

WY-TOPP Modular Assessments - ELA

Benchmark Modules: ELA Grade 9

| Test Name | What This Test Measures | Form Name | Number of Items |
|--|---|-----------|-----------------|
| Benchmark Module: ELA Grade 9 –Reading Informational | This test measures a student’s ability to determine key ideas and details, examine craft and structure, and integrate knowledge and ideas in grade-appropriate informational passages. | A | 23 |
| | | B | 22 |
| Benchmark Module: ELA Grade 9 –Reading Literature | This test measures a student’s ability to determine key ideas and details, examine craft and structure, and integrate knowledge and ideas in grade-appropriate literature passages. | A | 21 |
| | | B | 21 |
| Benchmark Module: ELA Grade 9 –Editing* | This test measures a student’s ability to demonstrate command of the conventions of standard English in grade-appropriate writing. | A | 7 |
| | | B | 8 |
| Benchmark Module: ELA Grade 9 –Listening | This test measures a student’s ability to integrate and evaluate information presented in diverse, grade-appropriate media and formats and evaluate a speaker’s point of view, reasoning, and use of evidence/rhetoric. | A | 11 |
| Benchmark Module: Writing Grade 9 –Informative | This test measures a student’s ability to 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. | A | 1 prompt |
| Benchmark Module: Writing Grade 9 –Argumentative | This test measures a student’s ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | A | 1 prompt |

***Note:** All editing task sets contain five errors. Each form contains two sets for a total of 10 errors. Paragraphs with multiple errors count as one item with 2 points for scoring purposes.

The table is designed to provide information about the content of each benchmark modular assessment **by grade and subject**. In the above table, you will find the name of the benchmark module, a brief description of the skills the module assesses, the names of each test form (e.g., A, B, C, etc.), and the number of test items on each form.



WY-TOPP Modular Assessments - ELA

Benchmark Modules: ELA Grade 10

| Test Name | What This Test Measures | Form Name | Number of Items |
|---|---|-----------|-----------------|
| Benchmark Module: ELA Grade 10 –Reading Informational | This test measures a student’s ability to determine key ideas and details, examine craft and structure, and integrate knowledge and ideas in grade-appropriate informational passages. | A | 22 |
| | | B | 23 |
| Benchmark Module: ELA Grade 10 –Reading Literature | This test measures a student’s ability to determine key ideas and details, examine craft and structure, and integrate knowledge and ideas in grade-appropriate literature passages. | A | 19 |
| | | B | 21 |
| | | C | 17 |
| Benchmark Module: ELA Grade 10 –Editing* | This test measures a student’s ability to demonstrate command of the conventions of standard English in grade-appropriate writing. | A | 8 |
| | | B | 8 |
| Benchmark Module: ELA Grade 10 –Listening | This test measures a student’s ability to integrate and evaluate information presented in diverse, grade-appropriate media and formats and evaluate a speaker’s point of view, reasoning, and use of evidence/rhetoric. | A | 8 |
| Benchmark Module: Writing Grade 10 –Informative | This test measures a student’s ability to 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. | A | 1 prompt |
| Benchmark Module: Writing Grade 10 –Argumentative | This test measures a student’s ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | A | 1 prompt |

***Note: All editing task sets contain five errors. Each form contains two sets for a total of 10 errors. Paragraphs with multiple errors count as one item with 2 points for scoring purposes.**

The table is designed to provide information about the content of each benchmark modular assessment **by grade and subject**. In the above table, you will find the name of the benchmark module, a brief description of the skills the module assesses, the names of each test form (e.g., A, B, C, etc.), and the number of test items on each form.



WY-TOPP Modular Assessments - ELA

Benchmark Modules: ELA Grade 11

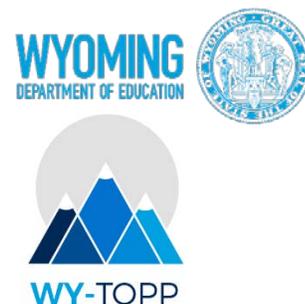
| Test Name | What This Test Measures | Form Name | Number of Items |
|---|---|-----------|-----------------|
| Benchmark Module: ELA Grade 11 –Reading Informational | This test measures a student’s ability to determine key ideas and details, examine craft and structure, and integrate knowledge and ideas in grade-appropriate informational passages. | A | 20 |
| | | B | 23 |
| Benchmark Module: ELA Grade 11 –Reading Literature | This test measures a student’s ability to determine key ideas and details, examine craft and structure, and integrate knowledge and ideas in grade-appropriate literature passages. | A | 19 |
| | | B | 18 |
| Benchmark Module: ELA Grade 11 –Editing* | This test measures a student’s ability to demonstrate command of the conventions of standard English in grade-appropriate writing. | A | 8 |
| | | B | 8 |
| Benchmark Module: ELA Grade 11 –Listening | This test measures a student’s ability to integrate and evaluate information presented in diverse, grade-appropriate media and formats and evaluate a speaker’s point of view, reasoning, and use of evidence/rhetoric. | A | 13 |
| Benchmark Module: Writing Grade 11 –Informative | This test measures a student’s ability to 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. | A | 1 prompt |
| Benchmark Module: Writing Grade 11 – Argumentative | This test measures a student’s ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | A | 1 prompt |

***Note:** All editing task sets contain five errors. Each form contains two sets for a total of 10 errors. Paragraphs with multiple errors count as one item with 2 points for scoring purposes.

The table is designed to provide information about the content of each benchmark modular assessment **by grade and subject**. In the above table, you will find the name of the benchmark module, a brief description of the skills the module assesses, the names of each test form (e.g., A, B, C, etc.), and the number of test items on each form.



2018+ WY-TOPP Interim Assessment ELA Blueprints Secondary Grades



WRITING: Students in grades 3, 5, 7, & 9 will receive one writing prompt.

Grades 3 & 5 - Opinion or Informative/Explanatory

Grades 7 & 9 - Argumentative or Informative/Explanatory

**Note: The Writing Assessment will be separate from the ELA Assessment. In the odd grades where writing is assessed, student results will not populate until both the ELA and Writing Assessments are completed.*

edu.wyoming.gov/blueprints

| 6th Grade ELA Interim Blueprint | # of Items Per Strand | % of Items Per Strand |
|---------------------------------|-----------------------|-----------------------|
| Reading Literature | 8-10 | 29-43% |
| Reading Informational | 8-10 | 29-43% |
| Language/Vocabulary | 6-8 | 21-35% |
| Listening | 2-4 | 7-17% |

| 7th Grade ELA Interim Blueprint | # of Items Per Strand | % of Items Per Strand |
|---------------------------------|-----------------------|-----------------------|
| Reading Literature | 6-10 | 21-43% |
| Reading Informational | 8-10 | 29-43% |
| Language/Vocabulary | 6-8 | 21-35% |
| Listening | 2-4 | 7-17% |

| 8th Grade ELA Interim Blueprint | # of Items Per Strand | % of Items Per Strand |
|---------------------------------|-----------------------|-----------------------|
| Reading Literature | 6-8 | 21-36% |
| Reading Informational | 8-12 | 29-55% |
| Language/Vocabulary | 5-8 | 18-36% |
| Listening | 2-4 | 7-18% |

| 9th Grade ELA Interim Blueprint | # of Items Per Strand | % of Items Per Strand |
|---------------------------------|-----------------------|-----------------------|
| Reading Literature | 6-8 | 21-36% |
| Reading Informational | 8-12 | 29-55% |
| Language/Vocabulary | 6-8 | 21-36% |
| Listening | 2-4 | 7-18% |

| 10th Grade ELA Interim Blueprint | # of Items Per Strand | % of Items Per Strand |
|----------------------------------|-----------------------|-----------------------|
| Reading Literature | 6-8 | 21-36% |
| Reading Informational | 7-12 | 25-55% |
| Language/Vocabulary | 6-8 | 21-36% |
| Listening | 2-4 | 7-18% |

KEY

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|------------------------------------|
| Strand - Reporting Category |
| Standard |
| Benchmark |



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| 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] | | |
| <p>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.</p> <p>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.</p> <p>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.</p> | 8-14% | |
| Craft and Structure [4-7 Items] | | |
| <p>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</p> <p>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.</p> <p>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).</p> | 8-14% | |
| Integration of Knowledge and Ideas [1-2 Items] | | |
| <p>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).</p> <p>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).</p> | 2-4% | |

| | |
|--|---------------|
| Reading Informational [16-18 Items] | 33-37% |
| Key Ideas and Details [6-9 Items] | |
| <p>RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p> | 12-18% |
| Craft and Structure [6-9 Items] | |
| <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> | 12-18% |
| Integration of Knowledge and Ideas [2-4 Items] | |
| <p>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.</p> <p>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.</p> <p>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).</p> | 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. | 20% |
| 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. | 0-4% |
| 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. | 0-6% |
| 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. | 20% |
| 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% |

KEY

| |
|------------------------------------|
| Strand - Reporting Category |
| Standard |
| Benchmark |



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| 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] | | |
| <p>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.</p> <p>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.</p> <p>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.</p> | | 13-20% |
| Craft and Structure [5-8 Items] | | |
| <p>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).</p> <p>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.</p> <p>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.</p> | | 11-18% |
| Integration of Knowledge and Ideas [1-2 Items] | | |
| <p>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).</p> <p>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).</p> | | 2-4% |

| | |
|--|---------------|
| Reading Informational [19-21 Items] | 42-47% |
| Key Ideas and Details [8-11 Items] | |
| <p>RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p> | 18-24% |
| Craft and Structure [7-10 Items] | |
| <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> | 16-22% |
| Integration of Knowledge and Ideas [2-4 Items] | |
| <p>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.</p> <p>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.</p> <p>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).</p> | 4-9% |
| Language/Vocab. Acquisition and Use [6-8 Items] *May be attached to RL and RI reading stims | 22-27% |
| <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | 22% |
| <p>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.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | 0-4% |
| Listening [0-3 Items] *May be attached to RL and RI reading stims | 0-7% |
| <p>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.</p> <p>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.</p> | 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



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