Virginia
Standards of Learning Assessments
Test Blueprint

Grade 5 Writing

2010 English
Standards of Learning

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning (SOL) tests.

Notice to Reader

In accordance with the requirements of the Civil Rights Act and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on race, color, national origin, sex, age, or disability.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Grade 5 Writing
Standards of Learning

Test Blueprint

TABLE OF CONTENTS

General Test Information

Test Blueprint

Much like the blueprint for a building, a test blueprint serves as a guide for test construction. The blueprint indicates the content areas that will be addressed by the test and the number of items that will be included by content area and for the test as a whole. There is a blueprint for each test (e.g., grade 3 reading, grade 5 mathematics, grade 8 science, Virginia and United States History).

Reporting Categories

The Grade 5 writing test covers the Standards of Learning (SOL) in the writing and research strands of the Kindergarten through Grade 5 English SOL. In the test blueprint, the SOL are grouped into categories that address related content and skills. These categories are labeled as reporting categories. For example, a reporting category for the Grade 5 Writing Standards of Learning test is *Research, plan, compose, and revise for a variety of purposes*. Each of the SOL in this reporting category addresses skills for researching, planning, composing and revising written material. When the results of the SOL tests are reported, the scores will be presented for each reporting category and as a total test score.

Assignment of Standards of Learning to Reporting Categories

In the Grade 5 Writing SOL test, each Standard of Learning is usually assigned to only one reporting category. However, SOL 3.10b is assigned to the reporting category *Research, plan, compose, and revise for a variety of purposes,* while the rest of SOL 3.10 is assigned to the reporting category *Edit for correct use of language, capitalization, punctuation, and spelling.*

Standards of Learning Excluded from Testing

In some content areas, there are SOL that do not lend themselves to assessment within the current format of the SOL tests. The SOL not tested are listed as *Excluded from Testing* at the end of the blueprint for each test.

Coverage of Standards of Learning

Due to the large number of SOL in each grade level content area, *every* Standard of Learning will not be assessed on every version (form) of an SOL test. By necessity, to keep the length of a test reasonable, each version will sample from the SOL within a reporting category. All SOL in the blueprint will be tested within a three-year period, and *all of these* SOL are eligible for inclusion on each version of an SOL test.

Use of the Curriculum Framework

The English Standards of Learning, amplified by the Curriculum Framework, define the essential understandings, knowledge, and skills that are measured by the Standards of Learning tests. The Curriculum Framework asks essential questions, identifies essential understandings, defines essential content knowledge, and describes essential skills students need to master.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

1

Description of the Test
The grade 5 writing test has two components. The first component is composed of items that require students to correct errors embedded in selections that are intended to model rough drafts of student writing. Some of the items are multiple-choice with students selecting the correct revision to the text from the answer choices provided. For example, students might be asked to select the sentence that does not belong in the rough draft from a list of options. Other items are "technology enhanced" and allow the student to indicate the revision to the text in some other way. For example, a technology-enhanced item might allow a student to correct punctuation errors by dragging commas into a sentence.

In the second component students are asked to write a short paper in response to a narrative or expository prompt. Prompts present a context for writing in the form of a question, an issue, or a hypothetical situation. Each student's response to the writing prompt receives a score in each of two domains: 1) composing/written expression and 2) usage/mechanics. Each domain is scored independently, using the following scale:

4 = The writer demonstrates consistent, though not necessarily perfect, control* of almost all the domain's features.

3 = The writer demonstrates reasonable, but not consistent, control* of most of the domain's features indicating some weakness in the domain.

2 = The writer demonstrates enough inconsistent control* of several of the domain's features indicating some weakness in the domain.

1 = The writer demonstrates little or no control* of most of the domain's features.

* Control is the ability to use a given feature of written language effectively at the appropriate grade level. A paper receives a higher score to the extent that it demonstrates increasing control of the features in each domain. The rubric included in the blueprint for the grade 5 writing assessment explains score points for each domain.

All papers are read by at least two readers, with the student's score for each domain being the total of the score assigned by both readers. For example, in the composing/written expression domain, if Reader A scores the student's paper a 3 and Reader B scores the student's paper a 2, the student's score in the composing/written expression domain is a 5. Since a reader may assign a score of 1 to 4, the range of possible scores in any domain is 2 to 8 when the two readers' scores are combined. The composing/written expression score is counted two times, and the usage/mechanics score is counted once in calculating the total score. Therefore, in the total score of the short paper, the composing/written expression score counts 2/3 and the usage/mechanics score counts 1/3.

Score points from the composing/written expression domain are assigned to the **Research, Plan, Compose**, **and Revise** reporting category. Score points from the usage/mechanics domain are assigned to the **Editing** reporting category.

All rough drafts, items, and prompts are appropriate for fifth-grade students in terms of difficulty, interest, and reading level, as determined by the Content Review Committee.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

2

Grade 5 Writing

Test Blueprint Summary Table

Reporting Category	Grade 2 Writing Standards of Learning	Grade 3 Writing Standards of Learning	Grade 4 Writing Standards of Learning	Grade 5 Writing Standards of Learning	Multiple-Choice/ Technology-Enhanced Item (MC/TEI) Component: Number of Items	Short Paper Component: Number of Possible Score Points
Research, plan, compose, and revise for a variety of purposes	**2.12 a-d** **2.14**	**3.9 a-g** **3.10b** **3.11 a-d** **3.12**	**4.7 a-k** **4.9 a-e**	**5.7 a-i** **5.9 a-g**	**7**	**Composing/ Written Expression** **16**
Edit for correct use of language, capitalization, punctuation, and spelling	**2.13 a-j**	**3.10 a, c-j**	**4.8 a-h**	**5.8 a-k**	**15**	**Usage/ Mechanics** **8**
SOL not tested on MC/TEI Component	**2.11**	**3.8**				
SOL not scored on Short Paper Component *	**2.11**	**3.8**	**4.9 a-e**	**5.9 a-g**		
SOL Subsumed *	Kindergarten and Grade 1 Writing SOL					
Number of Operational Items					**22**	**24**
Number of Field Test Items * **					**12**	
Total Number of Items					**34**	**24**

*All SOL not listed will be scored on the short paper component.

**Because writing skills taught in kindergarten and first grade provide the foundation needed for ongoing writing education in grades 2, 3, and beyond, the writing SOL for kindergarten and grade 1 are not assessed specifically.

***Field test items are being tried out with students for potential use on subsequent tests and will not be used to compute students' scores on the test.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

3

Grade 5 Writing
Expanded Test Blueprint

Reporting Category: Research, plan, compose, and revise for a variety of purposes
Number of Items: 7
Standards of Learning:

Grade Two Standards of Learning:

2.12   The student will write stories, letters, and simple explanations.
     a) Generate ideas before writing.
     b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
     c) Expand writing to include descriptive detail.
     d) Revise writing for clarity.

2.14   The student will use available technology for reading and writing.

Grade Three Standards of Learning:

3.9   The student will write for a variety of purposes.
     a) Identify the intended audience.
     b) Use a variety of prewriting strategies.
     c) Write a clear topic sentence focusing on the main idea.
     d) Write a paragraph on the same topic.
     e) Use strategies for organization of information and elaboration according to the type of writing.
     f) Include details that elaborate the main idea.
     g) Revise writing for clarity of content using specific vocabulary and information.

3.10   The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
     b) Use transition words to vary sentence structure.

3.11   The student will write a short report.
     a) Construct questions about the topic.
     b) Identify appropriate resources.
     c) Collect and organize information about the topic into a short report.
     d) Understand the difference between plagiarism and using own words.

3.12   The student will use available technology for reading and writing.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

4

Grade Four Standards of Learning:

4.7   The student will write cohesively for a variety of purposes.
     a) Identify intended audience.
     b) Focus on one aspect of a topic.
     c) Use a variety of prewriting strategies.
     d) Organize writing to convey a central idea.
     e) Recognize different modes of writing have different patterns of organization.
     f) Write a clear topic sentence focusing on the main idea.
     g) Write two or more related paragraphs on the same topic.
     h) Use transition words for sentence variety.
     i) Utilize elements of style, including word choice and sentence variation.
     j) Revise writing for clarity of content using specific vocabulary and information.
     k) Include supporting details that elaborate the main idea.

4.9   The student will demonstrate comprehension of information resources to research a topic.
     a) Construct questions about a topic.
     b) Collect information from multiple resources including online, print, and media.
     c) Use technology as a tool to organize, evaluate, and communicate information.
     d) Give credit to sources used in research.
     e) Understand the difference between plagiarism and using own words.

Grade Five Standards of Learning:

5.7   The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
     a) Identify intended audience.
     b) Use a variety of prewriting strategies.
     c) Organize information to convey a central idea.
     d) Write a clear topic sentence focusing on the main idea.
     e) Write multiparagraph compositions.
     f) Use precise and descriptive vocabulary to create tone and voice.
     g) Vary sentence structure by using transition words.
     h) Revise for clarity of content using specific vocabulary and information.
     i) Include supporting details that elaborate the main idea.

5.9   The student will find, evaluate, and select appropriate resources for a research product.
     a) Construct questions about a topic.
     b) Collect information from multiple resources including online, print, and media.
     c) Use technology as a tool to research, organize, evaluate, and communicate information.
     d) Organize information presented on charts, maps, and graphs.
     e) Develop notes that include important concepts, summaries, and identification of information sources.
     f) Give credit to sources used in research.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

5

g) Define the meaning and consequences of plagiarism.

Reporting Category: Edit for correct use of language, capitalization, punctuation, and spelling
Number of Items: 15
Standards of Learning:

Grade Two Standards of Learning:

2.13   The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
   a) Recognize and use complete sentences.
   b) Use and punctuate declarative, interrogative, and exclamatory sentences.
   c) Capitalize all proper nouns and the word *I*.
   d) Use singular and plural nouns and pronouns.
   e) Use apostrophes in contractions and possessives.
   f) Use contractions and singular possessives.
   g) Use knowledge of simple abbreviations.
   h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
   i) Use commas in the salutation and closing of a letter.
   j) Use verbs and adjectives correctly in sentences.

Grade Three Standards of Learning:

3.10   The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
   a) Use complete sentences.
   c) Use the word *I* in compound subjects.
   d) Use past and present verb tense.
   e) Use singular possessives.
   f) Use commas in a simple series.
   g) Use simple abbreviations.
   h) Use apostrophes in contractions with pronouns and in possessives.
   i) Use the articles *a*, *an*, and *the* correctly.
   j) Use correct spelling for frequently used sight words, including irregular plurals.

Grade Four Standards of Learning:

4.8   The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
   a) Use subject-verb agreement.
   b) Include prepositional phrases.
   c) Eliminate double negatives.
   d) Use noun-pronoun agreement.
   e) Use commas in series, dates, and addresses.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

6

      f)   Incorporate adjectives and adverbs.

      g) Use correct spelling for frequently used words, including common homophones.

      h) Use singular possessives.

Grade Five Standards of Learning:

5.8   The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

      a) Use plural possessives.

      b) Use adjective and adverb comparisons.

      c) Identify and use interjections.

      d) Use apostrophes in contractions and possessives.

      e) Use quotation marks with dialogue.

      f)   Use commas to indicate interrupters.

      g) Use a hyphen to divide words at the end of a line.

      h) Edit for fragments and run-on sentences.

      i)   Eliminate double negatives.

      j)   Use correct spelling of commonly used words.

      k) Identify and use conjunctions.

Standards of Learning not tested on the MC/TEI Component:

Grade Two Standards of Learning:

2.11   The student will maintain legible printing and begin to make the transition to cursive.

Grade Three Standards of Learning:

3.8   The student will write legibly in cursive.

Standards of Learning not scored on the Short Paper Component:

Grade Two Standards of Learning:

2.11   The student will maintain legible printing and begin to make the transition to cursive.

Grade Three Standards of Learning:

3.8   The student will write legibly in cursive.

Grade Four Standards of Learning:

4.9   The student will demonstrate comprehension of information resources to research a topic.

      a) Construct questions about a topic.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

7

      b) Collect information from multiple resources including online, print, and media.
      c) Use technology as a tool to organize, evaluate, and communicate information.
      d) Give credit to sources used in research.
      e) Understand the difference between plagiarism and using own words.

Grade Five Standards of Learning:

5.9   The student will find, evaluate, and select appropriate resources for a research product.
      a) Construct questions about a topic.
      b) Collect information from multiple resources including online, print, and media.
      c) Use technology as a tool to research, organize, evaluate, and communicate information.
      d) Organize information presented on charts, maps, and graphs.
      e) Develop notes that include important concepts, summaries, and identification of information sources.
      f) Give credit to sources used in research.
      g) Define the meaning and consequences of plagiarism.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

8

Grade 5 Writing Test Composing/Written Expression Rubric

Score Point 4	**The writer demonstrates consistent, though not necessarily perfect, control of the Composing/Written Expression domain's features.**

The writing at this score point level:

- Demonstrates consistent focus on a central idea, with clear awareness of audience.
- Purposefully develops the central idea by providing full and consistent elaboration through examples and/or details.
- Organizes ideas in a logical manner with few if any lapses, consistently clarifying the relationship between ideas or events.
- Exhibits unity consistently by having few or no digressions, using transitions to connect ideas or events, and having an effective lead and closure.
- Includes sentences of various lengths and structures, resulting in a rhythmic flow.
- Uses specific word choice, descriptive language, and selected information purposefully to craft a message, create tone, and enhance the writer's voice.

Score Point 3	**The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features.** The writer may control some features of the domain more than others.

The writing at this score point level:

- Demonstrates reasonable focus on a central idea, with awareness of audience.
- Provides reasonable elaboration on the central idea, though some lapses may be evident.
- Organizes ideas in a reasonably logical manner, clarifying the relationship between ideas or events, though some lapses in organization may be present.
- Exhibits reasonable unity by having only minor digressions, using some transitions to connect ideas or events, and having a lead and closure.
- Includes sentences of various lengths and structures, resulting in a rhythmic flow, though rhythm may be diminished by an occasional lack of sentence variety.
- Uses some specific word choice, descriptive language, and selected information to craft a message, create tone, and enhance the writer's voice.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

9

**Score
Point
2**
The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness.

The writing at this score point level:

- Demonstrates inconsistent focus on a central idea, with limited awareness of audience.
- Provides inconsistent elaboration on the central idea by listing general, underdeveloped statements or offering a skeletal plot.
- Organizes ideas inconsistently, with limited evidence of relationships between ideas or events.
- Exhibits little unity due to major digressions, competing central ideas, inconsistent use of transitions to connect ideas, and a weak lead and/or closure.
- Contains little variety in sentence lengths and structures, resulting in a lack of rhythmic flow.
- Contains mostly imprecise, bland language, though some specificity of word choice might occur and allow the writer's voice or tone to emerge on occasion.

**Score
Point
1**
The writer demonstrates little or no control of most of the Composing/Written Expression domain's features.

The writing at this score point level:

- Has little or no focus on a central idea and little or no awareness of audience.
- Has little or no elaboration of a central idea.
- Has little or no organizational plan, failing to develop relationships between ideas or events and typically jumping from point to point.
- Exhibits little or no unity due to major digressions, the lack of transitions connecting ideas or events, and a limited or no lead and/or closure.
- Lacks sentences of various lengths and structures.
- Uses general, vague, and/or repetitious vocabulary with little or no selected information, failing to create tone or to develop the writer's voice.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

10

Grade 5 Writing Test Usage/Mechanics Rubric

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features.

The writing at this score point level:

- Exhibits consistent control of sentence formation, avoiding fragments and run-ons.
- Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and avoidance of double negatives.
- Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling.

Score Point 3

The writer demonstrates reasonable, though not necessarily consistent, control of the Usage and Mechanics domain's features. The writer exhibits control which outweighs occasional errors present in the paper.

The writing at this score point level:

- Exhibits reasonable control of sentence formation, avoiding fragments and run-ons.
- Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and avoidance of double negatives.
- Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling.

Score Point 2

The writer demonstrates inconsistent control of several of the Usage and Mechanics domain's features. Evidence of the author's knowledge of the domain appears alongside frequent errors. The density and variety of errors outweigh the control present in the paper.

The writing at this score point level:

- Exhibits inconsistent control of sentence formation, including fragments and run-ons.
- Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and double negatives.
- Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

11

Score Point 1

The writer demonstrates little or no control of most of the Usage and Mechanics domain's features. Frequent and severe errors in usage and mechanics distract the reader and make the writing hard to understand. Even when meaning is not significantly affected, the density and variety of errors overwhelm the performance and keep it from meeting minimum standards of competence.

The writing at this score point level:

- Exhibits little or no control of sentence formation, including fragments and run-ons.
- Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and double negatives.
- Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.

This revised test blueprint will be effective with the administration of the 2012-2013 English Standards of Learning tests.

12