

# Standards of Learning Guided Practice Suggestions

**For use with the**

**Integrated Reading and Writing**

**Practice Items in TestNavTM 8**

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## Introduction to TestNavTM 8: MULTIPLE-CHOICE/TEI Document

The [*Introduction to TestNav 8: Multiple-Choice/Technology-Enhanced Item Tests*](https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects)documentserves as an introduction to the online navigation, tools, accessibility features, and overall functionality and appearance of TestNav 8. It is highly recommended that teachers (or other adults) read the *Introduction to TestNav 8: MC/TEI*document prior to reading this guide, the *Guided Practice Suggestions,* for the Reading practice item sets.

Reading the *Introduction to TestNav 8: MC/TEI*document will give teachers an understanding of the features of TestNav 8 prior to working with students**.** In part, the document provides information on:

* opening the practice item sets within the required TestNav 8 Application,
* navigating through the practice item sets,
* answering technology-enhanced items (TEI) and multiple-choice items,
* using the online tools, and
* using the accessibility features available in TestNav 8.

This important information should be used in conjunction with the information found in this guide.

## Guided Practice Suggestions

This guide provides specific item information for each question in the Integrated Reading and Writing practice items. Along with the item information, there are guided practice suggestions in the Functionality Description column of the table. This column contains information for teachers as they guide students through the practice items. For instance, guided practice suggestions can state, “Use the eliminator tool to place a red ‛X’ on the answers that are not correct,” or, “Make sure students know how to select draggers and place them in the empty boxes using their mouse, keypad, or touchscreen.” Following the suggestions in the table will ensure that students are exposed to all of the different tools within TestNav 8, the different functionality features of TEI, and the common messages that may appear as students complete TEI.

## Online Tools, Features, Icons, and Descriptions of Function

Pointer 

Use to select an answer on screen and to place the cursor in an answer box, plot points, select one or more answers, and drag information from one location to another.

Answer Eliminator Icon

Use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain technology-enhanced items.

Highlighter Icon

Use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art.

There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed.

Zoom-In and Zoom-Out Feature

#### On a PC or Chromebook:

Zoom in—press the CTRL and + keys at the same time.

Zoom out—press the CTRL and – keys at the same.

Return to default screen size—press the CTRL and 0 keys at the same time.

#### On a Mac:

Zoom in—press the CMD and + keys at the same time.

Zoom out—press the CMD and – keys at the same time.

Return to default screen size—press the CMD and 0 keys at the same time.

#### On a touchscreen device:

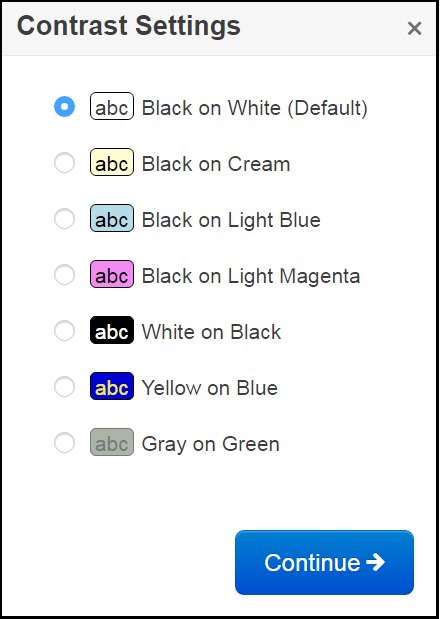
Zoom in—touch two points on the screen, and then move your fingers away from each other.

Zoom out—touch two points on the screen, and then move your fingers toward each other.

User Dropdown Menu Icon

#### **Change the Background and Foreground Colors**

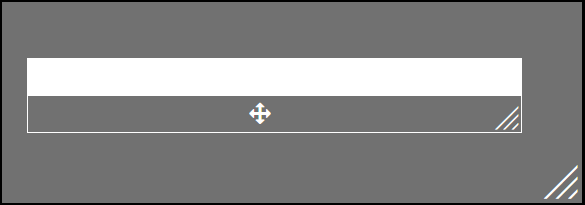
Selecting this permits students to choose the background and foreground colors of their test. The list of background and foreground colors is shown in the screen shot below:



To return the background and foreground color to the default, the student selects Black on White (Default).

#### **Show Line Reader Mask**

Selecting this will place a mask on the screen that the student may place over text or test questions. The line reader mask has a window, which shows only one line of text. The student must drag the window down over the text in order to read it. The student can resize the mask and the window. This mask must be selected for each passage or question after the student moves backward or forward in the test. To remove the line reader mask, in the dropdown the student selects *Hide Line Reader Mask*. The line reader mask screen shot is below:



#### **Enable Answer Masking**

Selecting this will place a mask over each multiple-choice answer option (this is not available on TEI questions). The student may uncover an answer choice by selecting the gray box with the image of an eye. Once enabled, the answer mask will be present on all multiple-choice questions. To stop the answer choice masking, the student opens the dropdown menu and selects *Disable Answer Masking*. The answer masking screen shot is below:



#### **Sign out of TestNav**

Selecting this will bring up the Exit Test screen. The Exit Test screen permits the student to Exit the Test, or to Cancel the selection and return to the test.

TestNav tools cannot be used to indicate answers to online test items. The Pointer Icon must be used to:

1. select multiple-choice answers;
2. place the cursor in a box in order to type an answer;
3. plot points on a line, graph, or graphic;
4. select one or more answers; or
5. drag answers from one location to another.

If the student uses a tool other than the Pointer to indicate the student’s answer, the Review dropdown will show that question as *Not Answered*. If the student feels that the student did answer the question, instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer.

A Help menu for the TestNav tools is not available.

#### Online Tools Available for the writing response.

The online tools currently available for the writing prompt are shown in the table. Directions for practicing these tools with students are provided in the table for ***Practice Set A*** for each grade. Teachers should be familiar with these tools prior to using the Integrated Reading and Writing Practice Items with students.

| **Location** | **Tool Icon** | **Tool Description** |
| --- | --- | --- |
| Top Tool Bar | Pointer Icon | **Pointer: Use to select on screen and to place the cursor within the writing response area.** |
| Side Tool Bar | Exhibit Icon | **Exhibits: Use to view the Checklist for Writers and Shortcut Keys for copying and pasting text. The exhibits tool icon is located on the far right of the screen, halfway down from the top. The online tools will not operate inside the Exhibit window.** |
| Top Tool Bar | Notepad Icon | **Notepad: Use to create and save notes.** |
| Gray Toolbar above  Response Area | Bold Icon | **Bold: Use to bold selected text.** |
| Gray Toolbar above  Response Area | Italics icon | **Italic: Use to italicize selected text.** |
| Gray Toolbar above  Response Area | Underline Icon | **Underline: Use to underline selected text.** |
| Gray Toolbar above  Response Area | Bullet List icon | **Bullet List: Use to add bullets to lines of text.** |
| Gray Toolbar above  Response Area | Numbered List icon | **Numbered List: Use to add numbered bullets to lines of text.** |
| Gray Toolbar above  Response Area | Undo icon | **Undo: Use to undo the previous command that was completed.** |
| Gray Toolbar above  Response Area | Redo icon | **Redo: Use to redo the previous deleted command.** |
| Gray Toolbar above  Response Area | Spell Check icon | **Spell Check1: Use to check the spelling of the typed text. If a student types additional sentences they will need to select the *Spell Check* button again to check the remainder of the response.** |
| Gray Toolbar above  Response Area | Character Count icon | **Character Count: Displays how many characters a student has left within the response area. The maximum number of characters a response can contain is 6,000. This is equivalent to the length of a student’s response in earlier versions of TestNav.** |

**1** The Spell Check tool will identify (by a red underline) words that need to be reviewed for correct spelling. Some proper nouns, a misspelled word, or a word that is spelled correctly but is not recognized by this particular spell checker could be underlined. Students need to evaluate the results of the spell check carefully when deciding whether a word is misspelled. A student’s score will not be adversely affected by the presence of the red underline on a word that is correctly spelled.

In these Integrated Reading and Writing Practice Items, a message will appear on the Submit Final Answers screen that allows the writing response to be printed.

Since the testing contractor administers tests for multiple testing programs, there is text on this screen that is not applicable to the Virginia Assessment Program. Please disregard text underneath the *Print this page* button referencing the Test Administrator.

To print the response, scroll to the top of the page and select the button that says *Print this page*. An hour glass will show while the page is sent to the default printer for the specific workstation or device. The entire screen page will be printed, which will include the typed response. (The document may also be saved as a PDF when the *Print this page* button is selected. **It is important to remember that the response must be printed or saved prior to signing out, as the response entered into the Practice Items is not saved.** It is also important to note that printing is only available while using the Practice Items. This screen will not appear during a test administration.

Other information on the final screen is a table that indicates a 1 or 0 score for each of the six multiple-choice and technology-enhanced practice items. A “1” in the Student’s Score column indicates the item was answered correctly. A “0” in the Student’s Score column indicates the item was answered incorrectly. Question 7 has the message *\*Teacher Scored (see appendix)*. Teachers may use the appropriate grade-level scoring rubric and review the student response. The *Review* button is also available at the top left of the screen. This will allow students to review any question in the practice item set.

## Grade 5 Integrated Reading and Writing

### Practice Set A

| Question Number | Item Type | Correct Answer | Functionality Description |
| --- | --- | --- | --- |
| Reading Passage:  *Cleaner Soil, One Plant at a Time* | Nonfiction |  | If a Reading passage is longer than one page, it will scroll. On a desktop or laptop computer, have students practice using the bar along the right side of the Reading passage to scroll through the passage, as well as the scroll bar on the right side of the screen if necessary. The scroll bar on the far right will only be seen on certain devices and if the computer screen is not in full screen mode. On a touchscreen, use the scroll bar by the passage or move the entire passage with a finger to scroll through it.  Reading passages will not automatically scroll to the beginning for each question associated with the passage. When a student navigates through a set of questions, the Reading passage will remain in the location where the student has scrolled. |
| 1 | Multiple Choice | A | None |
| 2 | Multiple Choice | A | None |
| 3 | Multiple Choice | D | None |
| 4 | Multiple Choice | B | None |
| 5 | Multiple Choice | D | None |
| 6 | TEI  Hot Spot | Both of the following must be selected:  *Chemicals can prevent the growth of some plants.*  *Some plants can remove pollution from the soil.* | A blue box outlines the answer choice when it is selected, indicating a student has chosen that response as an answer. In order to deselect an answer and remove the blue box, the answer choice must be selected again. Have students practice selecting and deselecting an answer.  The eliminator tool works on some technology-enhanced items as well as multiple-choice items. Have students practice using the eliminator tool. A student must remove the X using the eliminator tool before using the pointer tool to select an option.  The pointer tool must be used to select two answer options for the item to show as “Answered.” |
| Writing Prompt | Response | Response to be scored using the Upper Elementary School Scoring Rubric*.* | The *Notepad* tool: Tell students this is where they can create and save notes. Text can be copied and pasted between the *Notepad* tool and the response area; notes are automatically saved on the *Notepad*. Have students select the *Notepad* icon on the top toolbar. Once the *Notepad* is open, have students place the cursor onto the gray area of the *Notepad* window, hold down, and move the *Notepad* around the screen.  Have students type these sentences into the *Notepad*: My name is [xxx]. My teacher’s name is [xxx]. Then tell them to select the “X” in the upper right corner of the *Notepad* to close it. Then have them select the icon again so that they see what they typed has been saved.  To close the *Notepad*, have students select the *Notepad* icon again or select the “X” in the upper right corner of the *Notepad* window.  Have students select the *Exhibits* icon on the far right, middle of the screen. Please note that the online tools do not operate inside the *Exhibits* window.  A window will appear with two tabs: *Checklist for Writers* and *Shortcut Keys*. This window can be moved on the screen. Have students select the gray bar at the top of the window and drag the window around the screen.  Have students select the *Checklist for Writers* tab. Tell students to scroll through the checklist using the scroll bar on the right side of the window. Next, have students practice checking and unchecking the boxes within the checklist. Students can use this feature to help track their progress while composing their response to the prompt.  Have students select the *Shortcut Keys* tab. This tab shows students the shortcut keys that can be used on a keyboard to copy and paste text within the response area or to copy and paste text between the *Notepad* tool and the response area. Review this information with students and then close the *Exhibits* window by selecting the “X” in the upper right corner of the window.  Tell students there is a gray toolbar directly above the response area that can be used to format text. Have students delete any text in the response area and type a simple sentence. Instruct students to select the *Bold* button. The sentence will become bolded. Have students enter a second sentence and then select the *Italic* button. The sentence will become italicized. Have them select the *Underline* button. The sentence will become underlined. Students must select the *Underline* button again to stop underlining. Now, have students select both sentences and then select the *Bullet List* button. The sentences will become bulleted. Have students select the *Undo* button. The previous command will become undone. The numbered list will no longer be numbered, but it will be bulleted.  Have students select the *Redo* button. This action will redo the previously undone command. The bulleted list will become numbered again.  Have students delete all text and deselect all buttons on the tool bar.  Now, in the response area, have students type the sentence: Marly is very quick at texting mesages. (Make sure the word *messages* is misspelled as *mesages*.)  Have students select the *Spell Check* button.  image of the spell check icon  Students will see the message *Spell Check Complete* after all text within the response area is checked. Proper nouns, misspelled words, and words that are spelled correctly but not recognized by this particular spell checker will be underlined.  In the sentence that the student typed, the words “Marly” (a proper noun), “mesages” (a misspelled word), and “texting” (a correctly spelled word that is not recognized by the spell checker) will be underlined in red. Students need to evaluate the results of the spell check carefully when deciding whether a word is misspelled.  Have students select the word “Marly.” Since the *Spell Check* tool indicates this is a misspelled word, alternate choices are provided in a drop-down menu. Students should select *mark as correct* since “Marly” is the correct spelling of a person’s name.  Have students follow a similar procedure for the other two words. They should select *mark as correct* for the word “texting,” and they should select the correct spelling of the word “messages” (the top word in the column).  Have students select the *Spell Check* button again. Notice that none of these words will show as misspelled since the student selected an option from the drop-down menu for each word. If for some reason the student navigates away from this screen, the spell check “memory” is cleared. If a student were to select the *Spell Check* button after navigating away from and returning to this screen, those same words would show as being misspelled.  If a student types additional sentences they will need to select the *Spell Check* button again to check the remainder of the response.  **Information for teachers:**  A student’s score will not be adversely affected by the presence of the red underline on a word that is correctly spelled.  Have students look at the number that is on the far right of the gray tool.  The maximum length of a student’s response to a prompt is 6,000 characters. This is equivalent to the length of a student’s response in earlier versions of TestNav. As a student types in the response area, the number shown on the toolbar will decrease by one each time a character is typed. The number on the toolbar indicates the number of characters the student has left in the writing response area. When the count reaches zero, the student will no longer be able to type in the response area.  Students should format their response into distinct paragraphs. There are different methods of indicating a paragraph break, such as indenting at the start of a paragraph or skipping a line between paragraphs. To indent a sentence, a student must use the space bar since the tab key is not active in TestNav 8. To skip a line, a student may simply use the enter key. Have students practice indicating paragraph breaks in the writing response area. |

### Practice Set B

| Question Number | Item Type | Correct Answer | Functionality Description |
| --- | --- | --- | --- |
| Reading Passage:  *Cleaner Soil, One Plant at a Time* | Nonfiction |  | Remind students that when a question associated with this passage is shown on the screen, the Reading passage will not automatically scroll to the beginning. |
| 1 | Multiple Choice | C | None |
| 2 | Multiple Choice | C | None |
| 3 | TEI  Drag and Drop | The correct answers should be placed in these locations:  **A Farmer:** *Grows new crops in clean land*  **Both:** *Uses plants that have positive effects on nature*  **The Military:** *Plants trees that clean water* | As soon as a dragger is selected and moved, each receptacle box turns blue and is outlined by a dotted line. This indicates that the dragger can be placed in any box—whichever location the student chooses as the correct location. However, sometimes a restriction is placed on where a dragger can be placed. A dragger, once selected and moved, can only be placed in the boxes that shade blue. Selecting a dragger and moving it to the empty box may cause the remaining draggers to shift location in the answer option area.  Students may need to scroll down to see the entire question. Remind students that selecting a dragger and moving it to an empty box causes the remaining draggers to shift location in the answer option area.  This question will be considered “Answered” once all three boxes of the web contain an answer. |
| 4 | Multiple Choice | C | None |
| 5 | Multiple Choice | B | None |
| 6 | Multiple Choice | D | None |
| Writing Prompt | Response | Response to be scored using the Upper Elementary School Scoring Rubric*.* | See notes from Practice Set A. |

## Grade 8 Integrated Reading and Writing

### Practice Set A

| Question Number | Item Type | Correct Answer | Functionality Description |
| --- | --- | --- | --- |
| Paired Reading Passages: *Keystones* and  *The Key to a Healthy Habitat* | Nonfiction/Nonfiction |  | If a Reading passage is longer than one page, it will scroll. On a desktop or laptop computer, have students practice using the bar along the right side of the Reading passage to scroll through the passage, as well as the scroll bar on the right side of the screen if necessary. The scroll bar on the far right will only be seen on certain devices and if the computer screen is not in full screen mode. On a touchscreen, use the scroll bar by the passage or move the entire passage with a finger to scroll through it.  Reading passages will not automatically scroll to the beginning for each question associated with the passage. When a student navigates through a set of questions, the Reading passage will remain in the location where the student has scrolled.  Notice on the left side of the screen there are two tabs. Each tab has the name of a Reading selection. The Reading selection that is displayed has a white tab, and the selection that is not being displayed has a shaded tab. |
| 1 | Multiple Choice | B | The first reading passage tab will automatically display for this question. |
| 2 | Multiple Choice | A | None |
| 3 | Multiple Choice | B | The second reading passage tab will automatically display for this question. |
| 4 | Multiple Choice | A | None |
| 5 | Multiple Choice | D | None |
| 6 | TEI  Match-Table Grid | These three ideas should be selected:  *Flowers produce nectar:* ***Supports***  *Trees grow taller:* ***Does Not Support***  *Prairie dogs make tunnels:* ***Supports*** | Only one radio button in each row may be selected. If a student tries to answer both ***Supports*** and ***Does Not Support*** in the same row, it will deselect the first choice and select the second. Have students practice selecting an answer. |
| Writing Prompt | Response | Response to be scored using the Middle School Scoring Rubric*.* | The *Notepad* tool: Tell students this is where they can create and save notes. Text can be copied and pasted between the *Notepad* tool and the response area; notes are automatically saved on the *Notepad*. Have students select the *Notepad* icon on the top toolbar. Once the *Notepad* is open, have students place the cursor onto the gray area of the *Notepad* window, hold down, and move the *Notepad* around the screen.  Have students type these sentences into the *Notepad*: My name is [xxx]. My teacher’s name is [xxx]. Then tell them to select the “X” in the upper right corner of the *Notepad* to close it. Then have them select the icon again so that they see what they typed has been saved.  To close the *Notepad*, have students select the *Notepad* icon again or select the “X” in the upper right corner of the *Notepad* window.  Have students select the *Exhibits* icon on the far right, middle of the screen. Please note that the online tools do not operate inside the *Exhibits* window.  A window will appear with two tabs: *Checklist for Writers* and *Shortcut Keys*. This window can be moved on the screen. Have students select the gray bar at the top of the window and drag the window around the screen.  Have students select the *Checklist for Writers* tab. Tell students to scroll through the checklist using the scroll bar on the right side of the window. Next, have students practice checking and unchecking the boxes within the checklist. Students can use this feature to help track their progress while composing their response to the prompt.  Have students select the *Shortcut Keys* tab. This tab shows students the shortcut keys that can be used on a keyboard to copy and paste text within the response area or to copy and paste text between the *Notepad* tool and the response area. Review this information with students and then close the *Exhibits* window by selecting the “X” in the upper right corner of the window.  Tell students there is a gray toolbar directly above the response area that can be used to format text. Have students delete any text in the response area and type a simple sentence. Instruct students to select the *Bold* button. The sentence will become bolded. Have students enter a second sentence and then select the *Italic* button. The sentence will become italicized. Have them select the *Underline* button. The sentence will become underlined. Students must select the *Underline* button again to stop underlining. Now, have students select both sentences and then select the *Bullet List* button. The sentences will become bulleted. Have students select the *Undo* button. The previous command will become undone. The numbered list will no longer be numbered, but it will be bulleted.  Have students select the *Redo* button. This action will redo the previously undone command. The bulleted list will become numbered again.  Have students delete all text and deselect all buttons on the tool bar.  Now, in the response area, have students type the sentence: Marly is very quick at texting mesages. (Make sure the word *messages* is misspelled as *mesages*.)  Have students select the *Spell Check* button.  image of the spell check icon  Students will see the message *Spell Check Complete* after all text within the response area is checked. Proper nouns, misspelled words, and words that are spelled correctly but not recognized by this particular spell checker will be underlined.  In the sentence that the student typed, the words “Marly” (a proper noun), “mesages” (a misspelled word), and “texting” (a correctly spelled word that is not recognized by the spell checker) will be underlined in red. Students need to evaluate the results of the spell check carefully when deciding whether a word is misspelled.  Have students select the word “Marly.” Since the *Spell Check* tool indicates this is a misspelled word, alternate choices are provided in a drop-down menu. Students should select *mark as correct* since “Marly” is the correct spelling of a person’s name.  Have students follow a similar procedure for the other two words. They should select *mark as correct* for the word “texting,” and they should select the correct spelling of the word “messages” (the top word in the column).  Have students select the *Spell Check* button again. Notice that none of these words will show as misspelled since the student selected an option from the drop-down menu for each word. If for some reason the student navigates away from this screen, the spell check “memory” is cleared. If a student were to select the *Spell Check* button after navigating away from and returning to this screen, those same words would show as being misspelled.  If a student types additional sentences they will need to select the *Spell Check* button again to check the remainder of the response.  **Information for teachers:**  A student’s score will not be adversely affected by the presence of the red underline on a word that is correctly spelled.  Have students look at the number that is on the far right of the gray tool.  The maximum length of a student’s response to a prompt is 6,000 characters. This is equivalent to the length of a student’s response in earlier versions of TestNav. As a student types in the response area, the number shown on the toolbar will decrease by one each time a character is typed. The number on the toolbar indicates the number of characters the student has left in the writing response area. When the count reaches zero, the student will no longer be able to type in the response area.  Students should format their response into distinct paragraphs. There are different methods of indicating a paragraph break, such as indenting at the start of a paragraph or skipping a line between paragraphs. To indent a sentence, a student must use the space bar since the tab key is not active in TestNav 8. To skip a line, a student may simply use the enter key. Have students practice indicating paragraph breaks in the writing response area. |

### 

### Practice Set B

| Question Number | Item Type | Correct Answer | Functionality Description |
| --- | --- | --- | --- |
| Paired Reading Passages: *Keystones* and  *The Key to a Healthy Habitat* | Nonfiction/Nonfiction |  | Remind students that when a question associated with this passage is shown on the screen, the Reading passage will not automatically scroll to the beginning. |
| 1 | Multiple Choice | D | The first reading passage tab will automatically display for this question. |
| 2 | TEI  Hot Text | These three answers should be selected: *Predators help control organisms; Many animals live in and eat from these forests; environment stays in balance* | This is a type of hot spot item called a hot text item. In a hot text item, the answer options are outlined in light blue, and a selected answer is shaded a darker blue when the background and foreground colors are set to the default setting.  This item specifies there are three answers a student must select. If a student tries to select more than the number of answers indicated, a message appears in the top right corner of the screen. This message will remain for approximately five seconds unless the “X” is selected to close the message.  The second reading passage will automatically display for this question. |
| 3 | Multiple Choice | C | None |
| 4 | TEI  Match-Table Grid | These three effects should be selected:  *An increase in erosion:* ***Evidence***  *The loss of plant life:* ***Evidence***  *Removal of grazing animals:* ***Not Evidence*** | Only one radio button in each row may be selected. If a student tries to answer both ***Evidence*** and ***Not Evidence*** in the same row, it will deselect the first choice and select the second. Have students practice selecting an answer. |
| 5 | Multiple Choice | A | None |
| 6 | Multiple Choice | C | None |
| Writing Prompt | Response | Response to be scored using the Middle School Scoring Rubric*.* | See notes from Practice Set A. |

*Note: For additional practice, the Grade 5 and EOC Integrated Reading and Writing practice items may be used with students.*

## EOC Integrated Reading and Writing

### Practice Set A

| Question Number | Item Type | Correct Answer | Functionality Description |
| --- | --- | --- | --- |
| Passage:  *The Dust Bowl and the Great Plains* | Nonfiction |  | If a Reading passage is longer than one page, it will scroll. On a desktop or laptop computer, have students practice using the bar along the right side of the Reading passage to scroll through the passage, as well as the scroll bar on the right side of the screen if necessary. The scroll bar on the far right will only be seen on certain devices and if the computer screen is not in full screen mode. On a touchscreen, use the scroll bar by the passage or move the entire passage with a finger to scroll through it.  Reading passages will not automatically scroll to the beginning for each question associated with the passage. When a student navigates through a set of questions, the Reading passage will remain in the location where the student has scrolled. |
| 1 | Multiple Choice | C | None |
| 2 | Multiple Choice | B | None |
| 3 | Multiple Choice | B | None |
| 4 | Multiple Choice | D | None |
| 5 | Multiple Choice | A | None |
| 6 | TEI  Drag and Drop | *One of the author’s positions is that people who experienced the Dust Bowl* ***avoided repeating the same mistakes.*** *This position is supported with evidence that* ***a later drought had fewer impacts.*** | As soon as a dragger is selected and moved, each receptacle box turns blue and is outlined by a dotted line. This indicates that the dragger can be placed in any box—whichever location the student chooses as the correct location. However, sometimes a restriction is placed on where a dragger can be placed. A dragger, once selected and moved, can only be placed in the boxes that shade blue. Selecting a dragger and moving it to the empty box may cause the remaining draggers to shift location in the answer option area.  Students may need to scroll down to see the entire question. Remind students that selecting a dragger and moving it to an empty box causes the remaining draggers to shift location in the answer option area.  This question will be considered “Answered” once both boxes contain an answer. |
| Writing Prompt | Response | Response to be scored using the High School Scoring Rubric*.* | The *Notepad* tool: Tell students this is where they can create and save notes. Text can be copied and pasted between the *Notepad* tool and the response area; notes are automatically saved on the *Notepad*. Have students select the *Notepad* icon on the top toolbar. Once the *Notepad* is open, have students place the cursor onto the gray area of the *Notepad* window, hold down, and move the *Notepad* around the screen.  Have students type these sentences into the *Notepad*: My name is [xxx]. My teacher’s name is [xxx]. Then tell them to select the “X” in the upper right corner of the *Notepad* to close it. Then have them select the icon again so that they see what they typed has been saved.  To close the *Notepad*, have students select the *Notepad* icon again or select the “X” in the upper right corner of the *Notepad* window.  Have students select the *Exhibits* icon on the far right, middle of the screen. Please note that the online tools do not operate inside the *Exhibits* window.  A window will appear with two tabs: *Checklist for Writers* and *Shortcut Keys*. This window can be moved on the screen. Have students select the gray bar at the top of the window and drag the window around the screen.  Have students select the *Checklist for Writers* tab. Tell students to scroll through the checklist using the scroll bar on the right side of the window. Next, have students practice checking and unchecking the boxes within the checklist. Students can use this feature to help track their progress while composing their response to the prompt.  Have students select the *Shortcut Keys* tab. This tab shows students the shortcut keys that can be used on a keyboard to copy and paste text within the response area or to copy and paste text between the *Notepad* tool and the response area. Review this information with students and then close the *Exhibits* window by selecting the “X” in the upper right corner of the window.  Tell students there is a gray toolbar directly above the response area that can be used to format text. Have students delete any text in the response area and type a simple sentence. Instruct students to select the *Bold* button. The sentence will become bolded. Have students enter a second sentence and then select the *Italic* button. The sentence will become italicized. Have them select the *Underline* button. The sentence will become underlined. Students must select the *Underline* button again to stop underlining. Now, have students select both sentences and then select the *Bullet List* button. The sentences will become bulleted. Have students select the *Undo* button. The previous command will become undone. The numbered list will no longer be numbered, but it will be bulleted.  Have students select the *Redo* button. This action will redo the previously undone command. The bulleted list will become numbered again.  Have students delete all text and deselect all buttons on the tool bar.  Now, in the response area, have students type the sentence: Marly is very quick at texting mesages. (Make sure the word *messages* is misspelled as *mesages*.)  Have students select the *Spell Check* button.  image of the spell check icon  Students will see the message *Spell Check Complete* after all text within the response area is checked. Proper nouns, misspelled words, and words that are spelled correctly but not recognized by this particular spell checker will be underlined.  In the sentence that the student typed, the words “Marly” (a proper noun), “mesages” (a misspelled word), and “texting” (a correctly spelled word that is not recognized by the spell checker) will be underlined in red. Students need to evaluate the results of the spell check carefully when deciding whether a word is misspelled.  Have students select the word “Marly.” Since the *Spell Check* tool indicates this is a misspelled word, alternate choices are provided in a drop-down menu. Students should select *mark as correct* since “Marly” is the correct spelling of a person’s name.  Have students follow a similar procedure for the other two words. They should select *mark as correct* for the word “texting,” and they should select the correct spelling of the word “messages” (the top word in the column).  Have students select the *Spell Check* button again. Notice that none of these words will show as misspelled since the student selected an option from the drop-down menu for each word. If for some reason the student navigates away from this screen, the spell check “memory” is cleared. If a student were to select the *Spell Check* button after navigating away from and returning to this screen, those same words would show as being misspelled.  If a student types additional sentences they will need to select the *Spell Check* button again to check the remainder of the response.  **Information for teachers:**  A student’s score will not be adversely affected by the presence of the red underline on a word that is correctly spelled.  Have students look at the number that is on the far right of the gray tool.  The maximum length of a student’s response to a prompt is 6,000 characters. This is equivalent to the length of a student’s response in earlier versions of TestNav. As a student types in the response area, the number shown on the toolbar will decrease by one each time a character is typed. The number on the toolbar indicates the number of characters the student has left in the writing response area. When the count reaches zero, the student will no longer be able to type in the response area.  Students should format their response into distinct paragraphs. There are different methods of indicating a paragraph break, such as indenting at the start of a paragraph or skipping a line between paragraphs. To indent a sentence, a student must use the space bar since the tab key is not active in TestNav 8. To skip a line, a student may simply use the enter key. Have students practice indicating paragraph breaks in the writing response area. |

### Practice Set B

| Question Number | Item Type | Correct Answer | Functionality Description |
| --- | --- | --- | --- |
| Passage:  *The Dust Bowl and the Great Plains* | Nonfiction |  | Remind students that when a question associated with this passage is shown on the screen, the Reading passage will not automatically scroll to the beginning. |
| 1 | Multiple Choice | D | None |
| 2 | Multiple Choice | C | None |
| 3 | Multiple Choice | A | None |
| 4 | Multiple Choice | C | None |
| 5 | TEI  Match-Table Grid | These answers should be selected:  *Families affected by the Dust Bowl could receive government financial aid.* ***Easy to Verify***  *The Great Plains region experienced a drought in the 1930s.* ***Easy to Verify***  *Migrant workers became more settled in California over time.* ***Difficult to Verify*** | Only one radio button in each row may selected. If a student tries to answer both ***Easy to Verify*** and ***Difficult to Verify*** in the same row, it will deselect the first choice and select the second. Have students practice selecting an answer. |
| 6 | Multiple Choice | A | None |
| Writing Prompt | Response | Response to be scored using the High School Scoring Rubric*.* | See notes from Practice Set A. |

*Note: For additional practice, the Grade 8 Integrated Reading and Writing practice items may be used with students. This would also provide students the opportunity to become familiar with a paired passage and associated items and writing prompt.*