

VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS

Spring 2004 Released Test

END OF COURSE
ENGLISH: WRITING
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 in the answer booklet 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.

DRAFT A

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He has always been there to help me out and has been there for me when I needed him.

How are sentences 1 and 2 *best* combined?

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

SAMPLE C

Sarah has written a second draft of the first part of her essay.

DRAFT B

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He has always been supportive of me.

In rewriting sentence 3 of Draft A, how has Sarah improved sentence 3 of Draft B?

- A She has created a fragment.
- B She has changed the meaning entirely.
- C She has expressed the idea more concisely.
- D She has shifted the point of view.

SAMPLE D

Here is the next part of Sarah's rough draft.

(4)The best thing about my brother is that he helps me with my homework. (5)He's a really good student.

In sentence 4, he helps is correctly written —

- F he were helping
- G he help
- H he have helped
- J as it is

Hurricanes vs. Tornadoes

Evan’s science teacher asks the students to choose a weather-related topic and write a short report.

- 1 Evan isn’t sure what he should write about. All of these will help him focus on a topic idea EXCEPT —
- A reading a magazine article or encyclopedia entry about weather
 - B interviewing a local meteorologist
 - C reading a book about writing
 - D brainstorming with classmates about possible topics

Evan gathers information about his topic and makes this chart. Use it to answer question 2.

Types of Cyclones

	Hurricanes	Tornadoes
Formation	Rotation around a calm “eye”	Rotation around a calm “eye”
Personal reactions to the storms	Fear/excitement	Fear/excitement
Starting point	Over warm tropical oceans	Over land where cool and warm air meet
Size	200–300 miles in diameter	300–8,000 feet in diameter
Composition	Dozens of small storms	One thunderstorm
Duration	Sometimes for days	Usually only a few minutes
Strength criteria	Wind speed	Actual property damage

- 2 Based on his research, this chart will help him do all of the following EXCEPT —
- F identify important relationships
 - G stay focused on his topic
 - H decide on an organizational pattern for his report
 - J determine the number of pages his report will be

Here is the first part of Evan’s rough draft. Use it to answer questions 3–6.

(1)Hurricanes and tornadoes are both very destructive windstorms. (2)They are both classified as cyclones. (3)They are cyclones because they consist of strong winds moving in a circular direction around a low-pressure center called an “eye.”

(4)Hurricanes and tornadoes share similarities. (5)They begin in very different ways and reach different sizes. (6)Hurricanes originate over oceans near the equator in an area referred to as the doldrums. (7)This area is characterized by a combination of soft breezes and gusty squalls. (8)Tornadoes, on the other hand, form over land when cool, dry air masses meet warm, wet air masses. (9)Hurricanes and tornadoes also vary greatly in diameter. (10)Tornadoes are generally no more than 8,000 feet across, whereas hurricanes commonly measure 200 to 300 *miles* across.

(11)“Tornado Alley” is a tract of land stretching from Texas to Iowa. (12)The area got its name because of the frequent tornadoes that twist across this stretch of land where the cool, dry air from Canada meets the warm, wet air from the Gulf of Mexico. (13)Tornadoes are considered to be cyclones because their rapidly spinning winds encircle a calm “eye.”

(14)Tornadoes in the Northern Hemisphere most often spin counterclockwise those in the Southern Hemisphere usually spin in a clockwise direction. (15)Regardless of which direction a tornado spins, however, its winds cause great damage, and its low-pressure core causes tightly sealed structures in its path to explode.

(16)Another windstorm that qualifies as a cyclone is a hurricane. (17)Unlike tornadoes, hurricanes pick up moisture from the warm tropical oceans over which they originate. (18)The result is heavy rains and flooding when they hit land. (19)It is not unusual or unlikely for a hurricane to cut a path of destruction from anywhere from 200 to 300 miles wide and to last for two, or three, or four days.

- 3 Read the following sentences from Evan’s rough draft: They are both classified as cyclones. They are cyclones because they consist of strong winds moving in a circular direction around a low-pressure center called an “eye.”

How can Evan *best* combine these sentences without changing their meaning?

- A They are both classified as cyclones because they consist of strong winds moving in a circular direction around a low-pressure center called an “eye.”
 - B Moving in a circular direction around a low-pressure center called an “eye,” they are both classified as cyclones and they consist of strong winds.
 - C They are both classified as cyclones because of strong winds and moving in a circular direction around a low-pressure center called an “eye.”
 - D They consist of strong winds moving in a circular direction around a low-pressure center called an “eye” because they are classified as cyclones.
- 4 Evan develops paragraph 2 of his rough draft by —
- F defining important terms
 - G including anecdotes about cyclones
 - H using examples of the two kinds of storms
 - J contrasting the two kinds of storms

- 5 When Evan reviews his draft, he finds the following fused sentence: Tornadoes in the Northern Hemisphere most often spin counterclockwise those in the Southern Hemisphere usually spin in a clockwise direction. Which of the following is the *best* way to correct the error?

- A Tornadoes in the Northern Hemisphere most often spin counterclockwise, those in the Southern Hemisphere usually spin in a clockwise direction.
- B Tornadoes in the Northern Hemisphere most often spin counterclockwise so those in the Southern Hemisphere usually spin in a clockwise direction.
- C Tornadoes in the Northern Hemisphere most often spin counterclockwise, and in the Southern Hemisphere usually in a clockwise direction.
- D Tornadoes in the Northern Hemisphere most often spin counterclockwise, while those in the Southern Hemisphere usually spin in a clockwise direction.

- 6 How is the sentence It is not unusual or unlikely for a hurricane to cut a path of destruction from anywhere from 200 to 300 miles wide and to last for two, or three, or four days. *best* rewritten?

- F A hurricane may cut a path of destruction 200 to 300 miles wide over a period of several days.
- G Unlikely or unusual, a hurricane can cut a path of destruction anywhere from 200 to 300 miles wide and over several days.
- H A hurricane may cut a path of destruction and it can be anywhere from 200 to 300 miles wide and last several days.
- J A hurricane to cut a path of destruction can last for two, three or four days and be from anywhere to 200 to 300 miles wide.

Read the next part of Evan’s rough draft and use it to answer questions 7–11. This section has groups of underlined words. The questions ask about these groups of underlined words.

(20)The classification systems for the two types of storms also differ. (21)The strength of hurricanes is measured with a scale based on wind speed. (22)Tornadoes, on the other hand, are categorized with a scale based on actual damage to property, not just wind speed. (23)Seven in ten tornadoes has rotating wind speeds of less than 110 mph. (24)A severe tornado is one with wind speeds of up to 206 mph. (25)Such tornadoes may uproot trees, but they usually aren’t able to destroy a house that is built good. (26)Only tornadoes with rotating wind speeds of more than 207 mph can do that.

(27)Most people find hurricanes and tornadoes alarming, but some find the blackened skies, and heavy rains, and roaring winds exhilarating. (28)Scientists and meteorologists are currently studying these storms and to try to find better ways of predicting them. (29)Until then, we will continue to marvel at the awesome storm power that rises so easily.

7 In sentence 23, has rotating wind speeds is correctly written —

- A is rotating wind speeds
- B have rotating wind speeds
- C were rotating wind speeds
- D as it is

8 In sentence 25, a house that is built good is correctly written —

- F a house that is built well
- G a house that are built good
- H a house that was built good
- J as it is

9 In sentence 27, Most people find hurricanes and tornadoes alarming is correctly written —

- A Much people find hurricanes and tornadoes alarming
- B More people find hurricanes and tornadoes alarming
- C More people found hurricanes and tornadoes alarming
- D as it is

10 In sentence 27, the blackened skies, and heavy rains, and roaring winds is correctly written —

- F the blackened skies heavy rains, and roaring winds
- G the blackened skies, heavy rains, and roaring winds
- H the blackened, skies heavy rains, and roaring winds
- J as it is

11 In sentence 28, studying these storms and to try is correctly written —

- A studying these storms to trying
- B studying these storms and trying
- C studied these storms to try and
- D as it is

Searching for a Job

Alison read a newspaper advertisement for a part-time job at the Trendsetter Boutique. She decides to write a letter to apply for the position.

- 12** Given Alison's purpose for writing, which of these will she need to do in her letter?
- F** Defend her opinion of the fashion industry
 - G** Get to know herself better through writing
 - H** Present her research in a logical sequence
 - J** Provide evidence that she can do the job

Here is the first draft of Alison’s letter. Use it to answer questions 13–16.

Dear Sir or Madam:

(1)As a hard-working high school junior with a strong interest in the fashion industry, I believe that I would be a great asset to the Trendsetter Boutique.

(2)Working since a relatively young age, as my enclosed résumé shows, I have gained the commitment and time-management skills necessary to hold a job. (3)While I still provide lifeguard services at the high school pool twice a week. (4)My primary job is currently within the retail arena. (5)I am writing to express my interest in the part-time salesclerk position advertised in today’s *Daily Post*. (6)I might add that many of the neighborhood children consider me their favorite babysitter. (7)I believe that the experience I have gained through this retail position is applicable to the opening described in the advertisement. (8)I have, for instance, developed excellent people and communication skills and am especially well-suited to helping customers find the merchandise that will best satisfy their needs and desires.

(9)I am sure that you will also find my artistic talents beneficial. (10)My current employer has particularly appreciated my quickness to recognize the styles and types of merchandise that are most popular among customers.

(11)She has noted that my reports regarding these trends are useful because they have helped her order and replace stock more efficiently.

13 Which sentence does *not* belong in Alison's draft?

- A Sentence 1
- B Sentence 6
- C Sentence 7
- D Sentence 9

14 Sentence 5 in Alison's draft is out of sequence. Alison should place it —

- F before sentence 1
- G after sentence 2
- H before sentence 8
- J after sentence 10

15 Which sentence could Alison add after sentence 9 to provide more details?

- A I really hope that you will consider me for this position for which I am obviously qualified.
- B My art teacher, Mrs. Larkin, once told me that she considers me one of her best students.
- C I am particularly skilled at helping customers coordinate their outfits and at setting up attractive displays.
- D Since I was a young child, I have enjoyed drawing and painting.

16 Which of the following will Alison need to revise because it is a sentence fragment?

- F Sentence 3
- G Sentence 5
- H Sentence 7
- J Sentence 9

Read the next part of Alison’s rough draft and use it to answer questions 17–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(12)Through this experience, I have also learned a great deal about the business end of running a department. (13)For instance, closing the store as I often do in the evenings require that I make a full accounting of cash in the drawer and total and log all receipts for the day.

(14)Having obtained some initial retail experience by working at Carter’s children’s discount store during this past fall and winter, I am eager to move on to a position that will offer myself greater opportunities to learn more about both women’s fashions and the sales and marketing of the latest designs. (15)I believe that a position in your boutique will provide that opportunity, and, after you review this letter and my accompanying résumé, I am sure that you will agree that I am worthy of your consideration. (16)I will be happy to meet with you for an interview at your earliest convenience. (17)Upon request, I am also prepared to provide you with a list of references.

(18)Thank you for your time and interest. (19)I look forward to hearing from you.

Sincerely yours,



Alison M. King

17 In sentence 13, how is closing the store as I often do in the evenings require correctly written?

- A closing the store as I often do in the evening require
- B closing the store as I often do in the evenings requires
- C closing the store as I often do in the evenings requiring
- D As it is

18 In sentence 14, how is Carter's children's discount store correctly written?

- F Carter's Children's discount store
- G Carter's children's discount Store
- H Carter's Children's Discount Store
- J As it is

19 In sentence 14, how is a position that will offer myself correctly written?

- A a position that will offer me
- B a position that will offer them
- C a position that will offer us
- D As it is

20 In sentence 16, how is convenience correctly written?

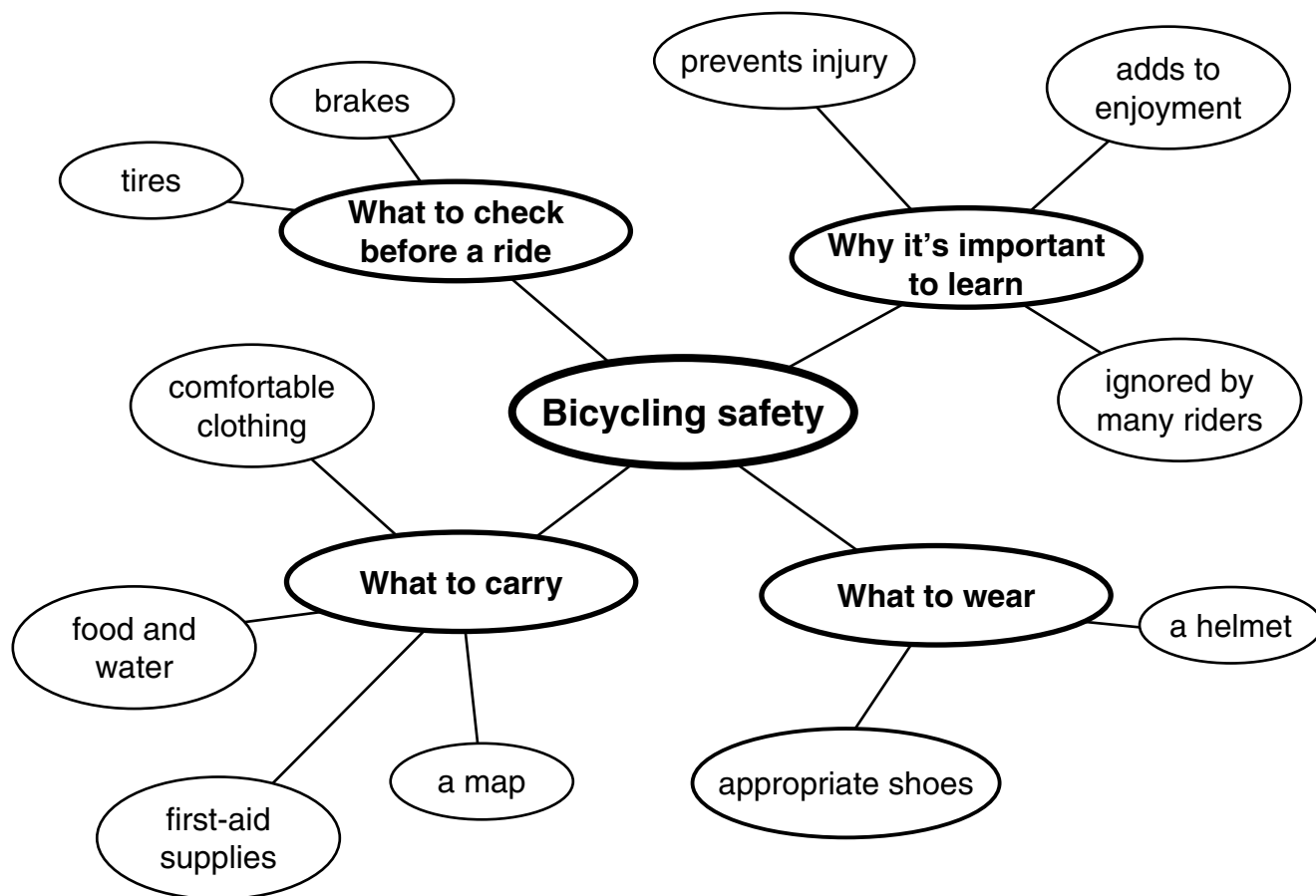
- F convinence
- G conveniets
- H conveneince
- J As it is

Bicycling Safety

Terry writes the “Health Watch” column for her school newspaper. In her next article, she wants to offer some cycling safety tips.

- 21 Which of the following would *best* help Terry find information on her topic?
- A Looking for books using her school’s online library catalog
 - B Studying a map of the bike trails near her school
 - C Reading the autobiography of a bicycle racing champion
 - D Listing reasons inactive students should take up cycling

Terry made the following web. Use it to answer question 22.



22 As she prepares to write, Terry will need to move which of the following to a different category on her web?

- F prevents injury
- G appropriate shoes
- H food and water
- J comfortable clothing

Here is the first part of Terry’s rough draft. Use it to answer questions 23–25.

(1)A beautiful day tempts many of us to throw caution to the wind by hopping on our mountain bikes and going for a long ride. (2)Every year, however, injuries occur because cyclists did not spend a few minutes on elementary safety precautions. (3)I ask you to answer the following question honestly: Do you prepare adequately for long bicycle rides? (4)If the answer is no, read on to discover what every bike rider should know about basic safety. (5)After years of saving money, I can finally afford the bike of my dreams.

(6)Drummed into all our heads, many people ignore the first rule. (7)*Wear a helmet.* (8)Modern helmets are light, comfortable, and attractive, so there’s no excuse for not wearing one. (9)Taking two seconds to fasten the strap under your chin could save you from a painful head injury in the event of a crash. (10)Other important cycling attire includes appropriate shoes and clothing that allows freedom of movement. (11)Carrying a raincoat or light jacket is always a smart idea, even on a shorter ride. (12)To avoid becoming dehydrated, every cyclist should carry water. (13)This rule is not optional! (14)Besides, you will enjoy your ride much more if you regularly stop and drink water. (15)You should also carry fruit or protein bars so you can replenish your energy. (16)I speak from experience. (17)One Saturday morning I led three of my friends on a four-hour bike ride on the wooded trails near my home. (18)Unfortunately, no one had thought to bring any food along, and we all thought we would collapse on the long, slow ride home.

23 The reader can tell that the tone of Terry's draft is personal because —

- A Terry speaks to the reader directly
- B the topic of Terry's draft is interesting to many people
- C Terry included scientific facts
- D the material is designed for a newspaper article

24 Which of these sentences does *not* belong in Terry's draft?

- F Sentence 5
- G Sentence 8
- H Sentence 10
- J Sentence 14

25 How is sentence 6 *best* rewritten to make it clearer?

- A The first rule, drummed into all our heads, many people ignore.
- B Ignoring the first rule drummed into all our heads are many people.
- C Though the first rule has been drummed into all our heads, many people ignore it.
- D Drummed into many people's heads, the first rule is still ignored by many of them.

Read the next part of Terry’s rough draft and use it to answer questions 26–30. This section has groups of underlined words. The questions ask about these groups of underlined words.

(19) Check your tires and your brakes before you start out, and carry a repair kit with you. (20) Good repair kits’ include tire levers, a patch kit, a pump, a wrench, a screwdriver, and a pocketknife. (21) Trust me, you don’t ever want to be stranded miles from civilization with no way to get home. (22) Once again, I know this from personal experience. (23) When my friend Janet and me were sophomores, we went cycling in Grover Cleveland State Park, and my front tire began leaking air. (24) I must have run over a piece of glass or a nail. (25) Luckily, Janet, the smartest person I know, had a repair kit.

(26) Safety precautions for your bike alone are not enough. (27) You’re even more vulnerable than your bike, so make sure to carry bandages and other basic first-aid supplies. (28) Better safe than sorry! (29) Finally, all ways know where you are going. (30) Sure, that long, isolated road may look appealing, but where will it take you? (31) Take along a map and refer to it often.

(32) Follow these tips, and I garantee you’ll enjoy better bike rides. (33) Happy cycling!

26 In sentence 20, how is kits' include correctly written?

- F kit's include
- G kits' included
- H kits include
- J As it is

27 In sentence 23, how is my friend Janet and me correctly written?

- A my friend, Janet, and me
- B my friend Janet and I
- C my friend Janet, and I
- D As it is

28 In sentence 23, how is Grover Cleveland State Park correctly written?

- F Grover Cleveland state Park
- G Grover Cleveland state park
- H Grover Cleveland State park
- J As it is

29 In sentence 29, how is Finally, all ways correctly written?

- A Finally al ways
- B Finally, always
- C Finally, allways
- D As it is

30 In sentence 32, how is garantee correctly written?

- F guarantee
- G gearantee
- H guarentee
- J As it is

EOC English: Writing

Direct Writing Component

In the direct writing component, students write a composition about a topic presented to them in a writing prompt. The writing prompt page also includes a “Checklist for Writers” that lists points for students to keep in mind as they write. Writing compositions are scored in each of the following domains:

- Composing
- Written Expression
- Usage/Mechanics

Scores in the Composing and Written Expression domains are reported as part of the Reporting Category called **Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes**. Scores in the Usage/Mechanics domain are reported as part of the Reporting Category called **Edit for Correct Use of Language, Capitalization, Punctuation, and Spelling**. A writing prompt from the Spring 2003 administration is on the following page.

ENGLISH: WRITING

PROMPT No. 251

**If you could make a rule that everyone had to follow, what would it be?
Explain why you would like to make this rule.**

CHECKLIST FOR WRITERS

- _____ I planned my paper before writing.
- _____ I revised my paper to be sure that
 - _____ the introduction to my paper captures the reader's attention;
 - _____ my central idea is supported with specific information and examples that will interest my reader;
 - _____ the content of my paper relates to my central idea;
 - _____ my writing is organized in a logical manner;
 - _____ my sentences are varied and read smoothly;
 - _____ my word choice develops my purpose and tone;
 - _____ the conclusion brings my ideas together without restating.
- _____ I edited my paper to be sure that
 - _____ correct grammar is used;
 - _____ words are capitalized when appropriate;
 - _____ sentences are constructed and punctuated correctly; and
 - _____ words are spelled correctly.
- _____ I reviewed my paper to make sure that it accurately reflects my intentions.

Answer Key

Test Sequence Number	Answer Key	Reporting Category	Reporting Category Description
1	C	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	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
4	J	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
5	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
6	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
7	B	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	B	002	Edit for correct use of language, capitalization, punctuation, and spelling.
12	J	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	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
15	C	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
16	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
17	B	002	Edit for correct use of language, capitalization, punctuation, and spelling.
18	H	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	J	002	Edit for correct use of language, capitalization, punctuation, and spelling.
21	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
22	J	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
23	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
24	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
25	C	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
26	H	002	Edit for correct use of language, capitalization, punctuation, and spelling.
27	B	002	Edit for correct use of language, capitalization, punctuation, and spelling.
28	J	002	Edit for correct use of language, capitalization, punctuation, and spelling.
29	B	002	Edit for correct use of language, capitalization, punctuation, and spelling.
30	F	002	Edit for correct use of language, capitalization, punctuation, and spelling.