



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Blueprint for the Indiana ISTEP+ Grade 10 E/LA Assessment (Beginning 2015-2016 School Year)

Blueprints serve as a foundational resource in the assessment development process. Blueprints identify the point values and relative weight of each of the Indiana Academic Standards assessed. Panels of content teachers at each grade level, representative of Indiana student populations, in partnership with the Department of Education recommended the priorities and associated point values noted within the blueprints.

In April of 2014, the Indiana State Board of Education approved the adoption of standards for English/Language Arts. The 2014 Indiana Academic Standards for English/Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that Indiana students are prepared to enter and successfully complete postsecondary education, and that they are prepared for long-term, economically-viable career opportunities. These standards have been validated as college and career ready by the Indiana Commission for Higher Education, the Indiana Department of Education, and the Indiana Center for Education and Career Innovation.

Instruction in English and language arts provides vital content for lifelong learning and problem solving in our increasingly complex technological world. English/Language Arts (ELA) instruction engages students in the essential thinking skills and processes used across subject areas. Students who successfully master these English/Language Arts objectives by the time they graduate from high school will be ready to go directly into the workplace or a postsecondary educational opportunity without the need of remediation.

Overview

The columns of the blueprint highlight key features of test design including: reporting categories, Indiana Academic Standards, standard allocations, reporting category allocations and the total operational points possible.

Reporting Category: The broad content category for the standard representing a segment or domain of content approved by educators as key for reporting. Examples across content areas may include: Number Sense in Mathematics (7.NS); Physical Science in Science (4.PS); and Writing in English/Language Arts (9-10.W).

The reporting category column also includes the overall percentage of the assessment characterized by the specific category. The overall percentage of the assessment is considered 100%.

Standard: The Indiana Academic Standard noting the reporting category code and a *brief* description. The full language of the standard can be accessed [here](#).

Standard Allocation: The allocation defines the point range possible for that standard and the percentage of that standard *based on the total points for the assessment*. A standard with a range that starts at zero may not be assessed each year.

Reporting

Category Allocation: The point range possible for all of the standards in that category combined.

Total Points Possible: The range for the total number of points possible on the assessment each year.

The total possible points may vary slightly year to year due to the nature of how test questions are developed for each standard. *Note: Field test items do not contribute to the operational points possible noted.*

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Reporting Category ¹	Standard	Standard Allocations ²		Reporting Category Allocation
		Point Range	% Range ¹	Total Point Range
Reading: Literature and Vocabulary (30 – 40%)	9-10.RL.2.1 Cite evidence from literature	2-5	3-8 %	18 – 25
	9-10.RL.2.2 Development of themes in literature	2-4	3-7 %	
	9-10.RL.2.3 Character development	5-9	8-15 %	
	9-10.RL.3.1 Using structure to create effect	2-4	3-7 %	
	9-10.RL.3.2 Creating suspense and humor	1-3	2-5 %	
	9-10.RL.4.1 Multiple interpretations of text	Assessed in the classroom		
	9-10.RL.4.2 Synthesis and connection of ideas of works of literary or cultural significance	0-2	0-3 %	
	9-10.RV.2.1 Determining meaning	2-3*	3-5 %	
	9-10.RV.2.3 Nuance in similar denotations	0-1*	0-2 %	
	9-10.RV.2.4 Patterns of word changes	0-2*	0-3 %	
	9-10.RV.2.5 Select reference material to build vocabulary	Assessed in the classroom		
	9-10.RV.3.1 Vocabulary's influence on meaning and tone	1-4	2-7 %	
	9-10.RV.3.3 Figures of speech	0-1*	0-2 %	
Reading: Nonfiction, Vocabulary, and Media Literacy (30-40%)	9-10.ML.2.1 Messaging in media	1 - 3	2-5 %	18 – 25
	9-10.ML.2.2 Role of media over time	Assessed in the classroom		
	9-10.RN.2.1 Cite evidence from nonfiction	2 - 4	3-7 %	
	9-10.RN.2.2 Development of central ideas in nonfiction	0-3	0-5 %	
	9-10.RN.2.3 Analyze connection and development of ideas	1-4	2-7 %	

	9-10.RN.3.2 Author's development of ideas	2 - 4	3-7%	
	9-10.RN.3.3 Author's perspective	3-9	5-15 %	
	9-10.RN.4.1 Valid argument	0-3	0-5 %	
	9-10.RN.4.2 Various accounts of a subject	Assessed in the classroom		
	9-10.RN.4.3 Nonfiction documents of significance	0-2	0-3 %	
	9-10.RV.2.1 Determining meaning	2-3*	3-5 %	
	9-10.RV.2.3 Nuance in similar denotations	0-1*	0-2 %	
	9-10.RV.2.4 Patterns of word changes	0-2*	0-3 %	
	9-10.RV.2.5 Select reference material to build vocabulary	Assessed in the classroom		
	9-10.RV.3.2 Meaning of words	0-3	0-5 %	
	9-10.RV.3.3 Figures of speech	0-1*	0-2 %	
Writing: Genres, Writing Process, Research Process (10 – 20%)	9-10.W.3.1 Argumentative	1-7	2-11 %	6 – 12
	9-10.W.3.2 Informative	0-6	0-10 %	
	9-10.W.3.3 Narrative	0-6	0-10 %	
	9-10.W.4 The writing process	2-3	3-5 %	
	9-10.W.5 The research process	1-2	2-3 %	
Writing: Conventions of Standard English (10 – 20%)	9-10.W.6.1b Verbs	2-6	3-10 %	6 – 12
	9-10.W.6.1e Usage			
	9-10.W.6.2b Punctuation	1-6	2-10 %	
Total Points Possible				59-61

¹Percentages are based on the total points for the test, not the points for the reporting category.

²Standards with ranges that start at zero may not be tested every year.

*The point ranges marked with asterisks can be reported in either Reading reporting category. The maximum points should not be exceeded across the two Reading reporting categories.