Virginia

Standards of Learning Assessments

Test Blueprint

Grade 3 Reading

2010 English
Standards of Learning

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

Notice to Reader

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Grade 3 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 3 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 3 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 3 Reading test covers the Standards of Learning (SOL) in the reading strand of the Kindergarten through Grade 3 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 3 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 3 Reading SOL test, each Standard of Learning is assigned to only one reporting category. For example, SOL 3.5i 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.

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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 third-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.

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Grade 3 Reading
Test Blueprint Summary Table

Reporting Category	Grade 2 Reading Standards of Learning	Grade 3 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	**2.5 c** **2.6 a-c** **2.7 a-c, e** **2.10 a-d**	**3.3 b** **3.4 a-d, f-g** **3.7 a-b**	5	7
Demonstrate comprehension of fictional texts	**2.8 a, c-i**	**3.5 c-j, l**	12	17
Demonstrate comprehension of nonfiction texts	**2.9 a-b, e-g**	**3.6 a, c-i**	11	16
Excluded from Testing	**2.5 a-b** **2.6 d** **2.7 d** **2.8 b, j** **2.9 c-d, h**	**3.3 a** **3.4 e** **3.5 a-b, k, m** **3.6 b, j-l**		
Subsumed SOL*	Kindergarten and Grade 1 Reading SOL			
Number of Operational Items			28	40
Number of Field Test Items**			5	7
Total Number of Items on Test			33	47

*Because reading skills taught in kindergarten and first grade provide the foundation needed for ongoing reading education in grades 2, 3, and beyond, the reading SOL for kindergarten and grade 1 are not assessed specifically.

**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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Grade 3 Reading
Expanded Test Blueprint

Reporting Category: Use word analysis strategies and word reference materials
Number of Items: 5 (CAT)   7 (Traditional)
Standards of Learning:

Grade Two Standards of Learning:

2.5   The student will use phonetic strategies when reading and spelling.
        c) Decode regular multisyllabic words.

2.6   The student will use semantic clues and syntax to expand vocabulary when reading.
        a) Use information in the story to read words.
        b) Use knowledge of sentence structure.
        c) Use knowledge of story structure and sequence.

2.7   The student will expand vocabulary when reading.
        a) Use knowledge of homophones.
        b) Use knowledge of prefixes and suffixes.
        c) Use knowledge of antonyms and synonyms.
        e) Use vocabulary from other content areas.

2.10   The student will demonstrate comprehension of information in reference materials.
        a) Use table of contents.
        b) Use pictures, captions, and charts.
        c) Use dictionaries, glossaries, and indices.
        d) Use online resources.

Grade Three Standards of Learning:

3.3   The student will apply word-analysis skills when reading.
        b) Decode regular multisyllabic words.

3.4   The student will expand vocabulary when reading.
        a) Use knowledge of homophones.
        b) Use knowledge of roots, affixes, synonyms, and antonyms.
        c) Apply meaning clues, language structure, and phonetic strategies.
        d) Use context to clarify meaning of unfamiliar words.
        f) Use vocabulary from other content areas.
        g) Use word reference resources including the glossary, dictionary, and thesaurus.

3.7   The student will demonstrate comprehension of information from a variety of print and electronic resources.
          a) Use encyclopedias and other reference books, including online reference materials.
          b) Use table of contents, indices, and charts.

Reporting Category: Demonstrate comprehension of fictional texts
Number of Items: 12 (CAT)   17 (Traditional)
Standards of Learning:

Grade Two Standards of Learning:

2.8   The student will read and demonstrate comprehension of fictional texts.
          a) Make and confirm predictions.
          c) Ask and answer questions about what is read.
          d) Locate information to answer questions.
          e) Describe characters, setting, and important events in fiction and poetry.
          f) Identify the problem and solution.
          g) Identify the main idea.
          h) Summarize stories and events with beginning, middle, and end in the correct sequence.
          i) Draw conclusions based on the text.

Grade Three Standards of Learning:

3.5   The student will read and demonstrate comprehension of fictional text and poetry.
          c) Make, confirm, or revise predictions.
          d) Compare and contrast settings, characters, and events.
          e) Identify the author's purpose.
          f) Ask and answer questions about what is read.
          g) Draw conclusions about text.
          h) Identify the problem and solution.
          i) Identify the main idea.
          j) Identify supporting details.
          l) Differentiate between fiction and nonfiction.

Reporting Category: Demonstrate comprehension of nonfiction texts
Number of Items: 11 (CAT)   16 (Traditional)
Standards of Learning:

Grade Two Standards of Learning:

2.9   The student will read and demonstrate comprehension of nonfiction texts.
          a) Preview the selection using text features.
          b) Make and confirm predictions about the main idea.
          e) Ask and answer questions about what is read.

      f) Locate information to answer questions.
      g) Identify the main idea.

Grade Three Standards of Learning:

3.6   The student will continue to read and demonstrate comprehension of nonfiction texts.
      a) Identify the author's purpose.
      c) Preview and use text features.
      d) Ask and answer questions about what is read.
      e) Draw conclusions based on text.
      f) Summarize major points found in nonfiction texts.
      g) Identify the main idea.
      h) Identify supporting details.
      i) Compare and contrast the characteristics of biographies and autobiographies.

Standards of Learning Excluded from Testing:

Grade Two Standards of Learning:

2.5   The student will use phonetic strategies when reading and spelling.
      a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
      b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.

2.6   The student will use semantic clues and syntax to expand vocabulary when reading.
      d) Reread and self-correct.

2.7   The student will expand vocabulary when reading.
      d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.

2.8   The student will read and demonstrate comprehension of fictional texts.
      b) Relate previous experiences to the main idea.
      j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

2.9   The student will read and demonstrate comprehension of nonfiction texts.
      c) Use prior and background knowledge as context for new learning.
      d) Set purpose for reading.
      h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

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Grade Three Standards of Learning:

3.3   The student will apply word-analysis skills when reading.
           a) Use knowledge of regular and irregular vowel patterns.

3.4   The student will expand vocabulary when reading.
           e) Discuss meanings of words and develop vocabulary by listening and reading a
               variety of texts.

3.5   The student will read and demonstrate comprehension of fictional text and poetry.
           a) Set a purpose for reading.
           b) Make connections between previous experiences and reading selections.
           k) Use reading strategies to monitor comprehension throughout the reading process.
           m) Read with fluency and accuracy.

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

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