

# **Virginia**

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Standards of Learning Assessments

## *Blueprint*

## *End-of-Course*

## *Writing Test*

*for the*

*2002 English Standards of Learning*

This revised blueprint will be effective with the 2006 administration of the Standards of Learning Tests.

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# End-Of-Course Writing 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. **Test Development Guidelines:** 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. General Considerations — lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
  - B. Ancillary Materials — lists any materials that students are allowed to use while taking the test.
2. **Blueprint Summary Table:** 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. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each SOL is included. The scoring rubric is in this section.

### **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) writing test is “Edit for correct use of language, capitalization, punctuation, and spelling.” Each of the SOL in this reporting category addresses skills used during the editing process. 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?**

In the EOC writing test, all letters under a particular SOL are coded to the same reporting category. Each standard, as well as each letter under a standard, 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 Writing Test Development Guidelines

The EOC writing test has two components: 1) a multiple-choice component and 2) a direct-writing component in which students write in response to a prompt.

### A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the writing strand of the 2002 Virginia Standards of Learning in English for grades 9-11.
2. Items (including prompts) 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 multiple-choice component will be administered on one day and the direct-writing component will be administered on the next day. Dates for the administration of both components will be set by the Department of Education.
4. There is no penalty for guessing. Students' scores will be based on the number of correct answers on the multiple-choice component and points earned on the response to the writing prompt.
5. The multiple-choice component of the EOC writing test will be composed of a series of brief scenarios, each of which defines a writing task for a specified audience. Items following the statement of the writing task will address planning or prewriting activities relevant to the specified task and will be coded to the **Planning, Composing, and Revising** reporting category.

A rough draft of a response to the specified writing task will follow the planning/prewriting test items. The rough draft will be divided into two sections. The first section will have errors which require revision such as the inclusion of a sentence that does not belong or two sentences that need to be combined. Items following the first section of the rough draft will require the student to correct these errors by choosing the correct revision from the answer choices provided. These items will also be coded to the **Planning, Composing, and Revising** reporting category.

The second section of the rough draft will contain embedded errors in usage or mechanics. Items following this section will refer to underlined words or groups of words in the second section of the rough draft and will require students to choose the answer which represents correct usage or mechanics. These items will be coded to the **Editing** reporting category. In some cases the underlined words will contain no error and the correct answer will be "as it is."

6. In the direct-writing component of the EOC writing test, students will be asked to write in response to a prompt. Prompts will present to the student a context for writing in the form of a question, an issue, or a hypothetical situation. Each student's response to the

writing prompt will receive a score in each of three domains: 1) composing, 2) written expression, and 3) usage and mechanics. Each domain will be 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 secondary writing assessment explains what is meant by each score point in 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 domain, if Reader A gives the student's paper a 3 and Reader B gives the student's paper a 2, the student's score in the composing domain would be a 5. Since a reader may assign a score of 1 to 4, the range of possible scores in any domain would be from 2 to 8 when the two readers' scores are added together.

Score points from the composing and written expression domains are assigned to the **Planning, Composing, and Revising** reporting category. Score points from the usage and mechanics domain are assigned to the **Editing** reporting category.

- 7. Scenarios, rough draft writing samples, items, and prompts will be appropriate for secondary students in terms of difficulty, interest, and reading level, as determined by the Content Review Committee.
- 8. Students must be provided scratch paper and access to a dictionary on the direct-writing component of the writing test. Students may **not** use a thesaurus for the direct-writing component.
- 9. Students may **not** use a dictionary or a thesaurus for the multiple-choice component.

### ***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.

## EOC Writing Test Blueprint Summary Table

Reporting Categories	Multiple-Choice Component: Number of Items	Direct-Writing Component: Number of Possible Score Points	Grade 9 SOL	Grade 10 SOL	Grade 11 SOL
Plan, compose, and revise in a variety of forms for a variety of purposes	16	Composing: 8  Written Expression: 8	9.6 a-h	10.7 a-f	11.7 a-b 11.7 d-h 11.9 a-d
Edit for correct use of language, capitalization, punctuation, and spelling	14	Usage and Mechanics: 8	9.7 a-d	10.8 b	11.8 b
SOL Excluded From This Test			none	10.8 a 10.8 c 10.9 a-c 10.10 a-b	11.7 c 11.8 a 11.8 c 11.9 e
Total Number of Operational Items	30	24			
Field Test Items*	14				
Total Number of Items	44	24			

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

## Expanded Blueprint

**Reporting Category:** Plan, compose, and revise writing in a variety of forms for a variety of purposes

**Number of Items:** 16 multiple-choice items and 16 possible score points for the direct-writing component: Composing and Written Expression

### **Grade 9 SOL in This Reporting Category:**

- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- Generate, gather, and organize ideas for writing.
  - Plan and organize writing to address a specific audience and purpose.
  - Communicate clearly the purpose of the writing.
  - Write clear, varied sentences.
  - Use specific vocabulary and information.
  - Arrange paragraphs into a logical progression.
  - Revise writing for clarity.
  - Proofread and prepare final product for intended audience and purpose.

### **Grade 10 SOL in This Reporting Category:**

- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- Generate, gather, plan, and organize ideas for writing.
  - Elaborate ideas clearly through word choice and vivid description.
  - Write clear, varied sentences.
  - Organize ideas into a logical sequence.
  - Revise writing for clarity of content and presentation.
  - Proofread and prepare final product for intended audience and purpose.

### **Grade 11 SOL in This Reporting Category:**

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- Generate, gather, plan, and organize ideas for writing.
  - Develop a focus for writing.
  - Organize ideas in a logical manner.
  - Elaborate ideas clearly and accurately.
  - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
  - Revise writing for accuracy and depth of information.
  - Proofread final copy and prepare document for intended audience and purpose.
- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.
- Apply a variety of planning strategies to generate and organize ideas.

- b. Organize information to support purpose and form of writing.
- c. Present information in a logical manner.
- d. Revise writing for clarity.

**Reporting Category:** Edit for correct use of language, capitalization, punctuation, and spelling  
**Number of Items:** 14 multiple-choice items and 8 possible score points for the direct-writing component: Usage and Mechanics

**Grade 9 SOL in This Reporting Category:**

- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.
  - b. Use parallel structures across sentences and paragraphs.
  - c. Use appositives, main clauses, and subordinate clauses.
  - d. Use commas and semicolons to distinguish and divide main and subordinate clauses.

**Grade 10 SOL in This Reporting Category:**

- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- b. Apply rules governing use of the colon.

**Grade 11 SOL in This Reporting Category:**

- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- b. Use verbals and verbal phrases to achieve sentence conciseness and variety.

**Excluded SOL for Grades 9, 10, and 11**

**Grade 9 SOL Excluded From This Test:**

none

**Grade 10 SOL Excluded From This Test:**

- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
  - c. Distinguish between active and passive voice.

- 10.9 The student will critique professional and peer writing.
- Analyze the writing of others.
  - Describe how the author accomplishes the intended purpose of a writing.
  - Suggest how writing might be improved.
- 10.10 The student will use writing to interpret, analyze, and evaluate ideas.
- Explain concepts contained in literature and other disciplines.
  - Translate concepts into simpler or more easily understood terms.

**Grade 11 SOL Excluded From This Test:**

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- Evaluate and cite applicable information.
- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.
  - Adjust sentence and paragraph structures for a variety of purposes and audiences.
- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.
- Use technology to access information, organize ideas, and develop writing.

**EOC Writing Test Composing Rubric**

**Score Point 4**

The writer demonstrates consistent, though not necessarily perfect, control of the composing domain's features. The piece is generally unified in that all of the parts contribute to the creation of a dominant impression or idea. The sharply focused central idea is fully, but not exhaustively, elaborated with key examples, illustrations, reasons, events, or details. In all successful responses, layers of elaboration are present. Surface signals, like transitions, logically connect their respective statements into the whole of the paper. In all types of writing, a strong organizational plan is apparent. Any minor organizational lapses that occur do not significantly detract from the presentation. The writing provides evidence of unity by exhibiting a consistent point of view (e.g., not switching from "I" to "you"), a lack of digressions, appropriate transitions both within paragraphs and across the entire piece, the presence of careful logic, and a strong lead and closure.

**Score Point 3**

The writer demonstrates reasonable, but not consistent, control of the composing domain's features; the writer may control some features more than others. The clearly focused central idea is purposefully elaborated with key examples, illustrations, reasons, events, or details. Occasionally, some thinness or unevenness in elaboration may occur. In all types of writing, an organizational plan is apparent. Any minor organizational lapses that occur do not significantly

detract from the piece. Although there may be occasional lapses in coherence or cohesiveness, unity is evidenced by the fact that few, if any, digressions or shifts in point of view occur. Transitions are, on the whole, appropriate. The opening and closing show some skill, but not the sophistication of a 4 performance.

#### Score Point 2

The writer demonstrates inconsistent control of several features, indicating significant weakness in the composing domain. At this score point, ideas often compete, or no one idea emerges as central. Even if a single idea dominates, the paper may lack focus because of little or no elaboration. The paper may be a list of general, underdeveloped statements or the skeleton of a narrative. In the case of persuasive writing, it may consist of a few unelaborated reasons accompanied by inappropriate attempts (begging, pleading, negotiating) to persuade. Typically, the writer extends ideas with a few brief details and moves on, though chunks of irrelevant material may appear as well. Often, no more than a hint of organization is apparent. Even though an opening and closing may be present, the lack of a logically elaborated central idea prevents unity from emerging.

#### Score Point 1

The writer demonstrates little or no control of most of the composing domain's features. The focus on a central idea is lacking, or the piece is so sparse that the presence of a clear focus is insufficient for it to earn a higher score. Typically, the writing jumps from point to point, without a unifying central idea. No overall organizational strategy is apparent. The writing seems haphazard, and sentences can be rearranged without substantially changing the meaning. Bare statement is the norm, but even in responses that are several pages long, no purposeful elaboration is present.

### **EOC Writing Test Written Expression Rubric**

#### Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the written expression domain's features. The result is a purposefully crafted message that the reader remembers, primarily because its precise information and vocabulary resonate as images in the reader's mind. Highly specific word choice and information also create a purposeful tone in the writing and enhance the writer's voice. If metaphors, similes, personification, or other examples of figurative language are present, they are appropriate to the purpose of the piece. The writer repeats or varies sentence construction for effect and appropriately subordinates ideas and embeds modifiers on a regular basis, resulting in a rhythmic flow throughout the piece.

#### Score Point 3

The writer demonstrates reasonable, but not consistent, control of the written expression domain's features. On the whole, specific word choice and information cause the message to be clear; occasionally, a few examples of vivid or purposeful figurative language may be present. Along with instances of successful control, some general statements or vague words may be present, flattening the tone and voice of the piece somewhat. Overall, the writing is characterized by a smooth rhythm created by the effective use of normal word order and

competent variation in sentence length and complexity. An occasional awkward construction or the lack of structural complexity is not distracting.

#### Score Point 2

The writer demonstrates inconsistent control of several features, indicating significant weakness in the written expression domain. Some specificity of word choice might exist, but generally the piece is written in imprecise, bland language. As a result, the writer's voice rarely emerges. The selection of information may be uneven and/or consist of an attempt to tell everything that the writer knows about a topic. A relative lack of sentence variety may make reading monotonous, and occasional awkward constructions may be distracting enough to make the writer's meaning unclear. While a few brief rhythmic clusters of sentences may occur, an overall sense of rhythmic flow is not present.

#### Score Point 1

The writer demonstrates little or no control of most of the written expression domain's features. Both word choice and information are general, vague, and/or repetitive. A lack of sentence variety makes the presentation monotonous. The existence of several extremely awkward constructions reduces the paper's stylistic effect. The writer's lack of control of vocabulary and information prevents both tone and voice from emerging.

### **EOC Writing Test Usage/Mechanics Rubric**

#### Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the domain's features of usage/mechanics. The writing demonstrates a thorough understanding of usage and mechanics as specified in the Virginia K-11 SOL. The author uses capitalization, punctuation, usage, and sentence formation and applies the structural principles of spelling. A few errors in usage and mechanics may be present. However, the writer's control of the domain's many features is too strong for these mistakes to detract from the performance.

#### Score Point 3

The writer demonstrates reasonable, but not consistent, control of most of the domain's features of usage/mechanics. The writing demonstrates a basic understanding of usage and mechanics as specified in the Virginia K-11 SOL. For the most part, the author appropriately applies both the rules of capitalization, punctuation, usage, and sentence formation and the structural principles of spelling expected of high school students. Most of the errors contained in the piece are not elementary ones.

#### Score Point 2

The writer demonstrates inconsistent control of several features, indicating significant weakness in the domain of usage/mechanics. Evidence of the author's knowledge of features of this domain appears alongside frequent errors. In terms of both usage and mechanics, the writer inconsistently applies the rules of capitalization, punctuation, usage, spelling, and sentence formation as specified in the Virginia K-11 SOL. Often, these papers exhibit a lack of control of tense consistency, meaningful punctuation, and the principles of spelling, thus making it difficult

for the reader to follow the writer's thought. The density of errors that emerges across features outweighs the feature control present in the paper.

Score Point 1

The writer demonstrates little or no control of most of the domain's features of usage/mechanics. Frequent and severe errors distract the reader and make the writing very 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.