

End-of-Course 11th Grade English SOLs

The End-of-Course Writing Test (EOC Writing) and the End-of-Course Reading Test (EOC Reading) are administered during a student's junior year and are a requirement in order to receive a standard diploma upon graduation from Loudoun County Public Schools.

Why do I take the End-or-Course 11th Grade English SOLs?

- The English SOL tests in 11th grade are known as “End-of-Course” tests because they are meant to assess writing and reading skills developed from 9th-11th grade.
- They are not content-specific, meaning you will not see questions about American Literature or any text read this year.
- Instead, they assess general grammar and writing skills, persuasive writing ability, and reading comprehension skills.

The EOC Writing SOL is administered in March.

The EOC Reading SOL is taken in May.

What Concepts Are Assessed by the SOL Writing Test?

Part One: Multiple Choice

The Multiple Choice section of the Writing SOL typically consists of approximately 40-60 questions. These questions won't all be multiple choice, but some may ask you to drag around pieces of a sentence/ paragraph, drag punctuation marks into the correct spots in the sentence, etc. You'll be fine with the content—it's just that some of the questions will “look” different than you're used to.

What Concepts Are Assessed by the Writing Multiple Choice Test?

- The writing process (planning/brainstorming, drafting, writing, editing, and revision)
- Different ways of organizing your writing
- You will be asked to read passages and answer questions about:
 - Tone (i.e. “Which of the following does not follow the formal tone of the rest of the paper?”)
 - Clarity (i.e. “How can this sentence be written more clearly?”)
 - Transitions and flow (i.e. “How could the writer more effectively transition between ideas?”)
 - Content (i.e. “Which sentence does not fit in with the rest of the story?”)
 - Grammar (The SOLs do not ask about specific grammar rules, but they do ask you to select which word or phrase is correct.)

Part Two: Essay Prompt

The Essay section of the Writing SOL, quite simply, is designed to assess your ability to write a coherent, argumentative essay that appropriately addresses a prompt. The prompt will be selected from the released list, which can be found on the BRHS English Department Website, under Academics, under English, under SOL Review.

It is suggested that students follow the formula outlined below:

- 1) A clear introductory paragraph, with a thesis at the end that takes a clear stance on the topic.
- 2) Body paragraphs (2 or 3) that provide specific examples to support your thesis.
- 3) One body paragraph that ADDRESSES COUNTERCLAIMS (i.e. What would the other side say?). Since this is a specific section on the rubric, you must address the opposition.
- 4) Write a clear conclusion.

The essay will also be given on the computer, so you'll type your response in a text box and will have access to a variety of tools—including spell check.

What Concepts Are Assessed by the SOL Reading Test?

You will encounter various types of texts, some that you might expect, and some that you might not. For instance: you will almost certainly see a fiction passage and a nonfiction/research essay, but you may also see an application, an instruction manual, a letter, an article, a poem, or other type of text.

What types of questions will I encounter?

- Summarizing (i.e. “This paragraph is mostly about...” or “Which statement best expresses the main idea of this document?” or “What is the purpose of this text?” or “Which statement best describes the theme suggested in this selection?”)
- Defining Words Using Context Clues (i.e. “In these sentences, the word crucial means...”)
- Making Inferences (i.e. “Based on this section, the reader can best infer that...”)
- Organizational Structure (i.e. “This paper is set up as...”)
 - Sample structures: chronologically, compare/contrast, listing, cause and effect
- Basic Literary Terms (i.e. “Which sentence contains an example of alliteration?” or “This sentence contains an example of: allusion/simile/metaphor/paradox”)
 - Sample terms: personification, metaphor, simile, imagery, paradox, allusion, alliteration, irony
- Characterization (i.e. “Clara Barton’s character is best revealed through: thoughts/ actions/ dialogue...”)
- Evaluating Research Writing and Evidence (i.e. “In paragraph 5, why does the author present the findings of Dr. Leonard Sax?” or “In paragraph 6, the author presents evidence to suggest that...” or “Which Internet source would be the best/most reliable for finding information on...”)

**[Visit the Broad Run High School Website for
End-of-Course 11th Grade English SOL Review Materials.](#)**