

VIRGINIA STANDARDS OF LEARNING

**Spring 2006 Released Test**

# GRADE 5 WRITING

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CORE 1

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**DIRECTIONS**

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen.

**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

Go to the next  
page and continue  
working.

## *Giant Squid*

**In science class, Kevin is studying about the ocean. His teacher asks each student to write a report about an ocean animal.**

**Here is the first part of Kevin’s rough draft. Use it to answer questions 1–2.**

(1)A vast number of amazing animals live in the world’s oceans, and new ones are found every day. (2)In 1925 two long squid arms, called tentacles, were discovered in the stomach of a whale. (3)Experts examined the tentacles and saw that they were longer than those of any known squid. (4)They knew they had a new species of sea animal. (5)Only the tentacles were found, so little else was known about the creature for a long time.

(6)Then, one day, some fishermen from New Zealand were shocked by what they saw floating near the surface of Antarctica’s Ross Sea. (7)The creature’s tentacles glimmered just below the water. (8)They realized it was a giant squid! (9)They knew they had discovered something important. (10)The fishermen knew just what to do with it too. (11)They brought it aboard the ship and sailed back to New Zealand. (12)Took it to the scientists at Auckland University.

(13)When the scientists began to measure this squid, they were astonished. (14)Its measurements provided a picture of this unusual animal. (15)It was larger than any squid they had ever seen before. (16)An octopus is another sea animal that can be quite large. (17)Even though this squid was a young female, it weighed 330 pounds. (18)Its eyes alone were huge.

**1 Which of the following is the *best* way for Kevin to rewrite sentence 12?**

- A Taking it to the scientists at Auckland University.
- B The scientists at Auckland University taken to them.
- C Taking it to the scientists, they were at Auckland University.
- D They took it to the scientists at Auckland University.

**2 Which sentence does *not* belong in Kevin's report?**

- F The creature's tentacles glimmered just below the water.
- G They realized it was a giant squid!
- H The fishermen knew just what to do with it too.
- J An octopus is another sea animal that can be quite large.

**Read the next part of Kevin’s rough draft, and use it to answer questions 3–9. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(19)Continued study of this creature uncovered new clues to its size. (20)This great squids length measured an unbelievable sixteen feet from its body to the tips of its tentacles. (21)According to the experts, a fully grown adult male would be much larger. (22)Its length could easily reaches more than twenty feet. (23)Since “colossal” means “huge,” this creature was soon nicknamed the Colossal Squid.

(24)Scientists who studied the Colossal Squid found that it has many interesting features. (25)With its strength its large beak, and its hooked tentacles, it is a terrifying enemy. (26)Its razor-sharp hooks can turn in any direction. (27)These helps the squid catch its prey. (28)This squid is even powerful enough to take on a whale! (29)It usually lives more than 6,000 feet below the water’s surface. (30)Without no doubt, this enormous creature is considered a fierce hunter. (31)Scientists will certainly keep there eyes open for the next clues to this mysterious squid.



**3** In sentence 20, This great squids length should be written —

- A This great squids' length
- B This great squid's length
- C This great squids's length
- D as it is

**4** In sentence 22, could easily reaches should be written —

- F could easily reached
- G could easily be reached
- H could easily reach
- J as it is

**5** In sentence 24, who studyed should be written —

- A who studyd
- B who studyied
- C who studied
- D as it is

**6** In sentence 25, With its strength its large beak, and its hooked tentacles should be written —

- F With, its strength its large beak, and its hooked tentacles
- G With its strength, its large beak, and its hooked tentacles
- H With its, strength its larger beak, and its hooked tentacles
- J as it is

**7** In sentence 27, These helps the squid should be written —

- A These help the squid
- B These helped the squid
- C These helping the squid
- D as it is

**8** In sentence 30, Without no doubt should be written —

- F Without a doubt
- G Without none doubt
- H Without never a doubt
- J as it is

**9** In sentence 31, keep there eyes open should be written —

- A keep they're eyes open
- B keep their eyes open
- C keep the'yre eyes open
- D as it is

Go to the next  
page and continue  
working.

## ***Making Candles***

**Jessica's teacher asks her students to write papers explaining how to make something.**

**Jessica decides to write about making hand-dipped candles. Before writing her paper, she makes this list of questions. Use it to answer question 10.**

1. What supplies are needed to make hand-dipped candles?
2. How many people does it take to make hand-dipped candles?
3. What are the steps people need to take to make hand-dipped candles?
4. Why are hand-dipped candles fun to make?

**10 How will these questions help Jessica write her paper?**

- F** Jessica will have a clear idea of how to explain how hand-dipped candles are made.
- G** Jessica will have learned how hard life was long ago.
- H** Jessica will decide that she does not want to write about hand-dipped candles.
- J** Jessica will understand why she enjoys making hand-dipped candles.

**Here is the first part of Jessica’s rough draft. Use it to answer questions 11–13.**

(1)It is fun to make hand-dipped candles. (2)To make the candles, you will need old coffee cans, wax, string, and you will need crayons. (3)The wax can be bought at craft stores. (4)The string also can be bought at craft stores.

(5)Making candles is something a group of people can do together. (6)Each person who wants to make a candle will need a coffee can. (7)The coffee cans should be filled with cool water. (8)Each person also will need a string that is about eight inches long. (9)This is an important part of the process. (10)The string will be used to make the wick of the candle. (11)The wick is the part of the candle that you light to make it burn.

(12)Ask an adult to heat water in a large pan that holds two or three coffee cans. (13)Put some of the wax in each coffee can. (14)Add and put in a few crayons of the same color. (15)As the water in the pan gets hot, it will melt the wax and the crayons. (16)This mixture will be the colored wax used for each candle.

**11 In which sentence is the same idea stated twice?**

- A It is fun to make hand-dipped candles.
- B Each person also will need a string that is about eight inches long.
- C The string will be used to make the wick of the candle.
- D Add and put in a few crayons of the same color.

**12 How is sentence 2 *best* written?**

- F To make the candles, you will need old coffee cans, wax, string, and crayons.
- G To make candles, you will need old coffee cans, wax, string, and crayons are also needed.
- H To make candles, you will need old coffee cans, and wax, and string, and crayons too.
- J To make candles, you will need old coffee cans, you will need wax, you will need string and crayons too.

**13 How can sentences 3 and 4 *best* be combined?**

- A The wax can be bought at craft stores the string also can be bought at craft stores.
- B The wax can be bought at craft stores the string can be bought too.
- C The wax and string can be bought at craft stores.
- D The wax can be bought at craft stores and the string can be bought at craft stores also.

**Read the next part of Jessica’s rough draft, and use it to answer questions 14–20. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(17)Once the wax is melted, put one color of wax by each can of cool water. (18)Dip the string into the wax, but leave about one inch of string for the wick. (19)If you get some wax on your fingers, put them quick into the cool water. (20)The wax will easily come off your fingers.

(21)After dipping your candle into the wax, dip it into the cool water. (22)Then gently wipe the water off the candle. (23)Repeat this process five to ten times. (24)Slowly your candle will get more larger. (25)When your candle is the size you want, put it in the water to cool it off. (26)Then you will have a beautiful, hand-dipped candle!

(27)Me and my friends love making candles on a rainy Friday evening. (28)We like to give them as gifts. (29)People say these candles are special gifts because we made them instead of buying them. (30)I hope you’ll like making candles?

14 In sentence 17, wax is should be written —

- F wax are
- G wax were
- H wax have been
- J as it is

15 In sentence 19, quick should be written —

- A more quick
- B quickly
- C much quicker
- D as it is

16 In sentence 22, gently should be written —

- F gintly
- G gentley
- H gentlyly
- J as it is

17 In sentence 24, more larger should be written —

- A more large
- B larger
- C most larger
- D as it is

18 In sentence 26, a beautiful should be written —

- F an beautiful
- G a beautifull
- H an beautifull
- J as it is

19 In sentence 27, Me and my friends should be written —

- A My friends and me
- B My friends and I
- C My friends and myself, we
- D as it is

20 In sentence 30, candles? should be written —

- F candles.
- G candles,
- H candles
- J as it is





**Answer Key-5B61P**

<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	J	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	H	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	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
7	A	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	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
10	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes
11	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes
12	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes
13	C	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	J	002	Edit for correct use of language, capitalization, punctuation, and spelling
17	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
18	J	002	Edit for correct use of language, capitalization, punctuation, and spelling
19	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
20	F	002	Edit for correct use of language, capitalization, punctuation, and spelling

**Total RS\_SS Conversion for  
Grade 5 Writing 5B61P combined with Prompt 603**

From Raw Score (greater or equal)	Converted Scale Score
1	041
2	059
3	077
4	095
5	113
6	131
7	195
8	228
9	247
10	262
11	273
12	283
13	291
14	299
15	307
16	314
17	321
18	327
19	334
20	341
21	348
22	354
23	362
24	369
25	376
26	383
27	391
28	398
<b>29</b>	<b>406</b>
30	414
31	423
32	431
33	440
34	451
35	462
36	474
37	488
<b>38</b>	<b>505</b>
39	526
40	553
41	584
42	600
43	600
44	600



