

# VMAST

Virginia **M**odified **A**chievement **S**tandards **T**est

**Test Blueprint**

## **End-of-Course Reading**

**Virginia Modified Achievement  
Standards Test Based on the  
2010 English Standards of Learning**

**This test blueprint will be effective with the administration of the 2012-2013 English Virginia Modified Achievement Standards Tests (VMAST).**

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# End-of-Course Reading Virginia Modified Achievement Standards Test

## Test Blueprint

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## General Test Information

### Virginia Modified Achievement Standards Test Background Information

The Virginia Modified Achievement Standards Test (VMAST) is an online grade level alternate assessment based on modified achievement standards designed for eligible students with disabilities. Students participating in the VMAST are expected to learn the Standards of Learning (SOL) objectives for grade level content; however, they may require additional time and a variety of instructional and assessment supports. The achievement expectations are modified, and rigor is reduced by including supports and simplifications that allow participating students to access and demonstrate knowledge of grade level content.

### 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. The VMAST blueprint is based on the SOL test blueprint but includes 20% fewer items.

### Reporting Categories

The End-of-Course (EOC) reading VMAST covers the Standards of Learning in the reading strand of the EOC 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 EOC Reading VMAST 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 VMAST are reported, the scores will be presented for each reporting category and as a total test score. The VMAST blueprint includes the same reporting categories as the SOL test, but there are 20% fewer items in each reporting category.

### Assignment of Standards of Learning to Reporting Categories

In the EOC Reading VMAST, each Standard of Learning is assigned to only one reporting category. For example, SOL 11.4i 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 VMAST. 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 a VMAST. By necessity, to keep the length of a test reasonable, each version will sample from the SOL within a reporting category.

### 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 VMAST. 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 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 published literature, content textbooks, magazines, or practical reading tasks.

### VMAST End-of-Course Reading Test Blueprint Summary Table

Reporting Category	Grade 9 Reading SOL	Grade 10 Reading SOL	Grade 11 Reading SOL	Number of Items
Use word analysis strategies and word reference materials	9.3 a-e	10.3 a-e	11.3 a-e	8
Demonstrate comprehension of fictional texts	9.4 a-f, h-l	10.4 a-b, e, g-h, k	11.4 c, e-j	14
Demonstrate comprehension of nonfiction texts	9.5 a-j	10.5 a-g	11.5 a-g	22
Excluded from Testing	9.3 f-g 9.4 g, m 9.5 k	10.3 f-g 10.4 c-d, f, i, j, l, m 10.5 h	11.3 f-g 11.4 a-b, d, k 11.5 h	
<b>Number of Operational Items</b>				<b>44</b>
<b>Number of Field Test Items*</b>				<b>8</b>
<b>Total Number of Items on Test</b>				<b>52</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.

## **VMAST End-of-Course Reading Expanded Test Blueprint**

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

**Number of Items: 8**

**Standards of Learning:**

### Grade Nine Standards of Learning:

- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
  - b) Use context, structure, and connotations to determine meanings of words and phrases.
  - c) Discriminate between connotative and denotative meanings and interpret the connotation.
  - d) Identify the meaning of common idioms.
  - e) Identify literary and classical allusions and figurative language in text.

### Grade Ten Standards of Learning:

- 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
  - b) Use context, structure, and connotations to determine meanings of words and phrases.
  - c) Discriminate between connotative and denotative meanings and interpret the connotation.
  - d) Identify the meaning of common idioms.
  - e) Identify literary and classical allusions and figurative language in text.

### Grade Eleven Standards of Learning:

- 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
  - b) Use context, structure, and connotations to determine meanings of words and phrases.
  - c) Discriminate between connotative and denotative meanings and interpret the connotation.
  - d) Identify the meaning of common idioms.
  - e) Identify literary and classical allusions and figurative language in text.

**Reporting Category: Demonstrate comprehension of fictional texts****Number of Items: 14****Standards of Learning:**Grade Nine Standards of Learning:

- 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
- Identify author's main idea and purpose.
  - Summarize text relating supporting details.
  - Identify the characteristics that distinguish literary forms.
  - Use literary terms in describing and analyzing selections.
  - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
  - Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
  - Explain the relationship between the author's style and literary effect.
  - Explain the influence of historical context on the form, style, and point of view of a written work.
  - Compare and contrast author's use of literary elements within a variety of genres.
  - Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
  - Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.

Grade Ten Standards of Learning:

- 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.
- Identify main and supporting ideas.
  - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
  - Identify universal themes prevalent in the literature of different cultures.
  - Explain the influence of historical context on the form, style, and point of view of a literary text.
  - Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
  - Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.

### Grade Eleven Standards of Learning:

- 11.4 The student will read, comprehend, 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.
  - e) Analyze how context and language structures convey an author's intent and viewpoint.
  - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
  - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
  - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
  - i) Read and analyze a variety of American dramatic selections.
  - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.

### **Reporting Category: Demonstrate comprehension of nonfiction texts**

**Number of Items: 22**

### **Standards of Learning:**

### Grade Nine Standards of Learning:

- 9.5 The student will read and analyze a variety of nonfiction texts.
- a) Recognize an author's intended purpose for writing and identify the main idea.
  - b) Summarize text relating supporting details.
  - c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
  - d) Identify characteristics of expository, technical, and persuasive texts.
  - e) Identify a position/argument to be confirmed, disproved, or modified.
  - f) Evaluate clarity and accuracy of information.
  - g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.
  - h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
  - i) Differentiate between fact and opinion.
  - j) Organize and synthesize information from sources for use in written and oral presentations.

### Grade Ten Standards of Learning:

- 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
- a) Identify text organization and structure.
  - b) Recognize an author's intended audience and purpose for writing.
  - c) Skim manuals or informational sources to locate information.



- d) Compare and contrast informational texts.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

### Grade Eleven Standards of Learning:

- 11.5 The student will read and analyze a variety of nonfiction texts.
- a) Use information from texts to clarify understanding of concepts.
  - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
  - c) Generalize ideas from selections to make predictions about other texts.
  - d) Draw conclusions and make inferences on explicit and implied information using textual support.
  - e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
  - f) Identify false premises in persuasive writing.
  - g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

### **Standards of Learning Excluded from Testing:**

#### Grade Nine Standards of Learning:

- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
  - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
- g) Analyze the cultural or social function of a literary text.
  - m) Use reading strategies to monitor comprehension throughout the reading process.
- 9.5 The student will read and analyze a variety of nonfiction texts.
- k) Use the reading strategies to monitor comprehension throughout the reading process.

### Grade Ten Standards of Learning:

- 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
  - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.
- c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
  - d) Analyze the cultural or social function of literature.
  - f) Examine a literary selection from several critical perspectives.
  - i) Compare and contrast literature from different cultures and eras.
  - j) Distinguish between a critique and a summary.
  - l) Compare and contrast character development in a play to characterization in other literary forms.
  - m) Use reading strategies to monitor comprehension throughout the reading process.
- 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
- h) Use reading strategies throughout the reading process to monitor comprehension.

### Grade Eleven Standards of Learning:

- 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
  - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 11.4 The student will read, comprehend, 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.
  - d) Analyze the social or cultural function of American literature.
  - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- 11.5 The student will read and analyze a variety of nonfiction texts.
- h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.