

**VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS**

Spring 2003 Released Test

**END OF COURSE
ENGLISH: WRITING**

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DIRECTIONS

Read the passage in each box. Read each question after the passage. 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.

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.

How has Sarah improved the third sentence in this draft?

- 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

Jules Verne

Betsy's English teacher has asked each of her students to write a paper about a famous author. Betsy decides to write about Jules Verne.

- 1 Which of these would *best* help Betsy focus her research?
- A Consulting her English textbook
 - B Reviewing the writing process
 - C Listing questions about her topic that she wants to research
 - D Finding out what her classmates are writing about

Before writing her paper, Betsy made this preliminary outline. Use it to answer questions 2–3.

Jules Verne

I. Facts about him

- A. Wrote exciting adventure novels
- B. Lived in Paris during the Industrial Revolution
- C. Worked as a lawyer and stockbroker before turning to writing
- D. Is known as “the father of science fiction”

II. The Industrial Revolution

- A. Was a time of great social change
- B. Came about because of new technology
- C. Had an influence on Verne’s writing

III. Verne’s best-known novels

- A. *Journey to the Center of the Earth*
- B. *Twenty Thousand Leagues Under the Sea*
- C. *Around the World in 80 Days*

IV. Inventions Verne predicted in his novels

- A. Skyscrapers
- B. Electricity
- C. Submarines
- D. Space travel

2 Under which section could Betsy add Floating cars and buses?

- F Section I.
- G Section II.
- H Section III.
- J Section IV.

3 Based on Betsy’s outline, which of these would be the *best* title for her paper?

- A *French Writers from 1850 to 1900*
- B *Jules Verne: Prophet of the Future*
- C *The Emergence of the Industrial Revolution*
- D *How to Write Adventure Tales Like Jules Verne’s*

Here are two drafts of Betsy’s paper. Use both drafts to answer questions 4–5.

DRAFT A

One of the world’s great authors was Jules Verne. He wrote exciting adventure stories such as *Journey to the Center of the Earth* and *Twenty Thousand Leagues Under the Sea*. Because he lived in a time when people still had to light candles to see at night and to ride in horse-drawn carriages, Verne had an incredible imagination. In his stories, he envisioned cars, electricity, submarines, and even space travel!

Verne lived in Paris in the 1800s. Many changes were occurring at that time. These were the years of the Industrial Revolution. Steam engines were changing the workplace. Cities were booming. People were leaving the countryside for factory jobs. Canals and roads were being built. They were needed to carry the machine-made goods from one place to another.

DRAFT B

The French writer Jules Verne wrote exciting adventure stories. He lived in the 19th century. At that time, things were very different from the way they are now. However, he was able to use his incredible imagination to dream up things like cars and electricity long before they were common. If Jules Verne were alive today, who knows what interesting inventions he would predict for the people of the next century.

No doubt, Verne’s imagination was helped along by what he saw and heard while growing up in Paris in the 1800s. These were the years of the Industrial Revolution, a time when steam engines were making large-scale production possible. Cities were booming as people left the countryside for factory jobs. Canals and roads were being built to carry the machine-made goods from one place to another.

4 In both drafts, the purpose of paragraph 1 is to —

- F** describe life in the last century
- G** argue that Jules Verne is the greatest writer of all time
- H** explain who Jules Verne is
- J** give titles of books by Jules Verne

5 In paragraph 1 of Draft A, Because does *not* correctly link ideas. Which of these should be used instead?

- A** For example,
- B** However,
- C** Although
- D** Somehow,

Read this next section of Betsy’s rough draft and use it to answer questions 6–10. This section has groups of underlined words. The questions ask about these groups of underlined words.

Change was in the air, and Jules Verne wanted to be a part of them. He worked as a lawyer and then as a stockbroker, but he didn’t enjoy these professions. In his mid-thirties, he turned to writing novels for young people. Although he didn’t consider himself an expert on science or the future, he read a great deal about the new inventions before incorporating them into his stories. Some of the inventions like elevators, seem commonplace now, but they helped Verne dream up futureistic cities full of towering skyscrapers.

Some of the things Jules Verne wrote about has come to pass almost exactly as he imagined them. For example, in his 1865 novel *From the Earth to the Moon*, he has a rocket bound for the moon take off from Tampa, Florida. The United States space program would use Florida as a launching site nearly 100 years later. Other things in Verne’s novels have never been invented, such as floating cars and buses. Whether they ever become a reality or not, one thing is certain — Jules Verne, often called “the father of science fiction,” has helped us to imagine all that we are capable of.

6 How is be a part of them correctly written?

- F be apart of them
- G be a part of it
- H have been a part of it
- J As it is

7 How is inventions like elevators, seem correctly written?

- A inventions, like elevators seem
- B inventions like elevators seem
- C inventions, like elevators, seem
- D As it is

8 How is futureistic cities correctly written?

- F futuristic citys
- G futureistic citys
- H futuristic cities
- J As it is

9 How is wrote about has come correctly written?

- A wrote about have come
- B writes about has come
- C wrote about is coming
- D As it is

10 How is *From the Earth to the Moon,* correctly written?

- F *From the earth to the Moon,*
- G *From The Earth To The Moon,*
- H *From the Earth to the moon*
- J As it is

New Library Hours

Molly is concerned that the branch library in her neighborhood is open at times that are not convenient for her and her neighbors. She wants to write a letter to the city council to explain the problem and ask that the library extend the hours it is open.

- 11 Before Molly begins her letter, she wants to write a sentence stating the main idea of the issue she wants to raise. Doing this will help Molly to —
- A decide how long to make the letter
 - B focus her thoughts on the subject
 - C determine what she likes most about the library
 - D change her mind about writing the letter
- 12 In preparing her letter, Molly should be concerned with all of these EXCEPT —
- F discussing other problems the city council should know about
 - G proofreading her letter so that it looks professional
 - H providing sufficient information about the problem
 - J focusing on convincing the city council to consider her proposal
- 13 Molly wants her letter to be relatively brief. After writing the rough draft of her letter, if Molly finds that the letter is too long, her *best* strategy would be to —
- A eliminate all examples from her letter
 - B apologize for its length at the beginning and end of her letter
 - C attend a city council meeting to see if they will bring up the issue she wants to discuss
 - D revise her letter so that only the most important, specific information is used

Here is the first part of Molly’s rough draft of her letter. Use it to answer questions 14–15.

Dear City Council Members:

(1) Many people in the Lexington community share a problem. (2) On weekends and evenings, when we need it most, there is no library for us to use. (3) The branch library in our neighborhood is open only from 8 a.m. to 5 p.m., Monday through Friday. (4) Since most people are working or are in school. (5) They cannot go to the library during those hours.

(6) Allow me to illustrate the problem by telling you about a personal experience. (7) Last month I was working on a research paper for history class. (8) I was able to use the school library for 45 minutes each day during my study period. (9) Still, I encountered several problems. (10) First, I needed more time in the library to complete the requirements of my assignment. (11) Second, my school’s library did not have all of the resources, so I had to go to another library to obtain additional information.

(12) I would go immediately after school to the branch library in my neighborhood. (13) I would arrive about 4:15 p.m., and just as I would begin making progress, the library would close. (14) Normally I could check out the books I needed with my library card. (15) For my history report, however, I needed many references that could not be taken outside the library. (16) Furthermore, I was using the library computers to search the Internet for information. (17) I also used the computers to type my report. (18) I would have to stop working at 5:00 every day and start over on the following day.

14 Which of these is *not* a complete sentence?

- F** Sentence 2
- G** Sentence 4
- H** Sentence 8
- J** Sentence 9

15 How can sentences 16 and 17 *best* be combined?

- A** To search the Internet for information and to type my report, the library computers were furthermore being used by me.
- B** Furthermore, I was using the library computers to search the Internet for information and to type my report.
- C** I was using the library computers to search the Internet for information; furthermore, the computers I was using to type my report.
- D** I was using the library computers to search the Internet for information, and furthermore, to type my report I was using the computers.

Read the following section of Molly’s rough draft and use it to answer questions 16–19. This section has groups of underlined words. The questions ask about these groups of underlined words.

(19)When I mentioned my dilemma to some of my neighbors, I was surprised by their responses. (20)Many of them think I am kind of lucky. (21)“At least you can work at the school library,” they said. (22)You see, they hardly ever have any library time. (23)Many working adults said that they have no access to the school library and our branch library is closed long before they can drive there after work.

(24)My neighbors’ comments prompted me to take a poll. (25)What I found is that most people, both adults and children, said they would use the library often if it were more conveniently available to them. (26)Some people mentioned that they love choosing a good book for a youngster, browsing popular magazines, and finding a super cookbook or travel guide. (27)Their interest caused me to prepare a petition, which is enclosed, and I collected over 200 signatures in one afternoon.

(28)From talking with Mr. Bernard, the Head librarian at the branch library, I learned that it rests upon the city council to fund the library and set the hours that it is open. (29)When you sit down to discuss city funds for the next year, I urge you to consider increasing our branch library’s allocation. (30)If you still are not convinced that there is enough of a need; please consider extending the library’s hours on a trial basis. (31)My neighbors and I are convinced that the library would be used much more than it is now. (32)We’re just asking for the chance to prove it.

Sincerely,

Molly Jordan

Molly Jordan

16 In sentence 21, “At least you can work at the school library,” they said. is correctly written —

- F “At least you can work at the school library”, they said.
- G “At least you can work at the school library” they said.
- H “At least you can work at the school library, they said.
- J as it is

17 In sentence 23, school library and our branch library is closed is correctly written —

- A school library and are branch library is closed
- B school library, and our branch library is closed
- C school library, and our branch library, it is closed
- D as it is

18 In sentence 28, Mr. Bernard, the Head librarian at the branch library, is correctly written —

- F Mr. Bernard, the head librarian at the branch library,
- G Mr. Bernard the Head Librarian at the branch library
- H Mr. Bernard the Head librarian at the branch library,
- J as it is

19 In sentence 30, there is enough of a need; please is correctly written —

- A there is enough of a need, please
- B there is enough of a need please,
- C there were enough of a need; please,
- D as it is

Wilma Mankiller

Caleb's English teacher has asked the students to write a paper about someone they admire. Caleb decides to write about Wilma Mankiller, the first female chief of the Cherokee Nation.

Caleb made this preliminary outline. Use it to answer questions 20 and 21.

I. Mankiller's early life

- A. Born in Oklahoma in 1945
- B. Part of a large Cherokee family
- C. Moved to San Francisco at age 10

II. Mankiller's activism

- A. Returned to Oklahoma to work for the Cherokee Nation
- B. Was the mother of two daughters
- C. Lobbied for government grants to improve conditions for poor villages
- D. Became deputy chief and then chief of the Cherokee Nation

III. Accomplishments as chief

- A. Supported Cherokee businesses
- B. Founded the Institute for Cherokee Literacy
- C. Created the Cherokee Heritage Center

20 Which of these could Caleb *best* add to I. Mankiller's early life?

- F Worked to change people's mistaken ideas about Cherokees
- G Spent her childhood on a farm
- H Improved the lives of thousands of Cherokees
- J Served as chief for 10 years

21 Which of these does *not* belong with the rest of Caleb's ideas?

- A I. A.
- B III. C.
- C II. D.
- D II. B.

Here are two drafts of Caleb’s paper. Use both rough drafts to answer questions 22–25.

DRAFT A

When Wilma Mankiller was born into her large Cherokee family on an Oklahoma farm in 1945, there was nothing to indicate she would grow up to become the first female chief of the Cherokee Nation. She spent her early years in a simple wooden house her father had built, sharing in the hard work of farming and harvesting food from the woods. When she was 10, her family moved to San Francisco, California. This move was a big adjustment for Mankiller, but she adapted to city life and got used to it. Later, she attended San Francisco State University.

In 1976, Mankiller left California to return to Oklahoma and went to work for the Cherokee Nation. Her job involved promoting Cherokee businesses and education. While doing her job, Mankiller visited many rural villages. She was dismayed by the primitive conditions of many of the homes she saw. She wanted to help.

DRAFT B

Wilma Mankiller was born in 1945. She was born into a large Cherokee family. Her family lived in Oklahoma. They lived on a farm, so Mankiller grew up in a simple wooden farmhouse her father had built. When she was 10, her family moved to San Francisco, California. Mankiller left farm life behind, since after moving to a big city like San Francisco, her family no longer had to farm and harvest food from the woods. City life was a big adjustment for Mankiller, but she slowly adapted to things she had never seen before. Her adapting to city life made it possible for her to attend San Francisco State University later on.

Mankiller's parents had always given her a strong sense of pride in her Cherokee heritage. In 1976, Mankiller decided to return to Oklahoma, where many Cherokees still lived. She went to work for the Cherokee Nation, promoting Cherokee businesses and encouraging Cherokee Indians to attend college and then help their villages. While performing her job, Mankiller was dismayed to learn that many Cherokee homes still lacked electricity and running water.

22 Which of these sentences repeats information already given in the sentence?

- F She spent her early years in a simple wooden house her father had built, sharing in the hard work of farming and harvesting food from the woods.
- G This move was a big adjustment for Mankiller, but she adapted to city life and got used to it.
- H In 1976, Mankiller decided to return to Oklahoma, where many Cherokees still lived.
- J While performing her job, Mankiller was dismayed to learn that many Cherokee homes still lacked electricity and running water.

23 In paragraph 1 of Draft B, how can Caleb *best* combine the sentences Her family lived in Oklahoma. They lived on a farm, so Mankiller grew up in a simple wooden farmhouse her father had built. without changing their meaning?

- A Her family lived in Oklahoma and they lived on a farm, so Mankiller grew up in a simple wooden farmhouse her father had built.
- B Her family lived in Oklahoma, so living on a farm, Mankiller grew up in a simple wooden farmhouse her father had built.
- C Her family lived in Oklahoma, they lived on a farm, Mankiller grew up in a simple wooden farmhouse her father had built.
- D Her family lived on a farm in Oklahoma; Mankiller grew up in a simple wooden farmhouse her father had built.

24 What is the main difference between paragraph 2 of Draft A and paragraph 2 of Draft B?

- F Draft A has better sentence variety.
- G The tone of Draft A is persuasive.
- H Draft B contains more specific information.
- J Draft B includes information that is off the topic.

25 Which sentence could *best* be added to the end of paragraph 2 in both drafts?

- A The primitive conditions often consisted of a lack of electricity and running water.
- B She successfully lobbied for government grants to improve conditions in rural villages.
- C Mankiller loved listening to Cherokee stories that had been handed down for generations.
- D In 1998, Wilma Mankiller was awarded the Medal of Freedom for her many accomplishments.

Read this next section of Caleb’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.

In 1983, Mankiller was elected deputy chief of the Cherokee Nation. She served under its chief, Ross Swimmer, much as a vice president serves under a president. As the leaders of the Cherokee Nation, Swimmer and Mankiller was responsible for all official business and special programs.

Two years later, the President of the United States asked Chief Swimmer to run the Bureau of Indian affairs in Washington, D.C. When Chief Swimmer agreed, Wilma Mankiller became the Cherokee Nation’s first woman chief, a position she held for ten years. Mankiller filled the role of chief with great effectiveness. She continued to work for social and economic opportunities for her people. She also take steps to prevent the Cherokee language and culture from slipping away by establishing the Institute for Cherokee Literacy and the Cherokee Heritage Center. Mankiller’s hard work and dedication had paid off, improving thousands of Cherokees’ lives.

26 How is its chief, Ross Swimmer, correctly written?

- F its chief, Ross Swimmer
- G its chief Ross Swimmer,
- H its chief Ross Swimmer
- J As it is

27 How is Swimmer and Mankiller was responsible correctly written?

- A Swimmer and Mankiller were responsible
- B Swimmer and Mankiller is responsible
- C Swimmer and Mankiller was responsible
- D As it is

28 How is Bureau of Indian affairs correctly written?

- F bureau of Indian affairs
- G Bureau Of Indian Affairs
- H Bureau of Indian Affairs
- J As it is

29 How is economic opportunities correctly written?

- A economic opportunities
- B ecinomic opportunities
- C economic opportunities
- D As it is

30 How is She also take steps correctly written?

- F She also takes steps
- G She also took steps
- H She also will take steps
- 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.

Student Name _____
(Please Print)

ENGLISH: WRITING

PROMPT No. 231

The writer Mark Twain once said, “The best way to cheer yourself up is to try to cheer somebody else up.” Write about a time when you made yourself feel better by helping someone else.

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	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	J	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	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
5	C	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
6	G	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	A	002	Edit for correct use of language, capitalization, punctuation, and spelling.
10	J	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	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
13	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
14	G	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
15	B	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
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	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	G	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
21	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
22	G	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
23	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
24	H	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
25	B	001	Plan, compose, and revise in a variety of forms for a variety of purposes.
26	J	002	Edit for correct use of language, capitalization, punctuation, and spelling.
27	A	002	Edit for correct use of language, capitalization, punctuation, and spelling.
28	H	002	Edit for correct use of language, capitalization, punctuation, and spelling.
29	D	002	Edit for correct use of language, capitalization, punctuation, and spelling.
30	G	002	Edit for correct use of language, capitalization, punctuation, and spelling.