



STATE of the STATE

as presented to
VATE



October 2017

Tracy Fair Robertson
English Coordinator
VDOE

State Reading Results

English Reading	2014-2015	2015-2016	2016-2017
All Students	79	80	80
Asian	90	91	91
Black	65	66	67
Economically Disadvantaged	66	66	67
English Learners	61	61	64
Hispanic	71	71	71
Students with Disabilities	45	46	47
White	86	86	86

Overall each subgroup made progress






State Writing Results

English Writing	2014-2015	2015-2016	2016-2017
All Students	77	77	79
Asian	90	90	92
Black	63	63	65
Economically Disadvantaged	63	63	64
English Learners	50	47	52
Hispanic	70	70	70
Students with Disabilities	40	40	42
White	83	83	85

Overall each subgroup made progress

All English Results

2016-2017 Statewide Test-by-Test Results (All Students)

Subject	Test	2014-2015	2015-2016	2016-2017
English: Reading	Grade-3 Reading	75	76	75
	Grade-4 Reading	77	77	79 
	Grade-5 Reading	79	81	81
	Grade-6 Reading	76	77	78 
	Grade-7 Reading	81	82	82
	Grade-8 Reading	75	75	76 
	End-of-Course Reading	89	89	87
English: Writing	Grade-8 Writing	72	71	73 
	End-of-Course Writing	83	83	84 

School Profiles

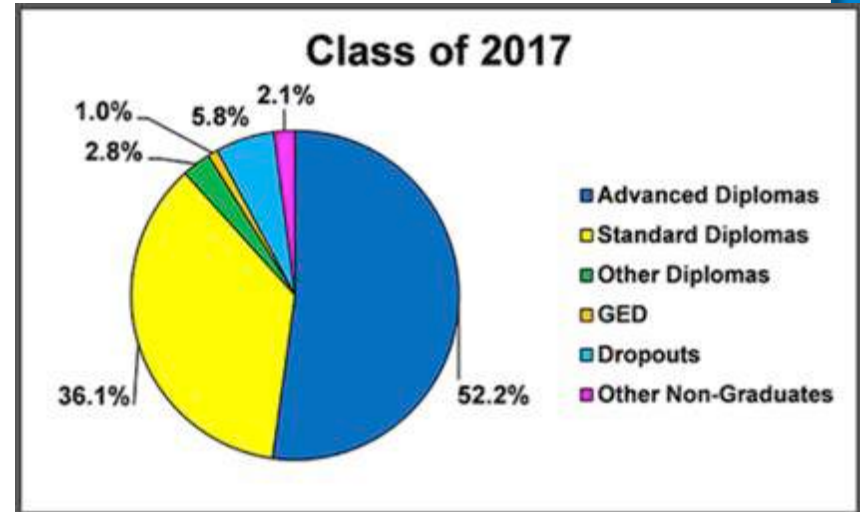
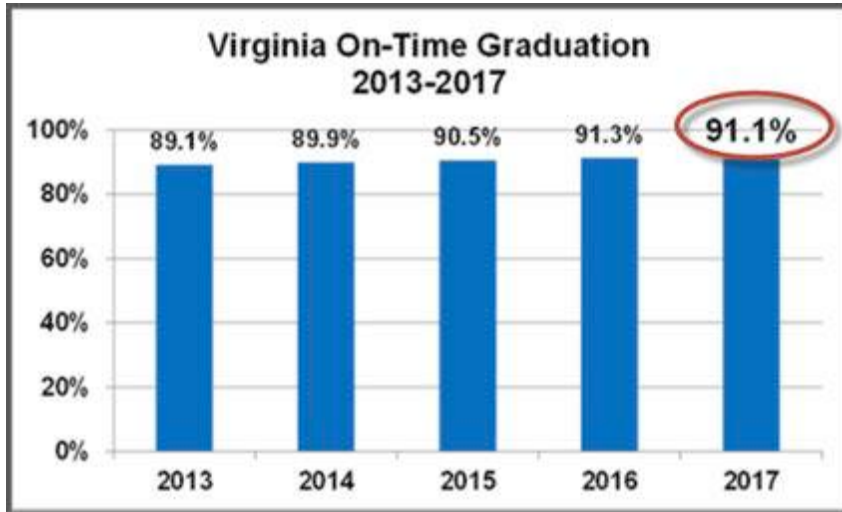
2017-2018 School Accreditation Ratings

Virginia [School Quality Profiles](#) have been updated to include state accreditation ratings for the 2017-2018 school year.



The screenshot shows the homepage of the Virginia Department of Education's School Quality Profiles website. At the top, there's a navigation bar with the department's logo and the text "SCHOOL QUALITY PROFILES". To the right of the logo are links for "Advanced Search", "FAQs", "Glossary", and "Provide Feedback". Below the navigation bar is a large banner image of a library with bookshelves. Overlaid on the banner is a search bar with the placeholder text "School or Division" and "Enter School or Division". To the left of the search bar is a vertical sidebar with social media icons for Twitter, Facebook, Google+, Email, and a plus sign for more options. Below the icons is a "41 SHARES" button. At the bottom of the banner, there is a paragraph of text: "Virginia's new School Quality Profiles provide information about student achievement, college and career readiness, program completion, school safety, teacher quality and other topics of interest to parents and the general public. Report cards are available for schools, school divisions and for the commonwealth." Below the banner is a "State Snapshot" section with a scroll bar on the right.

On-Time Graduation Rate

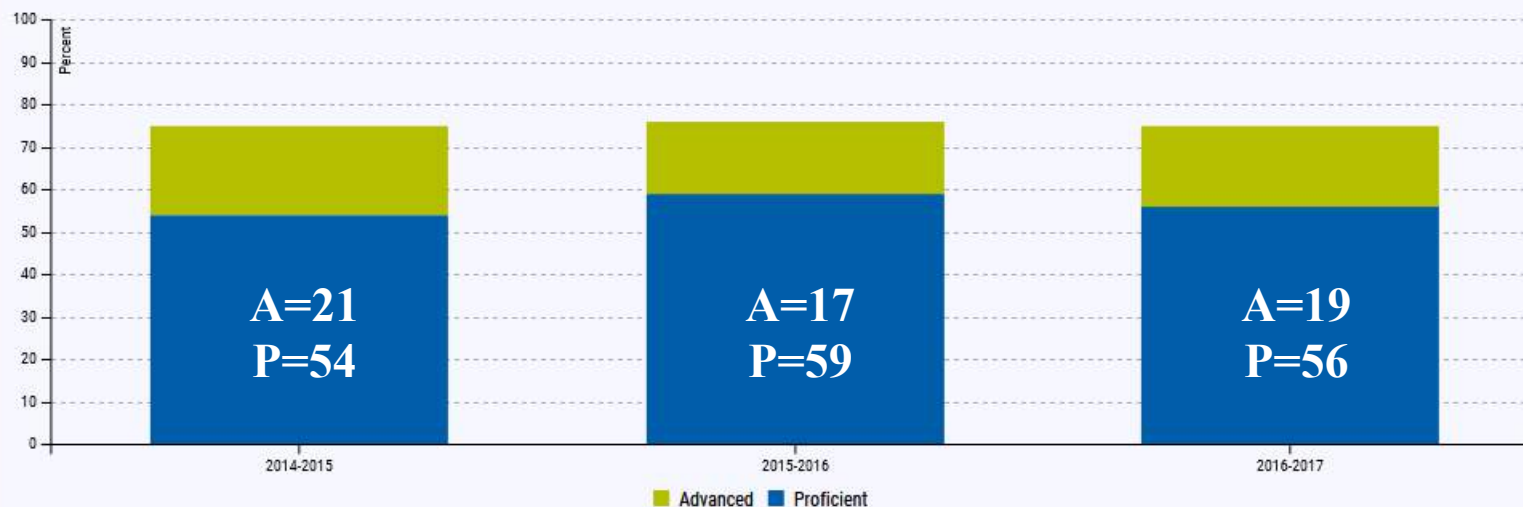


READING

Grade 3 English Reading

UPDATE CHART

Reading Performance: All Students



All Students Female Male Black Hispanic White Asian Two or more races

Students with Disabilities Economically Disadvantaged English Learners

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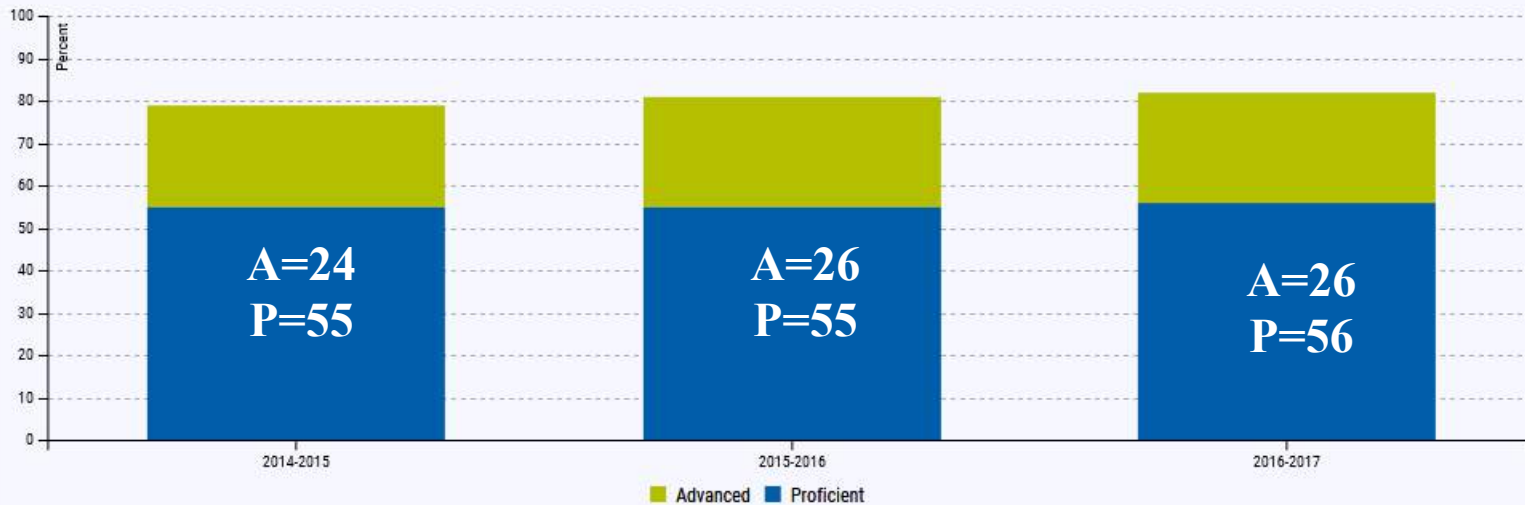
2016-2017 Grade 3 Reading Statewide Results

READING

Grade 5 English Reading

UPDATE CHART

Reading Performance: All Students

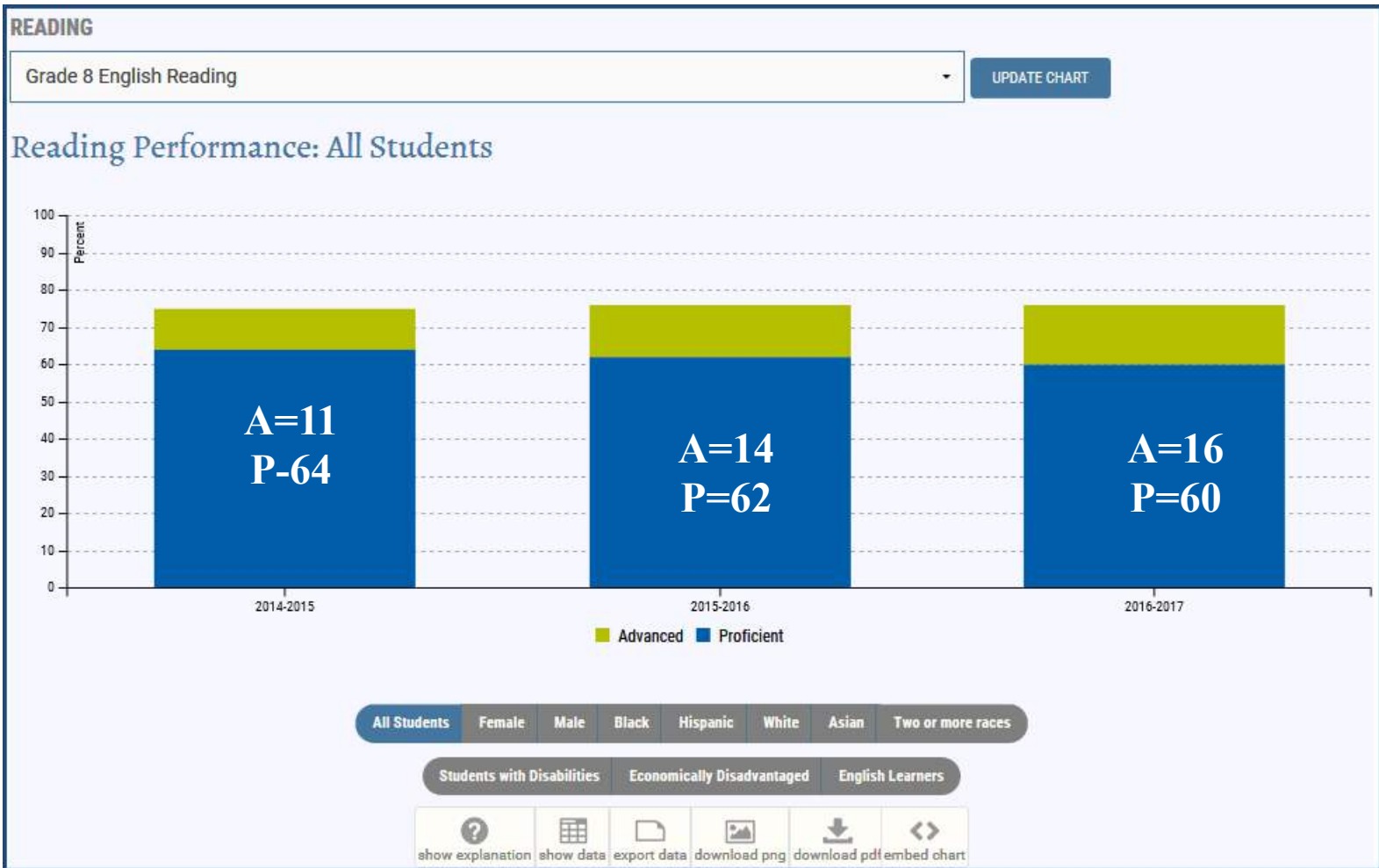


All Students Female Male Black Hispanic White Asian Two or more races

Students with Disabilities Economically Disadvantaged English Learners

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2016-2017 Grade 5 Reading Statewide Results



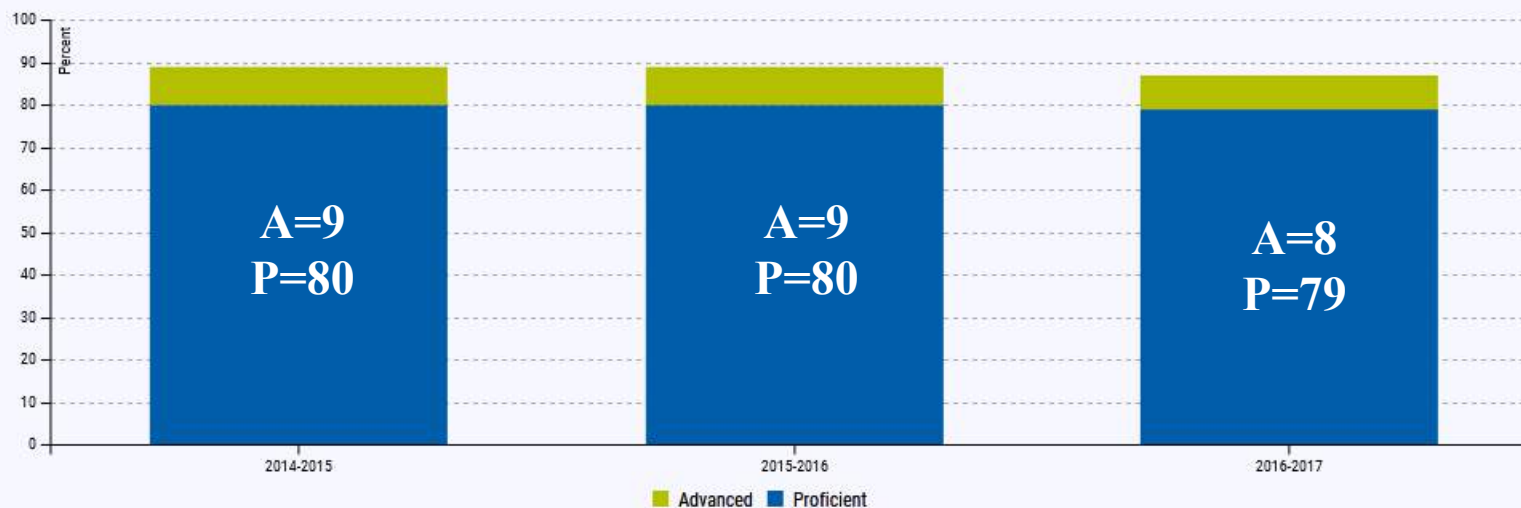
2016-2017 Grade 8 Reading Statewide Results

READING

EOC English Reading

UPDATE CHART

Reading Performance: All Students



All Students Female Male Black Hispanic White Asian Two or more races

Students with Disabilities Economically Disadvantaged English Learners

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WRITING

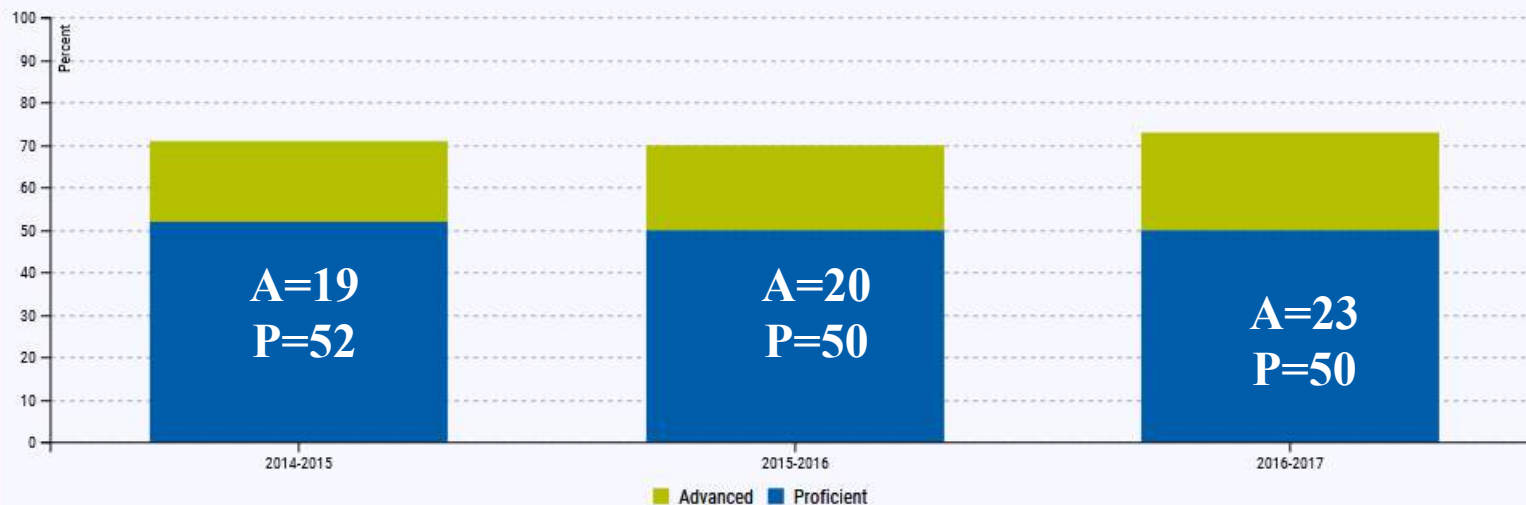
2016-2017 EOC Reading Statewide Results

WRITING

Grade 8 Writing

UPDATE CHART

Writing Performance: All Students



All Students Female Male Black Hispanic White Asian Two or more races

Students with Disabilities Economically Disadvantaged English Learners

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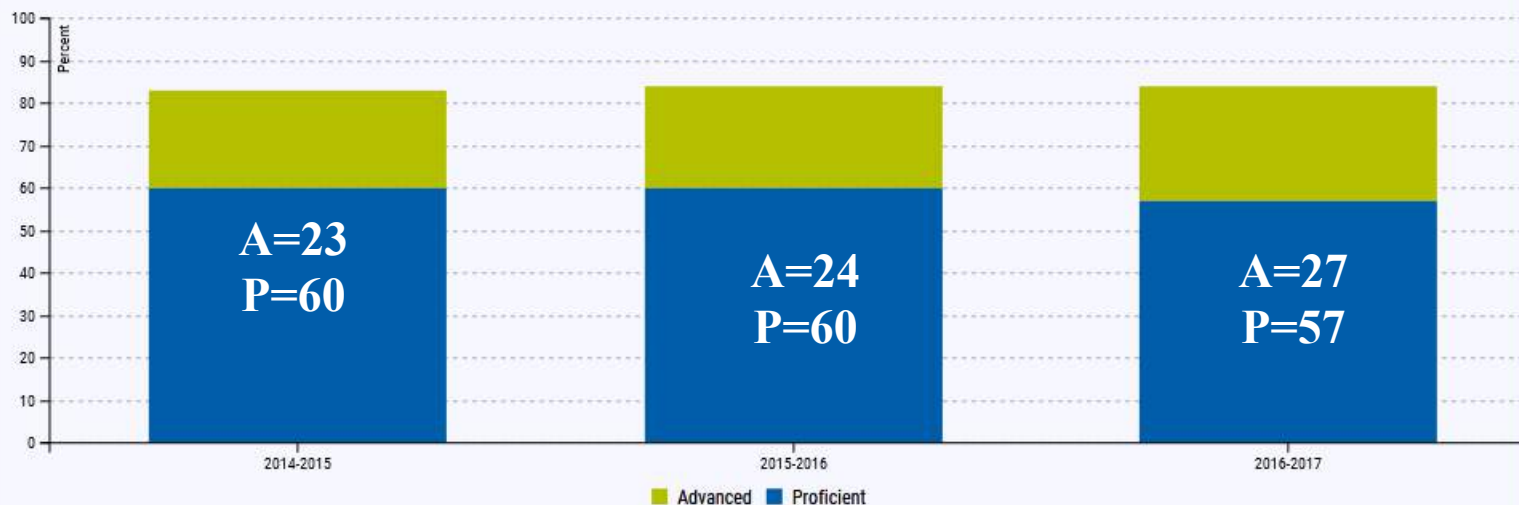
2016-2017 Grade 8 Writing Statewide Results

WRITING

EOC Writing

UPDATE CHART

Writing Performance: All Students



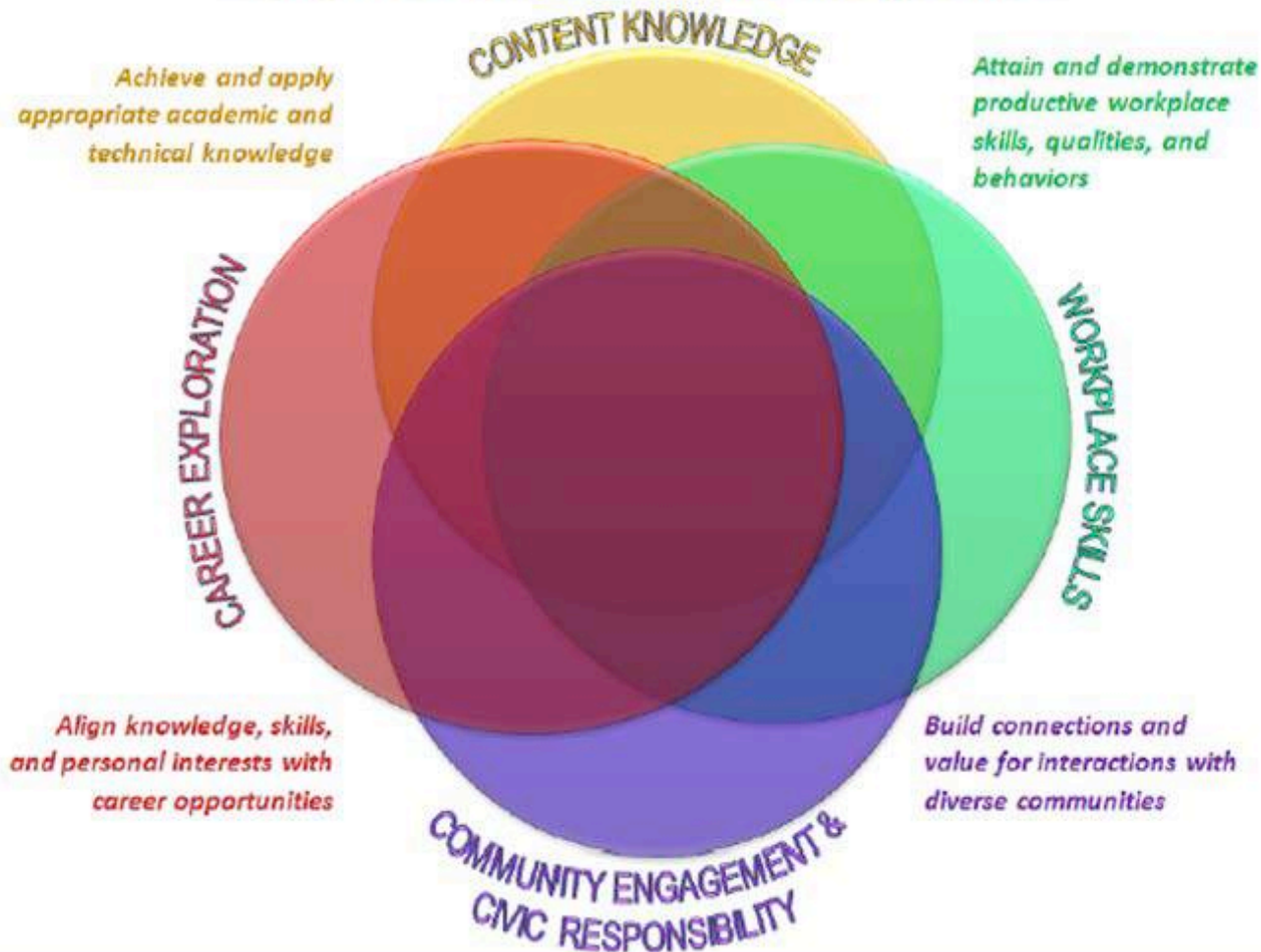
All Students Female Male Black Hispanic White Asian Two or more races

Students with Disabilities Economically Disadvantaged English Learners

show explanation show data export data download png download pdf embed chart

2016-2017 EOC Writing Statewide Results

Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will,
During His or Her K-12 Educational Experience:



2017 English Curriculum Framework

- Item P at September 28 Board of Education Meeting
- Boilerplate outlines policy and changes made to the document
- 2017 Curriculum Framework is Attachment A
- Changes are in **RED**
- Deletions are single strikethrough
- Entire First Column has been deleted

Virginia Board of Education Agenda Item



Agenda Item: P

Date: September 28, 2017

Title	First Review of Proposed Revised Curriculum Framework for the 2017 <i>English Standards of Learning</i>		
Presenter	Ms. Tracy Fair Robertson, English Coordinator, Office of Humanities and Early Childhood, Division of Instruction		
E-mail	Tracy.Robertson@doe.virginia.gov	Phone	(804) 371-7585

Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: January 26, 2017

Action Approved: Board of Education approved the 2017 *English Standards of Learning*.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

Date: November 16, 2017

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: The Board of Education's comprehensive plan calls for a review of all Standards of Learning on a regular schedule.

The *Code of Virginia* also requires a review of Virginia's Standards of Learning every seven years.

Code of Virginia, Section 22.1-253.13:1-B... "The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at

A

Curriculum Framework Review Timeline

- **CF went to the BOE for First Review
September 28, 2017**
- **Public Mailbox is opened for 30-day
public comment on Proposed English CF**
- **EnglishCF2017@doe.virginia.gov**
- **CF goes to BOE for Final Review and
adoption November 16, 2017**
- **Implementation schedule published
following CF approval**

Summary of Changes in the *2017 English Standards of Learning*

- Introduction of **reflective writing** in grades 6-12
- Expansion of skills for **collaboration, consensus-building, team-building, and working toward common goals**
- Creation of standards in reading requiring **comparing/contrasting details in literary and informational nonfiction texts**
- Expansion of requirements for **nonfiction/informational/technical reading** in grades 4-12

Summary of Changes in the *2017 English Standards of Learning*

- Clarification of main idea and theme in K-5
- Students will now identify **theme in fictional texts and poetry only**. Theme will not be used with nonfiction.
- Students will continue to identify **main idea in nonfiction**

Summary of Changes in the *2017 English Standards of Learning*

- Creation of a **Research Strand in K-3** to focus on the early stages of research
- Deeper focus on **elements and characteristics of fictional text and poetry** in K-5
- **Literary (narrative) nonfiction** classified under fiction strand K-12. Previously under nonfiction in K-3

Summary of Changes in the *2017 English Standards of Learning*

- Reorganization of **important phonological and phonemic awareness skills** formerly under an Oral Language Strand (K-2)
- **Reading Strand:**
 - Identify and produce rhymes; manipulate syllables; identify shared beginning or ending sounds; blend and segment individual phonemes

Summary of Changes in the *2017 English Standards of Learning*

- **Phonological and phonemic awareness skills provide the foundation for literacy**
- **Teachers must provide differentiated, systematic instruction in order for students to become successful decoders and fluent readers**
- **Students must have opportunities to practice orally manipulating rhymes, syllables, and phonemes**

Summary of Changes in the *2017 English Standards of Learning*

- **Emphasis on ethical use of the Internet when gathering & using information**
- **Introduction of a focus on a mode of writing at each grade level:**
 - 6th– **narrative & reflective**
 - 7th & 8th – **expository & persuasive**
 - 9th & 10th – **persuasive & analytical**
 - 11th & 12th – **persuasive & argumentative**

2017 Curriculum Framework

- **Overview of strand on Strand Introduction page**
- **Teacher Notes appear on Strand Introduction page**
- **Suggested Instructional Strategies and Best Practices are on Teacher Notes page**

2017 Curriculum Framework

FOCUS

STRAND: READING

GRADE LEVEL 7

At the seventh grade level, students will continue the study of roots and affixes for vocabulary development and continue to study figurative language. Connotations will be introduced. They will read and understand information from various sources including a variety of fiction, nonfiction, and poetry. They will continue to read for appreciation and comprehension in both classic and recent works. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriate levels of subject and theme as well as text complexity.

The student will continue the study of word origins and roots and begin identifying connotations. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author's style. In seventh grade, there is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts.

Teacher Notes:

- Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
 - Thematic units are one approach.
 - Teachers should have students write about what they have read.
- Vocabulary words should be culled from student reading and authentic texts instead of using random lists.
 - There is not a specific list of Greek and Latin roots. Teachers may want to consult professional publications
 - Teachers should provide instruction on word connotations and how they can change meaning of the text.
- While whole-group instruction can be centered on a shared text, teachers should also provide opportunities for student choice with both fiction and nonfiction texts.
- Teachers should expose students to longer, more complex texts both on grade level and above.
- Teachers should teach figurative language using fiction and nonfiction texts.
- Teachers should teach a balance of fiction and nonfiction throughout the academic year.

2017 Curriculum Framework

FOCUS	STRAND:	GRADE LEVEL 6
<p>At the sixth-grade level, students will continue to develop as readers in a variety of forms with an emphasis on narrative and reflective writing persuasive writing with attention to composition and written expression as multiparagraph compositions with an emphasis on the development of writing thesis statements. They will use writing as a tool for learning as technology as available and appropriate. Students will be expected to have emphasize the importance of effective critical thinking skills that they will use in future postsecondary education and workplace environments.</p>	<p>Teacher Notes offers best practices & instructional strategies</p>	<p>Writing and writing to</p>
<p>Teacher notes:</p> <ul style="list-style-type: none"> Teachers should recognize the difference between teaching writing and assigning writing. Teachers will model the recursive writing process for students. Teachers should refer to examples of writing in mentor texts. Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e. 5 paragraphs) often produces formulaic writing and limits student expression. <ul style="list-style-type: none"> The focus of writing in sixth grade is narrative and reflective. Teachers may want to consult professional publications. Three examples of reflective writing include the following: <ul style="list-style-type: none"> Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested. Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why. Individual - What did I learn, how did I learn it, and what could I have done better? Teachers should integrate grammar with writing instruction throughout the academic year. <ul style="list-style-type: none"> Teachers should use student writing to teach editing and peer editing skills. Teachers may want to consult professional publications. Teachers should instruct students in the features of the three domains of writing: <ul style="list-style-type: none"> Composing-focusing on a clear, central idea, providing elaboration, organization, and unity Written Expression- sentence variation, selected information, word choice, voice, and tone Usage/Mechanics- grammar, punctuation, capitalization, and usage as appropriate for the grade level Teachers should utilize writing conferences and portfolios to monitor student progress. Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time. Teachers should provide opportunities for student choice with topic, audience, and purpose. 		

2017 Curriculum Framework

- **First column Understanding the Standard has been deleted and that information moved to introduction page**
- **CF Columns now Essential Understandings & Essential Skills, Knowledge, and Processes**
- **Please note VA has no reading list, so no text titles are included**
- **Types/genres of text are included (literary, informational, technical, etc.)**

Curriculum Framework (2010)

STANDARD 7.6

STRAND: READING

GRADE LEVEL 7

7.6

The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Use prior and background knowledge as a context for new learning.
- b) Use text structures to aid comprehension.
- c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- d) Draw conclusions and make inferences on explicit and implied information.
- e) Differentiate between fact and opinion.
- f) Identify the source, viewpoint, and purpose of texts.
- g) Describe how word choice and language structure convey an author's viewpoint.
- h) Identify the author's purpose.
- i) Summarize the main idea and supporting details.
- j) Identify the author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

First Column Removed

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts. Students will use and understand the internal and external text structures common to textbooks and other nonfiction text. An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative. Teachers will model the higher-order thinking processes with materials at the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. Students will work collaboratively and with teacher support to move toward higher-order thinking with instructional level materials. Synthesis involves higher-order thinking and is 	<p>All students should</p> <ul style="list-style-type: none"> use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. recognize an author's purpose: <ul style="list-style-type: none"> to entertain; to inform; and to persuade. notice use of connotations and persuasive language to convey viewpoint. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> small-group or whole-class discussion; anticipation guides; and preview of key vocabulary. use textual features to make predictions and enhance comprehension, including: <ul style="list-style-type: none"> boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations. recognize organizational pattern to enhance comprehension, including: <ul style="list-style-type: none"> cause and effect; comparison/contrast; enumeration or listing;

2017 Curriculum Framework

STANDARD 7.6

STRAND: READING

GRADE LEVEL 7

- 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- Skim materials using text features including type, headings, and graphics to predict and categorize information.
 - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - Make inferences and draw logical conclusions using explicit and implied textual evidence.
 - Differentiate between fact and opinion.
 - Identify the source, viewpoint, and purpose of texts.
 - Describe how word choice and language structure convey an author's viewpoint.
 - Identify the main idea.
 - Summarize text identifying supporting details.
 - Create an objective summary including main idea and supporting details.
 - Identify cause and effect relationships.
 - Organize and synthesize information for use in written and other formats.
 - Analyze ideas within and between selections providing textual evidence.
 - Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS

- All students should
- use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize.
 - choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text.
 - recognize an author's purpose:
 - to entertain;
 - to inform; and
 - to persuade.
 - notice understand that authors use of connotations and persuasive language to convey viewpoint.
 - understand that an author's patterns of organization can be an aid to comprehension

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- activate prior knowledge before reading by use of, but not limited to:
 - small-group or whole-class discussion;
 - anticipation guides; and
 - generation of key vocabulary.
- use textual features to make predictions and enhance comprehension, including but not limited to:
 - boldface and/or italic type;
 - type set in color;
 - underlining;
 - indentation;
 - sidebars;
 - illustrations, graphics, and photographs;
 - headings and subheadings; and
 - footnotes and annotations.
- recognize organizational pattern to enhance comprehension, including:
 - cause and effect, comparison/contrast, enumeration or listing, sequential or chronological, concept definition, generalization, and process.
- recognize transitional words and phrases authors use to signal organizational patterns, including but not limited to:
 - as a result of; consequently; for cause and effect;

2017 Curriculum Framework

- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.
- Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
 - Identify and explain the theme(s).
 - Identify cause and effect relationships and their impact on plot.
 - Differentiate between first and third person point-of-view.
 - Identify elements and characteristics of a variety of genres.
 - Compare and contrast various forms and genres of fictional text.
 - Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
 - Compare/contrast details in literary and informational nonfiction texts.
 - Make inferences and draw conclusions based on the text.
 - Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS

- differentiate between narrative and poetic forms.
- understand that imagery and figurative language enrich texts
- recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.
- make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge
- use strategies and graphic organizers to summarize and analyze text.

terms remain, definitions removed

- identify and distinguish between first and third person point-of-view; distinguish between narrative prose and poetic forms, including:
 - haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
 - limerick – a 5-line, rhymed, rhythmic verse, usually humorous;
 - ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;
 - free verse – poetry with neither regular meter nor rhyme scheme
 - couplet – a pair of rhyming lines; and
 - quatrain – a stanza containing four lines.
- read, understand, and compare/contrast the characteristics and narrative structures of:
 - short stories;
 - novels (including historical fiction);
 - folk literature;
 - tales
 - myths
 - legends
 - folktales
 - plays; and
 - narrative nonfiction (including personal essays, biographies, and autobiographies).

- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.
- Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
 - Identify and explain the theme(s).
 - Identify cause and effect relationships and their impact on plot.
 - Differentiate between first and third person point-of-view.
 - Identify elements and characteristics of a variety of genres.
 - Compare and contrast various forms and genres of fictional text.
 - Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
 - Compare/contrast details in literary and informational nonfiction texts.
 - Make inferences and draw conclusions based on the text.
 - Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS

- analyze how a text makes connections among and distinguishes between individuals, events, or events (e.g., through comparisons or

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

terms remain, definitions removed

- differentiate between a variety of fictional genres including short story, novel, and drama;
- identify characterization as the way an author presents a character and reveals character traits by:
 - what a character says;
- analyze an author's choice and use of literary devices, including:
 - foreshadowing – the use of clues to hint at coming events in a story; and
 - irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true.
- analyze elements of an author's style, including:
 - word choice to develop tone;
 - sentence structure and language patterns;
 - imagery – the use of words to create sensory impressions – most often visual impressions but may be sound, smell, taste, or touch impressions;
 - contrasting points of view; and

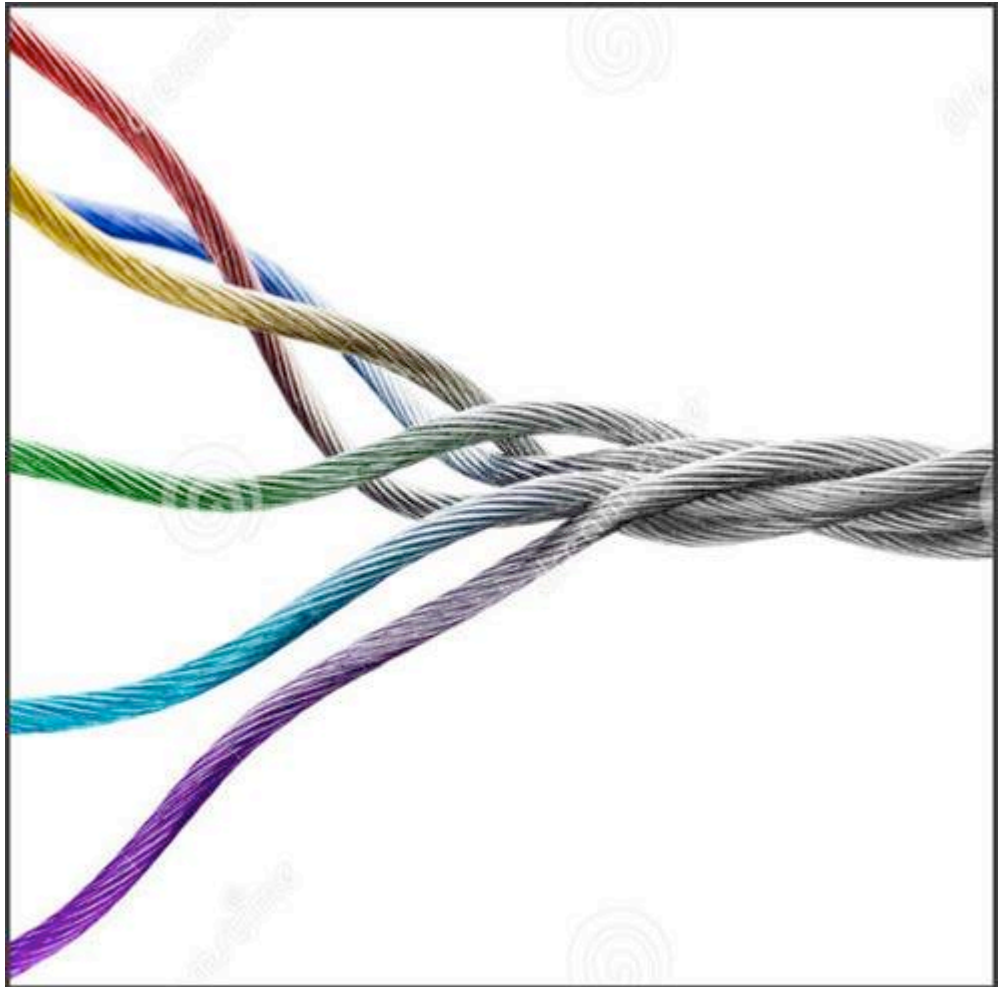
Seamless Integration of English Strands

Reading

Writing

Research

**Communication/
Multimodal
Literacies**



Successful English Instruction

Integrate the strands

- **Reading**

- Specific vocabulary from authentic texts
- Both fiction & nonfiction text
- Text-rich environment with variety of text and media
- Student choice whenever possible

- **Writing**

- Writing as a process for a variety of authentic purposes
- Regular writing conferences
- Use of Writing Portfolios

- **Research**

- Ongoing and embedded in the learning process (when applicable)

- **Communication/Multimodal Literacies**

Successful English Instruction

Best Practices

- **Paired texts**
- **Use of text-dependent questions**
- **Use of inference questions**
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**

Standards of Accreditation Updates

Proposed Changes to SOA

- **BOE will vote to accept proposed changes on October 26**
- **Profile of a Virginia Graduate**
- "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and: (1) achieves a passing score on a corresponding end-of-course SOL test; or

Proposed Changes to SOA

- meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment, as provided in 8VAC20-131-110 B 5.
- (For incoming freshman 2018-2019)

Proposed Changes to SOA

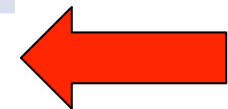
- Demonstration of the 5 Cs
- Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Resources

Emphasis on Nonfiction Reading

Grade 5

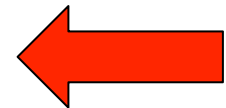
2010 English SOL	2010 English SOL CAT
Use word analysis strategies and word reference materials (8 items)	Use word analysis strategies and word reference materials (6 items)
Demonstrate comprehension of fictional texts (15 items)	Demonstrate comprehension of fictional texts (11 items)
Demonstrate comprehension of nonfiction texts (17 items)	Demonstrate comprehension of nonfiction texts (13 items)



Emphasis on Nonfiction Reading

Grades 6-8

2010 English SOL	2010 English SOL CAT
Use word analysis strategies and word reference materials (8 items)	Use word analysis strategies and word reference materials (5 items)
Demonstrate comprehension of fictional texts (15 items)	Demonstrate comprehension of fictional texts (12 items)
Demonstrate comprehension of nonfiction texts (17 items)	Demonstrate comprehension of nonfiction texts (14 items)



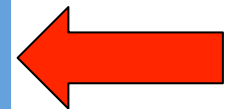
Emphasis on Nonfiction Reading

EOC Reading SOL

Use word analysis strategies and word reference materials
(10 items)

Demonstrate comprehension of fictional texts
(18 items)

Demonstrate comprehension of nonfiction texts
(27 items)



Writing Portfolios

Document

Student Growth

- **Involve students in documenting their strengths and weaknesses gives them ownership**
- **Record writing conferences by date and suggestions offered**
- **Record progress made**
- **Students can/should incorporate writing from other classes**
- **Focus only on a few corrections at a time. Marking every error is overwhelming for students and a waste of teacher's time.**



2017 SOL Progression Charts

Reading

2017 English Standards of Learning Reading Skills Progression by Grade

Virginia Department of Education – July 2017

Key for Progression Chart

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade-level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Progression Chart

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P

1

Virginia Department of Education
July 2017

2017 SOL Crosswalk

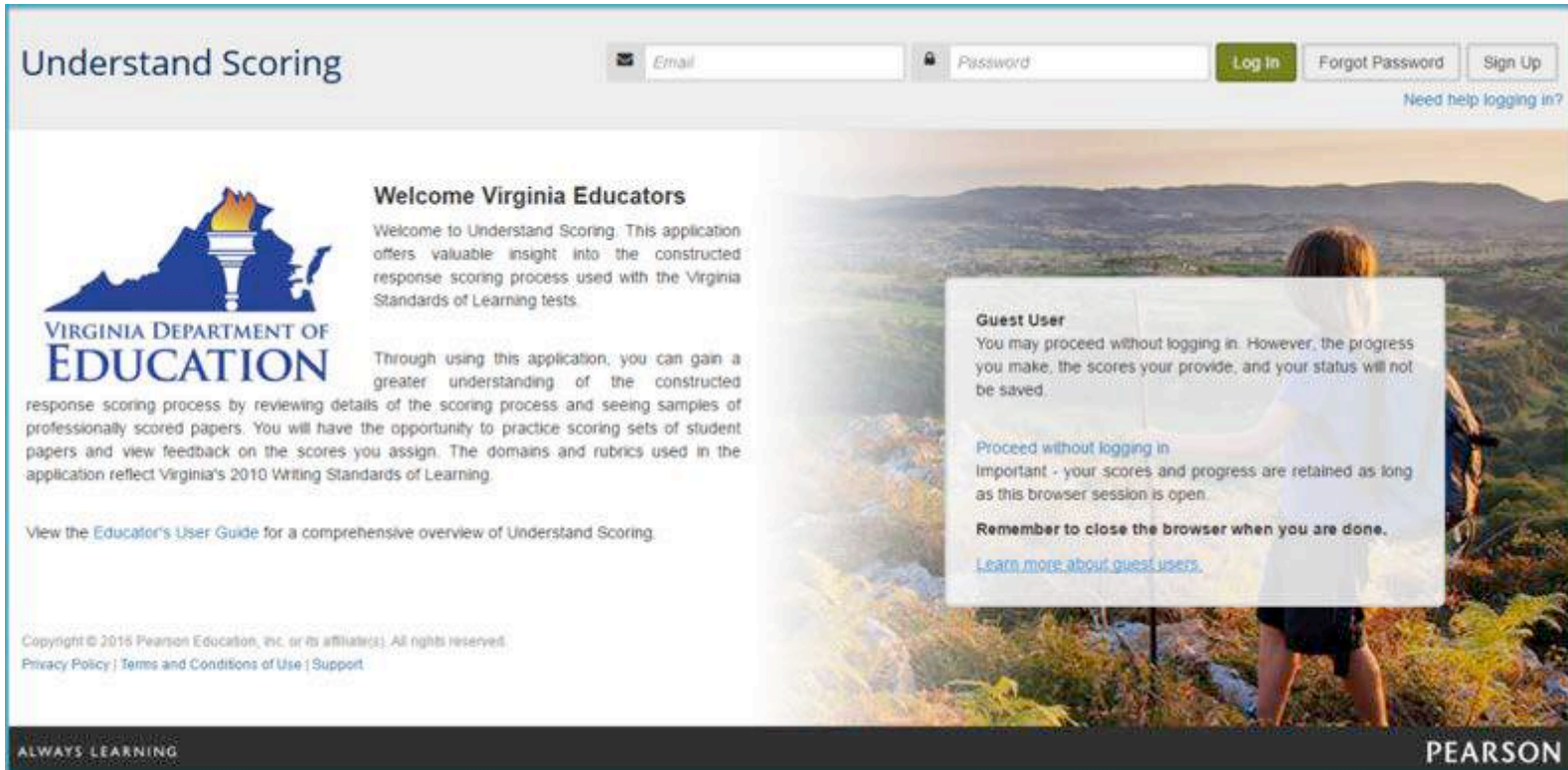
English Standards of Learning
Crosswalk between the 2017 and 2010 Standards

English Standards of Learning Crosswalk Between the 2017 and 2010 Standards

Virginia Department of Education
2017

Understand Scoring

Key Word to create an account - Virginia



The screenshot shows the 'Understand Scoring' website. At the top, there is a navigation bar with the title 'Understand Scoring' on the left and login options on the right: an email input field, a password input field, a 'Log In' button, a 'Forgot Password' link, and a 'Sign Up' button. Below the login bar, the main content area is divided into two columns. The left column features the Virginia Department of Education logo (a torch over a map of Virginia) and the text 'VIRGINIA DEPARTMENT OF EDUCATION'. Below this, it says 'Welcome Virginia Educators' and provides a brief overview of the application's purpose. The right column features a large background image of a person standing on a mountain trail, looking out over a valley. Overlaid on this image is a white box with the heading 'Guest User' and text explaining that users can proceed without logging in, but progress will not be saved. It also includes a link to 'Learn more about guest users.' At the bottom of the page, there is a footer with the text 'ALWAYS LEARNING' on the left and the 'PEARSON' logo on the right.

Understand Scoring

Email Password Log In Forgot Password Sign Up

Need help logging in?

Virginia Department of Education

Welcome Virginia Educators

Welcome to Understand Scoring. This application offers valuable insight into the constructed response scoring process used with the Virginia Standards of Learning tests.

Through using this application, you can gain a greater understanding of the constructed response scoring process by reviewing details of the scoring process and seeing samples of professionally scored papers. You will have the opportunity to practice scoring sets of student papers and view feedback on the scores you assign. The domains and rubrics used in the application reflect Virginia's 2010 Writing Standards of Learning.

View the Educator's User Guide for a comprehensive overview of Understand Scoring.

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Guest User

You may proceed without logging in. However, the progress you make, the scores you provide, and your status will not be saved.

[Proceed without logging in](#)

Important - your scores and progress are retained as long as this browser session is open.

Remember to close the browser when you are done.

[Learn more about guest users.](#)

ALWAYS LEARNING PEARSON

<https://va.scoring.pearsonassessments.com/understandscoring/#>

Understand Scoring

Virginia Educator

[←](#) [→](#) [↻](#) [🏠](#) <https://perspective.pearsonaccess.com/perspective/appmanager/va/educator>

Virginia Access Home > Educator Resources

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PERSPECTIVE™

[Educator Home](#) [Understand Scoring](#)



Welcome Virginia Educators

Welcome to Perspective and Understand Scoring. Understand Scoring provides you with valuable insight into the constructed response scoring process.

Understand Scoring has been revised with the Virginia 2010 Standards of Learning. In this module, you will gain a greater understanding of the essay scoring process by examining sample professionally scored papers. The domains and rubrics reflect the 2010 English Writing Standards. The system covers Learn About Scoring and Anchor Papers. Practice Scoring for practice sets and verification sets are now available.

[View the Educator's User Guide](#) for a comprehensive overview of Perspective.

Understand Scoring

This program is designed to help you

Understanding Scoring Opportunity for Teachers to Practice Scoring

https://perspective.pearsonaccess.com/perspective/appmanager/va/educator/?dfpl... VDOE - English Standards of L... Virginia Educator - Practice ...

Convert Select

Overview Learn About Scoring Anchor Papers Practice Scoring

Practice Scoring

Select a grade and set of papers.
To Score: Read through the paper and assign scores. Click **Check Scoring** when you have completed this paper. Click **Finished scoring this set** when you are done with the entire set.
You may return to Anchor Papers to review. You must finish scoring one set of papers before proceeding.

Select Grade: Grade 8

Select an Item: Practice 1

Click [here](#) to login

[Go to Scoring Summary](#)

Select a paper

1	2	3	4	5
6	7	8	9	10

Enter your scores below

	1	2	3	4
Composing / Written Expression				
Usage / Mechanics				

[Check scoring](#)

[Finished scoring this set](#)

[View rubric](#)

[View reader bias](#)

[Print the paper](#)

[View overview and help for practice scoring](#)

Paper set: Practice 1 / Paper: 1

Teamwork is a very important concept to know how to apply. If one is placed with a group of others to achieve a common goal, then one must know how to cooperate and work as a team. If nobody in the group knows how to work together, then that group will never be able to achieve anything. If I were given the chance to share a lesson with elementary school students, it would be on teamwork. Although it would be difficult to teach, it would be worth it to give other kids an understanding of how to work together well.

To help elementary school students approach an understanding of how to apply teamwork, I would give them team activities to do. That way, they would have fun while also learning how to work as a team. Although outdoor activities such as running together with tied feet and soccer may be someone's idea of fun, these activities build teamwork, by forcing people to work together as a team. However, this alone would not give a powerful understanding of teamwork.

Furthermore, to help elementary school students understand teamwork, I would give them an actual lesson. During my time, I would say that teamwork is applied throughout our lives. It is important for our future to be able to work with others and to cooperate in teams. Even when we get jobs, many jobs require the use of teamwork, such as working in a restaurant and being on a sports team. Being independent for our entire life is not a good idea, as it can block us out from the real world.

Overall, to me, teamwork is one of the most important traits that a person can have. It is often applied throughout our daily lives without us even realizing it. If nobody knew how to work together, we would never achieve any major accomplishments, and we would live independent, dull lives.

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2:52 PM 4/11/2014

VDOE Updates

VDOE Updates

- Public comment on the 2017 English Curriculum Framework 9/28/17-10/27/19
EnglishCF2017@doe.virginia.gov
- English Crosswalk between 2010 & 2017 is posted
- Workplace Documents replaces WorkKeys Reading for Information substitute test- cut scores remain the same
- [National Day of Writing](#) – October 20

TeacherDirect

STANDARDS OF LEARNING (SOL) & TESTING

Teacher *Direct*

TeacherDirect is designed to establish a direct line of communication with classroom teachers and educators. The goal of TeacherDirect is to provide a way to share new instructional resources created by VDOE staff as well as make teachers aware of professional development and grant opportunities, and other information of special interest to teachers and their students.



Why subscribe to TeacherDirect?

Virginia teachers discuss the benefits of subscribing to TeacherDirect and receiving weekly updates from VDOE on new SOL resources and information.

 [Play Flash Video](#)  [Play MP4 Video](#) (Right click MP4 to save)

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SOL News

Headlines

[Expand all](#) ▼ [Collapse all](#) ▲

- + Teacher Evaluation Training Materials Available
- + Nominees Sought for 2013-2016 Advisory Committees

SOL Events

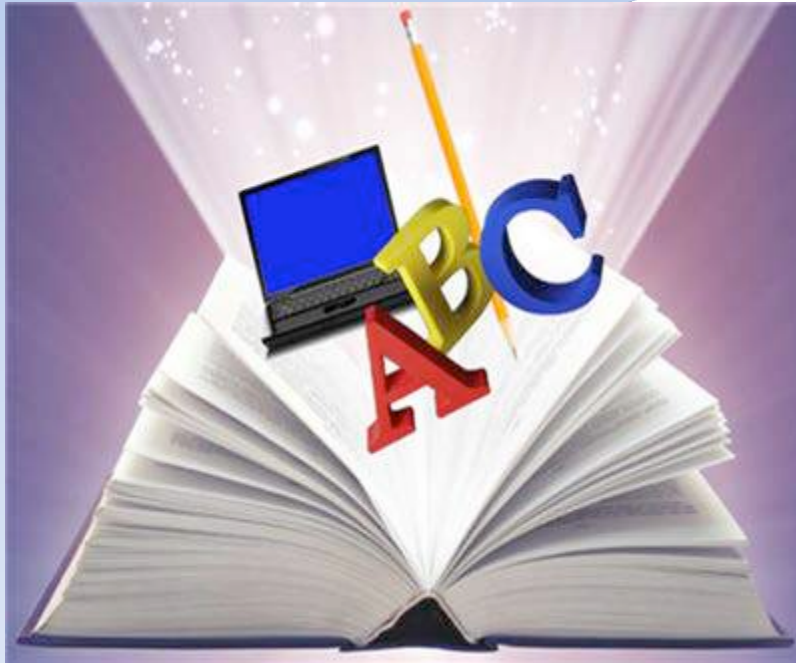
[Search](#) for professional development opportunities by date, content area, and event type.

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QUESTIONS?

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