Virginia

Standards of Learning Assessments

Blueprint

End-of-Course

Reading Test

for the

2002 English Standards of Learning

> **This revised blueprint will be effective with the 2005-2006 administration of the Standards of Learning Tests.**

End-Of-Course Reading Blueprint

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Standards of Learning (SOL) Test Blueprint

Introduction

What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning (SOL) test blueprints serve a number of purposes. They serve as a guide to test developers as they write test questions and construct the SOL tests. These blueprints also serve as a guide to educators, parents, and students in that they show:

   (a) the SOL covered by the test and which, if any, have been excluded;
   (b) which SOL are assigned to each reporting category;
   (c) the number of test items in each reporting category and on the total test;
   (d) general information about how the test questions were constructed; and
   (e) the materials that students are allowed to use while taking the test.

How is the test blueprint organized?

The blueprint contains the following information:

1. <u>Test Development Guidelines</u>: guidelines used by the testing contractor and the members of the Content Review Committees in developing the SOL tests. This section contains two parts:

    A. <u>General Considerations</u> — lists general considerations that are used in developing the test as well as considerations specific to a particular content area.

    B. <u>Ancillary Materials</u> — lists any materials that students are allowed to use while taking the test.

2. <u>Blueprint Summary Table</u>: a summary of the blueprint which displays the following information:

    - reporting categories for the test;
    - number of test items in each reporting category;
    - Standards of Learning (SOL) included in each reporting category. SOL are identified by numbers and letters that correspond to the original SOL document;
    - SOL which are excluded from the SOL test;
    - number of operational items on the test;
    - number of field-test items on the test; and
    - total number of items (operational and field-test items) on the test.

3. <u>Expanded Blueprint</u>: provides the same information as the <u>Blueprint Summary Table</u> except that the full text of each SOL is included.

What is a reporting category?

Each test assesses a number of SOL. In the test blueprint, SOL are grouped into categories that represent related content or skills. These categories are labeled *Reporting Categories*. For example, a reporting category for the End-Of-Course (EOC) reading test is "Use word analysis strategies and information resources." Each of the SOL in this reporting category addresses skills using word analysis strategies or using information resources. When the results of the SOL tests are reported, the scores will be presented in terms of scores for each reporting category and a total test score.

Are some SOL assigned to more than one reporting category?

Letters under a particular SOL are sometimes coded to different reporting categories. For example, SOL 9.4 e. *Extend general and specialized vocabulary through speaking, reading, and writing* is assigned to the reporting category "Use word analysis strategies and information resources." However, SOL 9.4 b. *Evaluate clarity and accuracy of information* is assigned to the reporting category "Demonstrate comprehension of printed materials." Each lettered SOL is assigned to only one reporting category.

Are there some SOL not included in the test blueprint?

At the end of the blueprint, the SOL not included in the blueprint are listed in "SOL Excluded From This Test."

Will all SOL listed in the blueprint be assessed each time the SOL tests are given?

Each SOL will not be assessed on every SOL test form. To keep the length of a test reasonable, the test will measure a selection of the SOL within a reporting category. However, every SOL that is not excluded in the blueprint is eligible for inclusion on each form of an SOL test. Over time all SOL in a reporting category will be assessed.

EOC Reading Test Development Guidelines

A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the Reading Analysis and Research strands of the 2002 Virginia Standards of Learning in English for grades 9 - 11.

2. Items will be examined for any content or context that stereotypes, offends, or unfairly penalizes students based on age, gender, economic status, race, ethnicity, religion, or geographic region.

3. The test will be untimed. The reading test should be administered in a single day.

4. There is no penalty for guessing. Students will be scored on the number of correct answers out of the total number of operational items on the test.

5. Various kinds of reading selections including nonfiction, informational materials, dramatic selections, and a variety of literature may be used on the test.

6. Selections will be appropriate for high school 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.

7. Whenever possible, reading selections and corresponding test items will appear on facing pages.

8. Students may **not** use a dictionary or thesaurus for any portion of this test.

B. Ancillary Materials

Refer to the current examiner's manual or the Department of Education's Web site for ancillary materials that may be used.
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EOC Reading Test
Blueprint Summary Table

Reporting Categories	Number of Items	Grade 9 SOL	Grade 10 SOL	Grade 11 SOL
Use word analysis strategies and information resources	12	9.4 e 9.8 a-b 9.9 d	10.4 b 10.11 a-d	11.4 c 11.10 a-d
Demonstrate comprehension of printed materials	38	9.3 a-e 9.3 g 9.4 a-d 9.4 f 9.5 c	10.3 a-c 10.3 e 10.4 a 10.4 c 10.6 a	11.3 c-d 11.4 b 11.4 d-e 11.6 a-c
SOL Excluded From This Test		9.3 f 9.5 a-b 9.8 c 9.9 a-c	10.3 d 10.3 f 10.5 a-c 10.6 b 10.11 e-f	11.3 a-b 11.4 a 11.5 a-c 11.10 e-j
Total Number of Operational Items	50			
Field Test Items*	10			
Total Number of Items	60			

*These field-test items will *not* be used to compute students' scores on the test.

Expanded Blueprint

Reporting Category: Use word analysis strategies and information resources
Number of Items: 12

Grade 9 SOL in This Reporting Category:

9.4   The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.
    e.   Extend general and specialized vocabulary through speaking, reading, and writing.

9.8   The student will credit the sources of both quoted and paraphrased ideas.
    a.   Define the meaning and consequences of plagiarism.
    b.   Distinguish one's own ideas from information created or discovered by others.

9.9   The student will use print, electronic databases, and online resources to access information.
    d.   Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Grade 10 SOL in This Reporting Category:

10.4   The student will read and interpret informational materials.
    b.   Skim manuals or informational sources to locate information.

10.11   The student will collect, evaluate, organize, and present information.
    a.   Organize information from a variety of sources.
    b.   Develop the central idea or focus.
    c.   Verify the accuracy and usefulness of information.
    d.   Credit sources for both quoted and paraphrased ideas.

Grade 11 SOL in This Reporting Category:

11.4   The student will read and analyze a variety of informational materials.
    c.   Apply concepts and use vocabulary in informational and technical materials to complete a task.

11.10   The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
    a.   Narrow a topic.
    b.   Develop a plan for research.
    c.   Collect information to support a thesis.
    d.   Evaluate quality and accuracy of information.

Reporting Category: Demonstrate comprehension of printed materials
Number of Items: 38

Grade 9 SOL in This Reporting Category:

9.3 The student will read and analyze a variety of literature.
- a. Identify format, text structure, and main idea.
- b. Identify the characteristics that distinguish literary forms.
- c. Use literary terms in describing and analyzing selections.
- d. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- e. Explain the relationship between the author's style and literary effect.
- g. Explain the influence of historical context on the form, style, and point of view of a written work.

9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.
- a. Identify a position/argument to be confirmed, disproved, or modified.
- b. Evaluate clarity and accuracy of information.
- c. Synthesize information from sources and apply it in written and oral presentations.
- d. Identify questions not answered by a selected text.
- f. Read and follow instructions to complete an assigned project or task.

9.5 The student will read dramatic selections.
- c. Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

Grade 10 SOL in This Reporting Category:

10.3 The student will read, comprehend, and critique literary works.
- a Identify text organization and structure.
- b. Identify main and supporting ideas.
- c. Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
- e. Identify universal themes prevalent in the literature of different cultures.

10.4 The student will read and interpret informational materials.
- a. Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
- c. Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.

10.6   The student will read and critique dramatic selections.
     a. Explain the use of asides, soliloquies, and monologues in the development of a single character.

Grade 11 SOL in This Reporting Category:

11.3   The student will read and analyze relationships among American literature, history, and culture.
     c. Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
     d. Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

11.4   The student will read and analyze a variety of informational materials.
     b. Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
     d. Generalize ideas from selections to make predictions about other texts.
     e. Analyze information from a text to draw conclusions.

11.6   The student will read and critique a variety of dramatic selections.
     a. Describe the dramatic conventions or devices used by playwrights to present ideas.
     b. Compare and evaluate adaptations and interpretations of a script for stage, film, or television.
     c. Explain the use of verbal, situational, and dramatic irony.

Excluded SOL for Grades 9, 10, and 11

Grade 9 SOL Excluded From This Test:

9.3   The student will read and analyze a variety of literature.
     f. Describe the use of images and sounds to elicit the reader's emotions.

9.5   The student will read dramatic selections.
     a. Identify the two basic parts of drama: staging and scripting.
     b. Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.

9.8   The student will credit the sources of both quoted and paraphrased ideas.
     c. Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.

9.9   The student will use print, electronic databases, and online resources to access information.
     a. Identify key terms specific to research tools and processes.
     b. Narrow the focus of a search.

c. Scan and select resources.

Grade 10 SOL Excluded From This Test:

10.3   The student will read, comprehend, and critique literary works.
    d. Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
    f. Examine a literary selection from several critical perspectives.

10.5   The student will read and analyze a variety of poetry.
    a. Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
    b. Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
    c. Interpret and paraphrase the meaning of selected poems.

10.6   The student will read and critique dramatic selections.
    b. Compare and contrast character development in a play to characterization in other literary forms.

10.11   The student will collect, evaluate, organize, and present information.
    e. Present information in an appropriate format, such as an oral presentation, written report, or visual product.
    f. Use technology to access information, organize ideas, and develop writing.

Grade 11 SOL Excluded From This Test:

11.3   The student will read and analyze relationships among American literature, history, and culture.
    a. Describe contributions of different cultures to the development of American literature.
    b. Compare and contrast the development of American literature in its historical context.

11.4   The student will read and analyze a variety of informational materials.
    a. Use information from texts to clarify or refine understanding of academic concepts**.**

11.5   The student will read and critique a variety of poetry.
    a. Analyze the poetic elements of contemporary and traditional poems.
    b. Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.
    c. Compare and contrast the works of contemporary and past American poets.

11.10   The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
    e. Synthesize information in a logical sequence.

f. Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
g. Edit writing for clarity of content and effect.
h. Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.
i. Proofread final copy and prepare document for publication or submission.
j. Use technology to access information, organize ideas, and develop writing.