Virginia

Standards of Learning Assessments

Test Blueprint

End-of-Course
Writing

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.

Notice to Reader

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End-of-Course Writing
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 End-of-Course (EOC) writing test covers the Standards of Learning (SOL) in the writing and research strands 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 End-of-Course Writing Standards of Learning test is *Research, plan, compose, and revise for a variety of purposes.* Each of the SOL in this reporting category addresses skills for researching, planning, composing and revising written material. 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 EOC Writing SOL test, each Standard of Learning is usually assigned to only one reporting category. However, SOL 11.8i is assigned to the reporting category *Edit for correct use of language, capitalization, punctuation, and spelling,* while most of SOL 11.8 is assigned to the reporting category *Research, plan, compose, and revise for a variety of purposes.*

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.

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Description of the Test
The EOC writing test has two components. The first component is composed of items that require students to correct errors embedded in selections that are intended to model rough drafts of student writing. Some of the items are multiple-choice with students selecting the correct revision to the text from the answer choices provided. For example, students might be asked to select the sentence that does not belong in the rough draft from a list of options. Other items are "technology enhanced" and allow the student to indicate the revision to the text in some other way. For example, a technology-enhanced item might allow a student to correct punctuation errors by dragging commas into a sentence.

In the second component students are asked to write a short paper in response to a persuasive prompt. Prompts present a context for writing in the form of a question, an issue, or a hypothetical situation. Each student's response to the writing prompt receives a score in each of two domains: 1) composing/written expression and 2) usage/mechanics. Each domain is 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 EOC writing assessment explains score points for 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/written expression domain, if Reader A scores the student's paper a 3 and Reader B scores the student's paper a 2, the student's score in the composing/written expression domain is a 5. Since a reader may assign a score of 1 to 4, the range of possible scores in any domain is 2 to 8 when the two readers' scores are combined. The composing/written expression score is counted two times, and the usage/mechanics score is counted once in calculating the total score. Therefore, in the total score of the short paper, the composing/written expression score counts 2/3 and the usage/mechanics score counts 1/3.

Score points from the composing/written expression domain are assigned to the **Research, Plan, Compose**, **and Revise** reporting category. Score points from the usage/mechanics domain are assigned to the **Editing** reporting category.

All rough drafts, items, and prompts are appropriate for high school students in terms of difficulty, interest, and reading level, as determined by the Content Review Committee.

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End-of-Course Writing
Test Blueprint Summary Table

Reporting Category	Grade 9 Writing Standards of Learning	Grade 10 Writing Standards of Learning	Grade 11 Writing Standards of Learning	Multiple-Choice/ Technology-Enhanced Item (MC/TEI) Component: Number of Items	Short Paper Component: Number of Possible Score Points
Research, plan, compose, and revise for a variety of purposes	**9.6 a-h** **9.8 a-f, h**	**10.6 a-f** **10.8 a-d, f**	**11.6 a-f** **11.8 a-b, d-f, h, j**	**16**	**Composing/ Written Expression** **16**
Edit for correct use of language, capitalization, punctuation, and spelling	**9.7 a-d**	**10.7 b**	**11.7 b** **11.8 i**	**14**	**Usage/ Mechanics** **8**
SOL not tested on MC/TEI Component	**9.6 i** **9.7 e-f** **9.8 g**	**10.6 g** **10.7 a, c-h** **10.8 e**	**11.6 g, h** **11.7 a, c-f** **11.8 c, g**		
SOL not scored on Short Paper Component*	**9.8 a-h**	**10.7 c-g** **10.8 a-f**	**11.7 a, d** **11.8 a-j**		
Number of Operational Items				**30**	**24**
Number of Field Test Items**				**14**	
Total Number of Items on Test				**44**	**24**

*All SOL not listed will be scored on the short paper component.

**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.

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End-of-Course Writing
Expanded Test Blueprint

Reporting Category: Research, plan, compose, and revise for a variety of purposes
Number of Items: 16
Standards of Learning:

Grade Nine Standards of Learning:

9.6   The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
     a) Generate, gather, and organize ideas for writing.
     b) Plan and organize writing to address a specific audience and purpose.
     c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
     d) Write clear, varied sentences using specific vocabulary and information.
     e) Elaborate ideas clearly through word choice and vivid description.
     f) Arrange paragraphs into a logical progression.
     g) Use transitions between paragraphs and ideas.
     h) Revise writing for clarity of content, accuracy and depth of information.

9.8   The student will use print, electronic databases, online resources, and other media to access information to create a research product.
     a) Use technology as a tool for research to organize, evaluate, and communicate information.
     b) Narrow the focus of a search.
     c) Find, evaluate, and select appropriate sources to access information and answer questions.
     d) Verify the validity and accuracy of all information.
     e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
     f) Credit the sources of quoted, paraphrased, and summarized ideas.
     h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Ten Standards of Learning:

10.6   The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
     a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
     b) Synthesize information to support the thesis.
     c) Elaborate ideas clearly through word choice and vivid description.

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d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
e) Organize ideas into a logical sequence using transitions.
f) Revise writing for clarity of content, accuracy, and depth of information.

10.8   The student will collect, evaluate, organize, and present information to create a research product.
a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
b) Develop the central idea or focus.
c) Verify the accuracy, validity, and usefulness of information.
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Eleven Standards of Learning:

11.6   The student will write in a variety of forms, with an emphasis on persuasion.
a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
c) Organize ideas in a sustained and logical manner.
d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
f) Revise writing for clarity of content, accuracy and depth of information.

11.8   The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
a) Use technology as a tool to research, organize, evaluate, and communicate information.
b) Narrow a topic and develop a plan for research.
d) Critically evaluate quality, accuracy, and validity of information.
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
f) Synthesize and present information in a logical sequence.
h) Revise writing for clarity of content, accuracy, and depth of information.
j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

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Reporting Category: Edit for correct use of language, capitalization, punctuation, and spelling
Number of Items: 14
Standards of Learning:

Grade Nine Standards of Learning:

9.7   The student will self- and peer-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, and coordinating conjunctions.
   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 Ten Standards of Learning:

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

Grade Eleven Standards of Learning:

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

11.8   The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
    i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

Standards of Learning not tested on the MC/TEI Component:

Grade Nine Standards of Learning:

9.6   The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
   i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7   The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
   e) Distinguish between active and passive voice.
   f) Proofread and edit writing for intended audience and purpose.

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9.8   The student will use print, electronic databases, online resources, and other media to access information to create a research product.
   g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Grade Ten Standards of Learning:

10.6   The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
   g) Use computer technology to plan, draft, revise, edit, and publish writing.

10.7   The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
   a) Distinguish between active and passive voice.
   c) 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.
   d) Differentiate between in-text citations and works cited on the bibliography page.
   e) Analyze the writing of others.
   f) Describe how the author accomplishes the intended purpose of a piece of writing.
   g) Suggest how writing might be improved.
   h) Proofread and edit final product for intended audience and purpose.

10.8   The student will collect, evaluate, organize, and present information to create a research product.
   e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Grade Eleven Standards of Learning:

11.6   The student will write in a variety of forms, with an emphasis on persuasion.
   g) Use computer technology to plan, draft, revise, edit, and publish writing.
   h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.

11.7   The student will self- and peer-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.
   d) Differentiate between in-text citations and works cited on the bibliography page.
   e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
   f) Proofread and edit writing for intended audience and purpose.

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11.8   The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
       c) Collect information to support a thesis.
       g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Standards of Learning not scored on the Short Paper Component:

Grade Nine Standards of Learning:

9.8   The student will use print, electronic databases, online resources, and other media to access information to create a research product.
       a) Use technology as a tool for research to organize, evaluate, and communicate information.
       b) Narrow the focus of a search.
       c) Find, evaluate, and select appropriate sources to access information and answer questions.
       d) Verify the validity and accuracy of all information.
       e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
       f) Credit the sources of quoted, paraphrased, and summarized ideas.
       g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
       h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Ten Standards of Learning:

10.7   The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
       c) 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.
       d) Differentiate between in-text citations and works cited on the bibliography page.
       e) Analyze the writing of others.
       f) Describe how the author accomplishes the intended purpose of a piece of writing.
       g) Suggest how writing might be improved.

10.8   The student will collect, evaluate, organize, and present information to create a research product.
       a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
       b) Develop the central idea or focus.

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      c) Verify the accuracy, validity, and usefulness of information.
      d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
      e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
      f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Eleven Standards of Learning:

11.7   The student will self- and peer-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.
      d) Differentiate between in-text citations and works cited on the bibliography page.

11.8   The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
      a) Use technology as a tool to research, organize, evaluate, and communicate information.
      b) Narrow a topic and develop a plan for research.
      c) Collect information to support a thesis.
      d) Critically evaluate quality, accuracy, and validity of information.
      e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
      f) Synthesize and present information in a logical sequence.
      g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
      h) Revise writing for clarity of content, accuracy, and depth of information.
      i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
      j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

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EOC Writing Test Composing/Written Expression Rubric

Score Point 4 **The writer demonstrates consistent, though not necessarily perfect, control of the Composing/Written Expression domain's features.**

The writing at this score point level:

- Focuses on a clear position and adapts content to audience, purpose, and situation.
- Draws effective conclusions.
- Addresses counterclaims when appropriate.
- Contains precise and relevant evidence (examples, illustrations, reasons, events, and/or details) that suits the intended purpose and audience, clarifies and defends the writer's position, and fully and clearly elaborates ideas.
- Organizes ideas in a sustained and logical manner and exhibits unity by having few if any digressions, maintaining a consistent point of view, using highly effective and purposeful transitions to connect ideas within and across paragraphs, and having a strong lead and closure.
- Develops a rhythmic flow throughout the piece that results from the purposeful variation or repetition of sentence construction for effect, the appropriate subordination of ideas, and/or the effective embedding of modifiers.
- Contains highly specific word choice, descriptive language, and selected information that create a purposeful and appropriate tone and enhance the writer's voice.

Score Point 3 **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features.** The writer may control some features of the domain more than others.

The writing at this score point level:

- Focuses on a clear position and generally adapts content to audience, purpose, and situation.
- Draws reasonable conclusions.
- Attempts to address counterclaims when appropriate.
- Contains relevant evidence (examples, illustrations, reasons, events, and/or details) that suits the intended purpose and audience, clarifies and defends the writer's position, and elaborates ideas, though some thinness or unevenness in elaboration may be present.
- Organizes ideas in a logical manner and exhibits unity by having a few minor digressions and/or shifts in point of view, using transitions to connect ideas within and across paragraphs, and having a skillful if not sophisticated lead and closure.
- Develops a rhythmic flow throughout most of the piece that results from some variation of sentence construction, subordination of ideas, and/or

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embedding of modifiers.
- Contains specific word choice, descriptive language, and selected information that create tone and enhance the writer's voice.

Score Point 2

The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness.

The writing at this score point level:

- Focuses on a position, but inconsistently adapts content to audience, purpose, and situation.
- May not draw conclusions.
- May not address counterclaims when appropriate.
- Contains limited evidence that suits the intended purpose and audience, clarifies or defends the writer's position, and elaborates ideas; may be a list of general, underdeveloped statements.
- Organizes ideas in a limited or inconsistent manner and may lack unity due to major digressions and/or shifts in point of view, limited or inconsistent use of transitions within and across paragraphs, and a weak or missing lead and/or closure.
- Develops an uneven rhythmic flow throughout the piece as a result of a limited variation in sentence construction.
- Exhibits inconsistent tone or voice as a result of limited word choice, descriptive language, and/or selected information.

Score Point 1

The writer demonstrates little or no control of most of the Composing/Written Expression domain's features.

The writing at this score point level:

- Fails to focus on a position or to adapt content to audience, purpose, and situation.
- Fails to draw conclusions.
- Fails to address counterclaims when appropriate.
- Contains little or no evidence that suits the intended purpose and audience or that elaborates ideas.
- Fails to organize ideas and lacks unity as a result of major digressions and shifts in point of view, the absence of transitions connecting ideas, and no lead and/or closure.
- Lacks a rhythmic flow as a result of little or no variation in sentence construction.
- Lacks tone and voice as a result of little or no specific word choice, descriptive language, and/or selected information.

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EOC Writing Test Usage/Mechanics Rubric

Score Point 4
The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features.

The writing at this score point level:

- Exhibits consistent control of sentence formation, avoiding fragments, run-ons, and comma splices.
- Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives.
- Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling.

Score Point 3
The writer demonstrates reasonable, though not necessarily consistent, control of the Usage and Mechanics domain's features. The writer exhibits control which outweighs occasional errors present in the paper.

The writing at this score point level:

- Exhibits reasonable control of sentence formation, avoiding fragments, run-ons, and comma splices.
- Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives.
- Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling.

Score Point 2
The writer demonstrates inconsistent control of several of the Usage and Mechanics domain's features. Evidence of the author's knowledge of the domain appears alongside frequent errors. The density and variety of errors outweigh the control present in the paper.

The writing at this score point level:

- Exhibits inconsistent control of sentence formation, including occasional fragments, run-ons, and comma splices.
- Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives.
- Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling.

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Score Point 1   **The writer demonstrates little or no control of most of the Usage and Mechanics domain's features.** Frequent and severe errors in usage and mechanics distract the reader and make the writing 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.

The writing at this score point level:

- Exhibits little or no control of sentence formation, including fragments, run-ons, and comma splices.
- Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives.
- Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.

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