

# Test Blueprint

**Grade 8 Reading**

**2017 English**

**Standards of Learning**

**This test blueprint will be effective with the administration of the spring 2024 Reading Standards of Learning (SOL) tests.**

**Notice to Reader**

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# Grade 8 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 Studies).

The Grade 8 Reading blueprint contains information for two types of tests, the online 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 (paper, large print, or braille) of the test receive the same passages and respond to the same test questions. All online versions of the Grade 8 Reading Standards of Learning (SOL) test (including audio) are computer adaptive.

All students are required to take the online version of the SOL tests with the exception of students who meet the criteria for needing a paper test. All paper versions of the test (including large print and braille) will be administered using the traditional format. All test questions for Grade 8 Reading have been determined to meet the criteria for Universal Design. The Universal Design principles require that language that is not specific to the content area (e.g., Reading) be simplified and test questions be written so they are accessible by all populations of students. The SOL test questions have been reviewed by Virginia teachers and have been determined to meet the criteria for Universal Design.

## Reporting Categories

Each test covers a number of standards. 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 8 Reading SOL test is *Demonstrate comprehension of fictional texts and use word analysis strategies*. Each of the SOL in this reporting category addresses fictional texts. 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 Category

In the Grade 8 Reading SOL test, each SOL is assigned to the appropriate reporting category. For example, SOL 8.5i is assigned to *Demonstrate comprehension of fictional texts and use word analysis strategies*, while SOL 8.4a is assigned to both the fiction and the nonfiction reporting categories.

## Coverage of Standards of Learning

Due to the large number of SOL in each grade level content area, *every* standard 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 listed in the blueprint are eligible for inclusion on the CAT forms.

## Use of the Curriculum Framework

The Grade 8 Reading SOL, amplified by the Curriculum Framework, define the essential understandings, knowledge, and skills that are measured by the SOL tests. The Curriculum Framework identifies essential understandings, defines essential content knowledge, and describes essential skills and processes students need to master. The Progression by Grade section at the end of the Curriculum Framework includes charts that show how each grade level builds skills that carry to the following grades.

## Reading Selections

All reading material will be appropriate for eighth-grade students in terms of interest, experiences, length, and reading level, as determined by Content Review Committees of Virginia educators.

### Additional Items

Beginning in spring 2023, the computer adaptive SOL tests will include a section of additional items at the end of the test. The computer algorithm may deliver passages/items one grade level below a student's current grade based upon the student's responses to the operational on-grade-level passages/items. The Test Scaled Score (0 to 600) and corresponding performance level are based upon a student’s performance on the on-grade-level Operational Passages/Items only. The student’s responses to the on-grade-level Operational Passages/Items *and* the Additional Passages/Items that may be on grade level or one grade level below the current grade level will be reflected in the student’s Vertical Scaled Score.

### Integrated Reading and Writing

Beginning in spring 2024, newly developed integrated reading and writing items are administered as an additional, separate component of the Grade 5, Grade 8, and End-of-Course SOL Reading tests. With these new items, students are presented with a nonfiction passage (or pair of passages) based on history or science content that is accompanied by 6 questions connected to the passage in addition to a writing prompt based on the passage. The nonfiction passage provides context for students to use when responding to the prompt, or it may serve as a springboard for students who choose to incorporate personal experiences in their responses.

# Grade 8 Reading

# Test Blueprint Summary Table

Beginning in spring 2023, the computer adaptive Standards of Learning tests included a section of additional passages/items at the end of the test. The computer algorithm may deliver passages/items one grade level below a student's current grade based upon the student's responses to the on-grade-level passages/items. The Test Scaled Score (0 to 600) and corresponding performance level are based upon a student’s performance on the on-grade-level Operational Passages/Items only. The student’s responses to the on-grade-level Operational Passages/Items *and* the Additional Passages/Items that may be on grade level or one grade level below the current grade level will be reflected in the student’s Vertical Scaled Score.

| **Grade 8 Reading** | | | |
| --- | --- | --- | --- |
| **Reporting Category** | **Grade 8 SOL** | **Number of Items**  **Computer Adaptive Test (CAT) Format** | **Number of Items**  **Paper Format** |
| **Demonstrate comprehension**  **of fictional texts and use word analysis strategies\*** | **8.4a-c, e-f**  **8.5a-i** | **14** | **20** |
| **Demonstrate comprehension of nonfiction texts and use word analysis strategies\*** | **8.4a-c, e-f**  **8.6a-l** | **17** | **25** |
| **Number of Operational Passages/Items** |  | **31**  **4 passages** | **45**  **6 passages** |
| **Number of Field-Test Passages/Items\*\*** |  | **6**  **1 passage** | **0** |
| **Number of Additional On- or Off-Grade-Level Passages/Items\*\*\*** |  | **5**  **1 passage** | **0** |
| **Integrated Reading and Writing Component**  **(This component of the reading test is administered on a different day.)** | | **Grade 8 SOL** | **Number of Items Online and Paper Format** |
| **Number of Operational Items associated with**  **1 on-grade-level nonfiction passage or pair of passages** | | **8.4a-c, e-f**  **8.6a-l** | **6** |
| **8.7a-l 8.8a-g** | **1 writing prompt** |

\**Use word analysis strategies and word reference materials* will be tested with both fictional and nonfictional texts.

\*\*Field-test items will be administered to students for potential use on subsequent tests and will not be used to compute the final test score.

# \*\*\* Legislation passed in the 2021 Virginia General Assembly ([HB2027](https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=HB2027) and [SB1357](https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=SB1357)) requires these assessments have the ability to contain additional test items at, below, and above a student’s grade level as appropriate for the student. All test items will be delivered online via the computer adaptive algorithm. The Grade 8 Reading test in Spring 2023 will only contain passages/items on grade level and one grade level below a student’s grade level as appropriate. Students who meet the criteria for a paper test will receive only on-grade-level items.

# Grade 8 Reading

# Expanded Test Blueprint

## Reporting Category: Demonstrate comprehension of fictional texts and use word analysis strategies

**Number of Items: 14 (CAT)**

**Standards of Learning:**

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze the construction and impact of an author’s use of figurative language.

b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

e) Use word-reference materials to determine meanings and etymology.

f) Discriminate between connotative and denotative meanings and interpret the connotation.

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

a) Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.

b) Identify cause-and-effect relationships and their impact on plot.

c) Explain the development of the theme(s).

d) Explain the use of symbols and figurative language.

e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.

f) Identify and analyze characteristics within a variety of genres.

g) Compare/contrast details in literary and informational nonfiction texts.

h) Compare and contrast the authors’ use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.

i) Compare and contrast authors’ styles.

## Reporting Category: Demonstrate comprehension of nonfiction texts and use word analysis strategies

**Number of Items: 17 (CAT)**

**Standards of Learning:**

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze the construction and impact of an author’s use of figurative language.

b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

e) Use word-reference materials to determine meanings and etymology.

f) Discriminate between connotative and denotative meanings and interpret the connotation.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.

b) Apply knowledge of text features and organizational patterns to analyze selections.

c) Skim materials to develop an overview or locate information.

d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

e) Analyze the author’s qualifications, viewpoint, word choice, and impact.

f) Analyze details for relevance and accuracy.

g) Differentiate between fact and opinion.

h) Identify the main idea.

i) Summarize the text identifying supporting details.

j) Identify cause-and-effect relationships.

k) Evaluate, organize, and synthesize information for use in written and other formats.

l) Analyze ideas within and between selections providing textual evidence.

## Integrated Reading and Writing Component

## Integrated Reading and Writing: Demonstrate comprehension of nonfiction texts and use word analysis strategies

**Number of Items: 6 (Online and Paper Format)**

**Standards of Learning:**

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze the construction and impact of an author’s use of figurative language.

b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

e) Use word-reference materials to determine meanings and etymology.

f) Discriminate between connotative and denotative meanings and interpret the connotation.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.

b) Apply knowledge of text features and organizational patterns to analyze selections.

c) Skim materials to develop an overview or locate information.

d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

e) Analyze the author’s qualifications, viewpoint, word choice, and impact.

f) Analyze details for relevance and accuracy.

g) Differentiate between fact and opinion.

h) Identify the main idea.

i) Summarize the text identifying supporting details.

j) Identify cause-and-effect relationships.

k) Evaluate, organize, and synthesize information for use in written and other formats.

l) Analyze ideas within and between selections providing textual evidence.

**Number of Items: 1 Writing Prompt (Online and Paper Format)**

**Standards of Learning:**

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.

b) Choose intended audience and purpose.

c) Use prewriting strategies to generate and organize ideas.

d) Organize writing structure to fit form or topic.

e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.

f) Compose a thesis statement for persuasive writing that advocates a position.

g) Clearly state and defend a position with reasons and evidence, from credible sources.

h) Identify a counterclaim and provide a counter - argument.

i) Distinguish between fact and opinion to support a position.

j) Organize information to provide elaboration and unity.

k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.

l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.

b) Correctly use pronouns in prepositional phrases with compound objects.

c) Use a variety of sentence structures to infuse sentence variety in writing.

d) Maintain consistent verb tense across paragraphs.

e) Use comparative and superlative degrees in adverbs and adjectives.

f) Use quotation marks with dialogue and direct quotations.

g) Use correct spelling for frequently used words.