

Practice Item Guide

Virginia Standards of Learning

End-of-Course Reading

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OVERVIEW

The practice items available in the Virginia SOL End-of-Course (EOC) Reading practice tool provide examples of the new content and increased rigor represented by the 2010 English Standards of Learning (SOL). Additionally, these items illustrate the technology-enhanced item (TEI) types. These practice items do not cover all the EOC Reading 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 reading. 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 reading 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	03/30/2012	Original document posted.
V.2	10/31/2012	Additional practice items added to existing set. 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	10 new practice items added.

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.

Technology-enhanced items are being used in assessments for reading, writing, mathematics, and science. A brief description of each technology-enhanced item (TEI) type is provided below. The SOL practice items for EOC Reading will introduce the two TEI types currently used on the reading assessments: 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 within TestNav 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 READING 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 “Reading Practice Items” click on End-of-Course. Since this is a web based application, the link will take you directly to the EOC reading practice items.

MATERIALS NEEDED FOR COMPLETING VIRGINIA SOL READING PRACTICE ITEMS

Scratch paper and pencil

ONLINE TOOLS AVAILABLE ON THE VIRGINIA SOL READING 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 the answer, but only the pointer tool can be used to respond to the question.

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 THE SOL END-OF-COURSE READING PRACTICE ITEMS

Introduction

After the practice items are launched, read the following instructions to the students.

SAY Today you will be working on some End-of-Course reading practice items for the SOL test. There are 30 questions that will show you some of the types of test items that will be administered as part of the End-of-Course reading 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 scored, and I will tell you the answer for each question.

Are there 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. Notice that the question numbers are also located at the bottom of the screen. For example, the screen with the first question reads “Question 1 of 30.”




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.

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 each tool 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.

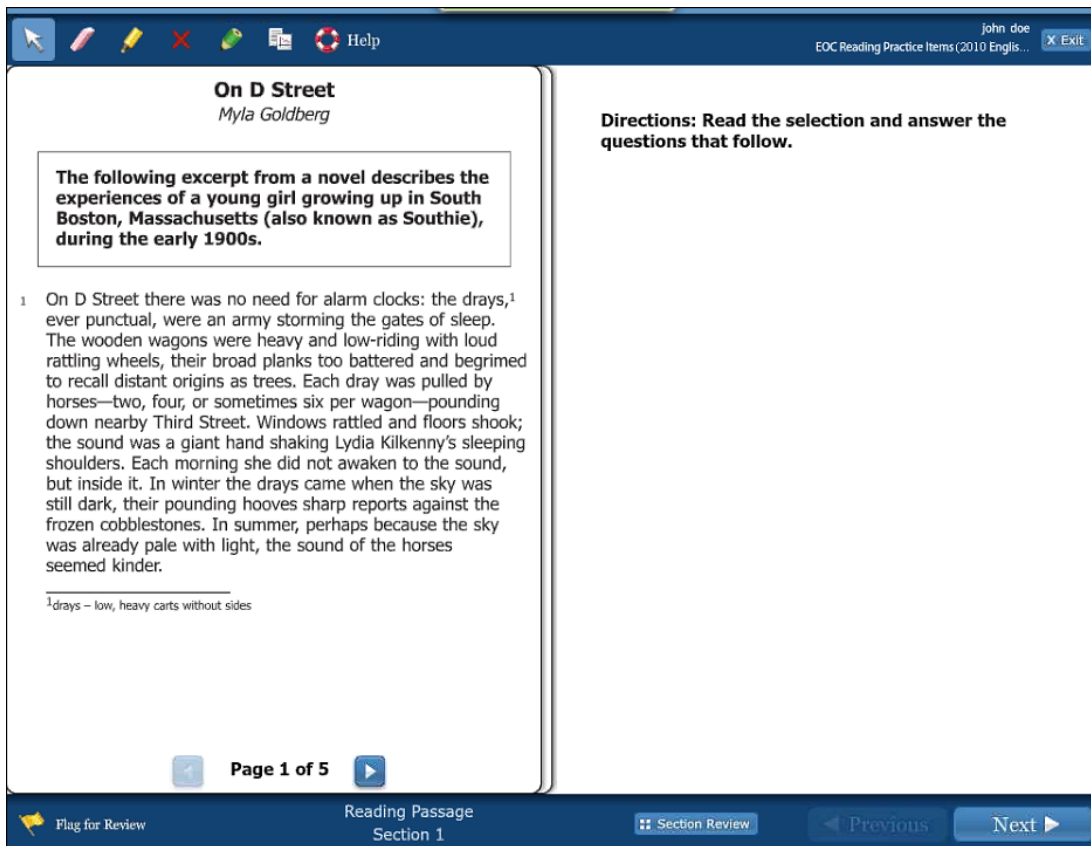
The Help tool has information about the tools. If you would like your students to explore the Help tool, you can have them do this at the end of the practice items, after they have been exposed to the tools while working these items.

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 Remember that the tools at the top of the screen are there to help you answer the question. The only tool that can be used to mark an answer to a question is the pointer tool () .

Look at the screen. Notice the passage titled *On D Street* is on the left side of the screen, and directions you should follow are on the right. Throughout this set of practice items and similar to the actual SOL test, reading passages will appear on the left side of the screen, while the directions and questions that accompany a passage will appear on the right side of the screen.

Before you read the passage, let's take a few moments to review the way you will move through passages in the practice items and on the online reading SOL test. At the bottom of the left side of the screen, notice the blue arrows and the text that tells you the page you are viewing and the length of the passage. The bottom of this screen says, "Page 1 of 5." This means you are viewing page one, and there are five pages in this passage.



The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a pointer, eraser, highlighter, and other tools, along with a 'Help' button and a user profile 'John doe'. The main content area is split into two columns. The left column displays the title 'On D Street' by 'Myla Goldberg' and an introductory paragraph: 'The following excerpt from a novel describes the experiences of a young girl growing up in South Boston, Massachusetts (also known as Southie), during the early 1900s.' Below this is a numbered paragraph starting with '1 On D Street there was no need for alarm clocks: the drays,¹ ever punctual, were an army storming the gates of sleep. The wooden wagons were heavy and low-riding with loud rattling wheels, their broad planks too battered and begrimed to recall distant origins as trees. Each dray was pulled by horses—two, four, or sometimes six per wagon—pounding down nearby Third Street. Windows rattled and floors shook; the sound was a giant hand shaking Lydia Kilkenny's sleeping shoulders. Each morning she did not awaken to the sound, but inside it. In winter the drays came when the sky was still dark, their pounding hooves sharp reports against the frozen cobblestones. In summer, perhaps because the sky was already pale with light, the sound of the horses seemed kinder.' A footnote below reads '1drays – low, heavy carts without sides'. The right column contains the directions: 'Directions: Read the selection and answer the questions that follow.' At the bottom of the left column, there is a page indicator 'Page 1 of 5' with a backward arrow on the left and a forward arrow on the right. The bottom of the interface features a dark blue navigation bar with buttons for 'Flag for Review', 'Reading Passage Section 1', 'Section Review', 'Previous', and 'Next'.

SAY To advance to the next page of the passage, click the blue forward arrow () , which is located to the right of the number five. If you would like to review a previous page in the passage, click the backward arrow () , which is located to the left of the word "Page." Practice moving through the pages of *On D Street*, then return to the first page of the passage.

Pause while students practice navigating through the passage.

SAY Are there any questions about how to move through the pages of the passage?

Answer all questions.

SAY The first nine practice questions come from the passage, *On D Street*, on the left side of the screen.

Now take a few minutes to read the passage. When you have finished, go back to the first page of the passage. Then, click the *Next* button on the navigational toolbar to go to the first question.

Pause while students read the passage. Make sure students return to page one of the passage before they go to question one. Make sure they can locate the *Next* button.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The main content area is divided into two columns. The left column contains the title 'On D Street' by Myla Goldberg, followed by an excerpt: 'The following excerpt from a novel describes the experiences of a young girl growing up in South Boston, Massachusetts (also known as Southie), during the early 1900s.' Below this is a numbered question: '1 On D Street there was no need for alarm clocks: the drays,¹ ever punctual, were an army storming the gates of sleep. The wooden wagons were heavy and low-riding with loud rattling wheels, their broad planks too battered and begrimed to recall distant origins as trees. Each dray was pulled by horses—two, four, or sometimes six per wagon—pounding down nearby Third Street. Windows rattled and floors shook; the sound was a giant hand shaking Lydia Kilkenny's sleeping shoulders. Each morning she did not awaken to the sound, but inside it. In winter the drays came when the sky was still dark, their pounding hooves sharp reports against the frozen cobblestones. In summer, perhaps because the sky was already pale with light, the sound of the horses seemed kinder.' A footnote below the text reads: '¹drays – low, heavy carts without sides'. The right column contains a directions banner: 'Directions: Click and drag the correct answer to the box.' Below this is the question text: 'Read the sentence from paragraph 2.' followed by a box containing the sentence: 'She knew the clattering wagons were bound for Boston proper, but the vague tangle of streets across the Broadway bridge surfaced in her mind with the sound of the horses and resubmerged with its diminishment.' Below the sentence is another banner: 'The details in this sentence reveal that Lydia was' followed by an empty box. Below this are five answer choices in a list: 'unfamiliar with navigating the area beyond the bridge.', 'often annoyed by the commotion outside.', 'curious about the pathways the horses took.', 'sometimes too distracted to notice her surroundings.', and 'confused by the pattern of echoing sounds.' At the bottom of the interface, there is a footer with 'Page 1 of 5', 'Question 1 of 30', 'Section 1', and navigation buttons for 'Previous' and 'Next'.

SAY This first question is an example of a drag and drop technology-enhanced item. Underneath the toolbar is a gray directions banner. The directions banner tells you how to answer the question. Always read the directions banner before answering the question. The directions banner says, “Click and drag the correct answer to the box.”

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

SAY To answer this question, you will complete the sentence on the screen by clicking on an answer choice in the dark gray box and dragging the answer to the empty box. If you change your mind after dragging an answer to a box, you can click and drag it back to the gray box.


The first question refers to paragraph 2. Similar to the actual SOL test, when a question refers to a specific part of the passage, you should return to that part of the passage before answering the question. Since paragraph 2 is on page two of *On D Street*, make sure the left side of your screen says “Page 2 of 5” at the bottom.


Make sure students are viewing page two of the passage.


SAY Now, read the sentence from paragraph 2 to yourself.

Pause while students read the sentence inside the box.

SAY Now let’s read the remainder of this item together. Below the box containing the sentence from paragraph 2, it reads, “The details in this sentence reveal that Lydia was--” You will drag your answer to the box. (Pause.)

Before you answer the question, let’s practice using the pencil tool to eliminate answer choices you do not wish to consider. Since this is a technology-enhanced item, you cannot use the eliminator tool () , the red “X” icon on the toolbar, to eliminate your answer choices. The eliminator tool can only be used on multiple-choice questions.

Click on the green pencil tool icon () on the toolbar at the top of the screen. Your pointer will now have a pencil next to it. Move it to the second answer choice inside the dark gray box. Left-click and hold, then draw an “X” over the second box. When you have finished using the pencil tool, click on the pencil icon again to put it away. (Pause.)

If you change your mind after eliminating an answer with the pencil tool, you can use the eraser tool () to remove the “X.” (Pause.) Click on the pink eraser tool. Your pointer will now have an eraser next to it. Use the eraser tool to remove the “X” you just made with the pencil.


Pause while students use the eraser.

SAY Click on the eraser tool icon on the toolbar to put it away. Click on the pointer tool and select the correct answer. You may use the pencil tool to eliminate answer choices if it will help you answer the question.

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.

john doe
EOC Reading Practice Items (2010 English... [Exit](#)

Help



2 She knew the clattering wagons were bound for Boston proper, but the vague tangle of streets across the Broadway bridge surfaced in her mind with the sound of the horses and resubmerged with its diminishment. As the flow of drays subsided—the wagons no longer traveling two by two but single file—pounding hooves gave way to the creak of floorboards and the muffled voices of neighbors. Factory whistles blew. Church bells rang. The vegetable man made his way down D Street shouting, “Fresh tomatoes,” even if there were no tomatoes, because those words distinguished him from the other vegetable men who plied their carts through Southie.

Page 2 of 5

Directions: Click and drag the correct answer to the box.

Read the sentence from paragraph 2.

She knew the clattering wagons were bound for Boston proper, but the vague tangle of streets across the Broadway bridge surfaced in her mind with the sound of the horses and resubmerged with its diminishment.

The details in this sentence reveal that Lydia was

unfamiliar with navigating the area beyond the bridge.
often annoyed by the commotion outside.
curious about the pathways the horses took.
sometimes too distracted to notice her surroundings.
confused by the pattern of echoing sounds.

Flag for Review Question 1 of 30 Section 1 Section Review Previous Next

SAY Which answer did you choose?

Pause for replies.

SAY You should have chosen the first option in the list, *unfamiliar with navigating the area beyond the bridge*.

Do you have any questions about the answer or about using the pencil and eraser tools?

Answer all questions.

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


Pause.

The screenshot shows a digital reading application interface. At the top, there is a toolbar with icons for a pointer, eraser, highlighter, and a red 'X' (eliminator), along with a 'Help' button. The user's name 'john doe' and the text 'EOC Reading Practice Items (2010 English)' are visible in the top right corner. The main content area is split into two panels. The left panel displays two paragraphs of text, numbered 5 and 6. Paragraph 5 describes an iceman's work, and paragraph 6 describes a hot day. The right panel contains a question: 'Paragraph 5 suggests that Dan Kilkenny had —' followed by four multiple-choice options: A (extraordinary mental discipline), B (more than one job), C (exceptional physical strength), and D (plans to retire soon). At the bottom of the interface, there are navigation buttons: 'Flag for Review', 'Question 2 of 30', 'Section 1', 'Section Review', 'Previous', and 'Next'. A status bar at the very bottom indicates 'Page 4 of 5' with blue arrows for navigation.

SAY You were on page two of the passage when you advanced from the last question, so page two of the passage shows on the left side of the screen. Information about this question is found on page four of the passage, so use the blue arrows to navigate to page four.

Notice question 2 is a multiple-choice question. Read the question to yourself.


Make sure students are on the correct page of the passage.

SAY Before you answer the question, let's practice using the eliminator tool (). On a multiple-choice question, the eliminator tool will help you mark choices you do not wish to consider. You can use this tool to eliminate as many choices as you want. On the toolbar at the top of the screen, click on the button with the red "X." (Pause.) To eliminate answers, you will click the choices you believe are not correct. Then you will click the eliminator tool again to put the tool away. Let's practice by placing a red "X" over choices C and D. Then put the eliminator tool away.

Wait for students to eliminate choices C and D and put the tool away. The eliminator tool can only be used on multiple-choice questions and not on technology-enhanced items.

SAY If you eliminate a choice and then change your mind, you can use the eraser tool to erase a red X. Click on the pink eraser tool. Your pointer will now have an eraser next to it. Move the pointer over to choices C and D and click on the red X's to remove them.

Pause while students use the eraser.

SAY Click on the eraser tool icon on the toolbar to put it away. Now answer the question. Make sure you click on the pointer tool () located at the top left of the toolbar, and then click on the choice you want to select as your answer.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

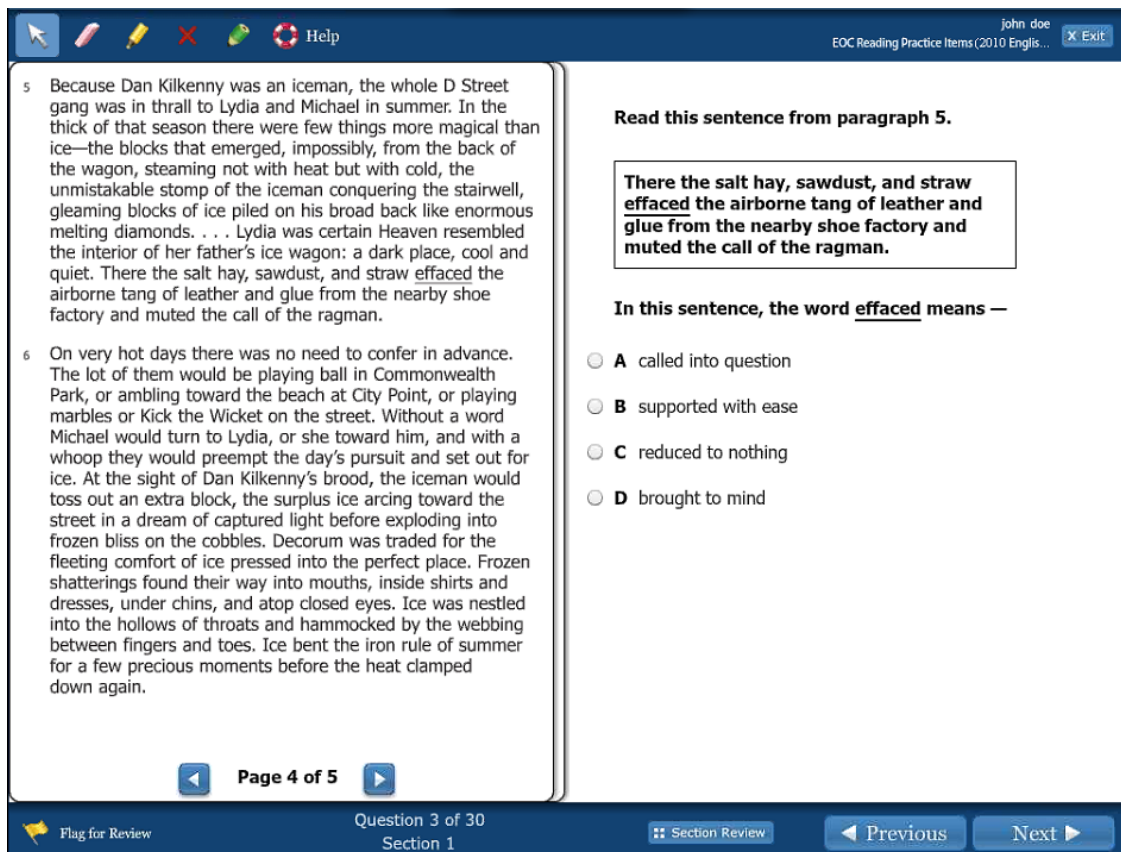
SAY The correct answer is **C**, *exceptional physical strength*.

Do you have any questions about the answer or how to use the eliminator tool on multiple-choice items?

Answer all questions.

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

Pause.



The screenshot shows a digital reading interface. On the left, there is a text area with two paragraphs. Paragraph 5 describes an iceman in winter, and paragraph 6 describes a hot day in summer. On the right, a question asks for the meaning of the word "effaced" from paragraph 5. The word "effaced" is highlighted in the text. Below the text, there are four multiple-choice options: A (called into question), B (supported with ease), C (reduced to nothing), and D (brought to mind). The interface includes a toolbar at the top with various tools like a pointer, eraser, and highlighter. At the bottom, there are navigation buttons for "Previous" and "Next", and a status bar showing "Page 4 of 5", "Question 3 of 30", and "Section 1".

5 Because Dan Kilkenny was an iceman, the whole D Street gang was in thrall to Lydia and Michael in summer. In the thick of that season there were few things more magical than ice—the blocks that emerged, impossibly, from the back of the wagon, steaming not with heat but with cold, the unmistakable stomp of the iceman conquering the stairwell, gleaming blocks of ice piled on his broad back like enormous melting diamonds. . . . Lydia was certain Heaven resembled the interior of her father’s ice wagon: a dark place, cool and quiet. There the salt hay, sawdust, and straw effaced the airborne tang of leather and glue from the nearby shoe factory and muted the call of the ragman.

6 On very hot days there was no need to confer in advance. The lot of them would be playing ball in Commonwealth Park, or ambling toward the beach at City Point, or playing marbles or Kick the Wicket on the street. Without a word Michael would turn to Lydia, or she toward him, and with a whoop they would preempt the day’s pursuit and set out for ice. At the sight of Dan Kilkenny’s brood, the iceman would toss out an extra block, the surplus ice arcing toward the street in a dream of captured light before exploding into frozen bliss on the cobbles. Decorum was traded for the fleeting comfort of ice pressed into the perfect place. Frozen shatterings found their way into mouths, inside shirts and dresses, under chins, and atop closed eyes. Ice was nestled into the hollows of throats and hammocked by the webbing between fingers and toes. Ice bent the iron rule of summer for a few precious moments before the heat clamped down again.

Read this sentence from paragraph 5.

There the salt hay, sawdust, and straw effaced the airborne tang of leather and glue from the nearby shoe factory and muted the call of the ragman.

In this sentence, the word effaced means —

A called into question

B supported with ease

C reduced to nothing

D brought to mind

Page 4 of 5

Question 3 of 30
Section 1

Flag for Review Section Review Previous Next

SAY You were viewing page four when you advanced to this question, so you should still see page four on the left of your screen. Take a moment to read and answer the question.

Pause while student answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **C**, *reduced to nothing*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 4.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and help. The main content area is split into two columns. The left column contains the text of the article, and the right column contains the question and a shaded box with the excerpt. The question asks for three words that convey the author's intent to capture the sense of beauty and joy. The excerpt is highlighted in gray. At the bottom, there are navigation buttons for 'Previous' and 'Next', and a 'Section Review' button.

Directions: Click on the correct shaded answers.

Read this excerpt from paragraph 6.

Which three words from this excerpt convey the author's intent to capture the sense of beauty and joy?

At the sight of Dan Kilkenny's brood, the iceman would toss out an extra block, the surplus ice arcing toward the street in a dream of captured light before exploding into frozen bliss on the cobbles. Decorum was traded for the fleeting comfort of ice pressed into the perfect place.

Page 4 of 5

Question 4 of 30
Section 1

Flag for Review Section Review Previous Next

SAY You were viewing page four of the article when you advanced to this question, so page four should still be on the left side of your screen. This question comes from paragraph 6 on page four of the article.

Question 4 is an example of a hot spot technology-enhanced item. The gray directions banner says, "Click on the correct shaded answers." The question says, "Read this excerpt from paragraph 6. Which three words from this excerpt convey the author's intent to capture the sense of beauty and joy?"

On the actual SOL test, you may see questions that require you to pick one or more answers. Some questions, like this one, will tell you the number of correct answers to

select. Other questions will not give you the number of answers to select. You will have to decide how many correct answers there are.

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

SAY Answer the question now.

Pause while students answer the question.

SAY How did you answer the question?

Pause for replies.

SAY The correct answers are: *dream, bliss, and comfort*. You must have selected all of these words, and only these words, for your answer to be correct.

Do you have any questions?

Answer all questions.

SAY I also want to mention that at the end of these practice items, we will be looking at the Section Review screen. The Section Review screen shows which questions you have answered and which questions you have not answered. For this question, if you only selected one or two shaded words, the question would show as "Unanswered" on the Section Review screen, because the question tells you to select three answers. It is very important to read the directions and question carefully so you completely answer the question.

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 5, and read the question to yourself.

Pause while students read the question.

5 Because Dan Kilkenny was an iceman, the whole D Street gang was in thrall to Lydia and Michael in summer. In the thick of that season there were few things more magical than ice—the blocks that emerged, impossibly, from the back of the wagon, steaming not with heat but with cold, the unmistakable stomp of the iceman conquering the stairwell, gleaming blocks of ice piled on his broad back like enormous melting diamonds. . . . Lydia was certain Heaven resembled the interior of her father's ice wagon: a dark place, cool and quiet. There the salt hay, sawdust, and straw effaced the airborne tang of leather and glue from the nearby shoe factory and muted the call of the ragman.

6 On very hot days there was no need to confer in advance. The lot of them would be playing ball in Commonwealth Park, or ambling toward the beach at City Point, or playing marbles or Kick the Wicket on the street. Without a word Michael would turn to Lydia, or she toward him, and with a whoop they would preempt the day's pursuit and set out for ice. At the sight of Dan Kilkenny's brood, the iceman would toss out an extra block, the surplus ice arcing toward the street in a dream of captured light before exploding into frozen bliss on the cobbles. Decorum was traded for the fleeting comfort of ice pressed into the perfect place. Frozen shatterings found their way into mouths, inside shirts and dresses, under chins, and atop closed eyes. Ice was nestled into the hollows of throats and hammocked by the webbing between fingers and toes. Ice bent the iron rule of summer for a few precious moments before the heat clamped down again.

Which sentence best expresses the main idea of paragraphs 5 and 6?

- A Lydia was certain Heaven resembled the interior of her father's ice wagon: a dark place, cool and quiet.
- B On very hot days there was no need to confer in advance.
- C The lot of them would be playing ball in Commonwealth Park, or ambling toward the beach at City Point, or playing marbles or Kick the Wicket on the street.
- D Ice bent the iron rule of summer for a few precious moments before the heat clamped down again.


Page 4 of 5

Question 5 of 30
Section 1

Flag for Review Section Review Previous Next

SAY You were viewing page four of the passage before you advanced to question 5, so page four should be on your screen. Read the question to yourself but do not answer it.

Pause while students read the question.

SAY As you answer the question, let's practice using the highlighter tool. You can use the highlighter tool on the toolbar to highlight text. To use this tool, click the highlighter icon () on the toolbar at the top of the screen. Clicking the highlighter tool will change your pointer tool to an arrow with a yellow highlighter next to it. Move your highlighter to the text you want to highlight, then click and drag to highlight the text.

Practice using the highlighter to highlight the words *main idea* in the question. You may also highlight any sentences in the passage that may help you answer the question. When you have finished using the highlighter, click the highlighter icon on the toolbar to put the tool away. Then select your answer.

Pause while students highlight the text and answer the question. Assist students as necessary.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected D, *Ice bent the iron rule of summer for a few precious moments before the heat clamped down again.*

Do you have any questions about the answer or about using the highlighter tool?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 6 and read the question to yourself.

Pause while students read the question.

The screenshot shows a digital reading application window. The title bar includes the name 'john doe' and the text 'EOC Reading Practice Items (2010 Englis...' with an 'Exit' button. The interface is split into two main panels. The left panel contains a passage starting with '7 For ten years, this was enough. Then in fifth grade, Lydia saw a city map and realized her entire world was the smallest finger of Boston's broad hand...' and a citation: '*On D Street' from Wickett's Remedy by Myla Goldberg, copyright© 2005 by Myla Goldberg. Used by permission of Doubleday, a division of Random House.' The right panel contains the question: 'Read this sentence from paragraph 7. Then in fifth grade, Lydia saw a city map and realized her entire world was the smallest finger of Boston's broad hand. The description of Lydia's experience relates to readers because they —' followed by four multiple-choice options (A, B, C, D). At the bottom of the window, there is a navigation bar with a 'Flag for Review' button, 'Question 6 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. A status bar at the very bottom indicates 'Page 5 of 5' with left and right arrows.

SAY You were viewing page four before advancing to this question, so page four of the passage shows on the left side of your screen. This question refers to paragraph 7, so use the blue arrows to navigate to page five of the passage.

Now take a moment to read and answer the question.

Pause while students read and answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is **C**, *can imagine the size of Lydia's neighborhood by referring to their own hands*.

Do you have any questions?

Answer all 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 Earlier I mentioned the Section Review screen. When you reach the end of the practice questions or the end of an actual SOL test, there will be a Section Review screen that lists all of the questions. In addition to showing which questions you have answered and which questions you have not answered, the Section Review will indicate 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.

Pause.

SAY Click *Next* at the bottom of the screen to go to question 7.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John doe' and the text 'EOC Reading Practice Items (2010 Englis...)' are visible in the top right corner. The main content area is split into two panels. The left panel displays the title 'On D Street' by Myla Goldberg. Below the title is a text box containing an excerpt: 'The following excerpt from a novel describes the experiences of a young girl growing up in South Boston, Massachusetts (also known as Southie), during the early 1900s.' Below this is a paragraph of text starting with '1 On D Street there was no need for alarm clocks: the drays,¹ ever punctual, were an army storming the gates of sleep. The wooden wagons were heavy and low-riding with loud rattling wheels, their broad planks too battered and begrimed to recall distant origins as trees. Each dray was pulled by horses—two, four, or sometimes six per wagon—pounding down nearby Third Street. Windows rattled and floors shook; the sound was a giant hand shaking Lydia Kilkenny's sleeping shoulders. Each morning she did not awaken to the sound, but inside it. In winter the drays came when the sky was still dark, their pounding hooves sharp reports against the frozen cobblestones. In summer, perhaps because the sky was already pale with light, the sound of the horses seemed kinder.' A footnote below the text reads '1 drays – low, heavy carts without sides'. The right panel contains a question: 'Based on this selection, the reader may best infer that Lydia —' followed by four multiple-choice options: A) learned how to ride a sled from her brother, B) had lived her entire life with her family in South Boston, C) frequently crossed the bridge to shop with her mother, and D) was determined to improve her neighborhood in South Boston. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 7 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY Read the question to yourself, then answer it. For this question, you will need to refer to the entire passage, so use the forward and backward arrow buttons to navigate through the passage if necessary.

Pause while students read and answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY The correct answer is **B**, *had lived her entire life with her family in South Boston*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading interface. On the left, the title "On D Street" by Myla Goldberg is displayed. Below it, a text box contains an excerpt: "The following excerpt from a novel describes the experiences of a young girl growing up in South Boston, Massachusetts (also known as Southie), during the early 1900s." The excerpt text reads: "1 On D Street there was no need for alarm clocks: the drays,¹ ever punctual, were an army storming the gates of sleep. The wooden wagons were heavy and low-riding with loud rattling wheels, their broad planks too battered and begrimed to recall distant origins as trees. Each dray was pulled by horses—two, four, or sometimes six per wagon—pounding down nearby Third Street. Windows rattled and floors shook; the sound was a giant hand shaking Lydia Kilkenny's sleeping shoulders. Each morning she did not awaken to the sound, but inside it. In winter the drays came when the sky was still dark, their pounding hooves sharp reports against the frozen cobblestones. In summer, perhaps because the sky was already pale with light, the sound of the horses seemed kinder." A footnote below the excerpt states: "¹drays – low, heavy carts without sides". On the right side of the interface, a question asks: "Which statement best describes the theme suggested in this selection?" with four radio button options: A (People do not value what they have until it is gone), B (Part of growing up involves expanding your perspective), C (It is important to stay true to your feelings no matter what happens), and D (Choices made during childhood determine the types of adults we become). At the bottom of the interface, there are navigation buttons for "Previous" and "Next", along with "Flag for Review", "Section Review", and "Question 8 of 30 Section 1".

SAY Read the question to yourself and then answer it. Again, use the forward and backward arrows to navigate through the passage if you need to read any of the passage to answer the question.

Pause while students read and answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have chosen answer **B**, *Part of growing up involves expanding your perspective*.

Do you have any questions?

Answer all questions.

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

On D Street
Myla Goldberg

The following excerpt from a novel describes the experiences of a young girl growing up in South Boston, Massachusetts (also known as Southie), during the early 1900s.

1 On D Street there was no need for alarm clocks: the drays,¹ ever punctual, were an army storming the gates of sleep. The wooden wagons were heavy and low-riding with loud rattling wheels, their broad planks too battered and begrimed to recall distant origins as trees. Each dray was pulled by horses—two, four, or sometimes six per wagon—pounding down nearby Third Street. Windows rattled and floors shook; the sound was a giant hand shaking Lydia Kilkenney's sleeping shoulders. Each morning she did not awaken to the sound, but inside it. In winter the drays came when the sky was still dark, their pounding hooves sharp reports against the frozen cobblestones. In summer, perhaps because the sky was already pale with light, the sound of the horses seemed kinder.

¹drays – low, heavy carts without sides

Directions: Click on the correct answer.

How does the setting of South Boston in the early 1900s influence Lydia's point of view?

- The city's noisy streets make Lydia appreciative of nature.
- The variety of neighborhood salesmen inspires Lydia to start a business.
- The passing commerce makes Lydia curious about other places.
- The area's unique organization compels Lydia to map the city.
- The constant social activity makes Lydia aware of time's passage.

Page 1 of 5

Question 9 of 30
Section 1

Section Review Previous Next

SAY This question is an example of a hot spot technology-enhanced item. The gray directions banner at the top of the screen says, “Click on the correct answer.” The question says, “How does the setting of South Boston in the early 1900s influence Lydia's point of view?”

To answer this question, you must click on the correct answer in the dark gray box. Notice with this type of question, a blue box outlines the answer choice when you hover over it. When you click it, the answer option is outlined in orange, indicating you have selected that choice as your answer. If you change your mind, click the orange box to remove your selection, and the orange box disappears.

Answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected the third option in the list, *The passing commerce makes Lydia curious about other places.*

In order for this question to show as “Answered” on the Section Review screen, one of the boxes must be 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 the next question.

Pause.

Directions: You do not need to read a passage to answer the question. Read this sentence and answer the question.

When Janice joined the group of disgruntled employees, she was a breath of fresh air because of her cheery disposition.

The author uses figurative language in this sentence to suggest that Janice —

- A changed the decision of the group
- B was a positive influence in the group
- C liked to make jokes in front of the group
- D wanted to be a leader for the group

Flag for Review Question 10 of 30 Section Review Previous Next

SAY This is a stand-alone item, so you do not need to read a passage to answer the question. Notice that on stand-alone items like this one, the screen is no longer split because you do not need a passage to answer the question.

Now read the question and answer it.

Pause while students read and answer the question.

Note that on the actual SOL test, stand-alone items will appear grouped as a block of items. Stand-alone items will appear as a group in various sections of the test.

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.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected B, *was a positive influence in the group.*

Do you have any questions?

Answer all questions.

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

Pause.

SAY The next few questions come from the passage, *Ancient Canals: The Old Is New Again*, on the left side of the screen.

Now take a few minutes to read the passage. When you have finished, go back to the first page of the passage. Then, click the *Next* button on the navigational toolbar to go to the first question.

Pause while students read the passage.

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for navigation and a 'Help' button. The user's name 'John doe' and the document title 'EOC Reading Practice Items (2010 Englis...' are visible in the top right corner. The main content area is split into two panels. The left panel displays the passage titled 'Ancient Canals: The Old Is New Again' with three numbered paragraphs. The right panel contains the directions: 'Directions: Read the selection and answer the questions that follow.' At the bottom of the passage, there is a 'Page 1 of 4' indicator with left and right arrow buttons. The bottom of the interface features a dark blue navigation bar with buttons for 'Flag for Review', 'Reading Passage Section 1', 'Section Review', 'Previous', and 'Next'.

Ancient Canals: The Old Is New Again

- 1 Many specialized plants and animals call the Sonoran Desert home. Rains are intermittent in this arid climate, which has forced desert dwellers to adapt in a variety of ways. Many plants have needles and thorns instead of leaves, which help conserve water. Animals sleep in shady dens or holes during the day and emerge at night when the temperature drops. Humans, like the Hohokam people, have also adapted to this environment by constructing canals to channel water from areas where it is plentiful to areas where it is scarce.
- 2 Both Phoenix and Tucson, Arizona, were built near and, in some cases, on ancient cities of the Hohokam people. These cities, in recent years, have refurbished some of their oldest canals, transforming ancient American Indian wonders into modern marvels.

The Phoenix Basin

- 3 The Hohokam's canal system along the Phoenix Basin was the most complex and well-designed in early North America. For many years archaeologists believed that the ancient canals around Phoenix were the oldest in North America. Over many years, the Hohokam built this system of canals to channel water from the Salt River and the Gila River. Using wooden tools and baskets to remove the soil and level the canal bed, the Hohokam built miles of canals to irrigate their fields of corn, squash, and beans. These crops would have been impossible to cultivate without the diverted water.

Page 1 of 4

Flag for Review Reading Passage Section 1 Section Review Previous Next

SAY Read the question to yourself and then answer it. Again, use the forward and backward arrows to navigate through the passage if you need to read any of the passage to answer the question.

Pause while students read and answer the question.

The screenshot shows a digital reading practice interface. The top bar includes a 'Help' icon and the user's name 'john.doe' with an 'Exit' button. The main content area is divided into two columns. The left column contains two paragraphs of text. The first paragraph, labeled '4', describes the technological complexity of the ancient Hohokam canal system in the Phoenix Basin. The second paragraph, labeled '5', is titled 'The Tucson Basin' and discusses the history of canal-building in Tucson. The right column contains a question prompt: 'The author organizes information in paragraph 1 using explanation most likely to —' followed by four multiple-choice options (A, B, C, D). The bottom bar includes navigation controls: 'Page 2 of 4', 'Question 11 of 30', 'Section 1', 'Section Review', 'Previous', and 'Next' buttons.

4 Researchers are amazed by the technological complexity of the ancient Hohokam canal system. The turbulent rivers of the Phoenix Basin posed a particular challenge. The powerful water could easily wash away stone and dirt walls at the juncture between river and canal. The Hohokam solved this problem by building canals on terraces, allowing the rivers to flood the area leading up to the canals. The canals would simply drain the terraces as they filled with water. The canals sloped gradually away from the rivers, which allowed water to flow to farming plots in the desert many miles away.

The Tucson Basin

5 Tucson's canals date back nearly three thousand years and are still in use. In fact, the Tucson Basin's canal system is the oldest in North America. The Hohokam, it now seems, built the canals in Tucson far earlier than the network that was discovered in the Phoenix Basin. The Tucson canals differ from those in Phoenix because of the character of the Santa Cruz River. Compared to the Salt and Gila Rivers, the Santa Cruz River is rather calm. Because the Santa Cruz flows more slowly than the Salt and Gila Rivers, researchers believe the Hohokam developed and honed their canal-building skills along its shores. Later they expanded into the Phoenix Basin and continued to develop their canal-building expertise.

The author organizes information in paragraph 1 using explanation most likely to —

- A show how animals and people who live in the desert are alike
- B introduce how humans adjusted to the desert environment
- C describe harsh conditions that exist in the desert
- D clarify how plants and animals are able to survive in the desert

Page 2 of 4

Question 11 of 30
Section 1

Flag for Review Section Review Previous Next

SAY Which answer did you choose?

Pause for replies.

SAY You should have chosen answer B, *introduce how humans adjusted to the desert environment*.

Do you have any questions?

Answer all questions.

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

Pause.

6 In the Tucson Basin, small farming communities bloomed along the river, each with a small network of stone-lined canals to irrigate the Hohokam's crops. Tucson Basin canals carried water from about half a mile to two or three miles away from the banks of the river. The canals did not always link with one another, although some did if enough water was available. Later canals tended to be larger and longer before they spilled into stone-lined tanks at the fields where the water was needed. In some areas the Hohokam actually built large reservoirs. On one side of each reservoir, a large rock could be moved to allow the water to flow into the fields as needed.

7 While this system is impressive, scientists have examined the sediment in the Tucson Basin canals and have learned that the canals did not carry water year round. Plants like cattails that are usually found growing around consistent sources of water are absent from the canal sediments. Pools and reservoirs would therefore have been important for storing water during the dry season. Researchers believe that the canals in the Tucson Basin carried water only during the more temperate months, coinciding with the seasons when the farmers would grow their crops. All along the Santa Cruz, tenacious farmers planted, tended, and harvested crops, providing agricultural products in a part of the country that, even today, is far more famous for desert wildlife than for agriculture. Archaeologists have uncovered evidence of corn, beans, tobacco, and cotton in the farming plots fed by Tucson Basin canals.

Directions: Click on the correct answers.

Which words are synonyms for tenacious in paragraph 7?

- unrelenting
- dynamic
- dependable
- persistent
- determined
- energetic
- unflinching

Page 3 of 4

Question 12 of 30
Section 1

Flag for Review Section Review Previous Next

SAY This question is an example of a hot spot technology-enhanced item. The gray directions banner at the top of the screen says, “Click on the correct answers.” The question says, “Which words are synonyms for tenacious in paragraph 7?”

To answer this question, you must click on the correct answers in the dark gray box. On the actual SOL test, some questions will indicate the number of answers to select, and other questions, like this one, will not indicate the number of answers to select. You will have to decide how many correct answers there are.

Now, answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected *unrelenting*, *persistent*, and *determined*, and only those words, for your answer to be correct.

Since the number of correct answers was not indicated in the item, this item will show as “Answered” on the Section Review screen once one number is selected. This is so no hint or clue is given as to how many numbers are correct.

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 the next question.

The screenshot displays a TestNav interface. At the top, there is a toolbar with icons for navigation and help, and a user profile section for "John doe" with an "Exit" button. The main content area is split into two columns. The left column contains a reading passage titled "Still Flowing" with a paragraph of text. The right column contains a multiple-choice question titled "How do scientists know that the canals were dry at times?" with four options (A, B, C, D). At the bottom of the interface, there is a navigation bar with buttons for "Flag for Review", "Section Review", "Previous", and "Next". The status bar indicates "Page 4 of 4", "Question 13 of 30", and "Section 1".

Still Flowing

8 Amazingly, the Hohokam canal systems in both Phoenix and Tucson are, to some degree, still in use. When city planners needed to route water for irrigation and drinking from the Salt, Gila, and Santa Cruz Rivers, they discovered that the lines dug by the Hohokam thousands of years ago were located along the most efficient routes. Consequently, engineers built new city water canals directly over some of the lines built by the Hohokam thousands of years ago.

How do scientists know that the canals were dry at times?

- A Water plant remains have not been discovered near the canals.
- B The Hohokam used large tanks to store water.
- C Rocks that adjusted the flow of water to the fields were found next to reservoirs.
- D The Hohokam did not grow certain crops that required constant watering.

Page 4 of 4

Flag for Review Question 13 of 30 Section 1 Section Review Previous Next

SAY Which answer did you choose?

Pause for replies.

SAY You should have chosen answer A, *Water plant remains have not been discovered near the canals.*

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 14.

Pause.

Ancient Canals: The Old Is New Again

- Many specialized plants and animals call the Sonoran Desert home. Rains are intermittent in this arid climate, which has forced desert dwellers to adapt in a variety of ways. Many plants have needles and thorns instead of leaves, which help conserve water. Animals sleep in shady dens or holes during the day and emerge at night when the temperature drops. Humans, like the Hohokam people, have also adapted to this environment by constructing canals to channel water from areas where it is plentiful to areas where it is scarce.
- Both Phoenix and Tucson, Arizona, were built near and, in some cases, on ancient cities of the Hohokam people. These cities, in recent years, have refurbished some of their oldest canals, transforming ancient American Indian wonders into modern marvels.

The Phoenix Basin

- The Hohokam's canal system along the Phoenix Basin was the most complex and well-designed in early North America. For many years archaeologists believed that the ancient canals around Phoenix were the oldest in North America. Over many years, the Hohokam built this system of canals to channel water from the Salt River and the Gila River. Using wooden tools and baskets to remove the soil and level the canal bed, the Hohokam built miles of canals to irrigate their fields of corn, squash, and beans. These crops would have been impossible to cultivate without the diverted water.

Directions: Click and drag the answers to the correct circles.

Complete this Venn diagram.

Phoenix Basin **Tucson Basin**

Controlled rough waters Made up of terraces Included holding tanks

Used to water crops Known to be the oldest canal system

Page 1 of 4 Question 14 of 30 Section 1 Section Review Previous Next

SAY This question is an example of a drag and drop technology-enhanced item. Underneath the toolbar is a gray directions banner. The directions banner says, “Click and drag the answers to the correct circles.”

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

SAY To answer this question, you will complete the Venn diagram by clicking on an answer choice in the dark gray box and dragging the answer to the empty box within the diagram. If you change your mind after dragging an answer to a box, you can click and drag it back to the gray box. You must place an answer into each empty box in order for this question to be completely answered.

Now, answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have dragged into the *Phoenix Basin*: *Controlled rough waters* and *Made up of terraces* (in any order). You should have dragged into the *Tucson Basin*: *Included holding tanks* and *Known to be the oldest canal system* (in any order). You should have dragged *Used to water crops* into the box in the center of the Venn diagram.

In order for this question to show as “Answered” on the Section Review screen, each of the shaded areas must contain a phrase. 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 15.

Pause.

The screenshot shows a TestNav interface with a blue header bar. On the left, there are icons for navigation and a 'Help' button. The main content area is divided into two columns. The left column contains a reading passage titled 'Ancient Canals: The Old Is New Again' with three numbered paragraphs. The right column contains a multiple-choice question: 'Based on the selection, which word would NOT be used to describe the Hohokam?' with four options: A Creative, B Skillful, C Privileged, and D Practical. At the bottom of the interface, there is a navigation bar with buttons for 'Flag for Review', 'Section Review', 'Previous', and 'Next'. The status bar indicates 'Question 15 of 30' and 'Section 1'.

Ancient Canals: The Old Is New Again

1 Many specialized plants and animals call the Sonoran Desert home. Rains are intermittent in this arid climate, which has forced desert dwellers to adapt in a variety of ways. Many plants have needles and thorns instead of leaves, which help conserve water. Animals sleep in shady dens or holes during the day and emerge at night when the temperature drops. Humans, like the Hohokam people, have also adapted to this environment by constructing canals to channel water from areas where it is plentiful to areas where it is scarce.

2 Both Phoenix and Tucson, Arizona, were built near and, in some cases, on ancient cities of the Hohokam people. These cities, in recent years, have refurbished some of their oldest canals, transforming ancient American Indian wonders into modern marvels.

The Phoenix Basin

3 The Hohokam's canal system along the Phoenix Basin was the most complex and well-designed in early North America. For many years archaeologists believed that the ancient canals around Phoenix were the oldest in North America. Over many years, the Hohokam built this system of canals to channel water from the Salt River and the Gila River. Using wooden tools and baskets to remove the soil and level the canal bed, the Hohokam built miles of canals to irrigate their fields of corn, squash, and beans. These crops would have been impossible to cultivate without the diverted water.

Based on the selection, which word would NOT be used to describe the Hohokam?

A Creative

B Skillful

C Privileged

D Practical

Page 1 of 4

Question 15 of 30
Section 1

Flag for Review Section Review Previous Next

SAY Which answer did you choose?

Pause for replies.

SAY You should have chosen answer C, *Privileged*.

Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 16.

Pause.

Ancient Canals: The Old Is New Again

1 Many specialized plants and animals call the Sonoran Desert home. Rains are intermittent in this arid climate, which has forced desert dwellers to adapt in a variety of ways. Many plants have needles and thorns instead of leaves, which help conserve water. Animals sleep in shady dens or holes during the day and emerge at night when the temperature drops. Humans, like the Hohokam people, have also adapted to this environment by constructing canals to channel water from areas where it is plentiful to areas where it is scarce.

2 Both Phoenix and Tucson, Arizona, were built near and, in some cases, on ancient cities of the Hohokam people. These cities, in recent years, have refurbished some of their oldest canals, transforming ancient American Indian wonders into modern marvels.

The Phoenix Basin

3 The Hohokam's canal system along the Phoenix Basin was the most complex and well-designed in early North America. For many years archaeologists believed that the ancient canals around Phoenix were the oldest in North America. Over many years, the Hohokam built this system of canals to channel water from the Salt River and the Gila River. Using wooden tools and baskets to remove the soil and level the canal bed, the Hohokam built miles of canals to irrigate their fields of corn, squash, and beans. These crops would have been impossible to cultivate without the diverted water.

Directions: Click on the correct answer.

Which idea in the selection is least supported by details and would benefit from clarification?

- Why the Phoenix canal system was complex
- How long ago the canals were built
- Which canal systems are still used today
- How many laborers worked on the canal systems
- How the people used water from the Tucson canals

Page 1 of 4

Question 16 of 30
Section 1

Section Review Previous Next

SAY This question is another hot spot technology-enhanced item. The gray directions banner at the top of the screen says, “Click on the correct answer.” To answer this question, you must click on the one correct answer in the dark gray box.

Answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected *How many laborers worked on the canal systems.*

In order for this question to show as “Answered” on the Section Review screen, one of the boxes must be selected. Do you have any questions?

Do you have any questions?

Answer all questions.

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

Ancient Canals: The Old Is New Again

1 Many specialized plants and animals call the Sonoran Desert home. Rains are intermittent in this arid climate, which has forced desert dwellers to adapt in a variety of ways. Many plants have needles and thorns instead of leaves, which help conserve water. Animals sleep in shady dens or holes during the day and emerge at night when the temperature drops. Humans, like the Hohokam people, have also adapted to this environment by constructing canals to channel water from areas where it is plentiful to areas where it is scarce.

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The Phoenix Basin

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Which word from the selection contains a root that means "accomplishing"?

A specialized

B plentiful

C impressive

D efficient

Page 1 of 4

Question 17 of 30
Section 1

Flag for Review Section Review Previous Next

SAY Answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected D, *efficient*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading practice interface. At the top, there is a navigation bar with icons for a mouse cursor, eraser, highlighter, red X, green checkmark, and a help icon. The user's name "John doe" and the page title "EOC Reading Practice Items (2010 Englis..." are visible in the top right corner, along with an "Exit" button.

The main content area is split into two columns. The left column contains a passage titled "Ancient Canals: The Old Is New Again". The passage is divided into three numbered paragraphs:

- 1 Many specialized plants and animals call the Sonoran Desert home. Rains are intermittent in this arid climate, which has forced desert dwellers to adapt in a variety of ways. Many plants have needles and thorns instead of leaves, which help conserve water. Animals sleep in shady dens or holes during the day and emerge at night when the temperature drops. Humans, like the Hohokam people, have also adapted to this environment by constructing canals to channel water from areas where it is plentiful to areas where it is scarce.
- 2 Both Phoenix and Tucson, Arizona, were built near and, in some cases, on ancient cities of the Hohokam people. These cities, in recent years, have refurbished some of their oldest canals, transforming ancient American Indian wonders into modern marvels.

Below the second paragraph is a sub-heading "The Phoenix Basin" followed by the third paragraph:

- 3 The Hohokam's canal system along the Phoenix Basin was the most complex and well-designed in early North America. For many years archaeologists believed that the ancient canals around Phoenix were the oldest in North America. Over many years, the Hohokam built this system of canals to channel water from the Salt River and the Gila River. Using wooden tools and baskets to remove the soil and level the canal bed, the Hohokam built miles of canals to irrigate their fields of corn, squash, and beans. These crops would have been impossible to cultivate without the diverted water.

At the bottom of the passage area, there are navigation arrows and the text "Page 1 of 4".

The right column contains a question: "The reader can tell this selection is expository because it —". Below the question are four radio button options:

- A defends a position with supporting evidence
- B provides factual information logically
- C integrates details to describe an event
- D presents the events chronologically

At the bottom of the interface, there is a dark blue navigation bar. On the left, there is a "Flag for Review" button. In the center, it says "Question 18 of 30" and "Section 1". On the right, there are "Section Review", "Previous", and "Next" buttons.

SAY Answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected **B**, *provides factual information logically*.

Do you have any questions?

Answer all questions.

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

The screenshot shows a digital reading interface. At the top, there is a navigation bar with icons for a mouse cursor, eraser, highlighter, red X, green checkmark, and a help icon. The user's name 'John doe' and the page title 'EOC Reading Practice Items (2010 Englis...' are visible in the top right corner.

The main content area is split into two columns. The left column contains a reading passage titled 'Ancient Canals: The Old Is New Again'. It includes three numbered paragraphs. The right column contains a multiple-choice question: 'Which magazine article would provide the best source of information about tools used by the Hohokam?' with four options labeled A, B, C, and D.

At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 19 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons. A 'Page 1 of 4' indicator is also present.

SAY Answer the question.

Pause while students answer the question.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected A, “American Indian Construction Implements.”

Do you have any questions?

Answer all questions.

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

Pause.

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

Read this sentence.

By offering the ability to order goods online, work from home, and play games with virtual opponents, computers have destroyed the need for interpersonal communications.

This sentence contains an example of —

- A paradox
- B irony
- C ambiguity
- D overstatement

Flag for Review Question 20 of 30 Section 1 Section Review Previous Next

SAY This question is another stand-alone item. The screen is no longer split because you do not need to read a passage to answer the question.

Now read the question then answer it.

Pause while students read and answer the question.

Note that on the actual SOL test, stand-alone items will appear grouped as a block of items in various sections of the test.

SAY Which answer did you choose?

Pause for replies.

SAY You should have selected D, *overstatement*.

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 reading application window. At the top, there is a toolbar with icons for navigation and a 'Help' button. The window title is 'EOC Reading Practice Items (2010 English...)' and the user is logged in as 'john doe'. Below the toolbar, there are two tabs: 'Stone Age Skating Experience' (which is white, indicating it is the active selection) and 'History on Ice' (which is blue, indicating it is not active). The 'Stone Age Skating Experience' tab contains a reading passage with four numbered paragraphs. To the right of the tabs, there are directions: 'Directions: Click on each tab to read the selections, and answer the questions that follow.' At the bottom of the window, there is a toolbar with a 'Flag for Review' button, a 'Section Review' button, and 'Previous' and 'Next' navigation buttons. The status bar at the very bottom shows 'Page 1 of 6'.

SAY Let's take a moment to discuss what you see on the screen.

Notice on the left side of the screen there are two tabs. Each tab has the name of a reading selection. One tab is for the passage titled *Stone Age Skating Experience*, and the second tab is for the selection titled *History on Ice*. The tab for *Stone Age Skating Experience* is white; this is the passage currently being displayed. Now click on the blue tab titled *History on Ice*. (Pause.) Notice that when you click on the blue tab, *History on Ice* is displayed; that tab becomes white, while the *Stone Age Skating Experience* tab becomes blue because it is no longer being displayed. The reading selection that is displayed has a white tab, and the selection that is not being displayed has a blue tab.

On the actual SOL test, paired reading selections will be displayed in tabs like these, and you will use the tabs to choose the selection you would like to view. There will also be single reading selections, like the passages you have already read within this set of practice items, where tabs are not necessary. All reading selections, single or paired, will appear on the left side of the screen, while the directions and questions that accompany a reading selection or selections will appear on the right side of the screen.

Let's read the directions. They read: "Click on each tab to read the selections, and answer the questions that follow."

Now take a few minutes to read the selections.

Pause while students read the selections. Continue after everyone has read the selections.

The screenshot shows a digital reading interface. At the top, there are navigation icons and a 'Help' button. The user's name 'John doe' and 'EOC Reading Practice Items (2010 Englis...)' are visible in the top right. Two tabs are present: 'Stone Age Skating Experience' (selected) and 'History on Ice'. The main content area displays two paragraphs of text. Paragraph 13 describes Greta's experience with Mr. Ranta's bone skates, mentioning the word 'authentic'. Paragraph 14 describes the construction of the skates. Below the text is an image of a bone skate with a leather strap. A caption below the image reads 'Image courtesy of Dr. Federico Farmenti'. At the bottom of the text area, it says 'Page 4 of 6' with left and right arrows. On the right side, a text box contains the sentence: 'They may not be authentic, but they will complete my collection.' Below this, a question asks: 'Which idiom best expresses the meaning of authentic in this sentence?' with four radio button options: A. tried and true, B. the real thing, C. the be all and end all, and D. made to order. At the bottom of the interface, there is a 'Flag for Review' button, 'Question 21 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY Please click on the *Stone Age Skating Experience* tab, and then click the *Next* button on the navigational toolbar to go to the first question.

Pause.

SAY On the right side of the screen, read the sentence from paragraph 13 of *Stone Age Skating Experience* to yourself.

Pause while students read the sentence.

SAY The part of the selection that will help you answer this question is on Page 4 of 6, so use the blue arrows to navigate to the fourth page of this passage.

Pause while students navigate to page four.

SAY Let's read the first question together. "Which idiom best expresses the meaning of authentic in this sentence?"

Now answer the question.

Pause while students answer the question.

SAY Which answer did you select?

Pause for replies.

SAY You should have selected **B**, *the real thing*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading application window. At the top, there is a toolbar with icons for navigation and help, and a user profile for 'john doe'. The main content area is divided into two tabs: 'Stone Age Skating Experience' (active) and 'History on Ice'. The passage text is as follows:

15 After listening intently to details, Greta raced to the lake and put on the skates the way Mr. Ranta had explained. As soon as she stepped onto the ice, her feet flew out from under her. She stood up again and one of her ankles buckled as a bone skate squeezed its way out from under her boot. Once she could actually stand up and move on the ice, she realized that bone skating bore little resemblance to the smooth skating technique she knew. She would have to adopt a slip and slide movement to master skating on bones. Greta hadn't felt this shaky on the ice since she was five.

16 Instead of practicing for her upcoming race, Greta spent two weeks learning to skate completely across the lake on bones. She would start slowly and let the ice help her gain speed, wistfully imagining herself moving across the ice in ancient Scandinavia while following a herd of reindeer.

17 After one such outing, Greta returned home to find her mother typing on the computer. Mother queried, "Mr. Ranta tells me that you two have something in common. Want to tell me about it?"

18 The story spilled out of Greta's mouth like a rushing waterfall. "I'm sorry, Mom," Greta confessed. "I know the race is in a couple of days. I just got sidetracked with the history of skating, and bones, and experiments. I promise I won't disappoint you at the race."

19 Greta's mother briefly glared at her daughter before returning to the computer. "I'm glad you found something to be so passionate about."

Below the passage is a navigation bar with a left arrow, 'Page 5 of 6', and a right arrow. To the right of the passage is a question box with the following text:

The author's use of a simile in paragraph 18 of "Stone Age Skating Experience" suggests that Greta —

- A has practiced explaining the situation
- B is telling her mother a partial story
- C has trouble relating all the details
- D is relieved to tell her mother the truth

At the bottom of the window, there is a footer bar with a 'Flag for Review' button, 'Question 22 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY Read the question to yourself and then answer it. Information about this question is found on page five of *Stone Age Skating Experience*, so use the blue arrows to navigate to page five.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **D**, *is relieved to tell her mother the truth*.

Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading assessment interface. At the top, there is a user profile for 'John doe' and the text 'EOC Reading Practice Items (2010 English...)' with an 'Exit' button. Below this is a navigation bar with two tabs: 'Stone Age Skating Experience' (selected) and 'History on Ice'. The main content area is titled 'Stone Age Skating Experience' and contains four numbered paragraphs. To the right, a gray banner reads 'Directions: Click on all the correct answers.' Below this, a section titled 'Select the statements that are supported by details in "Stone Age Skating Experience."' lists five statements in a list box. At the bottom, a navigation bar includes 'Page 1 of 6', 'Question 23 of 30', 'Section 1', 'Section Review', 'Previous', and 'Next' buttons.

SAY This item is a technology-enhanced item. The gray directions banner at the top of the screen says, “Click on all the correct answers.”

To answer this question, you must click on all the correct shaded statements located on the right side of the screen. Once again, a blue box outlines an answer choice when you hover over it; when you click on a choice to select it, that answer choice will be outlined in orange to indicate your selection. If you change your mind, click the orange box to remove your selection, and the orange box will disappear. Since the number of correct responses is not indicated in this item, you will be able to select more than one answer choice. You should select each answer choice that you believe to be correct.

Now answer the question.

Pause while students answer the question.

SAY Which answers did you select?

Pause for replies.

SAY You should have selected these statements:
Greta did not know Mr. Ranta was interested in bone skates.
Greta’s focus on bone skating caused her to do badly in the race.

For your answer to be correct, you must have selected both of these statements and only these statements.

Since the number of correct responses was not indicated in the item, this question will show as “Answered” on the Section Review screen after one statement has been selected. This is so no hint or clue is given as to how many of the statements are correct.

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 24.

Pause.

The screenshot shows a TestNav interface. At the top, there is a navigation bar with icons for help, back, forward, and search, and the text "Help". On the right side of the top bar, it says "john doe" and "EOC Reading Practice Items (2010 English...)" with an "Exit" button. Below the top bar, there are two tabs: "Stone Age Skating Experience" and "History on Ice". The "Stone Age Skating Experience" tab is active and displays a passage. The passage is titled "Stone Age Skating Experience" and contains four paragraphs. The first paragraph describes Greta receiving a gift of ice skates. The second paragraph is a quote from her mother about the skates. The third paragraph describes Greta's success in a speed-skating championship. The fourth paragraph describes Greta's reaction to the gift. Below the passage, there is a "Page 1 of 6" indicator with left and right arrows. At the bottom of the interface, there is a navigation bar with a "Flag for Review" button, "Question 24 of 30" and "Section 1" text, a "Section Review" button, and "Previous" and "Next" buttons with arrows.

Stone Age Skating Experience

- 1 Greta mustered a genuine-looking smile as she tore the silver wrapping paper and revealed the words “FasTech, the finest ice skates in the Northern Hemisphere,” printed in bold letters on the box. “They’re great, Mom!” she said. “Thank you!” Greta knew the ice skates were expensive, and she refused to let her mother know that she was anything but grateful.
- 2 “Are they the right kind? They’re supposed to help you skate faster,” Greta’s mother stated.
- 3 Greta’s recent first place win at the Citywide 5-Kilometer Speed-Skating Championship spurred everyone’s interest in her success. Even Mr. Ranta at The Sports Shack talked with Greta about her equipment, times, and style when she was there having her skates sharpened. Then there was the upcoming 10-kilometer race—family and friends would be rooting for her. “They’re what the pros wear,” Greta said, “and I’m going to take them down to the lake and try them out.”
- 4 Greta donned warm outerwear, then hugged her mother and rushed out the door before she could catch a hint of displeasure. It wasn’t that Greta didn’t appreciate the gift. She did—greatly. The skates would no doubt help her trim time in the upcoming race. The fact was that Greta had just secretly, and most likely foolishly, hoped for something different. She had hoped for something that didn’t really exist anymore: ancient bone skates.

The main purpose of the flashback in “Stone Age Skating Experience” is to —

- A describe the relationship between Greta and her mother
- B introduce Greta’s curiosity about skate designs
- C provide a reason for Greta’s enthusiasm about skating
- D explain why Greta thinks her mother is indifferent to her ideas

SAY Read the question to yourself and then answer it. Use the blue arrows to navigate through the passage if it will help you answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **B**, *introduce Greta’s curiosity about skate designs*.

SAY Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading application window. At the top, there is a navigation bar with icons for a mouse, eraser, highlighter, and help, along with the user name 'john doe' and the text 'EOC Reading Practice Items (2010 English...)' and an 'Exit' button. Below the navigation bar, there are two tabs: 'Stone Age Skating Experience' (which is selected) and 'History on Ice'. The 'History on Ice' tab is active, displaying a passage with three numbered paragraphs. To the right of the passage is a question: 'Which sentence from "History on Ice" is least supported by details and would benefit from clarification?'. Below the question are four radio button options labeled A, B, C, and D. At the bottom of the passage area, there are navigation arrows and the text 'Page 1 of 3'. At the very bottom of the window, there is a footer bar with a 'Flag for Review' button, the text 'Question 25 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' navigation buttons.

SAY This question refers to the passage located on the second tab, *History on Ice*. Please click on the second tab to view *History on Ice*.

Pause.

SAY Read the question to yourself and then answer it. You may use the blue arrows to navigate through *History on Ice* if it will help you answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is **D**, *At this point history, ice-skating seems to have shifted to a mainly recreational activity*.

SAY Do you have any questions?

Answer all questions.

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

Pause.

The screenshot shows a digital reading interface. At the top, there is a navigation bar with icons for a mouse, pencil, eraser, red X, green checkmark, and a Help icon. The user's name 'john doe' and the page title 'EOC Reading Practice Items (2010 English...)' are visible in the top right corner, along with an 'Exit' button. Below the navigation bar, there are two tabs: 'Stone Age Skating Experience' (selected) and 'History on Ice'. The main content area is titled 'History on Ice' and contains three numbered paragraphs. To the right of the passage is a multiple-choice question: 'Which resource would be most useful for a report on the popularity of Finnish skating events?' with four options: A (recently published article on Northern European skating legends), B (book on skating techniques for competitive skaters), C (newspaper article on attendance at European skating marathons), and D (website that highlights current advances in skating equipment). At the bottom of the passage, there are blue arrows for navigation and the text 'Page 1 of 3'. The bottom navigation bar includes a 'Flag for Review' button, 'Question 26 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY Read the question to yourself and then answer it. Use the blue arrows to review the passage if it will help you answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is C, *A newspaper article on attendance at European skating marathons.***SAY Do you have any questions?**

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 27.

Pause.

The screenshot shows a digital reading practice interface. On the left, a reading passage titled "History on Ice" is displayed. The passage contains three paragraphs of text. On the right, there is a directions banner that says "Directions: Click and drag the correct answers to the shaded areas." Below this, a task instruction reads "Complete these notes a student made after reading 'History on Ice.'" The notes are presented in a table with a shaded area for each bullet point. Below the notes is a box containing five phrases that can be dragged into the shaded areas. The interface also includes a navigation bar at the bottom with buttons for "Previous" and "Next", and a status bar showing "Question 27 of 30" and "Section 1".

SAY This item is an example of a drag and drop technology-enhanced question. The gray directions banner at the top of the screen says, “Click and drag the correct answers to the shaded areas.”

The question says, “Complete these notes a student made after reading *History on Ice*.” To answer this question, you will click on the boxes in the dark gray box on the bottom of the right screen and drag your choices to the shaded areas in the notes. If you change your mind after dragging an answer to a shaded area, you can click and drag it back to the gray box.

You may now complete the notes

Pause while students answer the question.

SAY How did you complete the notes?

Pause for replies.

SAY You should have dragged *Allowed hunters to traverse frozen lakes* and *Required alteration of animal bones* into the shaded areas.

For your answer to be correct, you must have moved both of the correct phrases into the shaded areas, and the order of the phrases does not matter.

SAY In order for this question to show as “Answered” on the Section Review screen, both of the shaded areas in the notes must contain a phrase.

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 28.

Pause.

The screenshot shows a TestNav interface with a blue header bar. On the left, there are navigation icons (back, forward, search, etc.) and a 'Help' button. The main content area is divided into two sections: 'Stone Age Skating Experience' (highlighted in blue) and 'History on Ice'. The 'History on Ice' section contains three paragraphs of text. To the right of the text is a question: 'Authors of both selections help the reader gain a better understanding of —'. Below the question are four radio button options: A, B, C, and D. At the bottom of the interface, there is a navigation bar with a 'Flag for Review' button, 'Question 28 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons. The text 'Page 1 of 3' is visible at the bottom of the passage area.

History on Ice

- 1 In the country of Finland, ice-skating is as popular as football is in the United States. Instead of the Super Bowl, Finland hosts an event called the Finland Ice Marathon, a challenging race of both speed and endurance held annually on Lake Kallavesi. Every year thousands of people visit just to watch or participate in this captivating event. Ice-skating, however, did not begin as a sport but as an important means of travel.
- 2 If any nation required fast travel on ice, it was Finland, a small country with more than 60,000 lakes. Scientists believe that ice-skating began in Finland some 5,000 years ago as a means of traveling quickly over a landscape dotted with frozen rivers and lakes. To increase speed, Finnish hunters needed smooth, hard objects to strap to their feet to reduce friction.
- 3 To fulfill this requirement, early Finns made skates from animal bones. Usually from cattle or deer, these bones provided the perfect texture for gliding on the ice. Craftsmen began with a section of bone roughly eight inches long, carved a hole at each end, and strung leather straps through these holes. Using the leather straps, hunters could then attach the skates to boots. For greater stability, the Finns also slightly flattened the bottom of the skates. Although scientists are not certain, they believe the skaters used wooden poles, as skiers do, to keep their balance while zooming along on the ice.

Authors of both selections help the reader gain a better understanding of —

- A the technique required when skating on bones
- B why distance skating is still popular in Finland
- C the need for training to maintain skating ability
- D why bone skates were invented by the Finnish

Page 1 of 3

Question 28 of 30
Section 1

Section Review Previous Next

SAY Notice that this question refers to both selections. Read the question to yourself and then answer it. Use the tabs and the blue arrows to navigate through both passages if it will help you answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is A, *the technique required when skating on bones*. Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 29.

Pause.

The screenshot shows a digital reading interface. At the top, there is a navigation bar with icons for a mouse, pencil, eraser, and a red 'X', along with a 'Help' button. The user's name 'John doe' and the page title 'EOC Reading Practice Items (2010 Englis...' are visible in the top right corner, along with an 'Exit' button. Below the navigation bar, there are two tabs: 'Stone Age Skating Experience' (which is selected) and 'History on Ice'. The main content area is titled 'History on Ice' and contains three numbered paragraphs. The first paragraph discusses the popularity of ice-skating in Finland compared to the Super Bowl. The second paragraph describes Finland's geography and the historical use of ice-skating for travel. The third paragraph details the construction of early skates from animal bones. To the right of the passage is a question: 'Both selections express the idea that —' with four radio button options: A (skating on bones takes time to perfect), B (early bone skaters endured harsh winter conditions), C (bone skating is rising in popularity), and D (ancient bone skaters followed reindeer herds). At the bottom of the passage area, it says 'Page 1 of 3'. The bottom navigation bar includes a 'Flag for Review' button, 'Question 29 of 30 Section 1', a 'Section Review' button, and 'Previous' and 'Next' buttons.

SAY Once again, this question refers to both of the passages. Read the question to yourself and then answer it. Use the tabs and blue arrows to navigate through both of the passages if it will help you answer the question.

Pause while students read and answer the question.

SAY Which answer did you select?

Pause for replies.

SAY The correct answer is A, *skating on bones takes time to perfect*.

SAY Do you have any questions?

Answer all questions.

SAY Click *Next* at the bottom of the screen to go to question 30.

Pause.

SAY The last question is another stand-alone item. The screen is no longer split, because you do not need to read a passage to answer the question.

Note that on the actual SOL test, stand-alone items will appear grouped as a block of items. Stand-alone items will appear in various sections of the test and will not necessarily be located at the end of the test.

SAY This question is another example of a technology-enhanced item. The directions banner says, “You do not need to read a passage to answer the question. Read and answer the question. Click on the statement that should be removed. The selected statement will be marked with a strikethrough line.” The item says, “All of the statements are valid premises EXCEPT-”

To answer this question, you will click on a statement in the dark gray box. If you change your mind, click on the statement again to remove your selection, and the strikethrough will disappear; then click on a different statement.

Now answer the question.

Pause while students answer the question.

SAY Which statement did you select?

Pause for replies.

SAY You should have chosen *Hannah excels at speaking the Spanish language; she had a magnificent time while traveling in Spain.*

In order for this question to show as “Answered” on the Section Review screen, one of the statements must be 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 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	30 Answered	0 Unanswered
Reading Passage			
Question 1		✓ Answered	
Question 2		✓ Answered	
Question 3		✓ Answered	
Question 4		✓ Answered	
Question 5		✓ Answered	
Question 6	🚩 Flagged for Review	✓ Answered	
Question 7		✓ Answered	
Question 8		✓ Answered	
Question 9		✓ Answered	
Question 10		✓ Answered	
Reading Passage			

CONTINUE TO TEST OVERVIEW

john doe | EOC Reading 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.

Practice returning to a question by clicking on question 6, 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 6.

Pause while students practice navigating between question 6 and the review 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” without stating a number of answers to select 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 33 All Items.”

Please note the total number of items mentioned above (33) includes the two single passages and the one pair of 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 Reading Practice Items (2010 English SOL)

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

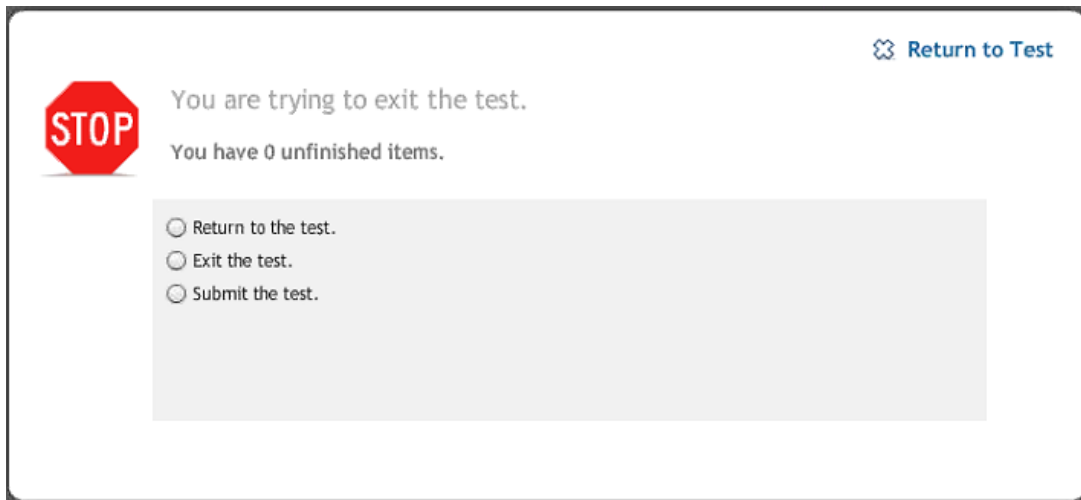
SECTIONS	STATUS	QUESTIONS
Section 1	Opened	1-30

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 select 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.

SAY 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 select 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 the practice items, please select the third option, “*Submit the test.*” Next, click 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 End-of-Course Reading SOL Practice Items.

Thank you for reviewing the
End-of-Course Reading SOL Practice Items with your students.

APPENDIX A

Answers to End-of-Course Reading Practice Items

Question 1

The correct answer is *unfamiliar with navigating the area beyond the bridge*.

Question 2

The correct answer is C, *exceptional physical strength*.

Question 3

The correct answer is C, *reduced to nothing*.

Question 4

The correct answers are: *dream, bliss, and comfort*.

Question 5

The correct answer is D; *Ice bent the iron rule of summer for a few precious moments before the heat clamped down again*.

Question 6

The correct answer is C, *can imagine the size of Lydia’s neighborhood by referring to their own hands*.

Question 7

The correct answer is B, *had lived her entire life with her family in South Boston*.

Question 8

The correct answer is B, *Part of growing up involves expanding your perspective*.

Question 9

The correct answer is *The passing commerce makes Lydia curious about other places*.

Question 10

The correct answer is B, *was a positive influence in the group*.

Question 11

The correct answer is B, *introduce how humans adjusted to the desert environment*.

Question 12

The correct answers are *unrelenting, persistent, and determined*.

Question 13

The correct answer is A, *Water plant remains have not been discovered near the canals*.

Question 14

The correct answer includes all of the following:

- In the *Phoenix Basin*: *Controlled rough waters* and *Made up of terraces* (in any order);
- In the *Tucson Basin*: *Included holding tanks* and *Known to be the oldest canal system* (in any order); and
- In the center of the diagram *Used to water crops*.

Question 15

The correct answer is C, *Privileged*.

APPENDIX A (Continued)

Answers to End-of-Course Reading Practice Items

Question 16

The correct answer is *How many laborers worked on the canal systems.*

Question 17

The correct answer is D, *efficient.*

Question 18

The correct answer is B, *provides factual information logically.*

Question 19

The correct answer is A, *“American Indian Construction Implements.”*

Question 20

The correct answer is D, *overstatement.*

Question 21

The correct answer is B, *the real thing.*

Question 22

The correct answer is D, *is relieved to tell her mother the truth.*

Question 23

The correct answer includes both of these statements:

-*Greta did not know Mr. Ranta was interested in bone skates.*

-*Greta’s focus on bone skating caused her to do badly in the race.*

Question 24

The correct answer is B, *introduce Greta’s curiosity about skate designs.*

Question 25

The correct answer is D, *At this point in history, ice-skating seems to have shifted to a mainly recreational activity.*

Question 26

The correct answer is C, *A newspaper article on attendance at European skating marathons.*

Question 27

The correct answer includes both of these statements, in any order:

-*Allowed hunters to traverse frozen lakes and*

-*Required alteration of animal bones.*

Question 28

The correct answer is A, *the technique required when skating on bones.*

Question 29

The correct answer is A, *skating on bones takes time to perfect.*

Question 30

The correct answer is *Hannah excels at speaking the Spanish language; she had a magnificent time while traveling in Spain.*

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.