

VIRGINIA STANDARDS OF LEARNING

Spring 2010 Released Test

# GRADE 5 WRITING

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Form W0110, CORE 1

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**Directions**

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

**SAMPLE A**

***A Special Person***

**In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.**

**Which of these would *best* help Sarah write her description of her older brother?**

- A** Calling his friends and telling them about him
- B** Thinking about all the things she likes about him
- C** Making a list of things she wants him to do for her
- D** Asking him to take her to the library

**SAMPLE B**

**Here is the first part of Sarah’s rough draft.**

**(1)A special person in my life is my big brother. (2)He is Ben.**

**How can sentences 1 and 2 *best* be combined?**

- F** A special person in my life is Ben, my big brother.
- G** A special person in my life is my big brother and Ben is who he is.
- H** In my life a special person is my big brother and he is Ben.
- J** My big brother Ben is a special person, he is in my life.

**SAMPLE C**

**Here is the next part of Sarah’s rough draft.**

**(3)He helps me with my homework.**

**In sentence 3, He helps should be written —**

- A** He were helping
- B** He have helped
- C** He help
- D** as it is

## Directions

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

### SAMPLE D

Read this sentence.

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

In this sentence, more fast should be written —

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

## ***A Visit to New York City***

**Marcy's teacher asks the class to write a letter to someone. Marcy decides to write a letter to her friend Lauren about her trip to New York City.**

**Before writing her letter, Marcy makes these notes. Use them to answer question 1.**

|  |  |
|--|--|
|  |  |
|  | 1. Went to New York City                           |
|  |  |
|  | 2. Rode the subway                                 |
|  |  |
|  | 3. Toured the Statue of Liberty<br>with Aunt Betty |
|  |  |
|  | 4. Went to other landmarks                         |
|  |  |
|  | 5. Visited Aunt Betty                              |
|  |  |

**1 Which of these is out of order in Marcy's notes?**

- A** Rode the subway
- B** Toured the Statue of Liberty with Aunt Betty
- C** Went to other landmarks
- D** Visited Aunt Betty

**Here is the first part of Marcy’s rough draft. Use it to answer question 2.**

Dear Lauren,

**(1)**Recently I went on a vacation. **(2)**My mom and I took a trip to New York. **(3)**We went to visit my Aunt Betty. **(4)**We had a wonderful time in the city. **(5)**Aunt Betty was very thoughtful to show my mom and me the many places that make New York interesting. **(6)**What amazed me most were the tall buildings and busy streets that are part of everyday life in the city.

**(7)**Before we could begin our tour, Aunt Betty showed us the subway. **(8)**The subway is a train that runs below the streets. **(9)**Many people who live in New York City depend on the subway as their main source of transportation. **(10)**Aunt Betty gave us a map that showed the many different routes the subways travel each day. **(11)**The map had a different color for each route. **(12)**It was very confusing to me. **(13)**I’m glad that Aunt Betty was there to show us how to ride the subway. **(14)**I think I would get lost if I had to ride the subway alone.

**2 Which of these is the *best* way to combine sentences 2 and 3?**

- F** My mom and I went to visit my Aunt Betty and took a trip to New York.
- G** We went to visit my Aunt Betty and my mom and I took a trip to New York.
- H** My mom and I took a trip to New York to visit my Aunt Betty.
- J** We took a trip to New York and my mom and I visited Aunt Betty.

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

**Read the next part of Marcy’s rough draft and use it to answer questions 3–10. This section has groups of underlined words. The questions ask about these groups of underlined words.**

**(15)**My favorite place to visit was the Statue of Liberty. **(16)**First we took a boat ride out to Liberty Island, where the Statue of Liberty is located. **(17)**When we arrived at the island and stepped off the boat, I am so excited! **(18)**The experience of standing at the bottom of the statue and looking all of the way up to the crown astonished me. **(19)**From the ground to the tip of the torch, the statue stands approximately 305 feet tall. **(20)**I had seen many pictures of it, but being there was really thrilling! **(21)**People of the world from many parts were gathered at this site. **(22)**As I looked at the large crowd, I imagined what it was like arriving in America for the first time. **(23)**Over a century ago, many immigrants saw this island when they first came to the United States. **(24)**The Statue of Liberty welcomed them to our new home. **(25)**It surely represented a new life for them.

**(26)**We will continue our trip by visiting some of the other landmarks that make New York City famous. **(27)**My mom and I went to the top of the Empire State Building, where we were able to see the best view of the city. **(28)**I never not imagined that there were so many tall buildings in New York City. **(29)**Each building seemed to have a different shape or decoration on the outside. **(30)**My favoriter one was the Chrysler Building. **(31)**The sun reflecting off its silver top was definitely a sight to see.

**(32)**My mom and I had such a wonderful time. **(33)**We hope to go back very soon. **(34)**Maybe you could join us. **(35)**You and I could visit the Statue of Liberty, the Empire State Building, and the Chrysler Building. **(36)**I will be happy to show you pictures from my trip when I see you again. **(37)**Please write back soon, and tell your family that I said hello.

**(38)**Your friend always

*Marcy*  
Marcy



**3 In sentence 17, am so excited should be written —**

- A** will be so excited
- B** was so excited
- C** being so excited
- D** as it is

**4 In sentence 21, People of the world from many parts were gathered should be written —**

- F** People from many parts of the world were gathered
- G** People were gathered of the world from many parts
- H** People of the world were gathered from many parts
- J** as it is

**5 In sentence 24, our should be written —**

- A** her
- B** his
- C** their
- D** as it is

**6** In sentence 26, will continue should be written —

- F** continue
- G** have continued
- H** continued
- J** as it is

**7** In sentence 28, never not should be written —

- A** not
- B** never did not
- C** never
- D** as it is

**8** In sentence 30, favoriter should be written —

- F** favorite
- G** most favoritest
- H** more favorite
- J** as it is

**9 In sentence 36, when I see you should be written —**

- A** when I saw you
- B** when I will see you
- C** when I have seen you
- D** as it is

**10 In sentence 38, Your friend always should be written —**

- F** Your, friend, always
- G** Your friend always,
- H** Your friend, always
- J** as it is

### ***Puzzle Book Fun***

**Adrian's teacher asks the students to write a book report for class. Adrian decides to write about a puzzle book that he read.**

**Read Adrian's notes about the book to answer question 11.**

1. Gave history of puzzles
2. Provided instructions on how to make puzzles
3. Has many chapters

**11 What additional information should Adrian add to his list?**

- A** When the book was bought
- B** Where the book was found in the library
- C** How many people have read the book
- D** Who wrote the book

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

**Here is the first part of Adrian’s rough draft. Use it to answer questions 12–13.**

**(1)**What was the shape of the first crossword puzzle? **(2)**When was the first word search puzzle invented? **(3)**Where was the first maze developed? **(4)**You can learn the answers to these questions and many more in the book *Puzzles for Everyone* by R. K. Snow. **(5)**I enjoyed reading this book and learning the history of puzzles and their inventors. **(6)**The book gives instructions on how to make these great puzzles at home.

**(7)**The book is separated into chapters that show five different types of puzzles. **(8)**Each chapter shows a picture of a puzzle and gives a short description of its history. **(9)**For example, mazes can be simple. **(10)**Mazes can also be difficult. **(11)**The first maze was most likely developed in Egypt thousands of years ago.

**12** Which word should replace separated in sentence 7?

- F** grouped
- G** divided
- H** collected
- J** listed

**13** How can Adrian *best* combine sentences 9 and 10?

- A** For example, simple or difficult mazes can be.
- B** For example, mazes can be simple or difficult.
- C** Mazes can be simple or for example, difficult.
- D** Mazes can be for example, simple, or difficult.

**Read the next part of Adrian’s rough draft and use it to answer questions 14–19. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(12)I used the book to create two different types of puzzles. (13)The directions were easy to understand, and the puzzles were fun to complete. (14)I decided to draw my own maze to show my teachers, family members, close friends, and classmates. (15)The first one I drew was very simple. (16)I later decided to draw a maze that was a little more challenging. (17)I gave it to my older sister because I knew she liked mazes. (18)After the hour of trying, she finally reached the other end. (19)My sister was excited about her achievement and wanted to make her own puzzle. (20)She and I tried to see who could draw the most difficult maze. (21)We has a great time!

(22)The second puzzle I created was a word search. (23)I decided to use words that Mr. Keller said would be on our next spelling test. (24)First, I drew lines to form an empty grid on my paper. (25)I decided how to arrange the words after the grid was complete. (26)Then I added many letters around the words so they were hidden. (27)Luis, one of my friends, was the first person to try out my new puzzle. (28)He was able to find all of our spelling words after only a few minutes of searching. (29)My word search was an easy way for us to study for Mr. Kellers spelling test. (30)Mr. Keller was proud of me for finding a new way to make our class assignments interesting.

(31)*Puzzles for Everyone* is the perfectest title for the book. (32)Making the different puzzles in the book was fun but sometimes difficult. (33)I think anyone who are interested in puzzles will enjoy reading this book.



**14** In sentence 14, my teachers, family members, close friends, and classmates should be written —

- F** my, teachers, family members, close friends, and classmates
- G** my teachers, family, members, close friends, and classmates
- H** my teachers family members, close friends, and classmates
- J** as it is

**15** In sentence 18, the hour should be written —

- A** a hour
- B** an hour
- C** this hour
- D** as it is

**16** In sentence 21, We has should be written —

- F** We had
- G** We have
- H** We were having
- J** as it is

**17** In sentence 29, Mr. Kellers should be written —

- A** Mr. Kellers's
- B** Mr. Kellers'
- C** Mr. Keller's
- D** as it is

**18** In sentence 31, perfectest should be written —

- F** perfect
- G** more perfect
- H** more perfectest
- J** as it is

**19** In sentence 33, are should be written —

- A** is
- B** were
- C** be
- D** as it is

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

**20 Which sentence contains repeated information?**

- F** Following the play, we ate dinner afterwards.
- G** While playing sports, I drink plenty of water.
- H** The trip to the aquarium was amazing.
- J** The textbook for the assignment was left at school.



**Answer Key-5090-W0110**

| <b>Test Sequence Number</b> | <b>Correct Answer</b> | <b>Reporting Category</b> | <b>Reporting Category Description</b>                                       |
|-----------------------------|-----------------------|---------------------------|---|
| 1                           | D                     | 001                       | Plan, compose, and revise in a variety of forms for a variety of purposes   |
| 2                           | H                     | 001                       | Plan, compose, and revise in a variety of forms for a variety of purposes   |
| 3                           | B                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 4                           | F                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 5                           | C                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 6                           | H                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 7                           | C                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 8                           | F                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 9                           | D                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 10                          | G                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 11                          | D                     | 001                       | Plan, compose, and revise in a variety of forms for a variety of purposes   |
| 12                          | G                     | 001                       | Plan, compose, and revise in a variety of forms for a variety of purposes   |
| 13                          | B                     | 001                       | Plan, compose, and revise in a variety of forms for a variety of purposes   |
| 14                          | J                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 15                          | B                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 16                          | F                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 17                          | C                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 18                          | F                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 19                          | A                     | 002                       | Edit for correct use of language, capitalization, punctuation, and spelling |
| 20                          | F                     | 001                       | Plan, compose, and revise in a variety of forms for a variety of purposes   |

**Spring 2010 Released**  
**Grade 5 Standards of Learning Writing Test**  
**Total Raw Score to Scaled Score Conversion Table for**  
**Multiple Choice Form W0110 Administered with Prompt 5259**

| <b>Total Raw Score</b><br>Number of Multiple Choice Items<br>Answered Correctly Added to the<br>Number of Points Earned on the<br>Short Paper | <b>Total Scaled Score</b> |
|---|---------------------------|
| 0   | 000                       |
| 1   | 021                       |
| 2   | 042                       |
| 3   | 064                       |
| 4   | 085                       |
| 5   | 106                       |
| 6   | 127                       |
| 7   | 194                       |
| 8   | 228                       |
| 9   | 249                       |
| 10  | 264                       |
| 11  | 276                       |
| 12  | 287                       |
| 13  | 296                       |
| 14  | 304                       |
| 15  | 312                       |
| 16  | 319                       |
| 17  | 327                       |
| 18  | 334                       |
| 19  | 341                       |
| 20  | 348                       |
| 21  | 355                       |
| 22  | 362                       |
| 23  | 369                       |
| 24  | 376                       |
| 25  | 383                       |
| 26  | 390                       |
| 27  | 398                       |
| <b>28</b>   | <b>405</b>                |
| 29  | 413                       |
| 30  | 421                       |
| 31  | 429                       |
| 32  | 438                       |
| 33  | 447                       |
| 34  | 457                       |
| 35  | 467                       |
| 36  | 479                       |
| 37  | 492                       |
| <b>38</b>   | <b>507</b>                |
| 39  | 524                       |
| 40  | 543                       |
| 41  | 565                       |
| 42  | 592                       |
| 43  | 600                       |
| 44  | 600                       |

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

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