

**VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS**

Spring 2003 Released Test

**GRADE 5
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.

(1)A special person in my life is my big brother. (2)He is Ben.

How can sentences 1 and 2 *best* be joined?

- 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.

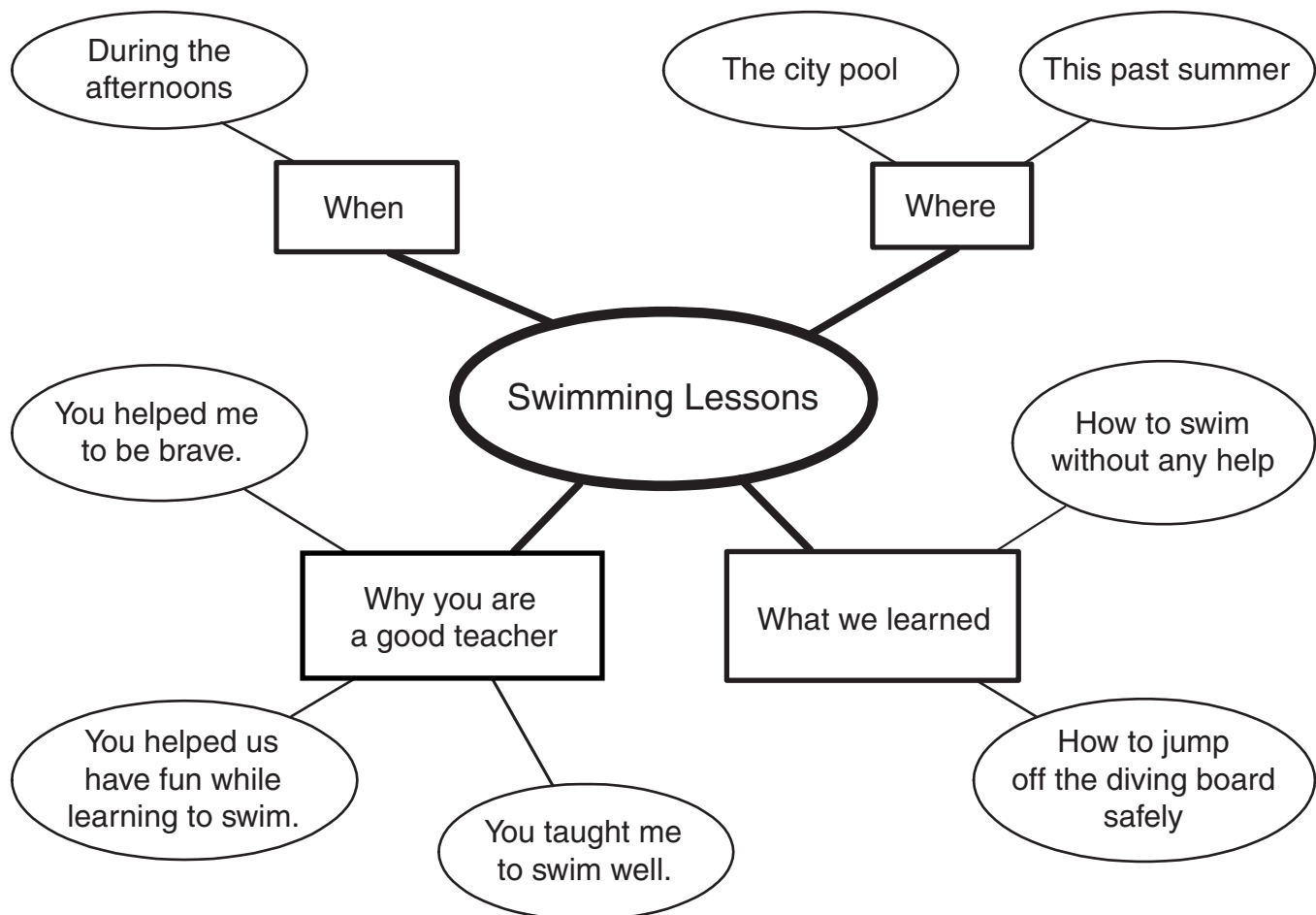
In sentence 3, He helps should be written —

- A He were helping
- B He have helped
- C He help
- D as it is

Thanks for the Swimming Lessons

Natalie took swimming lessons last summer. Her swimming class was so much fun that she wanted to write a thank-you letter to her teacher.

Natalie made this web. Use it to answer question 1.



1 Which of these is in the wrong place on Natalie's web?

- A The city pool
- B This past summer
- C You taught me to swim well.
- D How to jump off the diving board safely

Here is the first part of Natalie’s rough draft. Use it to answer questions 2–5.

Dear Mrs. Franklin,

(1)I am writing to thank you. (2)I want to thank you for being my swimming teacher this summer.

(3)I was so excited when I saw the sign about lessons at the city pool at the beginning of the summer. (4)I knew it was time for me to give swimming lessons a try.

(5)When we started swimming lessons, I was pretty worried at the beginning. (6)I thought that the other kids in the class they would all be able to swim better than I could.

(7)When we met you, though, you made us feel good by telling us that we weren’t in a contest. (8)You said that taking swimming lessons was a way to make us all feel comfortable in the water.

(9)Even though some of us were scared, you made us all feel good by showing us how to have fun in the water. (10)Since we were having so much fun, I forgot to be afraid.

(11)After a few weeks, I was feeling pretty good about swimming. (12)I was so happy when I swam across the pool for the first time without any help from anyone else.

2 How can sentences 1 and 2 *best* be combined?

- F I am writing to you I want to thank you for being my swimming teacher this summer.
- G I am writing to you thank you for being my swimming teacher this summer.
- H I am writing to thank you for being my swimming teacher this summer.
- J I am writing to you this summer I want to thank you for being my swimming teacher.

3 How is sentence 6 *best* written?

- A I thought that the other kids the ones in the class that they would all be able to swim better than I could.
- B To swim better than I could, I thought that the other kids in the class they would all be able to do that.
- C I thought that the other kids in the class would all be able to swim better than I could.
- D The other kids in the class I thought that they would all be able to swim better than I could.

4 Which of these sentences says the same thing twice?

- F I was so excited when I saw the sign about lessons at the city pool at the beginning of the summer.
- G When we started swimming lessons, I was pretty worried at the beginning.
- H Since we were having so much fun, I forgot to be afraid.
- J After a few weeks, I was feeling pretty good about swimming.

5 In sentence 12, what is a shorter way to write without any help from anyone else without changing the meaning?

- A not helping anyone
- B not helping
- C away from others
- D by myself

Read this next section of Natalie’s rough draft and answer questions 6–9. This section has groups of underlined words. The questions ask about these groups of underlined words.

(13)Then, when you said that we was going to jump off the diving board, I was scared again. (14)After you talked to us about it, I felt better. (15)When it was my turn to jump off the board for the first time, I remembered how I had felt at the beginning of the lessons. (16)“You can do it,” you told me. (17)I knew that I could swim well by that point, so I thought that I would be okay. (18)I closed my eyes, took a deep breath, leaped from the diving board, and swam to the side of the pool. (19)It felt great!

(20)My friends and I learned so much from those swimming lessons this summer. (21)Mrs. Franklin, thank you for all that you learned us.

(22)Now I go swimming all the time at my friend Betsys’ house. (23)I have even shown her a few new things about swimming! (24)I can hardly wait to take your swimming class again next year!

Your student,

Natalie Robertson

Natalie Robertson

6 In sentence 13, we was should be written —

- F we is
- G we had been
- H we were
- J as it is

7 In sentence 20, My friends and I should be written —

- A My friends and me
- B Me and my friends
- C My friends and myself
- D as it is

8 In sentence 21, you learned us. should be written —

- F you teaches us!
- G you taught us.
- H you teached us.
- J as it is

9 In sentence 22, Betsys' house. should be written —

- A Betsy's house.
- B Betsys house.
- C betsy's house.
- D as it is

Surprises at the Museum

Jason's teacher asks the students in his class to write reports describing a place that surprised them.

- 10** Jason decides to write about his visit to the Natural History Museum. Which of these would *best* help him write his report?
- F** Make a drawing of the outside of the Natural History Museum
 - G** List things he did and saw at the Natural History Museum
 - H** Write a letter to someone at the Natural History Museum
 - J** Ask his friends if they would like to go to the Natural History Museum

Here is the first part of Jason’s rough draft. Use it to answer questions 11–14.

(1)On Saturday my aunt wanted to take my sister and me to the Natural History Museum. (2)I thought it would be boring and not very interesting. (3)I thought there would be many exhibits that visitors could look at but not touch. (4)At other museums I have visited, everything is kept behind glass. (5)This museum was not like that at all.

(6)The first thing we saw when we walked into the museum was a huge dinosaur display. (7)As I was looking at them, the dinosaurs began to roar. (8)The dinosaurs had machines inside them. (9)The machines made the dinosaurs move and make noise.

(10)Amusement parks also have rides that move and make noise.

(11)In the next part of the museum, there was a movie screen. (12)The movie showed how our planet has changed because of different kinds of weather. (13)The thing I liked the most was the scene that showed what the Earth might have looked like in the Ice Age.

(14)As we walked through the museum, there were computers set up. (15)Some of the computers showed facts about our world. (16)The other computers had games that visitors could play. (17)I pretended I was the mayor of a city and a hurricane was coming. (18)As the mayor, I had to decide what to do to keep the city safe.

11 Which of these sentences does *not* belong in Jason's report?

- A Sentence 4
- B Sentence 10
- C Sentence 16
- D Sentence 18

12 How can sentences 8 and 9 *best* be joined without repeating information?

- F The dinosaurs had machines inside them, but the machines made the dinosaurs move and make noise.
- G Machines inside the dinosaurs made them move and they made the dinosaurs make noise.
- H Machines inside the dinosaurs made them move and make noise.
- J The dinosaurs had machines and these machines that were inside them made them make noise.

13 In sentence 13, what is a shorter way to write The thing I liked the most without changing the meaning?

- A A good thing
- B A neat time
- C My best idea
- D My favorite part

14 Which sentence says the same thing twice?

- F I thought it would be boring and not very interesting.
- G I thought there would be many exhibits that visitors could look at but not touch.
- H The movie showed how our planet has changed because of different kinds of weather.
- J The other computers had games that visitors could play.

Read this next section of Jason’s rough draft and answer questions 15–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(19) In another part of the museum, a scientist showed us the museum’s fossils. (20) I touched all the fossils and tried to guess what they were. (21) When he asked us about one of the fossils, my sister said, I think it is a grasshopper. (22) However, I thought it might be a bird because it looked like it had long, skinny legs. (23) I was right. (24) The scientist also told us how fossils are discovered and preserved.

(25) As we were leaving the museum, we saw a gift shop. (26) My aunt bought an arrowhead so that I could take it to social studies class. (27) I could not wait to show my teacher. (28) She was teaching us about the Powhatan Indians.

(29) I learned so much at the museum. (30) It wasn’t what I had expected. (31) I had not never seen so many interesting exhibits. (32) The next time my aunt wants to take us to a museum, I will be excited to go. (33) My aunt, my sister, and I had a great time.

15 In sentence 20, tried to guess what they were. should be written —

- A tried to guess what they was.
- B tried to guess what they was.
- C tried to guess what they were.
- D as it is

16 In sentence 21, said, I think it is a grasshopper. should be written —

- F said, "I think it is a grasshopper.
- G said, I think it is a grasshopper."
- H said, "I think it is a grasshopper."
- J as it is

17 In sentence 27, weight to show my teacher should be written —

- A wait to show my Teacher
- B wait to show my teacher
- C weight to show my Teacher
- D as it is

18 In sentence 30, wasn't what I had expected should be written —

- F wasn't what I had expected
- G wasnt what I had expected
- H was'nt what I had expected
- J as it is

19 In sentence 31, had not never seen should be written —

- A had never seen
- B had not never ever seen
- C had not ever saw
- D as it is

20 In sentence 32, my aunt wants to take should be written —

- F my aunt wanted to take
- G my aunt want to take
- H my aunt will wants to take
- J as it is

Grade 5 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. 631

Your teacher placed an old wooden chest in the center of the classroom. Your assignment is to create a story explaining where it came from, what it was used for, and who previously owned it. Be creative and include as many details as possible.

CHECKLIST FOR WRITERS

- _____ I planned my paper before writing it.
- _____ I revised my paper to be sure that
 - _____ the central idea of my paper is clear;
 - _____ the central idea of my paper is elaborated;
 - _____ everything in my paper talks about my central idea;
 - _____ my paper is logically organized so readers will understand my message;
 - _____ my words and information make my paper interesting to readers; and
 - _____ my sentences make sense, sound like me, and read smoothly.
- _____ I edited my paper to be sure that
 - _____ I used good grammar;
 - _____ I used capital letters and punctuation marks correctly;
 - _____ I made my spelling correct; and
 - _____ I let my readers know where I started new paragraphs.
- _____ I checked my paper to make sure that it is the way that I want readers to read it.

Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	B	004	Plan, compose, and revise in a variety of forms for a variety of purposes
2	H	004	Plan, compose, and revise in a variety of forms for a variety of purposes
3	C	004	Plan, compose, and revise in a variety of forms for a variety of purposes
4	G	004	Plan, compose, and revise in a variety of forms for a variety of purposes
5	D	004	Plan, compose, and revise in a variety of forms for a variety of purposes
6	H	005	Edit for correct use of language, capitalization, punctuation, and spelling
7	D	005	Edit for correct use of language, capitalization, punctuation, and spelling
8	G	005	Edit for correct use of language, capitalization, punctuation, and spelling
9	A	005	Edit for correct use of language, capitalization, punctuation, and spelling
10	G	004	Plan, compose, and revise in a variety of forms for a variety of purposes
11	B	004	Plan, compose, and revise in a variety of forms for a variety of purposes
12	H	004	Plan, compose, and revise in a variety of forms for a variety of purposes
13	D	004	Plan, compose, and revise in a variety of forms for a variety of purposes
14	F	004	Plan, compose, and revise in a variety of forms for a variety of purposes
15	D	005	Edit for correct use of language, capitalization, punctuation, and spelling
16	H	005	Edit for correct use of language, capitalization, punctuation, and spelling
17	B	005	Edit for correct use of language, capitalization, punctuation, and spelling
18	J	005	Edit for correct use of language, capitalization, punctuation, and spelling
19	A	005	Edit for correct use of language, capitalization, punctuation, and spelling
20	J	005	Edit for correct use of language, capitalization, punctuation, and spelling