ntroducing the

Virginia Standards of Learning

The complete set of items that appeared on the Spring 2000 Standards of Learning test taken by most public school students in Virginia is presented in the following pages. The intent of this release of these test questions is to provide parents and teachers additional information to accompany the Student Performance Report and/or the Parent Report.

The information accompanying each test question is broken into several components:

Reporting Category: Matches the score report and allows for identification of strengths and weaknesses indicated by student scores.

Standard of Learning: Presents the SOL used in developing the assessment question.

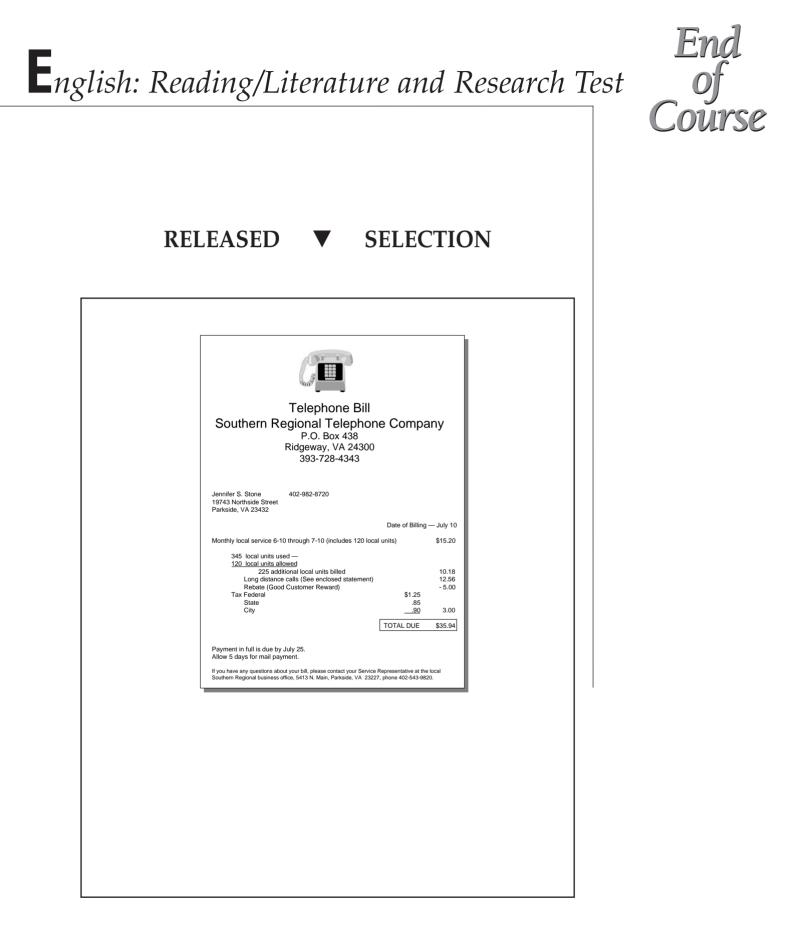
Builds On: Indicates what the student has studied in previous course work.

Instruction: Provides information for teachers to use as the SOL is incorporated into instruction.

The answer to each question can be found in the back of the booklet.







Reporting Category: Understand a Variety of Printed Materials

A. Standard of Learning: 9.4 The student will read and analyze a variety of print materials.

d) Identify questions not answered by a selected text.

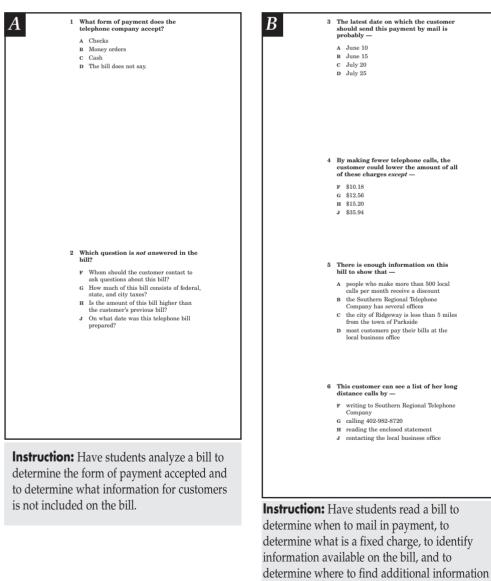
Builds On: Developing questions for selected text begins with the fourth grade SOL for Reading/Literature and Research.

B. Standard of Learning: 10.4 The

student will read and interpret printed consumer materials.

b) Analyze the information contained in warranties, contracts, job descriptions, and technical descriptions.

Builds On: Analyzing consumer information begins with the seventh grade SOL in Reading/Literature and Research.



related to the bill.

A. Standard of Learning: 10.4 The student will read and interpret printed consumer materials.

c) Skim manuals or consumer texts to locate information.

Builds On: Analyzing consumer information begins with the seventh grade SOL in Reading/Literature and Research.

A	7 How many local units did this 8 The largest single charge 6 customer use in the period covered by for — for —	on this bill is
	A 402 F monthly local service A 402 G federal tax B 345 H long distance calls C 90 J state tax D The bill does not say. J state tax	

Instruction: Provide students an opportunity to locate information on a bill for the period covered and to determine the largest single charge on a bill.



The test questions that follow are based on an excerpt from the first section of "A Rose for Emily", a short story written by William Faulkner in 1931. Its setting, Yoknapatawpha County, Mississippi, is used in much of his fiction.

Due to copyright limitations, this excerpt is not available publicly on the Internet.

Reporting Category: Understand the Elements of Literature

A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

a) Identify the characteristics that distinguish literary forms.

Builds On: Understanding the characteristics of literary forms begins with a study of folk tales in the third grade SOL for Reading/Literature and Research.

A 9	All the following elements of the short story are present in this selection <i>except</i> —
	A setting B conflict C climax D characters

Instruction: Have students identify the time and place, specific plot elements, and major characters of a short story.

A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

b) Use literary terms in describing and analyzing selections.

Builds On: The study of literary terms begins with the fifth grade SOL in Reading/Literature and Research.

A	10	The protagonist in this selection is —	12	The central conflict in this selection is between —
		F Miss Emily G Colonel Sartoris H the townspeople J the mayor		 F Miss Emily and Tobe G the past and the present H men and women J Miss Emily and the other women in town
	11	This sentence from paragraph 6, "Her eyes looked like two small pieces of coal pressed into a lump of dough," contains an example of A metaphor B simile C irony D hyperbole		
		on: Have students identify the protagonist, use me he central conflict in a short story.	tap	phors and similes, and



A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

c) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Builds On: The study of setting begins with the third grade SOL for Reading/Literature and Research.

A 13	The descriptions of the house in paragraphs 2 and 5 are significant because they —
	 A reflect Miss Emily's character and status B foreshadow the fate of Miss Emily C reflect the unchanging Southern culture D provide a context for the resolution

Instruction: Have students analyze the importance of the descriptions of the setting in a story.

B. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

d) Explain the relationship between author's style and literary effect.

Builds On: Describing how the choice of language contributes to the author's purpose begins with the fourth grade SOL in Reading/Literature and Research.

B 14	selection is <i>best</i> described as —
	 F simplistic G fragmented H varied J rambling

Instruction: Have students paraphrase selected passages from a short story and discuss how sentence structure and language affect elements of the story.



A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

e) Describe the use of images and sounds to elicit the reader's emotions.

Builds On: Analyzing a short story for effect on the reader begins in the seventh grade SOL for Reading/Literature and Research.

A	15	Which of the following <i>best</i> describes the effect of the description of Miss Emily in paragraph 6?
		 A The reader sees her as a caricature. B The reader is indifferent toward her. C The reader sees her realistically rather than idealistically. D The reader is unsympathetic toward her.

Instruction: Provide students with an opportunity to analyze how a description of a character in a short story may influence a reader.

B. Standard of Learning: 11.3 The student will read and analyze relationships among American literature, history, and culture.

b) Describe the development of American literature in the 17th, 18th, 19th, and 20th centuries.

Builds On: The study of fiction begins with the second grade SOL for Reading/ Literature and Research.

B 16	All of the following reflect the kind of gender bias that was typical of the early 20th century in America <i>except</i> —
	F Paragraph 1 - " the men [went to the funeral] through a sort of respectful affection for a fallen moument, the women mostly out of curiosity to see the inside of her house"
	G Paragraph 2 – "And now Miss Emily had gone to join the representatives of those august names"
	H Paragraph 3 – "Only a man of Colonel Sartoris" generation and thought could have invented it, and only a woman could have believed it."
	J Paragraphs 6 and 7 – "They rose when she entered She did not ask them to sit."

Instruction: Have students analyze early 20th century literature and how it depicted the culture of that time.



A. Standard of Learning: 11.3 The student will read and analyze relationships among American literature, history, and culture.

e) Describe the major themes in American literature.

Builds On: The study of major themes in literature begins with the seventh grade SOL for Reading/Literature and Research.

A	17	All of the following themes typically found in American literature are present in this selection <i>except</i> the —
		 A encroachment of "industrialization" on traditional society B isolation and alienation of the individual from society C notion that mankind is not inherently
		evil D struggle between man and nature

Instruction: Have students identify a theme that is not typically found in American literature.

Reporting Category: Locate and Use Information From a Variety of Resource Materials

B. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

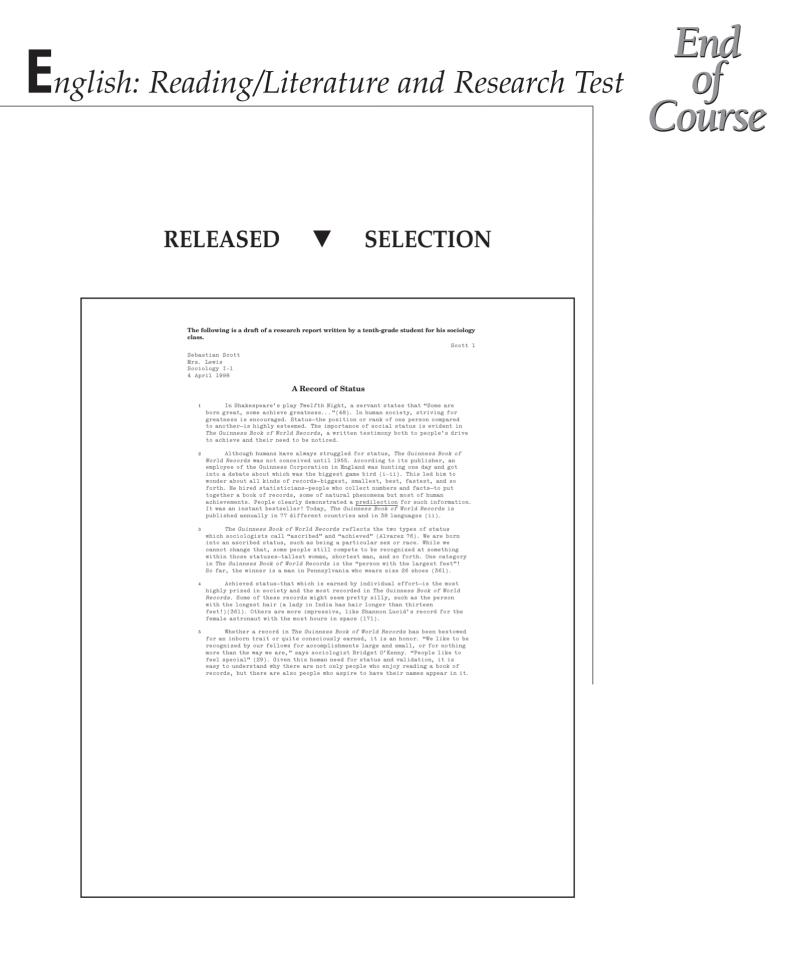
b) Develop a plan for research.

Builds On: Crediting secondary reference sources begins with the fifth grade SOL for Reading/Literature and Research.

B 18 If you wanted to cite this selection in a research paper on the Gothic tradition in American literature, which of the following resources would be <i>most</i> helpful in documenting this source?	
 F MLA Handbook for Writers of Research Papers G A Practical Guide for Authors and Editors H A Handbook to Literature J Longman Companion to Twentieth Century Literature 	

Instruction: Provide students with an opportunity to determine how to cite a selection in a research paper.









Scott 2
Works Cited
Alvarez, Daniel. Sociological Phenomena. Chicago: Newton, 1996.
The Guinness Book of World Records. New York: Guinness Media, 1998.
O'Kenny, Bridget. "Our Need to Be Recognized." <i>Quintessence</i> 7 April 1998: 26-29.
Shakespeare, William. "Twelfth Night." The Yale Shakespeare: Twelfth Night or What You Will. Ed. William P. Holden. New Haven: Yale UP, 1965. 48.
Due to space constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this paper.

Reporting Category: Understand a Variety of Printed Materials

A. Standard of Learning: 9.4 The student will read and analyze a variety of print materials.

a) Identify a hypothesis to be confirmed, disproved, or modified.

Builds On: Making inferences from text begins with the fourth grade SOL in Reading/Literature and Research.

A 19	The quotation in the first sentence of Sebastian's report refers to the —
	 A importance of education in a civilized society B amazing quality of natural phenomena C difference between ascribed and
	 achieved status need to eliminate class distinctions

Instruction: Have students interpret a quotation in a research paper.

A. Standard of Learning: 9.4 The student will read and analyze a variety of print materials.

b) Evaluate clarity and accuracy of information.

Builds On: Evaluating and synthesizing information begins with the fourth grade SOL in Reading/Literature and Research.

A ²	0 Which one of these would <i>best</i> help the reader evaluate the accuracy of the information in Sebastian's report?
	 F Checking the source pages cited G Finding other articles about status H Trying to attain a record J Rereading the paper several times

Instruction: Have students evaluate the accuracy of information included in a report.

B. Standard of Learning: 11.4 The student will read a variety of print material.

d) Extend general and specialized vocabularies for reading and writing.

Builds On: Interpreting context clues for vocabulary begins with the third grade SOL in Reading/Literature and Research.

B 21	In paragraph 2 of this report, the word predilection means —
	A certainty
	B argument
	C fondness
	D service

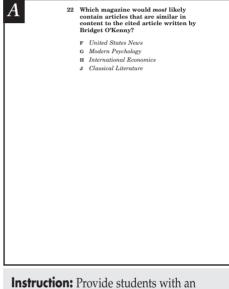
Instruction: Provide students an opportunity to determine the meaning of a word based on its usage in a sentence.



A. Standard of Learning: 11.4 The student will read a variety of print material.

e) Generalize ideas from selections to make predictions about other texts.

Builds On: Comparison of information in different selections begins with the sixth grade SOL in Reading/Literature and Research.

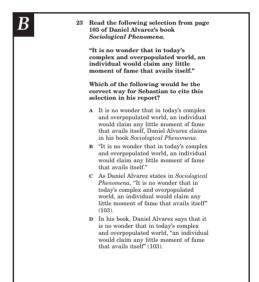


opportunity to identify other sources that could contain similar information to a given text. **Reporting Category:** Locate and Use Information From a Variety of Resource Materials

B. Standard of Learning: 9.7 The student will credit the sources of both quoted and paraphrased ideas.

b) Distinguish one's own ideas from information created or discovered by others.

Builds On: Crediting secondary research sources begins with the fifth grade SOL in Reading/Literature and Research.



Instruction: Provide students with an opportunity to take a given quotation and determine the correct way to cite it.



A. Standard of Learning: 10.10 The student will collect, evaluate, and organize information.

a) Organize information from a variety of sources.

Builds On: Organizing information by type of writing begins with the third grade SOL in Reading/Literature and Research.

A 24	Which organizational pattern does Sebastian <i>primarily</i> use in this report?
	F Main idea with support
	G Time sequence
	H Comparison and contrast J Problem and solution
	J Problem and solution

Instruction: Have students identify organizational patterns of selected types of writing.

B. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

a) Narrow a topic.

Builds On: Grouping related ideas begins with the third grade SOL in Reading/ Literature and Research.

B 25	Which of these could be used as a heading for paragraphs 3 and 4 of this report?
	A Becoming a Sociologist
	B Two Types of Status C Award Categories
	D Born into Status
k	

Instruction: Provide students with an opportunity to develop subheadings for sections of a passage.



A. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

c) Collect information to support a thesis.

Builds On: Evaluating and synthesizing information begins with the fourth grade SOL in Reading/Literature and Research.

A	26	Which information from the report supports the thesis that people place more value on achieved status than on ascribed status?	
		 F Being the tallest woman or the shortest man in the world are examples of status records that are ascribed. G Most of the records in <i>The Guinness Book of World Records</i> have been earned by individual effort. H A woman who lives in India holds the achieved status of having hair that is more than thirteen feet long. J We cannot change attributes with which we are born, such as being of a particular sex, race, or eventual height. 	
Instruction: Provide students w	ith	an opportunity to identify supporting in	formation for a

B. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper

dealing with a question, problem, or issue.

given thesis.

d) Evaluate quality and accuracy of information.

Builds On: Evaluating information begins with the fourth grade SOL in Reading/ Literature and Research.

B 27	Sebastian included enough information in this paper to show that —
	A most of the current world records are held by Americans
	B the person with the largest feet in the world lives in England
	C many of the record holders are the same as the ones in 1955
	D people in many countries are interested in records currently held

Instruction: Have students identify a concept that a given passage contains sufficient information to support.

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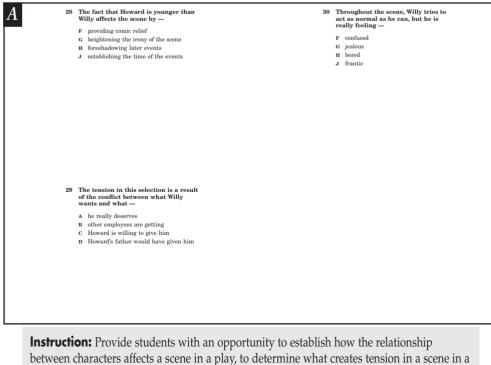


Reporting Category: Understand the Elements of Literature

A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

c) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Builds On: Comparing and contrasting settings, characters, and events begins in the third grade SOL in Reading/Literature and Research.



play, and to analyze a character's behavior in a scene in a play.

A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

d) Explain the relationship between author's style and literary effect.

Builds On: The relationship between an author's style and literary effect begins with the fourth grade SOL in Reading/Literature and Research.

A 3	1 The approach Willy uses to try to convince Howard is <i>best</i> described as —
	A asserting proper authority
	B using physical intimidation
	c pleading and creating guilt
	D applying logic and reason
1	

Instruction: Have students describe how a character approaches a situation in a scene from a play.

B. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

e) Describe the use of images and sounds to elicit the reader's emotions.

Builds On: How the choice of language contributes to the author's purpose begins with the fourth grade SOL in Reading/Literature and Research.

B 32	What feeling does the playwright want the audience to have toward Willy?
	F Pity G Jealousy H Respect J Fear

Instruction: Have students analyze features of characterization that influence the audience.



A. Standard of Learning: 10.6 The student will read and critique dramatic selections.

b) Explain the role of a director.

Builds On: Work with dramatic selections begins with the eighth grade SOL in Reading/Literature and Research.

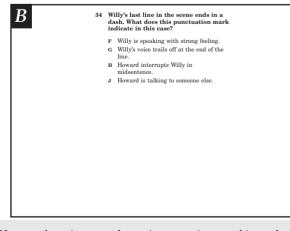
A 33	Based on the dialogue, a director of this play <i>probably</i> tells Howard that his actions toward Willy should be —
	 A polite and concerned on the surface but actually indifferent B outwardly confident but secretly in awe of the man
	C warm and affectionate D rude and disrespectful

Instruction: Have students role-play the director of a scene. Discuss the difference in the scene based on each student's interpretation of the director's role.

B. Standard of Learning: 11.6 The student will read a variety of dramatic selections.

b) Describe the dramatic conventions or devices used by playwrights to present selected plays.

Builds On: Describing dramatic conventions and devices used by playwrights begins with the ninth grade SOL in Reading/Literature and Research.



Instruction: Have students interpret dramatic conventions used in a selected scene or act of a play.





SELECTION

RELEASED



Advances There such advances and always there are the children there will be children in the heat of day there will be children in the heat of day children like a quited blankt are welcomed in our old age are welcomed in our old age are welcomed in our old age we feed the children with our culture that they may understand respect we urge the children on the tracks the thildren are not ours? the the children are not ours? are welcomed the young to prepare for are welcomed they oung to prepare for are welcomed they are future were are parts the thildren are not ours? are welcomed they oung to prepare for break they are future we are parts "Are you for prepare for break they are future for prepare for break they are fu

Reporting Category: Understand the Elements of Literature

A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

a) Identify the characteristics that distinguish literary forms.

Builds On: The study of the characteristics of poetry begins with the fourth grade SOL in Reading/Literature and Research.

A 35 Which characteristic identifies this selection as modern poetry? A Stanza B Figurative language C The first-person plural voice D Lack of capitalization and punctuation
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Instruction: Provide students an opportunity to identify types of poetry based on their characteristics.

A. Standard of Learning: 9.3 The

student will read and analyze a variety of literature.

b) Use literary terms in describing and analyzing selections.

Builds On: Work with literary terms in poetry begins with the fourth grade SOL in Reading/Literature and Research.

B. Standard of Learning: 9.3 The

student will read and analyze a variety of literature.

e) Describe the use of images and sounds to elicit the reader's emotions.

Builds On: How the choice of language contributes to the author's purpose begins with the fourth grade SOL in Reading/Literature and Research.

A 36 The tone (as - s - F ironic G comic H instruct J condesc		B		The intent of the poet in using the diction in line 27, "nourishment of self-actualization," is to — A cause the reader to skip over the line out of frustration B make the speaker sound intellectual C get the reader's attention by slowing the reading pace D show the speaker's usual way of phrasing
lines 2 an A Repetit: B Rhythm C Assonar	rices does the poet use in 1 3 of the poem? and rhyme and rhyme and alliteration ism and irony	oppor	tunity to	Provide students with an describe the intent of an n (word choice).
38 Which litt through 7 F Simile G Metaph H Hyperb J Personi	or ole			
Instruction: Have s	tudents identify examples			



of literary devices used in a poem.

A. Standard of Learning: 10.5 The student will read and critique a variety of poetry.

c) Paraphrase the meaning of selected poems.

Builds On: Paraphrasing the content of literary selections begins with the fourth grade SOL in Reading/Literature and Research.

A	40	The last two lines of the poem indicate that it is very important for children to prepare to be — F workers G citizens H parents J leaders	42	What does the speaker in the poem propose for all children? F Strict discipline G Rigorous instruction H Universal nurturing J Artistic expression
	41	According to the speaker, people look to children for all of the following except — A comfort B status C understanding D wealth		

Instruction: Have students interpret the meaning of specific lines of a poem. Have students paraphrase the meaning of selected poetry passages and discuss the resulting paraphrases.



End of Course



ENGLISH: Reading/Literature and Research Test								
1. D	2. H	3. C	4.H 5	6 . B 6 .	Η 7.	B 8. F	9. C	10. F
11. B	12. G	13. A	14. H	15. C	16. G	17. D	18. F	19. C
20. F	21. C	22. G	23. C	24. F	25. B	26. G	27. D	28. G
29. C	30. J	31. C	32. F	33. A	34. H	35. D	36. H	37. A
38. F	39. Ć	40. H	41. D	42. H				

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