KEY

Strand - Reporting Category
Standard
Benchmark

WYOMING DEPARTMENT OF EDUCATION

WY-TOPP

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 3rd Grade ELA + Writing	% of Items Per Strand / Per Standard
Reading Literature [15-17 Items]	**31-35%**
Key Ideas and Details [6-9 Items]	
RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**12-18%**
Craft and Structure [5-8 Items]	
RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **RL.6** Distinguish their own point of view from that of the narrator or those of the characters.	**10-16%**
Integration of Knowledge and Ideas [1-3 Items]	
RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **RL.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**2-6%**

Reading Informational [12-14 Items]	25-29%
Key Ideas and Details [5-8 Items]	
RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	10-16%
Craft and Structure [4-7 Items]	
RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.6** Distinguish their own point of view from that of the author of a text.	8-14%
Integration of Knowledge and Ideas [1-2 Items]	
RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.	2-4%
Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	20-24%
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. **L.5** Demonstrate understanding of word relationships and nuances in word meanings.	20%
Listening [0-3 Items] *May be attached to RL and RI reading stims	0-6%
SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	0-6%
Writing [1 Prompt]	20%
W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. **W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	20%
*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	100%

Grade 3 ELA + Writing   edu.wyoming.gov/blueprints

WY-TOPP

WYOMING
DEPARTMENT OF EDUCATION

KEY

Strand - Reporting Category	
Standard	
Benchmark	

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 4th Grade ELA	% of Items Per Strand/ Standard
Reading Literature [17-19 Items]	**38-42%**
Key Ideas and Details [8-11 Items]	
RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**18-24%**
Craft and Structure [6-9 Items]	
RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **RL.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **RL.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**13-20%**
Integration of Knowledge and Ideas [1-3 Items]	
RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **RL.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**2-7%**

Reading Informational [16-18 Items]	**36-40%**
Key Ideas and Details [7-10 Items]	
RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**16-22%**
Craft and Structure [6-9 Items]	
RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **RI.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **RI.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**13-20%**
Integration of Knowledge and Ideas [1-2 Items]	
RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **RI.8** Explain how an author uses reasons and evidence to support particular points in a text. **RI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**2-4%**
Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	**22-27%**
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**22%**
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**0-5%**
Listening [0-3 Items] *May be attached to RL and RI reading stims	**0-6%**
SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.3** Identify the reasons and evidence a speaker provides to support particular points.	**0-6%**
*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	**100%**

Writing is not assessed in Grade 4 edu.wyoming.gov/blueprints

KEY

Strand - Reporting Category
Standard
Benchmark

WYOMING DEPARTMENT OF EDUCATION

WY-TOPP

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 5th Grade ELA + Writing	% of Items Per Strand/ Standard
Reading Literature [13-15 Items]	**27-31%**
Key Ideas and Details [5-8 Items]	
RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**10-16%**
Craft and Structure [5-8 Items]	
RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **RL.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **RL.6** Describe how a narrator's or speaker's point of view influences how events are described.	**10-16%**
Integration of Knowledge and Ideas [1-3 Items]	
RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **RL.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**2-6%**

Reading Informational [14-16 Items]	29-33%

Key Ideas and Details [5-8 Items]	
RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	10-16%

Craft and Structure [5-8 Items]	
RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **RI.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	10-16%

Integration of Knowledge and Ideas [2-4 Items]	
RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **RI.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **RI.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	4-8%

Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	20-24%
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	20%
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0-4%

Listening [0-3 Items] *May be attached to RL and RI reading stims	0-6%
SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	0-6%

Writing [1 Prompt]	20%
W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	20%

*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	100%

Grade 5 ELA + Writing   edu.wyoming.gov/blueprints

WY-TOPP

WYOMING
DEPARTMENT OF EDUCATION

WYOMING
DEPARTMENT OF EDUCATION

WY-TOPP

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 6th Grade ELA	% of Items Per Strand/ Standard
Reading Literature [15-17 Items]	**33-38%**
Key Ideas and Details [7-10 Items]	
RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RL.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**20-29%**
Craft and Structure [5-8 Items]	
RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **RL.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **RL.6** Explain how an author develops the point of view of the narrator or speaker in a text.	**14-23%**
Integration of Knowledge and Ideas [1-2 Items]	
RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **RL.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**3-6%**

Reading Informational [18-20 Items]	40-44%
Key Ideas and Details [8-11 Items]	
RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	23-31%
Craft and Structure [6-9 Items]	
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	17-26%
Integration of Knowledge and Ideas [2-4 Items]	
RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **RI.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6-11%
Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	22-27%
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	22%
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0-4%
Listening [0-3 Items] *May be attached to RL and RI reading stims	0-7%
SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	0-7%
*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	100%

Writing is not assessed in Grade 6 edu.wyoming.gov/blueprints

WYOMING
DEPARTMENT OF EDUCATION

WY-TOPP

KEY

Strand - Reporting Category	
Standard	
Benchmark	

WYOMING DEPARTMENT OF EDUCATION

WY-TOPP

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 7th Grade ELA + Writing	% of Items Per Strand/ Standard
Reading Literature [12-14 Items]	**24-29%**
Key Ideas and Details [5-8 Items]	
RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **RL.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**10-16%**
Craft and Structure [4-7 Items]	
RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **RL.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **RL.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**8-14%**
Integration of Knowledge and Ideas [1-2 Items]	
RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). **RL.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**2-4%**
Reading Informational [15-17 Items]	**31-35%**
Key Ideas and Details [6-9 Items]	
RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **RI.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**12-18%**

Craft and Structure [5-8 Items]	
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **RI.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **RI.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**10-16%**
Integration of Knowledge and Ideas [2-4 Items]	
RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **RI.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **RI.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**4-8%**
Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	**20-24%**
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**20%**
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**4%**
Listening [0-3 Items] *May be attached to RL and RI reading stims	**0-6%**
SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **SL.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**0-6%**
Writing [1 Prompt]	**20%**
W.1 Write arguments to support claims with clear reasons and relevant evidence. **W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**20%**
*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	**100%**

Grade 7 ELA + Writing   edu.wyoming.gov/blueprints

WYOMING
DEPARTMENT OF EDUCATION

WY-TOPP

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 8th Grade ELA	% of Items Per Strand/ Standard
Reading Literature [15-17 Items]	**33-38%**
Key Ideas and Details [7-10 Items]	
RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RL.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **RL.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**16-22%**
Craft and Structure [5-8 Items]	
RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RL.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **RL.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**11-18%**
Integration of Knowledge and Ideas [1-2 Items]	
RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. **RL.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	**2-4%**

Reading Informational [18-20 Items]	40-44%

Key Ideas and Details [8-11 Items]	
RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**18-24%**

Craft and Structure [6-9 Items]	
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RI.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **RI.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**13-20%**

Integration of Knowledge and Ideas [2-4 Items]	
RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **RI.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**4-9%**

Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	22-27%
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L. 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**22%**
L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**0-4%**

Listening [0-3 Items] *May be attached to RL and RI reading stims	0-7%
SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **SL.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**0-7%**

*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	**100%**

Writing is not assessed in Grade 8   edu.wyoming.gov/blueprints

KEY

Strand - Reporting Category	
Standard	
Benchmark	

WYOMING
DEPARTMENT OF EDUCATION

WY-TOPP

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 9th Grade ELA + Writing	% of Items Per Strand/ Standard
Reading Literature [11-13 Items]	**22-27%**
Key Ideas and Details [4-7 Items]	
RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.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.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.	**8-14%**
Craft and Structure [4-7 Items]	
RL.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 **RL.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.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, sets a formal or informal tone).	**8-14%**
Integration of Knowledge and Ideas [1-2 Items]	
RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **RL.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).	**2-4%**

Reading Informational [16-18 Items]	33-37%
Key Ideas and Details [6-9 Items]	
RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	12-18%
Craft and Structure [6-9 Items]	
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	12-18%
Integration of Knowledge and Ideas [2-4 Items]	
RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **RI.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	4-8%
Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	20-24%
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	20%
L.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. **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0-4%
Listening [0-3 Items] *May be attached to RL and RI reading stims	0-6%
SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	0-6%
Writing [1 Prompt]	20%
W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.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.	20%
*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	100%

WY-TOPP

WYOMING DEPARTMENT OF EDUCATION

WYOMING
DEPARTMENT OF EDUCATION

WY-TOPP

DOK	Min. - Max.
1	20%-30%
2	40%-60%
3	10%-20%
4	18%-21%

DOK = Depth of Knowledge

2018+ WY-TOPP Summative Assessment Blueprint 10th Grade ELA	% of Items Per Strand/ Standard
Reading Literature [14-16 Items]	**31-36%**
Key Ideas and Details [6-9 Items]	
RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.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.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.	**13-20%**
Craft and Structure [5-8 Items]	
RL.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). **RL.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.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.	**11-18%**
Integration of Knowledge and Ideas [1-2 Items]	
RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **RL.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).	**2-4%**

Reading Informational [19-21 Items]	42-47%

Key Ideas and Details [8-11 Items]	
RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	18-24%

Craft and Structure [7-10 Items]	
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	16-22%

Integration of Knowledge and Ideas [2-4 Items]	
RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **RI.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	4-9%

Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims	22-27%
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	22%
L.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. **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0-4%

Listening [0-3 Items] *May be attached to RL and RI reading stims	0-7%
SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	0-7%

*"Stim" is short for stimulus/stimuli, referring to the passage(s) that are associated with items (questions).	100%

Writing is not assessed in Grade 10   edu.wyoming.gov/blueprints

WY-TOPP

WYOMING
DEPARTMENT OF EDUCATION