

TNReady English I ELA Blueprint

	Part 1		Part 2		Total # of Items	Total # of Score Points	% of Test
	# of Items	# of Score Points	# of Items	# of Score Points			
Writing						23	33–34%
• Focus and Organization	1 Operational 1 Field Test Item	4	0	0	1	4	6%
• Support and Elaboration		4				4	6%
• Language and Style		4				4	6%
• Conventions		4	7	7	7	11	15–16%
Reading						46–48	66–67%
• Reading Literature		0	9–13	11–14	9–13	11–14	16–20%
• Reading Informational		0	24–27	28–30	24–27	28–30	40–42%
• Vocabulary		0	2–5	4–7	2–5	4–7	6–10%
Form Summaries	1	16	45–47	53–55	46–48	69–71	100%

Reading the Revisions: The totals on the blueprints released in Spring 2015 were estimated totals of the test forms. The revised blueprints reflect actual totals for the test forms. The Form Summaries line provides the range of actual form totals. There are multiple forms per grade.

Additional Notes:

- The total number of score points does not match the total number of items. This is because some items may be worth more than one point.
- All writing tasks on Part 1 require students to read one or more passages of appropriate grade level complexity. While not directly assessed on Part 1, the reading standards for each grade level are embedded in the design of the task and an important part of instruction throughout the year.
- The operational and field test writing tasks on Part 1 do not have to be taken on the same day. Each task is a separate “subtest” and may be taken either on the same day or on consecutive school days. Districts will have the flexibility to establish a testing schedule that best fits the needs of their schools.

TNReady English I ELA Blueprint Part 1 Aggregate

Category	Standards		# of Items	# of Score Points
Writing: Written Expression (Task will align to primarily one writing standard and also one or more reading standards.)	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1	12
	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
Writing: Conventions	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–b.)	0	4 (score points from writing rubric)
	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a–c.)		
	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Includes a.)		
TOTAL			1	16

TNReady English I ELA Blueprint
Part 2 Aggregate

Category	Standards		# of Items	# of Score Points
Reading: Reading Literature	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9–13	11–14
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		
	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a <u>wide reading of world literature</u> .		
	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		
Reading: Reading Informational Text	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	24–27	28–30
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the		
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
	RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		
	RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious		
	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.		
Reading: Vocabulary	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	2–5	4–7

	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Includes a–d.)		
	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes a–b.)		
Writing: Conventions	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–b.)	7	7
	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a–c.)		
	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Includes a.)		
TOTAL			45–47	53–55
Totals for Session 1 and Session 2			46–48	69–71

TNReady English I Blueprint Parts 1 and 2 Aggregate

Category	Standards		# of Items	% of Score Points
Writing: Written Expression (Prompt will align to primarily one writing standard and also one or more reading standards.)	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1	18%
	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
Writing: Conventions	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–b.)	7 (+ 4 pts from rubric)	15–16%
	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a–c.)		
	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Includes a.)		
Reading: Reading Literature	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9–13	16–20%
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		
	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		
	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		
Reading: Reading Informational Text	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	24–27	40–42%
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
	RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		
	RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		

	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		
	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.		
Reading: Vocabulary	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	2–5	6–10%
	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Includes a–d.)		
	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes a–b.)		
TOTAL			46–48	100%