

# **Virginia**

**Standards of Learning Assessments  
Test Blueprint**

## **Grade 8 Reading**

**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.**

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# Grade 8 Reading Standards of Learning

## Test Blueprint

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## 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 8 Reading test covers the Standards of Learning (SOL) in the reading strand of the Grade 8 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 8 Reading Standards of Learning test is *Use word analysis strategies and word reference materials*. Each of the SOL in this reporting category addresses skills using word analysis strategies or word reference materials. 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 8 Reading SOL test, each Standard of Learning is assigned to only one reporting category. For example, SOL 8.5i is assigned to *Demonstrate comprehension of fictional texts*.

### 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.

### Reading Selections

All reading material will be appropriate for eighth-grade students in terms of interest, experiences, length and reading level, as determined by the Content Review Committee. Selections will be similar in format to excerpts from trade books, content textbooks, magazines, or practical reading tasks.

**Grade 8 Reading  
Test Blueprint Summary Table**

<b>Reporting Category</b>	<b>Grade 8 Reading Standards of Learning</b>	<b>Number of Items</b>
<b>Use word analysis strategies and word reference materials</b>	<b>8.4 a-d</b>	<b>8</b>
<b>Demonstrate comprehension of fictional texts</b>	<b>8.5 a-k</b>	<b>17</b>
<b>Demonstrate comprehension of nonfiction texts</b>	<b>8.6 b-k</b>	<b>20</b>
<b>Excluded from Testing</b>	<b>8.4 e-f 8.5 l-m 8.6 a, l</b>	
<b>Number of Operational Items</b>		<b>45</b>
<b>Number of Field Test Items*</b>		<b>10</b>
<b>Total Number of Items on Test</b>		<b>55</b>

\*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.

## **Grade 8 Reading Expanded Test Blueprint**

**Reporting Category: Use word analysis strategies and word reference materials**

**Number of Items: 8**

**Standards of Learning:**

- 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- a) Identify and analyze an author’s use of figurative language.
  - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
  - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
  - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.

**Reporting Category: Demonstrate comprehension of fictional texts**

**Number of Items: 17**

**Standards of Learning:**

- 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
  - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
  - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
  - d) Understand the author’s use of conventional elements and characteristics within a variety of genres.
  - e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
  - f) Compare and contrast authors’ styles.
  - g) Identify and ask questions that clarify various viewpoints.
  - h) Identify the main idea.
  - i) Summarize text relating supporting details.
  - j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
  - k) Identify cause and effect relationships.

**Reporting Category: Demonstrate comprehension of nonfiction texts****Number of Items: 20****Standards of Learning:**

- 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
  - c) Analyze the author's qualifications, viewpoint, and impact. (Author's qualifications and impact will be excluded.)
  - d) Analyze the author's use of text structure and word choice.
  - e) Analyze details for relevance and accuracy.
  - f) Differentiate between fact and opinion.
  - g) Identify the main idea.
  - h) Summarize the text identifying supporting details.
  - i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
  - j) Identify cause and effect relationships.
  - k) Evaluate, organize, and synthesize information for use in written and oral formats.

**Standards of Learning Excluded from Testing:**

- 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- e) Discriminate between connotative and denotative meanings and interpret the connotation.
  - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- l) Use prior and background knowledge as a context for new learning.
  - m) Use reading strategies to monitor comprehension throughout the reading process.
- 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
  - l) Use reading strategies to monitor comprehension throughout the reading process.