

VIRGINIA STANDARDS OF LEARNING

Spring 2009 Released Test

GRADE 5 WRITING

Form W0119, 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

Laurence Yep

Sasha’s teacher asks the students to write a report about a favorite author. Sasha decides to write about Laurence Yep, a popular Asian-American writer.

1 Which of these will *best* help Sasha plan her report?

- A** A book of stories about Asia
- B** An encyclopedia entry on Asia
- C** A magazine article about Asian-American writers
- D** An almanac listing of Asian-American writers

Here is the first part of Sasha’s rough draft. Use it to answer questions 2–3.

(1)Laurence Yep is a popular Asian-American author. **(2)**Yep was born in San Francisco’s Chinatown in 1948. **(3)**His family moved to another section of San Francisco when he was young. **(4)**This move caused him to have to travel a great distance to attend elementary and middle school in Chinatown. **(5)**Yep still lives in San Francisco, where he teaches and writes.

(6)Yep started writing in his early teens. **(7)**He began writing science fiction. **(8)**When he was eighteen years old, Yep had his first short story published in a science fiction magazine. **(9)**His first novel, *Sweetwater*, was science fiction. **(10)**He later started writing about Asian Americans. **(11)**I have read four excellent books by Yep. **(12)**His stories about kids who have overcome problems are my favorite.

2 In paragraph 1, why does Sasha include details about where Yep grew up?

- F** To make the paper as long as possible
- G** To give the reader details about Yep’s writing
- H** To interest the reader with information about Yep
- J** To identify the conflict of the report

3 Which of these is the *best* way to combine sentences 6 and 7?

**Yep started writing in his early teens.
He began writing science fiction.**

- A** Science fiction it is what he began writing as an early teen.
- B** Yep started writing science fiction in his early teens.
- C** Yep started writing, he began writing science fiction in his early teens.
- D** Writing science fiction, he began writing in his early teens.

Read the next part of Sasha’s rough draft and use it to answer questions 4–10. This section has groups of underlined words. The questions ask about these groups of underlined words.

(13)Yep writes about real people. **(14)**Dragonwings published in 1975, is about Chinese Americans during the twentieth century. **(15)**Dragonwings is a historical novel set in San Francisco. **(16)**The main character makes many sacrifices to achieve his dream.

(17)Yep won a Newbery Honor Award for *Dragonwings*. **(18)**A Newbery Honor Award are given for outstanding achievement in children’s books. **(19)**Yep also won a Newbery Honor Award for another novel, *Dragon’s Gate*. **(20)**Yep says, “Good writing brings out what’s special in ordinary things. **(21)**Writing only requires taking one step to the side and looking at something from a slightly different angle.”

(22)Some of Yep’s ideas came from his father’s adventures. **(23)**His father told him the stories, and Yep later wrote them down. **(24)**Sometimes Yep still writes about things that realy happened.

(25)His most latest book is *When the Circus Came to Town*. **(26)**This story is about a ten-year-old girl, Ursula, who imagines interesting things. **(27)**Ursula lives in a Montana stagecoach station with her parents. **(28)**When a circus comes to town, she don’t want to go because of the smallpox scars on her face.

(29)Yep writes about topics that capture kids’ interests. **(30)**These topics include parents friends school, and life’s problems. **(31)**His stories are believable because many of them are about real events. **(32)**He experienced some of these events while growing up.

4 In sentence 14, Dragonwings published in 1975, should be written —

- F** *Dragonwings* published in, 1975,
- G** *Dragonwings*, published, in 1975
- H** *Dragonwings*, published in 1975,
- J** as it is

5 In sentence 18, Newbery Honor Award are should be written —

- A** Newbery Honor Award is
- B** Newbery Honor Award were
- C** Newbery Honor Awards is
- D** as it is

6 In sentence 20, Yep says, "Good should be written —

- F** Yep, "says good
- G** "Yep says, Good
- H** Yep says, good
- J** as it is

7 In sentence 24, realy happened should be written —

- A** realy hapened
- B** realey happened
- C** really happened
- D** as it is

8 In sentence 25, most latest should be written —

- F** later
- G** most late
- H** latest
- J** as it is

9 In sentence 28, don't should be written —

- A** do'nt
- B** doesn't
- C** does'nt
- D** as it is

10 In sentence 30, parents friends school, and life's problems should be written —

- F** parents friends, school, and life's problems
- G** parents, friends, school, and life's problems
- H** parents, friends school, and life's problems
- J** as it is

Model Sailing Ship

Jaime’s teacher asks the students to write a letter to a family member. Jaime decides to write a thank-you letter to his grandparents for the model ship they sent him.

Before writing his letter, Jaime makes these notes. Use them to answer question 11.

1. Accepted a package in the mail
2. Saw model ship on lid
3. Read long list of instructions
4. Curious to open package

11 Which idea could *best* be added to Jaime’s list?

- A** Learned about a famous ship
- B** Unpacked the pieces of the ship
- C** Studied about a ship in class
- D** Saw a ship the other day

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

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

Dear Grandmother and Grandfather,

(1)When I first saw the package from you in the mail, I could hardly wait to tear off the wrapping paper. **(2)**I was even more curious when I removed the paper and saw the box. **(3)**The picture on the box lid showed a model of an old-fashioned sailing ship much too large to fit in the box. **(4)**Instead of a whole model ship, the box had dozens of pieces. **(5)**I was so excited when I realized that I could build the ship myself.

(6)One of the most important items in the box was a big piece of paper that listed instructions for putting the pieces together. **(7)**There were many steps, so I was glad I had to complete only one step at a time. **(8)**I followed the first step by unpacking all of the pieces. **(9)**The model ship had so many parts that, after I took them out of the box, they covered the entire table.

12 Which of these is the *most* specific word to replace had in sentence 4?

- F** owned
- G** kept
- H** packed
- J** contained

13 Which of these is the *best* way for Jaime to rewrite sentence 9?

- A** The model ship had so many parts that they covered the entire table.
- B** The model ship had so many parts after I took them out of the box.
- C** The model ship had so many parts that, after I took them, they covered the entire table.
- D** The model ship, after I took them out of the box, they covered the entire table.

Read the next part of Jaime’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.

(10)I looked closely at the picture of the model ship. (11)The model did not look like no sailboat I had ever seen. (12)The ship that I received was a type that people sailed hundreds of years ago. (13)Most of the pieces for the model were made out of plastic. (14)I glued them together and used thread to represent the thick rope on the sides and sails of a real ship. (15)Often used rope to control the sails on a ship or to tie a ship to a dock. (16)I wondered how sailors hundreds of years ago remembered where to tie all the ropes.

(17)The model took much weeks to build, but I did not mind. (18)I had so much fun arranging all of the pieces and following one instruction after another. (19)Finally the model ship were complete. (20)I felt enormously proud of my work.

(21)After I built the ship, Mom and I sailed it on a pond near our home. (22)It was the finest model ship on the pond! (23)I tied a long string to one end of the ship and held the other end in my hand. (24)That way, no matter how far the ship traveled, I could pull it back.

(25)After I visited the pond, I found a place at home to display my new toy. (26)When my friends saw it, their eyes opened wide in amazement. (27)They asked, “Where did you find such a fantastic model ship?” (28)I told them that my grandparents gave it to me. (29)Thank you so much for the exciting gift.

Love, always,

Jaime

Jaime

14 In sentence 11, did not look like no should be written —

- F** did look like no
- G** did not look like none
- H** did not look like any
- J** as it is

15 In sentence 15, Often used rope to control the sails on a ship or to tie a ship to a dock. should be written —

- A** Sailors often used rope to control the sails on a ship or to tie a ship to a dock.
- B** Oftentimes used rope to control the sails on a ship or to tie a ship to a dock.
- C** And often used rope to control the sails on a ship or to tie a ship to a dock.
- D** as it is

16 In sentence 17, much weeks should be written —

- F** more weeks
- G** most weeks
- H** many weeks
- J** as it is

17 In sentence 19, ship were should be written —

- A ship is
- B ship was
- C ship been
- D as it is

18 In sentence 24, traveled, I could should be written —

- F traveled I, could
- G traveled, I could,
- H traveled I could,
- J as it is

19 In sentence 27, ship?" should be written —

- A ship"?
- B ship."
- C ship"
- D as it is

20 In the closing, Love, always, should be written —

- F** Love always
- G** Love, always
- H** Love always,
- J** as it is



Answer Key-5090-W0119

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	C	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	001	Plan, compose, and revise in a variety of forms for a variety of purposes
4	H	002	Edit for correct use of language, capitalization, punctuation, and spelling
5	A	002	Edit for correct use of language, capitalization, punctuation, and spelling
6	J	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	H	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	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
11	B	001	Plan, compose, and revise in a variety of forms for a variety of purposes
12	J	001	Plan, compose, and revise in a variety of forms for a variety of purposes
13	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes
14	H	002	Edit for correct use of language, capitalization, punctuation, and spelling
15	A	002	Edit for correct use of language, capitalization, punctuation, and spelling
16	H	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	D	002	Edit for correct use of language, capitalization, punctuation, and spelling
20	H	002	Edit for correct use of language, capitalization, punctuation, and spelling

**Total RS_SS Conversion for
Grade 5 Writing W0119 combined with Prompt 5264**

If you get this many items correct:	Then your converted scale score is:
0	000
1	021
2	042
3	063
4	083
5	104
6	125
7	192
8	226
9	247
10	262
11	274
12	285
13	294
14	302
15	310
16	317
17	324
18	331
19	338
20	345
21	352
22	359
23	366
24	373
25	381
26	388
27	396
28	404
29	412
30	419
31	428
32	436
33	445
34	454
35	464
36	475
37	487
38	501
39	517
40	535
41	555
42	579
43	600
44	600