Virginia

Standards of Learning Assessments

Test Blueprint

Grade 5 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.

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.

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Grade 5 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 5 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 5 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 5 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 5 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 5 Reading SOL test, each SOL is assigned to the appropriate reporting category. For example, SOL 5.5i is assigned to *Demonstrate comprehension of fictional texts and use word analysis strategies*, while SOL 5.4a is assigned to both the fiction and 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.

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Use of the Curriculum Framework

The Grade 5 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 fifth-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.

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Grade 5 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 5 SOL	Number of Items Computer Adaptive Test (CAT) Format	Number of Items Paper Format
Demonstrate comprehension of fictional texts and use word analysis strategies*	5.4a-e 5.5a-g, i-l	13	18
Demonstrate comprehension of nonfiction texts and use word analysis strategies*	5.4a-e 5.6a-j	15	22
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.

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Grade 5 Reading
Expanded Test Blueprint

Reporting Category: Demonstrate comprehension of fictional texts and use word analysis strategies
Number of Items: 13 (CAT)
Standards of Learning:
5.4 The student will expand vocabulary when reading.
    a) Use context to clarify meaning of unfamiliar words and phrases.
    b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
    c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
    d) Identify an author's use of figurative language.
    e) Use word-reference materials.

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
    a) Summarize plot events using details from text.
    b) Discuss the impact of setting on plot development.
    c) Describe character development.
    d) Identify theme(s).
    e) Explain the resolution of conflict(s).
    f) Identify genres.
    g) Differentiate between first- and third-person point of view.
    i) Explain how an author's choice of vocabulary contributes to the author's style.
    j) Draw conclusions and make inferences with support from the text.
    k) Identify cause-and-effect relationships.
    l) Compare/contrast details in literary and informational nonfiction texts.

Reporting Category: Demonstrate comprehension of nonfiction texts and use word analysis strategies
Number of Items: 15 (CAT)
Standards of Learning:
5.4 The student will expand vocabulary when reading.
    a) Use context to clarify meaning of unfamiliar words and phrases.
    b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
    c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
    d) Identify an author's use of figurative language.
    e) Use word-reference materials.

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5.6 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) Skim materials to develop a general overview of content and to locate specific information.
   c) Identify the main idea.
   d) Summarize supporting details.
   e) Identify organizational pattern(s).
   f) Identify transitional words and phrases that signal an author's organizational pattern.
   g) Locate information from the text to support opinions, inferences, and conclusions.
   h) Identify cause-and-effect relationships.
   i) Differentiate between fact and opinion.
   j) Compare and contrast details and ideas within and between texts.

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