted in blue. On the right, a question is presented: "Isabella notices that sentence 17 is out of sequence. Isabella should place this sentence after —". Below the question are four radio button options: A sentence 10, B sentence 11, C sentence 12, and D sentence 13. The interface includes a top toolbar with icons for navigation and editing, a status bar at the bottom showing "Page 2 of 3", "Question 21 of 26", and "Section 1", and buttons for "Previous" and "Next".

SAY Question 21 refers to sentence 17. Sentence 17 is found on page 2. Since you were on page 2 of the rough draft when you advanced from the previous question, the rough draft is still on page 2. Now read the question and answer it.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option A, *sentence 10*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 22.

(10)Most of the scientists believe the rocks are propelled by strong winds that roll through the valley during seasonal storms. (11)Wind speeds during these storms can reach up to 70 miles per hour, and such a force could move a boulder. (12)In addition, the winds are usually accompanied by rain that turns the fine clay sediment of the lakebed into mud, which provides a slick surface for the rocks to ride to a new location. (13)Sometimes the storms bring snow, which supports the claim of some scientists that ice is an additional factor in the mobility of the rocks. (14)One scientist theorizes that bacteria, organisms dormant in dry seasons, become actively with rain, growing long filaments that contribute to the slippery surface of the land. (15)Under these conditions, scientists speculate, gusts of wind propel the rocks on the exceptionally smooth ground. (16)When the mud dries, the furrows made by the moving rocks are preserved. (17)Winter storms in Death Valley can be fierce, with wind and water sweeping down from the nearby mountains.

Directions: Click on the shaded word or phrase that is NOT correct.

Which word or phrase is used incorrectly in sentence 19?

One boulder, **weighing 700 pounds, had seemed** to have disappeared in the 1970s, only **to be found again in 1996, uphill from its** original location.

Page 2 of 3

Question 22 of 26
Section 1

Flag for Review Section Review Previous Next

SAY Question 22 refers to sentence 19, which is found on page 3 of the rough draft. Navigate to page 3. (Pause.)

This is another technology-enhanced item. The directions say, “Click on the shaded word or phrase that is NOT correct.” The question states, “Which word or phrase is used incorrectly in sentence 19?”

You must select your answer from the highlighted words within the box. When you select a shaded area, it will turn orange. If you change your mind about an answer, you can click the answer choice and it will remove the orange box or you can use the eraser tool, the icon at the top of the screen that looks like a pink eraser, to remove the orange box. Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected *had seemed*

Do you have any questions?

Answer all questions.

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

The screenshot shows a software interface for a writing practice item. The top bar includes a toolbar with icons for eraser, pencil, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'john doe' and the title 'EOC Writing Practice Items (2010 English ...)' are visible in the top right corner, with an 'Exit' button.

The main content area is split into two panels. The left panel contains a passage of text with several sentences numbered (18) through (25). Sentence (22) is underlined in the original image. The right panel contains the question: 'Read sentence 22.' followed by a text box containing the underlined sentence: 'The rocks of the Racetrack could even have traveled in one direction and then unexpectedly go backward.' Below this is the question: 'How is could even have traveled in one direction and then unexpectedly go correctly written?' and four multiple-choice options (A, B, C, D).

At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 23 of 26 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The page number 'Page 3 of 3' is also visible.

SAY This question refers to sentence 22, which is inside the text box and on page 3 of the rough draft. Page 3 should still be on the left side of your screen.

Now read the question and answer it.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option B, *can even travel in one direction and then unexpectedly go*

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital writing practice interface. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John h doe' and the document title 'EOC Writing Practice Items (2010 English ...)' are visible in the top right corner. The main content area is divided into two columns. The left column contains a reading passage with several paragraphs of text, each starting with a number in parentheses (18-25). The right column contains a question: 'Which sentence is the best conclusion for the report?' followed by four multiple-choice options (A, B, C, D). At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Page 3 of 3', 'Question 24 of 26', 'Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

(18)The previous theory, though, cannot explain the unusual routes of many rocks. **(19)**One boulder, weighing 700 pounds, had seemed to have disappeared in the 1970s, only to be found again in 1996, uphill from its original location. **(20)**The rocks move uphill and change direction, making gradual turns. **(21)**Not only do they veer slightly with shifts in the wind, but they also make sharp 90-degree turns. **(22)**The rocks of the Racetrack could even have traveled in one direction and then unexpectedly go backward.

(23)This strange phenomenon of moving rocks has sparked debate in the scientific community for many years. **(24)**Although scientists disagree about the causes behind the baffling movements, they all agree the rocks are sliding around this terrain. **(25)**The researchers, whose goal is to solve the puzzle, can only wait and hope to be the first to witness a rock traveling along the Racetrack.

Which sentence is the best conclusion for the report?

- A The general public also has an appreciation for the oddity of the moving rocks.
- B The stark setting for this mystery has captured the imagination of many others.
- C Undoubtedly, scientists who have researched this event have researched other unusual occurrences.
- D Meanwhile, this mystery motivates scientists to continue their research.

Page 3 of 3

Question 24 of 26
Section 1

Flag for Review Section Review Previous Next

SAY Read the question and answer it.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option D, *Meanwhile, this mystery motivates scientist to continue their research.*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 25.

(18)The previous theory, though, cannot explain the unusual routes of many rocks. (19)One boulder, weighing 700 pounds, had seemed to have disappeared in the 1970s, only to be found again in 1996, uphill from its original location. (20)The rocks move uphill and change direction, making gradual turns. (21)Not only do they veer slightly with shifts in the wind, but they also make sharp 90-degree turns. (22)The rocks of the Racetrack could even have traveled in one direction and then unexpectedly go backward.

(23)This strange phenomenon of moving rocks has sparked debate in the scientific community for many years. (24)Although scientists disagree about the causes behind the baffling movements, they all agree the rocks are sliding around this terrain. (25)The researchers, whose goal is to solve the puzzle, can only wait and hope to be the first to witness a rock traveling along the Racetrack.

Isabella makes a list of visual aids to illustrate her report.

| Traveling Rocks | |
|-----------------|--|
| | • A photograph showing the size of one of the boulders |
| | • A drawing of the network of rock trails |
| | • A map of the area surrounding the boulder trails |
| | • A slide show of the rocks next to their tracks |

Which item would be least helpful?

A A photograph showing the size of one of the boulders

B A drawing of the network of rock trails

C A map of the area surrounding the boulder trails

D A slide show of the rocks next to their tracks

Page 3 of 3

Question 25 of 26
Section 1

Flag for Review Section Review Previous Next

SAY The top sentence states “Isabella makes a list of visual aids to illustrate her report. The list is in the lined text box.

Now read the question and answer it.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is option C, *A map of the area surrounding the boulder trails*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 26.

Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the notes that should be removed. Each selected note will be marked with a strikethrough line.

Before writing her article about how teenagers can save money, Tanisha makes these notes. Which notes do NOT belong?

| | |
|--------------------------|---|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | • Budget for savings every month, and set this amount aside before spending anything else. |
| <input type="checkbox"/> | • Finding a job can be challenging, so use the local newspaper and search online. |
| <input type="checkbox"/> | • Keep a log of daily expenses for a few weeks to see if excessive spending is a problem. |
| <input type="checkbox"/> | • Remember to review the budget each month as financial situations and spending needs change from time to time. |
| <input type="checkbox"/> | • Contact local banks and credit unions for currency exchange rates and current interest rates on personal loans. |
| <input type="checkbox"/> | • Achieving financial goals takes time, so make wise choices each day. |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

Question 26 of 26
Section 1

Flag for Review Section Review Previous Next

SAY This is another stand-alone question. This question does not pertain to a passage, so the screen is no longer split.

The directions say “You do not need to read a passage to answer the question. Read and answer the question. Click on the notes that should be removed. Each selected note will be marked with a strikethrough line.”

This question asks you to select each note that does NOT belong. You will have to read each note and decide whether you want to select it as an answer. You will have to decide how many correct answers there are.

If you change your mind after you select a note, click on the note again and the strike through line will be removed. Now read the question and select the notes which do NOT belong.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY The correct answers are *Finding a job can be challenging, so use the local newspaper and search online, and Contact local banks and credit unions for currency exchange rates and current interest rates on personal loans.*

You must have selected both notes, and only those two notes to be correct. This question will show as “Answered” on the Section Review screen after one note has been selected. This is so no hint or clue is given as to how many correct answers there are. 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.

If you would like your students to practice using the Help tool (as mentioned on page 10), 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 | 1 Unanswered |
|-------------|----------------------|-------------|--------------|
| Passage | | | |
| Question 1 | | ✓ Answered | |
| Question 2 | | ✓ Answered | |
| Question 3 | | ✓ Answered | |
| Question 4 | | ✓ Answered | |
| Question 5 | 🚩 Flagged for Review | ✓ Answered | |
| Question 6 | | ✓ Answered | |
| Question 7 | | ✓ Answered | |
| Passage | | | |
| Question 8 | | ✓ Answered | |
| Question 9 | | ✓ Answered | |
| Question 10 | | ✓ Answered | |

CONTINUE TO TEST OVERVIEW john doe | EOC Writing Practice Items (2010 English 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. 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 26 Total items.”

Please note the total number of items mentioned above (26) includes the passages in addition to the practice items. 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.)

EOC Writing Practice Items (2010 English SOL)

Choose a section below or click *SUBMIT* to submit and exit the test.

| SECTIONS | STATUS | QUESTIONS |
|-----------|--------|-----------|
| Section 1 | Opened | 1-26 |

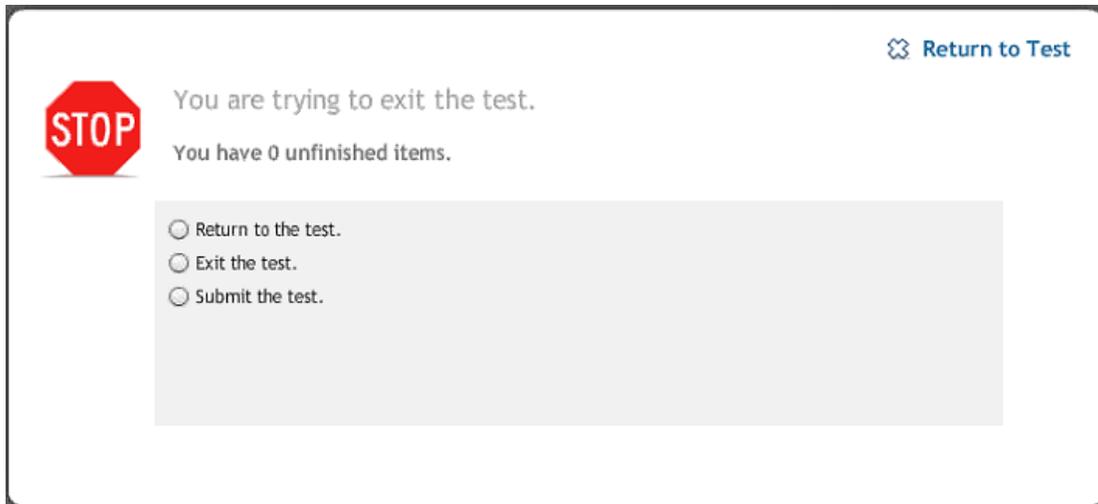
SUBMIT AND EXIT TEST ▶

john doe

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.)

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 EOC Writing Practice Items.

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

APPENDIX A

Answers to End-of-course (EOC) Writing Practice Items

Question 1

The sentence *This time, however, the roar was for a math and science event.*

Question 2

Option B, *change performing to perform.*

Question 3

The sentence should read: *The following five teams, each consisting of five members, were represented COLON Lakeview COMMA MacArthur COMMA Greenwood COMMA Taft, and Hollow Creek.* The first shaded area, located after the word “following” in the sentence, should have been left blank.

Question 4

Option C, *sentence 10.*

Question 5

Option A, *directed to a website where they submitted weekly progress reports.*

Question 6

Option C, *Robots Direct.*

Question 7

The correct answer is: *To organize related information.*

Question 8

Option C, *From its beginnings, Riverside, Illinois, was planned to be unique.*

Question 9

Option D, *change principal to principle.*

Question 10

The word and punctuation *parks:*

Question 11

You should have selected option A, *The town was only eleven miles outside of Chicago, but the beauty of the parks and river made it feel like a remote country village.*

Question 12

Riverside COMMA the last stop on the commuter train that ran from Chicago to the surrounding areas COMMA quickly became a popular choice. The second, third and fourth shaded areas should be left blank.

Question 13

The 2nd and 6th boxes within the dark gray box: *What is the process for acquiring a National Historic Landmark status?* and *What characteristics must a site have to be considered a National Historic Landmark.*

Question 14

Option D, *Through the study of art, people explore various techniques for solving problems.*

Question 15

You should have selected *Valley of Moving Rocks.*

APPENDIX A (Continued)

Answers to End-of-course (EOC) Writing Practice Items

Question 16

Option D, *documentary about mapping the trails of the rocks*

Question 17

Option B, *Assisted by the new technology, scientists have continued to speculate about the forces that cause rocks to move along the Racetrack in Death Valley, but some questions remain unanswered.*

Question 18

Racetrack COMMA, fast COMMA, lakebed SEMICOLON, and instead COMMA

The first, fourth, and seventh shaded areas should be left blank.

Question 19

NO in the first box, YES in the second box, YES in the third box, NO in the fourth box, YES in the fifth box and NO in the last box.

Question 20

Option C, *Change actively to active.*

Question 21

option A, *sentence 10.*

Question 22

The words *had seemed*

Question 23

Option B, *can even travel in one direction and then unexpectedly go*

Question 24

Option D, *Meanwhile, this mystery motivates scientist to continue their research.*

Question 25

Option C, *A map of the area surrounding the boulder trails*

Question 26

Correct answers are *Finding a job can be challenging, so use the local newspaper and search online. and Contact local banks and credit unions for currency exchange rates and current interest rates on personal loans.*

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.