

# **Virginia**

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**Standards of Learning Assessments**

**Test Blueprint**

**Grade 4 Reading**

**2017 English**

**Standards of Learning**

**This test blueprint will be effective with the administration of the spring 2023 Reading Standards of Learning (SOL) tests.**

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# **Grade 4 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).

The Grade 4 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 4 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 4 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 of Learning. 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 4 Reading Standards of Learning 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 4 Reading SOL test, each SOL is assigned to the appropriate reporting category. For example, SOL 4.5i is assigned to *Demonstrate comprehension of fictional texts and use word analysis strategies*, while SOL 4.4a 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 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 listed in the blueprint are eligible for inclusion on the CAT forms.

## **Use of the Curriculum Framework**

The Grade 4 Reading 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 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 fourth-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 Standards of Learning tests will include a section of additional items at the end of the test. The computer algorithm may deliver passages/items one grade level above or 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 (i.e., pass/proficient, pass/advanced, fail/basic, fail/below basic) 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, one grade level above, or one grade level below the current grade level will be reflected in the student's Vertical Scaled Score.

## Grade 4 Reading Test Blueprint Summary Table

Beginning in spring 2023, the computer adaptive Standards of Learning tests will include a section of additional passages/items at the end of the test. The computer algorithm may deliver passages/items one grade-level above or 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 (i.e., pass/proficient, pass/advanced, fail/basic, fail/below basic) 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, one grade-level above, or one grade-level below the current grade-level will be reflected in the student's Vertical Scaled Score.

Reporting Category	Grade 4 SOL	Number of Items Computer Adaptive Test (CAT) Format	Number of Items Paper Format
Demonstrate comprehension of fictional texts and use word analysis strategies*	4.4a-d 4.5a-j	15	22
Demonstrate comprehension of nonfiction texts and use word analysis strategies*	4.4a-d 4.6a-g	13	18
Number of Operational Passages/Items		28 4 passages	40 6 passages
Number of Field-Test Passages/Items**		5 1 passage	0
Number of Additional On- or Off-Grade Level Passages/Items***		5 1 passage	0

\*Using 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](#) and [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. Students who meet the criteria for a paper test will receive only on-grade-level items.

## **Grade 4 Reading Expanded Test Blueprint**

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

**Number of Items: 15 (CAT)**

#### **Standards of Learning:**

4.4 The student will expand vocabulary when reading.

- a) Use context to clarify meanings of unfamiliar words.
- b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- c) Use word-reference materials.
- d) Use vocabulary from other content areas.

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- a) Describe how the choice of language, setting, and characters contributes to the development of plot.
- b) Identify the theme(s).
- c) Summarize events in the plot.
- d) Identify genres.
- e) Identify the narrator of a story and the speaker of a poem.
- f) Identify the conflict and resolution.
- g) Identify sensory words.
- h) Draw conclusions/make inferences about text using the text as support.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify cause-and-effect relationships.

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

**Number of Items: 13 (CAT)**

#### **Standards of Learning:**

4.4 The student will expand vocabulary when reading.

- a) Use context to clarify meanings of unfamiliar words.
- b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- c) Use word-reference materials.
- d) Use vocabulary from other content areas.

4.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text features, such as type, headings, and graphics, to predict and categorize information.
- b) Explain the author's purpose.

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- c) Identify the main idea.
- d) Summarize supporting details.
- e) Draw conclusions and make inferences using textual information as support.
- f) Distinguish between cause and effect.
- g) Distinguish between fact and opinion.