

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

# END OF COURSE WRITING

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Form W0117, 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 on your answer document 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

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

***Roosevelt Park's New Bike Trail***

**Marty volunteers to speak at an awards ceremony honoring her friend Christy. In her speech, Marty explains why Christy won an award for her civic leadership in developing the park's new bike trail.**

Before she begins to write, Marty makes this list. Use it to answer question 1.

- The History of the New Bike Path**
1. Met with other trail riders
  2. Wrote a petition
  3. Found support
  4. Planned the trail
  5. Convinced city council

- 1** Based on Marty’s list, which organizational pattern is *best* for her to use?
- A** Chronological order
  - B** Cause-and-effect order
  - C** Thematic order
  - D** Comparison/contrast order

**Here is the first part of Marty’s draft. Use it to answer questions 2-5.**

**(1)**My friend Christy is a great example of how one person with determination can make her vision a reality. **(2)**Christy loves to ride bikes. **(3)**She does not just ride along city streets, though. **(4)**She is passionate about tough trail rides. **(5)**Because Christy had to travel outside the city to locate formidable bike trails, she decided to do something.

**(6)**Christy knew that Roosevelt Park had a creek. **(7)**Twelve miles of land around the creek were seldom used. **(8)**Christy decided to get together with other trail riders to ask the city council to approve a bike path along the unused land.

**(9)**Christy developed a petition for people who wanted to create the trail. **(10)**She and other riders asked all of their biking friends if they would sign the list. **(11)**They gathered three hundred signatures. **(12)**Christy and a few other riders went before the city council with their petition. **(13)**Surprisingly, residents of all ages also showed up to support the new bike trail. **(14)**The city council evaluated the request and, more importantly, agreed to allow the bike trail.

**(15)**The trail riders joined with several local bike shops, a local construction company, and the city’s Parks and Recreation Department was joined by the trail riders. **(16)**The project, like, needed teamwork, you know, and some getting-it-together. **(17)**These groups began planning and then building the trail. **(18)**The bike path was evolving from an idea into a community asset.



**2** When Marty rereads her draft, she realizes that sentence 6 lacks elaboration. Which of the following is the *best* way for her to revise it?

- F** Christy knew that Roosevelt Park had some water somewhere in it.
- G** Christy knew that Roosevelt Park had a clean, lively creek running through it.
- H** Christy knew that Roosevelt Park had fresh water.
- J** Christy knew that Roosevelt Park had a creek in it.

**3** How can Marty *best* combine sentences 10 and 11 without changing their meaning?

- A** She and other riders' signatures asked all of their friends if they would sign the list, and so they gathered three hundred bikers.
- B** She and other riders asked all of their biking friends if they would sign the list, gathering three hundred signatures.
- C** She gathered three hundred signatures, so she asked all of their biking friends, other riders, if they would sign the list.
- D** She asked all of their biking friends if they would sign the list, so other riders gathered three hundred signatures.

4 Marty rereads her draft and notices which of the following does *not* match the tone of her paper?

- F Sentence 4
- G Sentence 8
- H Sentence 16
- J Sentence 18

5 When Marty reviews her draft, she realizes that sentence 15 is confusing: The trail riders joined with several local bike shops, a local construction company, and the city's Parks and Recreation Department was joined by the trail riders. Which of the following is the *best* revision?

- A The trail riders joined with several local bike shops, a local construction company, and the city's Parks and Recreation Department.
- B The trail riders joined with several local bike shops, and by a local construction company, and the city's Parks and Recreation Department.
- C The trail riders joined with several local bike shops, and a local construction company and the city's Parks and Recreation Department joined the trail riders.
- D The trail riders joined with several local bike shops, a local construction company was there, and the city's Parks and Recreation Department.

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

**Read the next section of Marty’s draft and use it to answer questions 6–9. This section has groups of underlined words. The questions ask about these groups of underlined words.**

**(19)**The preliminary step was deciding exactly where the trail should be. **(20)**All of the riders worked together to design a trail that was not only challenging but also accessible to beginning riders with lesser skill.

**(21)**The trail was planned, the construction company donated a small bulldozer for demolition. **(22)**The bulldozer cleared a path, dredging out a few places where the trail crossed the creek. **(23)**The riders knew that water crossings would make an exciting trail. **(24)**Once the bulldozer had done the work: many volunteers donated several weekends to prepare the trail for riders. **(25)**They smoothed the trail and removed obstacles that the bulldozer had left behind. **(26)**They placed signs and markers along the trail to make sure bikers knew the route. **(27)**The construction took two months of work, but now Roosevelt Park has a rewarding bike trail.

**(28)**I have been on the Roosevelt Park bike path many times. **(29)**It has many ups and downs, bumps and jumps; it is a great ride. **(30)**This trail is becomming one of the community’s important exercise spots. **(31)**I can’t keep up with Christy when we ride together, but I am glad that she decided to work hard to initiate the creation of the Roosevelt Park bike path. **(32)**Christy deserves this award because she acted on her dream, causing a community to come together.

**6** In sentence 20, how is lesser skill correctly written?

- F** lesser, skill
- G** least skill
- H** less skill
- J** As it is

**7** In sentence 21, how is The trail was planned, the correctly written?

- A** The trail was planned: the
- B** After the trail was planned, the
- C** Planning the trail, the
- D** As it is

**8** In sentence 24, how is work: many correctly written?

- F** work; many
- G** work, many
- H** work and many
- J** As it is

**9** In sentence 30, how is becomming correctly written?

- A** becomeing
- B** becamming
- C** becoming
- D** As it is

***Summer Student Exchange Program***

**Dewayne was last year's recipient of the Chamber of Commerce scholarship for the Summer Student Exchange Program. The chairperson asks Dewayne to create a flier advertising the program.**

**Here is the first part of Dewayne’s rough draft. Use it to answer questions 10-14.**

**Summer Student Exchange Program  
Sponsored by Westridge Community College  
and the Chamber of Commerce**

**(1)**Are you a student who will soon complete grade 10 or 11? **(2)**The Summer Student Exchange Program is a unique and exciting opportunity for you to spend four weeks learning and growing in a different culture. **(3)**For fourteen years, the Summer Student Exchange Program has helped students to develop personal and cultural awareness and to have fun. **(4)**Here are some of the ways to take advantage of the Summer Student Exchange Program:

**Four Weeks of Intensive Language Practice**

**(5)**Offering trips to Mexico, Germany, and France, the Summer Student Exchange Program is a language immersion program. **(6)**Learn the language hands-on by being involved in numerous activities with the people. **(7)**Conversing with native speakers will improve both vocabulary and pronunciation. **(8)**People learn language more quickly when completely surrounded by the language. **(9)**By the end of the program, you will be able to use everyday expressions from another language.

**Safe, Supervised Travel**

**(10)**Travel with a guide and other high school students, to cultural and historical locations throughout the country, during your stay.

**Trips Planned**

**(11)Mexico—native beginnings and many bonuses!**

**(12)**Cozumel/Playa del Carmen

**(13)**Mayan pyramids

**(14)**Mexico City museums

**(15)France—magnificent and culturally abundant!**

**(16)**Paris: The Louvre, Notre Dame, and much more

**(17)**Bus tour of the south of France

**(18) Germany—castles, monuments, architecture, art, and natural beauty!**

**(19)** Berlin: boasting numerous museums and historic sites

**(20)** As exciting and historically interesting as France

**(21)** Dresden: dance clubs, the multicultural quarter, and other fun spots

**(22)** The Bavarian Alps and lakes

**Warm, Caring Hosts**

**(23)** Students spend most of their time in the homes of volunteer families.

**(24)** Students stay four weeks with host families.

**(25)** Host families provide two meals a day.

**(26)** Host families are located in a variety of cities.

**10 Dewayne thinks sentence 5 is awkward. Which of the following is the *best* way to revise it?**

- F** The Summer Student Exchange Program with trips to Mexico, Germany, and France, is offering a language immersion program.
- G** With trips to Mexico, Germany, and France, the language immersion program is a Summer Student Exchange Program.
- H** The Summer Student Exchange Program is a language immersion program that offers trips to Mexico, Germany, and France.
- J** With the Summer Student Exchange Program trips to Mexico, Germany, and France, is a language immersion program.

**11 When Dewayne rereads his draft, he notices that sentence 10 is unclear. Which of the following is the *best* way to revise it?**

- A** During your stay, travel with other high school students to cultural and historical locations throughout the country.
- B** Travel with other high schools during your stay to cultural and historical locations throughout the country.
- C** Travel with other cultural and historical high school students throughout the country to locations during your stay.
- D** During your stay, other high school students travel throughout the country to cultural and historical locations.



**12 Dewayne wants to add details about how many students have participated in the Summer Student Exchange Program. Where is the *best* place to add this information?**

- F** After sentence 3
- G** Before sentence 9
- H** Before line 12
- J** After line 16

**13 In which of the following did Dewayne use the *most* specific language?**

- A** Sentence 2
- B** Sentence 4
- C** Sentence 25
- D** Sentence 26

**14 Dewayne rereads the information under “Germany” and discovers an irrelevant line. Which line should he remove?**

- F** Line 19
- G** Line 20
- H** Line 21
- J** Line 22

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

**Read the next part of Dewayne’s rough draft and use it to answer questions 15–19. This section has groups of underlined words. The questions ask about these groups of underlined words.**

### **Student Voices**

**(27)**“The Summer Student Exchange Program is a fabulous experience! **(28)**I learned more Spanish in my four weeks in Mexico than in a semester of classroom work. **(29)**It is an appropriate program for students who enjoy foreign language studies. **(30)**I still exchange letters with my host family whom I grew to know well. **(31)**I will never forget their great food, warm laughter, and hospitality. **(32)**We had an unforgettable weekend, trip to a beach resort!” (J.K. — Summer ’03)

**(33)**“Do you think the Summer Student Exchange Program would be too expensive? **(34)**I did too, until I applied for a scholarship from the Chamber of Commerce. **(35)**If you qualify: they can help make your dream of foreign travel a reality! **(36)**College admissions officers were impressed that I had been part of the program. **(37)**It changed my life; can you imagine what it could mean to you?”  
(K.G. — Summer ’02)

#### **Summer Student Exchange Program Scholarships Available From:**

- (38)**Lions Club
- (39)**Rotary International
- (40)**Chamber of Commerce
- (41)**Westridge Community Grant Foundation

#### **A Prestigious Program for College Applications and Résumés**

**(42)**This program is so much more than a “résumé stuffer.” **(43)**Your participation in this challenging experience will impress colleges, universities, and future employers. **(44)**Participation in the Summer Student Exchange Program fosters flexibility, independence, and you will grow up a lot.

**(45)**Apply today by calling 1-888-334-6639 for more information. **(46)**Your school counselors and foreign language teachers can also give us information about the program and put you in contact with former participants. **(47)**If you don’t already have plans for your summer, this program is one of the best ways to learn about other cultures.

**15** In sentence 32, how is weekend, trip correctly written?

- A weekend and trip
- B weekend. Trip
- C weekend trip
- D As it is

**16** In sentence 35, how is If you qualify: correctly written?

- F If you qualify
- G If you qualify,
- H If you qualify;
- J As it is

**17** In sentence 44, how is flexibility, independence, and you will grow up a lot correctly written?

- A flexibility, independence, and maturity
- B flexibility and independence, and you will grow up a lot
- C flexibility and independence, and maturity
- D As it is

**18** In sentence 46, how is give us correctly written?

- F** give you
- G** give them
- H** gives us
- J** As it is

**19** In sentence 47, how is your summer, this program correctly written?

- A** your summer and this program
- B** your summer this program
- C** your summer? This program
- D** As it is

### ***The Class Election***

**Carol’s English teacher asks each student in the class to write a short narrative on a school-related topic.**

- 20** When writing her story, Carol will *most likely* be concerned with all of these **EXCEPT** —
- F** making sure her story has an organizational pattern
  - G** listing the names of all the students she interviewed
  - H** using descriptive details to make the story clear
  - J** providing meaningful elaboration

**Carol makes this story map. Use it to answer question 21.**

**TITLE:**

The Class Election

**CONFLICT:**

How do you choose between being a loyal friend and staying true to yourself?

**SETTING:**

A present-day high school

**CHARACTERS:**

Max, the narrator of the story  
Tony Donato, his popular friend  
Lorna Sadler, Tony's opponent in the election for class president

**EVENTS:**

1. When Max's friend Tony decides to run for class president, Max agrees to be his campaign manager.
2. Max realizes that Tony doesn't really care about being president and that Tony's opponent would make a better president.
3. Max is torn between sticking with Tony and supporting Tony's opponent.
4. Max decides to be true to himself, no matter what other people think of his decision.

**21 Carol's story map will help her do all of the following EXCEPT —**

- A** remember the order in which things happened
- B** include important details
- C** correct her grammatical errors
- D** organize her narrative



**Here are two drafts of the first part of Carol’s story. Use them to answer questions 22-25.**

**DRAFT A**

My friend Tony Donato asked me to be his campaign manager in his bid for junior class president. I quickly agreed. I thought it would be very easy to get Tony elected, especially when I found out that his competition was Lorna Sadler, a quiet girl who was in the French Club and on the math team. It wouldn’t be hard to beat her.

To my surprise, one day after school Lorna approached me. She said she knew I was Tony’s campaign manager, but she asked me to work on her campaign instead. She calmly explained why she thought she would make a better class president than Tony. When I told her that I wouldn’t desert Tony, she smiled as if she had expected me to say that. She said I had to be true to myself. Then she told me to let her know if I changed my mind. I was shocked at her nerve, but at the same time, I had to respect her self-confidence. This girl was no pushover after all.

Warning Tony that he needed to prepare really well for the approaching debate with Lorna, he wouldn’t listen to me. He just laughed. For the first time, I felt a prickle of doubt about him. He was a great buddy, but would he make a decent class president?

## DRAFT B

"I think I'll run for class president," my friend Tony Donato announced. "Want to be my campaign manager, Max?"

"Sure!" I said.

Tony was handsome and popular. Getting him elected would be a snap. With just a minimum of campaigning, the presidency could be his.

"Do you know who your competition is?" I asked.

"I heard Lorna Sadler is running," Tony said. "I won't have any trouble beating her." Lorna was a quiet girl who was in the French Club and on the math team. Neither of us knew her very well.

To my surprise, one day after school Lorna approached me. She said, "I know you're Tony's campaign manager, but you should come to work for me instead. Tony's a great guy, but he won't make a good class president. I will. I've been the president of the French Club for two years now, and under my leadership, both enrollment and income have increased." She went on talking, but my mind was reeling too much. For me to pay attention. Finally, I interrupted her.

"There's no way I'll work on your campaign. Tony is my friend; I won't leave him in the lurch," I said.

She smiled. "Well, of course, you have to be true to yourself. Let me know if you should change your mind."

I couldn't wait to find Tony and tell him that Lorna wouldn't be as easy to beat as we first thought. If he didn't start working on what he was going to say, Lorna might succeed in making him look silly in front of the whole school. When I told him my concerns, he just laughed.

**22 How can Carol *best* combine the following two sentences from Draft A?**

**My friend Tony Donato asked me to be his campaign manager in his bid for junior class president. I quickly agreed.**

- F** When my friend Tony Donato asked me to be his campaign manager in his bid for junior class president, I quickly agreed.
- G** My friend Tony Donato, in his bid for junior class president, asked me to be his campaign manager when I quickly agreed.
- H** In his bid for junior class president, my friend Tony Donato quickly agreed and asked me to be his campaign manager.
- J** Quickly agreeing in his bid for junior class president was my friend Tony Donato, and he asked me to be his campaign manager.

**23 How can Carol *best* revise this sentence from paragraph 3 of Draft A?**

**Warning Tony that he needed to prepare really well for the approaching debate with Lorna, he wouldn't listen to me.**

- A** Warning Tony that he needed to prepare really well for the approaching debate with Lorna is what I was doing but he wouldn't listen to me.
- B** He needed to prepare really well for the approaching debate with Lorna, he wouldn't listen to me when I warned him.
- C** Tony, he needed to prepare really well for the approaching debate with Lorna, he wouldn't listen to me, I warned him.
- D** I warned Tony that he needed to prepare really well for the approaching debate with Lorna, but he wouldn't listen to me.

**24** In paragraph 3 of Draft B, how can Carol rewrite the phrase a minimum of campaigning so that it contains the *most* specific language?

- F** a few campaign posters and some free candy
- G** the old tried and true political methods
- H** a couple of ideas that had occurred to me
- J** several clever tricks I had up my sleeve

**25** After Carol reviews Draft B, she notices that one sentence is incomplete. Which of the following does she need to revise to make it a complete sentence?

- A** Tony was handsome and popular.
- B** Getting him elected would be a snap.
- C** For me to pay attention.
- D** Finally, I interrupted her.

**Read the next part of Carol’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.**

The debate went as bad as I had feared it would. Lorna seemed as confident and prepared as the professional politicians who appeared on the Sunday morning talk shows. She gave an inspiring description of her goals for our school. In contrast, Tony’s biggest contribution to the debate was to say that the lunch lady, Mrs. Stewart, needed to serve pizza more often.

When it was finally over I rushed up to him. “We have to fix this. Maybe you can write an article for the school paper that outlines your positions—”

“Calm down, Max,” Tony said. “I’m not writing any article, especially for a dorky school newspaper like ours.” He winked at some supporters. They laughed on cue, as he had expected.

“Don’t you want to win the election?” I asked.

Tony frowned and said, “I thought that was *your* job, man.”

It was the last straw, but I didn’t know what to do. I had agreed to work on Tony’s campaign. I didn’t like to think of myself as a deserter. Should I support him no matter what? But how could I, when it was obvious that Lorna would make a better president? Suddenly, something she had said came back to me: be true to yourself.

The next day, Lorna and I ran into each other. She said, I heard you resigned from Tony’s campaign. Are you ready to work on mine?”

I shook my head. “Even though I’m not Tony’s campaign manager anymore, he’s still a friend. I can’t help his competition. Other people might not agree with my decision, but I have to be true to myself.”

“I understand,” Lorna said, “but if I’m elected, I’m going to need many people to chair committees. I hope you’ll at least consider joining my team.”

“I will,” I said, and I meant it.

**26** How is went as bad as I correctly written?

- F** went as bad as me
- G** went as badly as I
- H** went as badly as me
- J** As it is

**27** How is politicians who appeared correctly written?

- A** politicians who's appeared
- B** politicians whose appeared
- C** politicians which appeared
- D** As it is

**28** How is finally over I rushed correctly written?

- F** finally over, I rushed
- G** finally over I rushed,
- H** finally, over I rushed
- J** As it is

**29** How is the election?" I asked. correctly written?

- A** the election," I asked?
- B** the election" I asked.
- C** the election? I asked."
- D** As it is

**30** How is She said, I correctly written?

- F** She said I
- G** "She said, I
- H** She said, "I
- J** As it is



**Answer Key-EOC002-W0117**

<b>Test Sequence Number</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes
2	G	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	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes
6	H	002	Edit for correct use of language, capitalization, punctuation, and spelling
7	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
8	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
9	C	002	Edit for correct use of language, capitalization, punctuation, and spelling
10	H	001	Plan, compose, and revise in a variety of forms for a variety of purposes
11	A	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	A	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	C	002	Edit for correct use of language, capitalization, punctuation, and spelling
16	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
17	A	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	D	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	C	001	Plan, compose, and revise in a variety of forms for a variety of purposes
22	F	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	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	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
27	D	002	Edit for correct use of language, capitalization, punctuation, and spelling
28	F	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	H	002	Edit for correct use of language, capitalization, punctuation, and spelling



**Total RS\_SS Conversion for  
EOC Writing W0117 combined with Prompt 228**

From Raw Score (greater or equal)	Converted Scale Score
0	000
1	023
2	045
3	068
4	090
5	113
6	135
7	197
8	228
9	246
10	259
11	270
12	279
13	286
14	293
15	299
16	305
17	311
18	316
19	321
20	326
21	331
22	336
23	341
24	345
25	350
26	355
27	359
28	364
29	368
30	373
31	378
32	382
33	387
34	392
35	397
<b>36</b>	<b>402</b>
37	408
38	413
39	419
40	426
41	433
42	440
43	449
44	458
45	469
46	482
47	497
<b>48</b>	<b>515</b>
49	535
50	557
51	580
52	600
53	600
54	600

