Virginia

Standards of Learning Assessments

Test Blueprint

Grade 5 Reading

2010 English Standards of Learning

This revised test blueprint will be effective with the spring 2017 test administration.

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Grade 5 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).

For Grade 5 Reading, the blueprint contains information for two types of tests, the online passage-based computer adaptive test (CAT) and the traditional test. A passage-based CAT is a customized assessment where each student receives a unique set of passages and items. This is in contrast to the traditional test in which all students who take a particular version of the test receive the same passages and respond to the same test questions.

All online versions of the Grade 5 Reading test will be computer adaptive beginning in spring 2017. All paper versions of the test (including large print and Braille) will be administered using the traditional format.

Reporting Categories

The Grade 5 Reading test covers the Standards of Learning (SOL) in the reading strand of the 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 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 5 Reading SOL test, each Standard of Learning is assigned to only one reporting category. For example, SOL 5.5i 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 SOL test. By necessity, to keep the length of a test reasonable, each test will sample from the SOL within a reporting category. All SOL are eligible for inclusion on the traditional forms as well as the CAT forms.

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 fifth-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, or children's magazines.

Grade 5 Reading
Test Blueprint Summary Table

Reporting Category	Grade 5 Reading Standards of Learning	Number of Items Passage-Based Computer Adaptive Test (CAT) Format	Number of Items Traditional Format
Use word analysis strategies and word reference materials	**5.4 a-e, g**	**6**	**8**
Demonstrate comprehension of fictional texts	**5.5 b-c, e-k**	**11**	**15**
Demonstrate comprehension of nonfiction texts	**5.6 a, c-j**	**13**	**17**
Excluded from Testing	**5.4f** **5.5a, d, l-m** **5.6 b, k-m**		
Number of Operational Items		**30**	**40**
Number of Field Test Items*		**5**	**10**
Total Number of Items on Test		**35**	**50**

*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 5 Reading
Expanded Test Blueprint

Reporting Category: Use word analysis strategies and word reference materials
Number of Items: 6 (CAT) 8 (Traditional)
Standards of Learning:

5.4 The student will expand vocabulary when reading.
- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- g) Study word meanings across content areas.

Reporting Category: Demonstrate comprehension of fictional texts
Number of Items: 11 (CAT) 15 (Traditional)
Standards of Learning:

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.
- k) Make, confirm, or revise predictions.

Reporting Category: Demonstrate comprehension of nonfiction texts
Number of Items: 13 (CAT) 17 (Traditional)
Standards of Learning:

5.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- c) Skim materials to develop a general overview of content and to locate specific information.
- d) Identify the main idea of nonfiction texts.

e) Summarize supporting details in nonfiction texts.
f) Identify structural patterns found in nonfiction.
g) Locate information to support opinions, predictions, and conclusions.
h) Identify cause and effect relationships following transition words signaling the pattern.
i) Differentiate between fact and opinion.
j) Identify, compare, and contrast relationships.

Standards of Learning Excluded from Testing:

5.4 The student will expand vocabulary when reading.
f) Develop vocabulary by listening to and reading a variety of texts.

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
a) Describe the relationship between text and previously read materials.
d) Describe the characteristics of free verse, rhymed, and patterned poetry.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

5.6 The student will read and demonstrate comprehension of nonfiction texts.
b) Use prior knowledge and build additional background knowledge as context for new learning.
k) Identify new information gained from reading.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.