

# Test Blueprint

**End-of-Course 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**

In accordance with the requirements of the Civil Rights Act and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on race, color, national origin, sex, age, or disability.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities in employment or provisions of service.

Copyright ©2024 by the Commonwealth of Virginia, Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120. All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system, without written permission from the copyright owner. Commonwealth of Virginia public school educators may reproduce any portion of this test blueprint for noncommercial educational purposes without requesting permission. All others should direct their written requests to the Virginia Department of Education, Division of Student Assessment and School Improvement, at the above address or by email to Student\_Assessment@doe.virginia.gov.

# End-of-Course Reading

# Standards of Learning

## Test Blueprint

### TABLE OF CONTENTS

## General Test Information………………………………………………………..1

 Defines common terms

## Test Blueprint Summary Table………………………………………………….3

 Organizes the SOL and the number of items assessed

## Expanded Test Blueprint……...…………………………………………………4

Full text of each SOL as organized for the test

# 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) reading test covers the Standards of Learning (SOL) 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 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 SOL to Reporting Category

In the EOC Reading SOL test, each SOL is assigned to the appropriate reporting category. For example, SOL 11.4i is assigned to *Demonstrate comprehension of fictional texts and use word analysis strategies*, while SOL 11.3a is assigned to both the fiction and the nonfiction reporting categories*.*

## Coverage of SOL

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 version will sample from the SOL within a reporting category. All SOL listed in the blueprint are eligible for inclusion on each version of an SOL test. Some reading skills are repeated across grades 9, 10, and 11. Those SOL should be taught across all grades and will be assessed at the highest appropriate standard.

## Use of the Curriculum Framework

The EOC 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 high school students in terms of interest, experiences, length, and reading level, as determined by Content Review Committees of Virginia educators.

### Integrated Reading and Writing

Beginning in spring 2024, newly developed integrated reading and writing items will be administered as an additional component of the Grade 5, Grade 8, and EOC Reading SOL 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.

**EOC Reading**

# Test Blueprint Summary Table

| **EOC Reading** |
| --- |
| **Reporting Category** | **Grade 9****Reading SOL**  | **Grade 10****Reading SOL** | **Grade 11 Reading SOL** | **Number of Items** |
| **Demonstrate comprehension** **of fictional texts and use word analysis strategies\***  | **9.3a-e****9.4a-d, f-k** | **10.3a-e****10.4a, d, f-k** | **11.3a-e****11.4c, e-i, k** | **20** |
| **Demonstrate comprehension** **of nonfiction texts and use word analysis strategies\***  | **9.3a-e****9.5a-k** | **10.3a-e****10.5a-i** | **11.3a-e****11.5a-c, e-h** | **27** |
| **Number of Operational Items** |  |  |  | **47** |
| **Number of Field-Test Items\*\*** |  |  |  | **10** |
| **Total Number of Items on Test** | **57** |
| **Integrated Reading and Writing Component****(This component of the reading test is administered on a different day.)** | **EOC SOL** | **Number of Items** |
| **Number of Operational Items associated with****1 nonfiction passage or pair of passages** | **9.3a-e****9.5a-k****10.3a-e****10.5a-i****11.3a-e****11.5a-c, e-h** | **6** |
| **9.6a-l9.7a-e10.6 a-n10.7a-e11.6a-h11.7a-c** | **1 writing prompt** |

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

\*\*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.

# EOC Reading

# Expanded Test Blueprint

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

**Number of Items: 20**

**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, and antonyms 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) Explain the meaning of common idioms.

e) Explain the meaning of literary and classical allusions and figurative language in text.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a) Identify the characteristics that distinguish literary forms.

b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

c) Interpret how themes are connected across texts.

d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

f) Explain the relationship between the author’s style and literary effect.

g) Explain the influence of historical context on the form, style, and point of view of a written work.

h) Compare and contrast authors’ use of literary elements within a variety of genres.

i) Analyze how the author’s specific word choices and syntax impact the author’s purpose.

j) Make inferences and draw conclusions using references from the text(s) for support.

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

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, and antonyms 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) Explain the meaning of common idioms.

e) Explain the meaning of literary and classical allusions and figurative language in text.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

a) Make inferences and draw conclusions using references from the text(s) for support.

d) Analyze universal themes prevalent in the literature of different cultures.

f) Critique how authors use key literary elements to contribute to meaning, including character development, theme, conflict, and archetypes.

g) Interpret how themes are connected within and across texts.

h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).

i) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

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

k) Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

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, and antonyms 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) Explain the meaning of common idioms.

e) Explain the meaning of literary and classical allusions and figurative language in text.

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

c) Analyze 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) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.

h) Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose.

i) Analyze the use of dramatic conventions in American literature.

k) Compare/contrast literary and informational nonfiction texts.

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

**Number of Items: 27**

**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, and antonyms 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) Explain the meaning of common idioms.

e) Explain the meaning of literary and classical allusions and figurative language in text.

9.5 The student will read and analyze a variety of nonfiction texts.

a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

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

c) Analyze the author’s qualifications, viewpoint, and impact.

d) Recognize an author’s intended purpose for writing and identify the main idea.

e) Summarize, paraphrase, and synthesize ideas while maintaining meaning and a logical sequence of events within and between texts.

f) Identify characteristics of expository, technical, and persuasive texts.

g) Identify a position/argument to be confirmed, disproved, or modified.

h) Evaluate clarity and accuracy of information.

i) Analyze, organize, and synthesize information to solve problems, answer questions, complete a task, or create a product.

j) Differentiate between fact and opinion and evaluate the impact of each.

k) Analyze ideas within and between selections, providing textual evidence.

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, and antonyms 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) Explain the meaning of common idioms.

e) Explain the meaning of literary and classical allusions and figurative language in text.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

a) Analyze text features and organizational patterns to evaluate the meaning of texts.

b) Recognize an author’s intended audience and purpose for writing.

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

d) Compare and contrast informational texts for intent and content.

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.

h) Analyze ideas within and between selections, providing textual evidence.

i) Summarize, paraphrase, and synthesize ideas while maintaining meaning and a logical sequence of events, within and between texts.

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, and antonyms 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) Explain the meaning of common idioms.

e) Explain the meaning of literary and classical allusions and figurative language in text.

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a) Apply information from texts to clarify understanding of concepts.

b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

c) Analyze technical writing for clarity.

e) Draw conclusions and make inferences on explicit and implied information using textual support.

f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

## 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:**

9.3a-e

9.5a-k

10.3a-e

10.5a-i

11.3a-e

11.5a-c, e-h

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

**Standards of Learning:**

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

a) Engage in writing as a recursive process.

b) Plan, organize, and write for a variety of audiences and purposes.

c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

d) Blend multiple forms of writing including embedding a narrative to produce effective essays.

e) Communicate clearly the purpose of the writing using a thesis statement.

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

g) Clearly state and defend a position using reasons and evidence from credible sources as support.

h) Identify counterclaims and provide counter - arguments.

i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

j) Use textual evidence to compare and contrast multiple texts.

k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

l) Revise writing for clarity of content, accuracy, and depth of information.

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

a) Use parallel structure across sentences and paragraphs.

b) Use appositives, main clauses, and subordinate clauses.

c) Use commas and semicolons to distinguish and divide main and subordinate clauses.

d) Distinguish between active and passive voice.

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

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

a) Engage in writing as a recursive process.

b) Plan and organize writing to address a specific audience and purpose.

c) Adjust writing content, technique, and voice for a variety of audiences and purposes.

d) Communicate clearly the purpose of the writing using a thesis statement.

e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

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

g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

h) Identify counterclaims and provide counter - arguments.

i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

j) Blend multiple forms of writing including embedding a narrative to produce effective essays.

k) Elaborate ideas clearly through word choice.

l) Use textual evidence to compare and contrast multiple texts.

m) Revise writing for clarity of content, accuracy, and depth of information.

n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

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

a) Use parallel structure across sentences and paragraphs.

b) Use complex sentence structure to infuse sentence variety in writing.

c) Distinguish between active and passive voice.

d) Use colons correctly.

e) Analyze the writing of others and suggest how writing might be improved.

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.

d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.

f) Blend multiple forms of writing including embedding narratives to produce effective essays.

g) Revise writing for clarity of content, accuracy and depth of information.

h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

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

a) Use complex sentence structure to infuse sentence variety in writing.

b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.

c) Distinguish between active and passive voice.