Idaho Alternate Assessment English Language Arts Blueprint

Grade 3

IDAA ENGLISH LANGUAGE ARTS ITEM DISTRIBUTION ACROSS STRANDS: 40 ITEMS

Strand	Minimum Items	Maximum Items	% of Items Per Strand
Reading Informational Text	11	13	27-33%
Reading Literary Text	11	13	27-33%
Writing	8	10	20-25%
Language	8	10	20-25%

READING INFORMATIONAL TEXT ITEMS ACROSS STANDARDS: 11 TO 13 ITEMS

Reading Informational Text	Minimum Items	Maximum Items
E.RI.h: Locating key ideas using text features	0	3
E.RI.i: Identifying central ideas and supporting details	0	3
E.RI.j: Interpret and organize information	0	3
E.RI.k: Analyze or compare texts or parts of texts	0	3
E.RI.l: How graphics/visuals support central ideas	0	3
E.RI.n: Analyzing how authors use facts, details & explanations to develop ideas or support their reasoning	0	3

READING LITERACY TEXT ITEMS ACROSS STANDARDS: 11 TO 13 ITEMS

Reading Literacy Text	Minimum Items	Maximum Items
E.RL.h: Describing relationships among characters, settings, events	0	3
E.RL.i: Using evidence to summarize or make and support inferences	0	3
E.RL.j: Describing or classifying texts	0	3
E.RL.k: Identifying central ideas and key details to derive purpose, message, theme	0	3
E.RL.l: Analyze character development and character traits	0	3
E.RL.m: Describe author's craft (literary devices, dialogue, POV)	0	3

WRITING ITEM DISTRIBUTION: 8 TO 10 ITEMS

Writing items are distributed across Informational Writing, Literary Writing, and Persuasive Writing, as outlined in the tables below.

Informational Writing Items Across Standards: 2 to 4 Items

Informational Writing	Minimum Items	Maximum Items
E.WI.k: Locating information from at least two reference sources to obtain information on a topic; listing sources	0	1
E.WI.l: Use note-taking and organizational strategies to organize information	0	1
E.WI.m: Write an introduction of several sentences that sets context and states a focus/controlling idea	0	1
E.WI.n: Select relevant facts, details, or examples to support the controlling idea	0	1
E.WI.o: Present factual information about subtopics of larger topics, grouping relevant details using several sentence types	0	1
E.WI.p: Incorporating text features to enhance clarity and meaning	0	1
E.WI.q: Writing a conclusion or concluding statement	0	1

Literary Writing Items Across Standards: 2 to 4 Items

Literary Writing	Minimum Items	Maximum Items
E.WL.j: Writing an introduction of several sentences/lines that sets the context/ situation & "hooks" readers	0	1
E.WL.k: Taking and sustaining a point of view as storyteller seeing the situation through his/her eyes; developing characters and advancing plot	0	1
E.WL.l: Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions	0	1
E.WL.m: Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned	0	1

Persuasive Writing Items Across Standards: 2 to 4 Items

Persuasive Writing	Minimum Items	Maximum Items
E.WP.j: Developing an understanding of a topic/text by locating and using note-taking strategies to record and organize information relating to opposing sides of an issue	0	1
E.WP.k: Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/text	0	1
*E.HD.l: Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary	0	1

Persuasive Writing	Minimum Items	Maximum Items
E.WP.m: Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connection using transitions	0	1
E.WP.n Writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons.	0	1

NOTE 1: Refer to E.HD.l on page 147 of the Extended Content Standards Core Content Connectors for ELA

LANGUAGE ITEMS ACROSS STANDARDS: 8 TO 10 ITEMS

Language items are distributed across language and writing across all types.

Language Items Across Standards

Language	Minimum Items	Maximum Items
E.RWL.g Applying grade-level phonics and word analysis skills/word structure (e.g., syllables) when decoding and interpreting word meaning.	0	1
E.RWL.i Determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary).	0	1
E.RWL.j Integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed.	0	1
E.RWL.k Distinguishing literal from figurative meanings of words and phrases used in different contexts.	0	1

Writing Across All Types Items Across Standards

Writing: Across All Types	Minimum Items	Maximum Items
3.WA.5: Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs within sentences.	0	1
3.WA.6: Use simple and compound sentences in informative/explanatory writing.	0	1
3.WA.7: Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.	0	1
3.WA.8: Use correct subject-verb and pronoun-antecedent agreement within writing.	0	1
3.WA.9: Capitalize words in holidays, product names, geographic names, and appropriate words in a title.	0	1
3.WA.10: Use quotation marks within writing.	0	1
3.WA.11: Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.	0	1
3.WA.12: Use commas accurately in addresses or dialogue within writing.	0	1

Writing: Across All Types	Minimum Items	Maximum Items
3.WA.13: Choose words and phrases for appropriate effect (e.g. to inform) within writing.	0	1
3.WA.14: Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	0	1

CORRECTIONS

December 2021

- Note 1: Progress Indicator E.HD.l appears twice in the Grade 3 Extended Content Standards Core Content Connectors (under Habits and Dispositions and Persuasive Writing). The Progress Indicator E.HD.l that appears under Persuasive Writing was likely a typographic error in the original Extended Content Standards Core Content Connectors document that was adopted. Therefore, a note was added to direct the reader to the Progress Indicator E.HD.l in the Persuasive Writing section on page. 145.
- Addition of E.WP.n: Progress Indicator E.WP.n was added to correspond with progress indicators included in the working blueprint used by the test vendor. IDAA test items have been written to this progress indicator and are included in the test bank.
- Language Items Across Standards: The progress indicators and the number of items per progress indicator were corrected to correspond with those included in the working blueprint used by the test vendor. IDAA test items have been written to this progress indicator and are included in the test bank.