

# Idaho Alternate Assessment English Language Arts Blueprint



High School

## 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
H.RI.b: Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across text	0	3
H.RI.c: Analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view	0	3
H.RI.d: Describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented	0	3
H.RI.e: Synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop and interpretation that goes beyond explicit text information	0	3
H.RI.f: Evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint	0	3

## READING LITERACY TEXT ITEMS ACROSS STANDARDS: 11 TO 13 ITEMS

Reading Literacy Text	Minimum Items	Maximum Items
H.RL.b: Using a range of textual evidence to support summaries and interpretations of text	0	4
H.RL.c: Identifying and analyzing how the use of literary elements and point of view influence development of plot and subplots, complex characters, or universal themes	0	4
H.RL.d: Recognizing and interpreting how use of literary language, literary devices, genre structures, or discourse style advance the plot or affect the tone or pacing of the work	0	4
H.RL.f: Analyzing or critiquing a range of literature using given criteria	0	4

## 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
H.WI.a: Using advanced searches to locate relevant information from multiple sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue	0	1
H.WI.b: Organizing, analyzing, and selectively integrating varied and complex information and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis	0	1
H.WI.c: Developing coherence among ideas and subtopics by maintaining appropriate text structures and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text	0	1
H.WI.e: Drawing a conclusion and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented	0	1

### Literary Writing Items Across Standards: 2 to 4 Items

Literary Writing	Minimum Items	Maximum Items
H.WL.b: Setting the context and tone and establishing a point of view and discourse style	0	1
H.WL.c: Sustaining a point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise	0	1
H.WL.d: Selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response	0	1
H.WL.o: Write a conclusion that follows the flow of ideas, reflects back on the theme, & leaves the reader something to think about	0	1

### Persuasive Writing Items Across Standards: 2 to 4 Items

Persuasive Writing	Minimum Items	Maximum Items
H.WP.a: Using advanced strategies and analyses to better understand genres and techniques associated with argument and critique and their intended audiences	0	1
H.WP.b: Organizing, analyzing, and selectively integrating varied and complex information, determining their significance to potential lines of reasoning either to support or refute the focus/thesis	0	1
H.WP.c: Establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience	0	1
H.WP.e: Articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting	0	1

<b>Persuasive Writing</b>	<b>Minimum Items</b>	<b>Maximum Items</b>
sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing		

## LANGUAGE ITEMS ACROSS STANDARDS: 8 TO 10 ITEMS

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

### Language Items Across Standards

<b>Language</b>	<b>Minimum Items</b>	<b>Maximum Items</b>
H.RWL.b: Demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking	0	2
H.RWL.c: Making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings used in different contexts	0	2
H.RWL.d: Interpreting or comparing meaning and intent of language use in a variety of texts or contexts	0	2

### Writing Across All Types Items Across Standards

<b>Writing: Across All Types</b>	<b>Minimum Items</b>	<b>Maximum Items</b>
1112.WA.2: Provide evidence from literary or informational texts to support analysis, reflection, and research.	0	1
1112.WA.4: Use hyphenation conventions.	0	1
1112.WA.5: Spell correctly in writing.	0	1
1112.WA.6: Vary syntax within writing for effect.	0	1
1112.WA.8: Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	0	1