READING AND WRITING

Draft Assessment Blueprint Survey 2019

Prepared by Staff at the Appalachia Regional Comprehensive Center for the Kentucky Department of Education

June 28, 2019

ARCC

Appalachia Regional
Comprehensive Center

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Draft Reading and Writing Assessment Blueprint: Data Report

June 2019

Technical Assistance Summary

The staff of the Kentucky Department of Education's (KDE) Office of Standards, Assessment, and Accountability requested assistance from the Appalachia Regional Comprehensive Center (ARCC) as an objective, external partner with KDE in the standards and assessment review process. This data report is from the second public comment survey on the reading and writing assessment blueprint. The survey was open for public comment in May – June 2019. During that time, the ARCC at ICF served as the third-party entity to solicit public comments. The ARCC is responsible for analyzing and summarizing the data for KDE and the Commissioner of Education. A total of 573 respondents began the survey, and approximately 27% (154) completed it.

Respondent Roles

Respondent Roles

- Teacher (57.42%)
- Retired Teacher (3.84%)
- Administrator (17.28%)
- Parent/Guardian (9.95%)
- Public School Student (0.00%)
- Institution of Higher Education (1.40%)
- State Education Agency Partner (1.22%)
- Business/Community Member (1.05%)
- Other (7.85%)
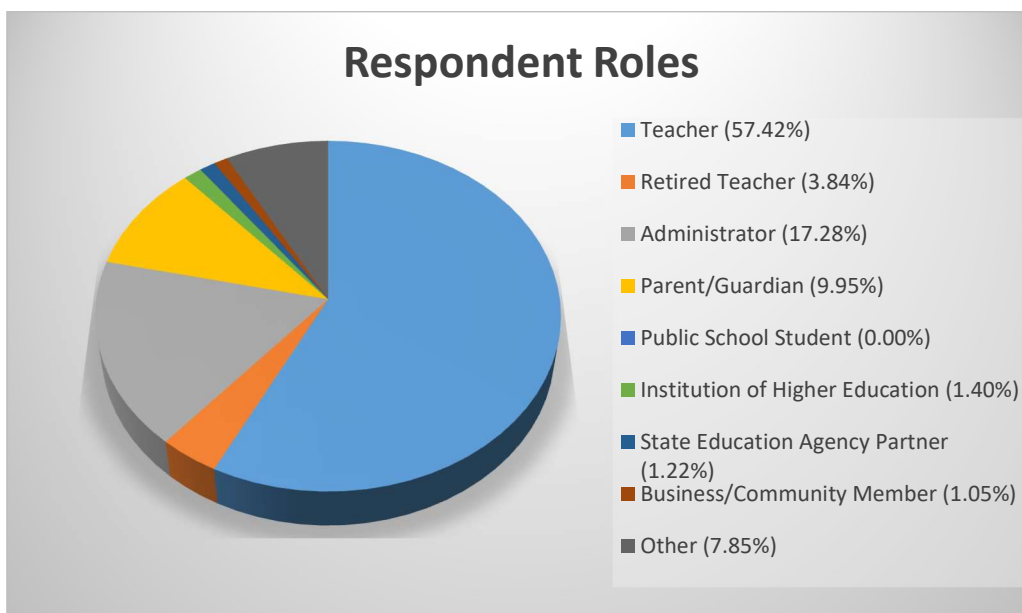
Note: Percentages may not sum to 100 due to rounding.

Teachers, Retired Teachers, and Administrators

Respondent Role	Grade Level*	Priority Status	Experience
Teachers	Pre-Kindergarten (0.96%) Kindergarten (8.95%) Grade 1 (8.95%) Grade 2 (9.58%) Grade 3 (18.85%) Grade 4 (18.85%) Grade 5 (17.89%) Grade 6 (15.65%) Grade 7 (17.89%) Grade 8 (17.25%)	Yes (23.64%) No (76.36%)	0 – 5 years (23.64%) 6 – 10 years (22.68%) 11 – 15 years (22.36%) 16 – 20 years (16.29%) 21 – 25 years (12.78%) 26 – 30 years (0.64%) More than 30 years (1.60%)

Respondent Role			
	Grade 9 (9.27%)		
	Grade 10 (11.18%)		
	Grade 11 (13.10%)		
	Grade 12 (11.18%)		
	Other (4.47%)		
Retired Teachers	Pre-Kindergarten (4.55%)	N/A	0 – 5 years (4.55%)
	Kindergarten (13.64%)		6 – 10 years (4.55%)
	Grade 1 (13.64%)		11 – 15 years (9.09%)
	Grade 2 (13.64%)		16 – 20 years (4.55%)
	Grade 3 (27.27%)		21 – 25 years (13.64%)
	Grade 4 (22.73%)		26 – 30 years (13.64%)
	Grade 5 (27.27%)		More than 30 years (27.27%)
	Grade 6 (27.27%)		
	Grade 7 (50.00%)		
	Grade 8 (45.45%)		
	Grade 9 (27.27%)		
	Grade 10 (31.82%)		
	Grade 11 (31.82%)		
	Grade 12 (31.82%)		
	Other (27.27%)		
Administrator	District Admin (50.54%)	Yes (12.90%)	0 – 5 years (54.84%)
	High School (HS) Principal (4.30%)	No (76.34%)	6 – 10 years (23.66%)
	Middle School (MS) Principal (4.30%)	N/A (10.75%)	11 – 15 years (12.90%)
	Elementary School (ES) Principal (15.05%)		16 – 20 years (3.23%)
	Assistant Principal HS (8.60%)		21 – 25 years (3.23%)
	Assistant Principal MS (3.23%)		26 – 30 years (2.15%)
	Assistant Principal ES (4.30%)		More than 30 years (0.00%)
	Other (10.75%)		

Note: Teachers, retired teachers, and administrators had the option to select multiple grade levels; therefore, percentages do not sum to 100%. Additionally, all percentages may not sum to 100 due to rounding.

Parents/Guardians, Students, IHE, SEA Staff, and Business/Community Members

Respondent Role	Question	Response
Parent/Guardian	What grade level(s) are your children in? (Select all that apply.)	Pre-Kindergarten (5.26%)
		Kindergarten (14.04%)
		Grade 1 (8.77%)
		Grade 2 (10.53%)
		Grade 3 (17.54%)
		Grade 4 (19.30%)
		Grade 5 (8.77%)
		Grade 6 (15.79%)
		Grade 7 (7.02%)
		Grade 8 (14.04%)
		Grade 9 (7.02%)
		Grade 10 (7.02%)
		Grade 11 (10.53%)
		Grade 12 (7.02%)
Public School Student	What is your grade level?	None
Institution of Higher Education	Select the option that best describes your position.	2-year institution (25.00%)
		4-year institution (75.00%)
		Technical college (0.00%)
		Other (0.00%)

State Education Agency	Please describe your role as a member of the SEA.	Literacy specialist (2), educational cooperative (1), educational recovery specialist (2)
Business or Community Member	Please describe your role.	Small business owner (2); professor univ of ky (1); reporter (1); college professor (1); leader in the community (1)

County Information

- 23 counties had a 0.00% participation rate
- 2 counties had a participation rate greater than or equal to 5% (Jefferson and Kenton)

Participation Information

Q16: Did you participate in any of the previous standards review surveys for mathematics?

- Yes – 30.22%
- No – 69.78%
- Of the 341 "no" responses, most respondents indicated they were unaware of any previous surveys related to the Kentucky Academic Standards.

Q17: How did you find out about this survey opportunity?

- KDE Website – 12.89%
- Professional Organization – 5.11%
- Email Invitation – 40.67%
- Press Release: Newspaper – 11.11%
- Public Service Announcement – 5.11%
- Other – 25.11%
  - DAC webinar, DAC emails, supt emails, WPSD 6 news, GRREC, email, Prichard Committee, principal, friend/colleague, news bulletin, social media, Against Common Core Facebook Page, KentuckyTeacher.org link of Facebook, supervisor of instruction email, local news, WDRB, WCPO, employer, teachers' union, district literacy consultant, director of assessment, CPE Daily News Brief-- ;

Q18: Why did you choose to participate in this survey? (Select responses shown below.)

- I worry that the state government is weakening standards and teacher educational attainment expectations in ways that will diminish my sons' educations.
- I want to be active participant in helping KY Education in any way that I can: reading, reviewing, giving advice or simply patting someone on the back!
- I am eager to learn all I can about the assessments my students need to be prepared for. I am more than willing to offer feedback as a classroom teacher who is working with students each day.
- If the assessment system doesn't match the intent of the standards, we will have teachers and students without a clear understanding of the expectations.
- I would like to have an active voice on how students are assessed and what they are assessed to bridge the gap of actual content covered in the classroom vs. on just standards.
- I care about our kids and appreciate when KDE seeks feedback.
- I chose to participate in this survey because I am a reading/writing teacher. I have seen where students struggle and know what needs to be changed to better benefit my students in an accurate assessment of their knowledge.

- I've been on site base for our school and I'd like a bigger voice. I love having a voice but site base parents will always be a minority in a vote because numbers are stacked in favor of administration.

All Grades: Strand Category Labels Ratings and Comments

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

All Grades: Strand Category Label Ratings

Strand	Okay "as is"	Needs Revision
Key Ideas and Details	93.75% (255)	6.25% (17)
Craft and Structure	85.98% (233)	14.02% (38)
Integration of Knowledge and Ideas	88.15% (238)	11.85% (32)
Composition	85.19% (230)	14.81% (40)
Language	86.94% (233)	13.06% (35)

All Grades: Strand Category Label Comments

Strand	Comments
Key Ideas and Details	- Seems reasonable - This language will match what they hear in the classroom. - I have a PhD in English, and I'm sure what this means. That probably means it's not clear. - Important to be able to identify the information being presented - Basic - I don't think children should be taking year end assessments. Children should be tested at the end of each lesson throughout the school year to see if they have learned that lesson and if not the teacher needs to make sure he gets it. All of the test throughout the year should be used as the assessment. Not prep rallies ect for year and end testing. - I believe that the topics discussed should be something that the students can relate to. - I feel there should be material provided to be consistent to teach this. It should be simplified. - It is very clear and to the point, easy language for students - Need to completely get rid of "COMMON CORE" directives and get back to the Logical & Truthful Education - Main idea and details is a common term - The category labels make it easier to navigate the standards and purpose. - These are known descriptors that have clear meaning. - This is clear and concise language to indicate what is wanted. - This is the foundational skill needed for a student to comprehend text. - Students had to respond to written prompts - Need more explanation of what is included. - Part of the "nuts and bolts." Needs to be revisited consistently - Difficulty in understanding what is actually asked - Super important - The language selected does not represent that commonly used by writing educators and will seem highly unusual to students. - They are specific and easily incorporated in the classroom.

	• Takes previous standards for writing and more succinctly organizes them into 3. Easier to remember
	• The last several tests have been repetitive
	• This is directly related to standards.
	• Sufficient.
	• Being able to identify these is a hallmark of proficient reading
	• The passages are not developmentally appropriate. Questions are not as straight forward as they should be.
	• As a reader this strand is the most basic skill needed when comprehending so it is very important.
	• It's understood in this manner
	• The wording of this standard is consistent with the language we already use for other universal screeners such as MAP.
	• Needed/appropriate
	• This is straightforward, and doesn't need revision.
	• Many of my 3rd grade students get really confused when they have to read two stories and then give details from both stories. They almost always only give details with one of the stories.
	• The details are well designed.
	• These two components go hand-in-hand. They need to remain together.
	• Match the standards
	• Aligned to standards
	• This is a common term.
	• Aligns with the indicators
	• Clear, familiar to students
Craft and Structure	• Seems reasonable
	• We don't usually describe these elements in these terms when we teach. At least not "craft" when going over a piece.
	• Structure makes sense; what exactly do you mean by craft? Is that writing style and mechanics? If so, that's fine (I would simply recommend clarification by this word so that everyone has the same level of understanding).
	• Students need to be able to understand the rules of written language.
	• Appropriate
	• I don't think children should be taking year end assessments
	• The topics need to be something that the students are familiar with.
	• I believe we don't work on grammar enough anymore.
	• The kprep evaluation evaluates differently than the map test
	• Not clear
	• It is easier to navigate and understand the intended uses.
	• These are known descriptors that have clear meaning.
	• I feel the word 'Craft' could be left out. Structure is clear and concise..
	• I think many strong readers do not need to be able to analyze the craft and structure of a writer. This skill helps a writer, but I don't think we need to be interested in creating professional writer, but instead strong communicators.
	• Topics need to be similar to those appropriate for college
	• Need more explanation of what is included.
	• Needs the same emphasis in fiction writing as it gets in information writing
	• Change Craft
	• Not sure what you mean by craft and structure
	• Super important

	- Confusing language can be ambiguous
	- The language selected does not represent that commonly used by writing educators and will seem highly unusual to students.
	- Again, they are specific and easily incorporated in the classroom.
	- Not all students are adept with the Chrome book and cannot type well.
	- Is this terminology for teachers or students?
	- I think this needs to have more clarity as to what craft means in this section.
	- If craft is more clearly defined, it will work.
	- Craft has more to do with style, but structure can be more mechanical
	- The questions are not developmentally appropriate. They go above and beyond literal and nonliteral interpretation of text.
	- I believe understand the craft behind the way a writer writes is very complex and thus it should be weighted less at elementary and increase in weight as students get older and better understanding language. Younger students are should be focused more on understanding the ideas in the text and making connections. Being developmental appropriate is an issue with this standard.
	- Craft isn't student friendly when they are looking at the strands
	- The wording of this standard is consistent with the language we already use for other universal screeners such as MAP.
	- Needed/appropriate
	- This is straightforward, and doesn't need revision.
	- Vague
	- Well designed!
	- These two components go hand-in-hand. They need to remain together.
	- Match the standards
	- Aligned to standards
	- The wording doesn't clearly explain the learning targets within these standards.
	- Craft seems too vague.
	- This is a common term.
	- Aligns with indicators; requires students to know the craft and structure to analyze
	- Clear, familiar terms
Integration of Knowledge and Ideas	- Seems reasonable
	- This is fine.
	- Very important to be able to accept or reject information being presented and then articulate why the came up with that conclusion. We want our population to be able to discern information they are being presented and then make informed decisions
	- Essential
	- I don't think children should be taking year end assessments
	- My child came home and informed me one of her questions was in regards to a topic she had never heard of. How can they write something they know nothing about, other than the paragraph in the booklet.
	- The kprep evaluation evaluates differently than the map test
	- Clear for teachers
	- I like this because it is more in-depth.
	- This seems a little vague.
	- I have an Associate's and this is confusing me. If the passage presented is something the reading is not already familiar with, how can they judge

	of knowledge and ideas have been properly integrated? What kind of integration are you looking for? This particular piece is a mess.
	• Kids need to be able to support/defend a position in speech and writing.
	• Not all students could relate to the prompt topics
	• Need more explanation of what is included.
	• Rather word for a middle school student. Keep it simple.
	• The basis of information asked is good but it is confusing in the way it is asked
	• Super important
	• The language selected does not represent that commonly used by writing educators and will seem highly unusual to students.
	• The flow is logical and the rigor is there.
	• Sketchy
	• This reads more like a writing standard concerned with integrating evidence into writing.
	• They need to show knowledge and to show where their ideas came from
	• The questions are not developmentally appropriate. Questions should be clearly stated, and they are not. Short answer and extended responses are not labeled and confuse kids on what is expected. Stick to standards based questions.
	• More specificity of what students need to be able to do
	• Once students have mastered comprehension this is the next logical step in reading. Finding relevant ideas and making connections is a standard that can truly be used to separate your high and low achieving students.
	• I feel this is a good description for students to easily understand.
	• The wording of this standard is consistent with the language we already use for other universal screeners such as MAP.
	• Needed/appropriate
	• It should be: Application and Integration of Knowledge and Ideas. One must first apply their knowledge and/or skills before they can integrate them into their work.
	• Ambiguous
	• Often the 6th graders are not of the cognitive level for demonstrating the knowledge.
	• This shows the highest level of learning and having an equal amount is not a true target of what students can achieve. That is the synthesis of information. Questions in this section will only be mastered by the top students. This makes it extremely difficult for students to achieve proficient and distinguished in reading.
	• Match the standards
	• Aligned to standards
	• Too vague.
	• This is a common term.
	• I think the word incorporation or presentation would be more student friendly than "integration"
	• Broad term; necessary to compare and contrast across literature pieces
	• Closely related to Craft and Structure and Composition?
	• Not Clear Enough
	• Familiar to students
Composition	• Seems reasonable
	• That is fine.

- What type of composition? There are many types with various nuances. We don't want cookie cutter writers, but authentic writers.
- Important to a point, there are numerous learning styles and one style does not fit all. There should be leeway is the parameters of how the students copose.
- Range of options within strand
- It would be best for more specific criteria so students can be successful.
- I don't think children should be taking a year end assessment.
- The composition of the test should be focused on topics the students are familiar with, give them information about the topics prior to the testing and more details in the test.
- The kprep evaluation evaluates differently than the map test
- Clear
- This is better because students are composing not just writing words.
- This is more clear than "writing" as it refers to structure and organization as well as ideas.
- This is clear and concise language to indicate what is wanted.
- So many of the On-demand prompts and canned. I think the composition prompts should always include the reading of sources to use to support/defend a claim.
- It is difficult to score for composition when students aren't taught grammar
- Need more explanation of what this includes.
- Sometimes it is even hard for me as an adult to understand what the questions are asking
- Super important
- Again, the flow is logical and the rigor is there.
- Reading Genesis? Really?
- It think it's strange that we are changing the name from writing.
- Composition is an extremely broad term so it is difficult to understand what is being assessed.
- Fifth grade should have one on demand assessment, not two. This is overwhelming for our kids. The 30 minute time is stressful and is not developmentally appropriate.
- It needs to be more appropriate for developmental age.
- The expectations for an elementary student in writing are NOT appropriate. They should not be expected to write multiple pieces or write for such an extended period of time. This children are 10 years old and this is a very frustrating and defeating section of testing for them. Making it only where they could type would help some but this is an area where all kids are struggling. The state needs to reevaluate this component of the test and the information they provide families and schools when it. Once to writing expectations. The rubrics provides are very subjective and are not written in language that is friendly for young children. I believe mechanics should be focused on at the elementary level and basic writing pieces.
- Our students understand this and know what it means.
- The wording of this standard is consistent with the language we already use for other universal screeners such as MAP.
- Needed/appropriate
- This is straightforward, and doesn't need revision.
- Vague; what distinguishes composition from Craft & Structure?
- Younger students still need models and a skills foundation before being required to complete a composition task.

	• The definition of evidence does not clarify what evidence is. A focus on FAIRLY SOURCED evidence, as well as a focus on INFORMATIONAL LITERACY is necessary given the proliferation of bad information in the internet.
	• Match the standards
	• Too broad – more detailed reporting is needed, also language is part of composition
	• Writing is more recognizable.
	• Writing would be more consistent with previous standards.
	• "Organization and presentation"
	• Identifies areas students need to be skilled in to compose
	• C.3 needs to be deleted. Creative writing is seen as weak in college composition classes and nonessential.
	• Redundancy with Craft and Structure?
	• don't know why you couldn't combine Composition and Language
Language	• Seems reasonable
	• This is standard.
	• Use of language is critical, however, different learning styles are going to process information differently. 5 people could process the same info I 5 different ways. Needs to take thst into account
	• Essential
	• It would be best for more specific criteria so students can be successful.
	• What does this really mean? Usage? Word choice? This is unclear.
	• I don't think children should be taking year end assessment.
	• The language used should be more understandable to the students. Make sure it is words they have heard, used, and are familiar with.
	• My daughter can't spell. Plain and simple. It needs to brought back into standards starting with kindergarten.
	• Our urban students have no little connection to some of the language used on the test
	• Clear
	• I just feel this is a self explanation label.
	• These are known descriptors that have clear meaning.
	• This is clear and concise language to indicate what is wanted.
	• I want to see my own child have more direct instruction in basic English conventions. The texting world has destroyed basic English.
	• This term is too vague. If you are interested in word choice or vocabulary, say so. If you are focusing on "command" of language, indicate that. Whatever it is that you really want, ask for it specifically.
	• Again, students need instruction in correct grammar usage
	• Need more explanation of what this includes.
	• These strands are age appropriate and easily impllonebe
	• English should be standard but with options for children of different ethnic backgrounds
	• Super important
	• Some standards are repetitive.
	• Few updated materials on KDE website. Aristotle is inappropriate for most students based on the materials we have.
	• Language as it relates to the prompt
	• Should this be integrated as part of composition?
	• Language Use and Vocabulary
	• Language is too broad. Do you mean standard written English? Diction? Use of metaphors? Punctuation?

	- Remove it
	- Is language assessing grammar/conventions or diction?
	- We do not have a language assessment.
	- Students need to be able to use grammar and punctuation correctly in order to be successful in the real world so this is an important standard.
	- Language is easily understood
	- The wording of this standard is consistent with the language we already use for other universal screeners such as MAP.
	- Needed/appropriate
	- This is straightforward, and doesn't need revision.
	- ESL students take the language literally and cannot distinguish otherwise
	- Application needs to be real world not in isolated testing.
	- Emphasis on context is good, but knowing language at the grade level is necessary as well.
	- Match the standards
	- Aligned to standards
	- This is a common term.
	- "Appropriate word choice"
	- Like that it includes the spoken word; includes all areas of language development
	- Too broad
	- See above

Grades 3-5: Ratings and Comments

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

Grade 3: Blueprint Percentage of Domain Coverage Ratings

Question: Please select the option that best represents your opinion of the suggested **Percentage of Domain Coverage** for each strand.

Subdomain	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	2.73% (5)	78.14% (143)	19.13% (35)
Craft and Structure	12.71% (23)	81.22% (147)	6.08% (11)
Integration of Knowledge and Ideas	10.44% (19)	80.77% (147)	8.79% (16)

Grade 3: Blueprint Percentage of Domain Coverage Comments

Subdomain	Comments
Key Ideas and Details	- We want a literature population who can make informed decisions - No suggestion - These are based on our standards and should be higher - I see these standards as the baseline for reading comprehension, which is of upmost importance for any student. - In the third grade many students are just figuring out how to write and read on a more educated level. Therefore we need to either give them practice tests in the second or not expect as much from them - I would like to see this change for primary students - Evenly distributed among strands - At this level, it is more important for identifying key ideas and details. - I like the balance for younger children. - Often, expecting less yields less - Attention to details is very important. At 3rd grade this should be of primary focus. - I feel informative text should be worth more of a percentage and literary should be lower. - Can't integrate until they grasp details. - If the reading passages are at level, do we really only expect a 30%? Is this percentage only for the number of questions ask about in that strand or is it the percentage of accuracy of what we expect from kids? - As students are younger, more accountability needs to be on comprehending the text rather than worrying about higher order learning tasks just yet - These are our youngest students and this skill is the most basic so it should be weighted the highest. - These standards represent the basis of comprehension. They should be the essential standards taught in the primary program. - Even distribution - Key ideas and Details are the most important domain that 3rd graders should be learning. - The main point of reading comprehension is making meaning of the text.

	- Key ideas should be a larger focus at this age.
	- Standard 1 i in Key Ideas and Details should be representative in ALL questions, regardless of domain, as students should always provide text evidence. The Standards under Key Ideas and Details are generally heavier weighted standards, so those percentages should be higher. The standards are designed in a way such that Key Ideas and Details would be the most important of the standards categories.
	- In third grade the main emphasis should be on understanding key ideas and details of a text to aid in comprehension.
	- Key Ideas and Details and Craft and Structure are the standards that target overall understanding of a text and the way it has been put together. "Integration" is of course also very important, but to me that domain goes the next step and should serve as the piece that separates proficient students from distinguished students. In other words, I think a student can demonstrate proficiency even if they aren't very strong in the integration area. Thus I think the percentages should be higher for the first two domains.
	- I think a higher percentage should be given to this domain as it's the foundation for being able to master the other two domains identified here.
	- AT this grade level, comprehension is critical which is developed through key ideas and details.
Craft and Structure	- This part of a piece is not as important is understanding.
	- Same as above with parameters that allow for different styles of thinking
	- No suggestion
	- Third grade students struggle to understand what they are supposed to do during this time. The testing needs to be about what they know.
	- I can only speak on this for primary students
	- Same as above
	- Don't think knowing the way an author presented the material is as important as understand the material.
	- I just don't think young readers need to asked to analyze how a writer is creating a message.
	- We need to aim higher
	- Craft and structure are complicated and somewhat abstract ideas for students who are still very much concrete thinkers.
	- This evaluation is an example of how most parents will quit this survey at this point because they do not understand it
	- See above
	- This skill is the most complex so it should be lower for our younger students.
	- Primary students are not yet ready to master these standards. They should not be the most essential. Most of the assessment in this strand should be around determining the meaning of words in context. The vocabulary standard.
	- This area should be higher to demonstrate that kids can adequately cite details from a passage and begin to interpret a variety of passages and differing visual information.
	- Even distribution
	- I think it should be lower to allow more "weight" in integration.
	- 3rd grade is too young to have so much emphasis on structure.
	- I would place more emphasis on main ideas/details.
	- Key ideas should be a larger focus at this age.

	• More focus should be on key ideas and details of a text.
	• See above
	• Could be a bit lower to accommodate for raising key ideas and details
Integration of Knowledge and Ideas	• This sis where we really see the student's thinking.
	• I would only lower this marginally.
	• Crucial for an informed population and electorate
	• No suggestion
	• If students don't understand the key ideas, how can they apply them?
	• These standards are aren't prioritized as highly as the other two strands.
	• The students do need to be tested on what they have learned yet it needs to be in a way that a third graders brain can comprehend.
	• Same
	• At an early age, students need to be asked to support a claim.
	• More should be expected
	• Crucial
	• See above
	• In real life. This still is less needed by most individuals than the key ideas and details which note comprehension skills needed for the majority of occupations in the world.
	• As above, these should not be the essential standards for primary students to master. They are not equipped with the working memory capacity to "hold" two texts in their memories for comparison. These standards should be taught but not as widely assessed as the Key Ideas and Details strand.
	• Students need more time and maturity before comprehending the integration of skills/ideas/knowledge.
	• The percentage should be decreased for integration of knowledge to allow more opportunity for kids to reach proficiency. Integration and Synthesis is geared at targeting advanced students, not the learning of the general, regular student.
	• Generally, these questions encompass vocabulary and strategies to determine meanings of words in context. This seems to be a reasonable percentage for this particular skill at this particular level.
	• Even distribution
	• Integration would be application of concepts learned which is our goal.
	• Key ideas should be a larger focus at this age.
	• This domain should be weighted less, as it is the least important of all the standards domains.
	• At that grade level, students are still working on the skill in the first two strands; integration of knowledge and ideas – just seems a little heavily weighted for that grade level; concern would be what those questions would look like at third grade
	• More emphasis should be placed on key ideas and details of text
	• Overall a 40-40-20 split of 45-35-20

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – LITERARY** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	6.04% (11)	81.87% (149)	12.09% (22)
Craft and Structure	9.39% (17)	83.98% (152)	6.63% (12)
Integration of Knowledge and Ideas	6.67% (12)	85.56% (154)	7.78% (14)

Grade 3: Blueprint Percentage of the Distribution of Passages (Literary) Comments

Strand	Comments
Key Ideas and Details	• Grade 3 readers benefit from identifying key components and details in a story and being able to relate them back to a peer, teacher, family member. • We need to challenge kids to reach their highest potential • Balance within strand • Students should show more of the standards • All testing should be done throughout the year and that percentage used. No year end testing • The student needs to show they have comprehended the third grade yet we need to make sure it is relevant information. • Students can show this in a short answer question that include their interpretation of the information and not just right there answers • This needs to be a focus for young readers. • Real life reading is not 50 percent literary so the assessment should reflect that • Expect more • As adults we read for information, students should be more accountable for understanding informational text. • Kids don't have books anymore. • Literature is ONLY covered in English. Information texts are covered in every other class, so they should get less priority here, and more in other classes. • Even distribution • Key ideas should be a larger focus at this age. • Standard 1 i in Key Ideas and Details should be representative in ALL questions, regardless of domain, as students should always provide text evidence. The Standards under Key Ideas and Details are generally heavier weighted standards, so those percentages should be higher. The standards are designed in a way such that Key Ideas and Details would be the most important of the standards categories. • See answer to #1
Craft and Structure	• Knowing the mechanics is crucial for early readers and helps them develop essential skill sets.

	• Allowing for diverse styles, expect them to excel
	• Balance within strand
	• They should not be headed the same as the other children taking the test.
	• Don't think this is as important as comprehending the passage/story
	• I don't think it is that important to ask a young child to analyze the structure of a poem or short story.
	• See above
	• Don't under estimate students' capabilities
	• Need viable KDE materials literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes.
	• Even distribution
	• Key ideas should be a larger focus at this age.
Integration of Knowledge and Ideas	• Crucial for an informed population
	• Balance within strand
	• If they struggle with the standards, they can't apply
	• I believe the students need to show what they learned during the year, however, it needs to be more open answers versus a specific topic.
	• This shows true comprehension
	• I am not really sure how this looks for literary passages.
	• See above
	• Expect more
	• Only if they are prepared
	• Literature is ONLY covered in English. Information texts are covered in every other class, so they should get less priority here, and more in other classes.
	• Even distribution
	• Key ideas should be a larger focus at this age.
	• This domain should be weighted less, as it is the least important of all the standards domains.
	• If you weighted the entire strand differently, adjust the passage percentage
	• Not as much opportunity in literary passages for integration

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – INFORMATIVE** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	7.26% (13)	82.12% (147)	10.61% (19)
Craft and Structure	10.61% (19)	82.68% (148)	6.70% (12)
Integration of Knowledge and Ideas	7.30% (13)	84.83% (151)	7.87% (14)

Grade 3: Blueprint Percentage of the Distribution of Passages (Informative) Comments

Strand	Comments
Key Ideas and Details	• Crucial and obtainable • Balance again • The students need to show they understand, yet the grading scale need a to realize a third graders isn't going to know as much as an eighth grader. • Important skill for informative passages • Young readers should have the highest percentage of teaching/learning time on this foundational skills. • Informational reading makes up 90 percent or more of what is read in a day • Expect more • Informational text should be weighed more considering it is used more past school. • College and career ready for most student s • For 3rd graders, this type of writing seems to be much more difficult to understand. It is most always the lowest score of the reading on any type of test that I give. • Informative reading is difficult and very specific so students read more carefully in order to gain the key ideas and details. I believe this complexity should make this are more valuable skill. • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • Even distribution • Key ideas should be a larger focus at this age. • Standard 1 i in Key Ideas and Details should be representative in ALL questions, regardless of domain, as students should ways provide text evidence. The Standards under Key Ideas and Details are generally heavier weighted standards, so those percentages should be higher. The standards are designed in a way such that Key Ideas and Details would be the most important of the standards categories.
Craft and Structure	• Important for the ability to read and write. • Balance again

	• The tests need to consider it is a third grader not an older student. • Not as important • This should not be a priority for young readers. Analysis is upper-level thinking. Let's make sure they have strong foundational skills first. • See above • Set your expectations higher • Crucial • Informative reading is much more complicated for children than literary so they are struggling to understand this type of text. They don't also need to worry about "why" it was written they way it was. • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • Even distribution • Key ideas should be a larger focus at this age. • Understanding various types of Informative text is vital in the future jobs of these students. It needs to be weighted more than literary.
Integration of Knowledge and Ideas	• Crucial for an informed population • Balance again • The topics need to be something a third grader knows about. • This is a skill that should be emerging by grade 3. • See above • Expect more • Crucial only if training provided. • Still need time to build a strong foundation of skills before being asked to apply the skills (students under 7th grade). • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • Even distribution • 85% of all adult reading is reading for information, proficiency in this domain would make students have a better chance of being college/career ready later on. • Key ideas should be a larger focus at this age. • This domain should be weighted less, as it is the least important of all the standards domains. • Informational text is hard for students to connect across passages • Understanding various types of informative text is vital in the future jobs of these students. It needs to be weighted more than literary.

Grade 3: Overall POSITIVE and CRITICAL Feedback

Grade 3: Please provide any additional POSITIVE feedback you have here.

- I like the balance 50/50.
- Looks good. Thanks for planning this out.
- I think it is good to have 50% literature and 50% informational. This will help to prepare students for middle and high school content area reading.
- Each category is of equal weight.
- Children begin life living to learn and love being read to. They then hopefully go on to love reading. More leeway in how this is done will reach those children who fall outside the norm.
- Balance indicates comparative value within strand
- The three categories are all important. I agree that they should be weighted equally.
- Nothing positive is coming from year end testing.
- I like that there is just as much literary and informational reading represented.
- I do agree that students need to be tested to show the school system is teaching our future leaders. I agree teachers should follow a curriculum.
- I agreed that literary should be half of the test and the informational should be half.
- Testing is an unfortunate necessity
- All areas should be included
- Reading is a key for early learners' success later on. The fewer skills we assess at grade 3, the better I would hope we would see the foundational skill of Main Idea/Details. We just need to make sure our young students in Kentucky can read. Keep that the focus.
- Break down of content strands is appropriate.
- None
- It is critical that informational and fiction writing be given equal measure. Correctly taught they support each other.
- I am glad to see literary at 50%.
- I agree with 50/50 split on literary and nonfiction text
- None
- Students in the "real world" read more informational material than literary.
- The 50/50 is perfect so skills can be assessed in both areas without emphasis of one over the other.
- We need more training.
- Being able to read a passage and retain the meaning is important in reading development.
- Same amount of influence on fiction and non fiction
- I really like that informative and literacy are split 50/50
- I agree that literary text and informational text should be equally assessed.
- It is evenly distributed among all the strands.
- I like that the strands are equally represented.
- I think the distribution of coverage and the percentages of information versus literary does a good job.
- Even distribution is better
- I am pleased that the strands are commiserate with the intent of the Common Core standards.
- The Integration of Knowledge is on target.
- Testing is a needed requirement for monitoring student growth.
- They're good
- The structure is clear and can be easily navigated. The framework is fair and can easily adjust to meet the needs of a variety of schools.
- Given that passages need to maintain the interest of students, including equal levels of fiction and nonfiction is a positive inclusion.

- Everything seems fair
- I think the testing blueprint is finally where it needs to be.
- I think the distribution is great as is. It's evenly distributed. There is no better way to do it.
- All information is evenly distributed.
- LOVE that you are working on balance between literary and informational texts!
- I like that there is an even amount of passages that are information and literature.
- Keeping the 50% split for informative and literary is good.

Grade 3: Please provide any additional CRITICAL feedback you have here.
- I think that students need more focus on informational texts as that is what they are surrounded by. Students have a very difficult time discerning fake news from real news by the time I get them in middle school. I think that if there is more focus on this in the primary, students will be more prepared for the rigor required of them in middle school.
- I do worry about lower grade levels having the same amount of each domain. They are young and unable to think abstractly.
- Literary reading should be of higher focus in 3rd grade than informational reading.
- I am a baby boomer who graduated high school in 1965. Went to school in California. After spunkik in and the push to find the best and brightest students I was placed in the gifted program. I did not last because of an undiagnosed learning disability. I cannot take multiple choice test even though I knew the answers to the questions. I got a D in American History my first year of college. Went on to get a master's degree in American History. There is a huge percentage of children who do not process information in a way to be successful at school. The types of tests they are presented with may not allow them to articulate the knowledge they have. Passing a test does no mean you know the material, it may means you know how to pass a test. And, modern technology like autocorrect makes written words difficult. I just caught dozens, which means there are dozens more in previous sentences I didn't catch.
- Stop common core and stop year end testing. Go back to grading children on their abilities and testing throughout the year. You know like one a month over what they have learned, average the 10 tests. Teachers just need to teach and teach to the child. We need smaller class sizes.
- I believe too much emphasis is placed on this one test. Teachers stress the importance of the state tests yet not the importance of the real world. They have students believing if you do not do perfect on the test the world will end. Teachers need to follow rules yet they need to encourage students to do their best not that life is over is you are not perfect. The test is a good idea but needs to focus on what they learned not how perfect they are!
- What ever product is used should coincide with the evaluations used throughout the year.
- True comprehension of text should be given highest percentages
- THIS SURVEY PROVES KY. EDUCATION IS TOTALLY BROKEN……..THESE QUESTIONS ARE ELITIST TALKING……..THEY KNOW NOTHING EXCEPT "GROUP" THINKING.
- Honestly, I don't understand what is meant by 'coverage target'. The rest is clear and feels right percentage wise.
- Do not ask young readers and teachers of young readers to worry about analysis of a writer's craft. They just need to learn to clearly understand what a writer is communicating.
- Need to adjust amount of literary and informational.
- It would prove more useful for the student and the parent to measure growth from fall to spring…rather than measuring one year against another. Why is it that KDE measures one year student against another year student to determine school growth. Why not measure the student against themselves (fall versus

spring). That is true growth of a child – The current form of one year versus another holds student to no accountability.

- None
- Students' integration of knowledge and ideas should be more heavily weighted if that is what is meant to be assessed.
- Literary percentages need to be lower than informational. Students will read more informational reading in life than literary.
- What is the assessment rubric or scoring mechanism? What are the qualifications of "evaluators" for the assessment? This assessment needs to captures qualitative as well as quantitative data about students (see David T. Conley's work on assessment).
- While I'm glad you are asking, how many members of the general public do you expect to understand it?
- Not every child learns at the same pace, that's my only complaint about "standards".
- I am not an elementary teacher – are they reading mostly fiction? If so, the literary percentage should be higher.
- I do feel the informational text in the assessment is very difficult for most 3rd graders. I feel that it is beyond what most 3rd graders are capable of understanding.
- The passages should be more interesting. Avoid content like "women's suffrage" and "nonnative plants" that have no connection to our children.
- Your percentage are basically the same for all types of reading and for each skill. The state should look at the complexity and age of the students and adjust accordingly.
- As third grade students, many are just beginning to fully integrate all of the cueing systems needed to be fluent readers. The Key Ideas and Details strand needs to be assessed and essential at this grade level. Having more of the test be from this strand would provide more useful information for teachers to determine where to intervene on a student who is behind when all strands have essentially equal weight on the assessment, it is difficult to truly ascertain where a child is struggling. Also, if students haven't mastered the Key Idea and Details strand before entering the intermediate grades, they will continue to struggle with reading comprehension and integrating the more complex ideas from the other two strands.
- The passages should be interesting, so the students want to read them.
- Testing should not be the end all of a students success. Students need to be able to know that the test is just a personal measurement of their individual growth – not a reflection of student, teacher, and/or school success.
- Too long
- There is not enough interest in literature, and there is no focus on media literacy. Skills that are VERY important, like research, are ignored, probably because they are harder to test. The test needs to be redesigned to meet the curricular needs of the students, and the curriculum should not be ignored to meet the needs of a test. The framework is a GREAT START, and just needs to focus more on real world skills that can be tested, only not as easily.
- Since these are similar – are we not being creative with our assessing our standards
- I'm concerned about the integration piece, worry that students will need guidance on these types of assessment questions.
- Rubrics need to be created and shared with stakeholders so that we can grade essays in classes using the same rubric as the EOCs.
- Not all guidelines and standard are measured within the assessment. Also, though there is supposed to be an even amount of literary and informational passages the test makers do not follow through with these guidelines. Look back at our past KPREP tests and measure is it truly 50/50? Also, analyze whether

each standard was accurately measured? Lastly, there are some standards much more highly assessed than others with several questions about that one standard while others were completely left out.

- It is not clear if the columns should equal 100% of passage type presented. If so, you can't have 3 (50%).
- Would focus more on development of reading comprehension skills.

Question: Please select the option that best represents your opinion of the suggested **Percentage of Domain Coverage** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	3.50% (5)	79.72% (114)	16.78% (24)
Craft and Structure	11.89% (17)	81.81% (117)	6.29% (9)
Integration of Knowledge and Ideas	9.15% (13)	82.39% (117)	8.45% (12)

Grade 4: Blueprint Percentage of Domain Coverage Comments

Subdomain	Comments
Key Ideas and Details	• No more teaching to a test • We should continue to make sure readers are mastering the ability to understand key ideas in grade-level texts. • It is most critical for students in grades 3-5 to grasp key ideas. • Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools. • Students at this age understand key ideas more than craft. • The Key Ideas and Details strand should be more widely assessed in the elementary grades with a gradual decrease as students become more advanced readers. By the time students are in high school, the bulk of their assessment should be in Craft and Structure and Integration, as that is more developmentally appropriate and more like college level reading. • Even distribution • More emphasis on integration • Emphasis should be on comprehending key ideas and details • This should be higher for this grade level.
Craft and Structure	• No more teaching to a test • This should not be a focus. • Students at this age understand key ideas more than craft. • The emphasis should be on Key Ideas and Details at the elementary grades, with a vocabulary emphasis from this strand. • The shift to a higher percentage in this category will show more growth. • Even distribution • More emphasis on integrations. • This can be developed in the upcoming years.
Integration of Knowledge and Ideas	• As students develop their reading skills, being able to integrate their ideas, knowledge, and interpretation becomes more essential. • No more teaching to a test. • Keep this at about 50%

	- Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools. - This depends on whether the kids are using inference to integrate ideas or using ideas from outside the reading passage. - The emphasis should be on Key Ideas and Details. - Even distribution - Students will be able to apply all concepts learned at this level.

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – LITERARY** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	4.90% (7)	79.72% (114)	15.38% (22)
Craft and Structure	11.27% (16)	81.69% (116)	7.04% (10)
Integration of Knowledge and Ideas	8.45% (12)	82.39% (117)	9.15% (13)

Grade 4: Blueprint Percentage of the Distribution of Passages (Literary) Comments

Strand	Comments
Key Ideas and Details	• No more teaching to a test • Reading a grade-level passage and finding the key ideas and details should be the single most important goal for our younger readers in Kentucky. • Should match real little de expectations • Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools. • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • Even distribution • Focus should be on understanding key ideas and details and building a strong reading foundation while still in elementary school!!!!
Craft and Structure	• No more teaching to a test • I don't think 4th graders should be analyzing the writing of others. • See above • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • At this point, students can see how certain literary techniques (ie., similes, etc.) can affect the tone, mood, and theme of a story. • Even distribution • Although important, I feel the emphasis needs to be on informative text.
Integration of Knowledge and Ideas	• No more teaching to a test • See above • Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools. • It is less important that students can integrate ideas from various literary texts than that they can integrate ideas from informational texts.

	- Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. - Even distribution - Although important, I feel the emphasis needs to be on informative text.

Grade 4: Blueprint Percentage of the Distribution of Passages (Informative) Ratings

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – INFORMATIVE** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	6.99% (10)	79.72% (114)	13.29% (19)
Craft and Structure	10.56% (15)	83.10% (118)	6.34% (9)
Integration of Knowledge and Ideas	8.45% (12)	83.80% (119)	7.75% (11)

Grade 4: Blueprint Percentage of the Distribution of Passages (Informative) Comments

Strand	Comments
Key Ideas and Details	• No more teaching to a test • Reading a grade-level passage and finding the key ideas should be the single most important goal for our younger readers in Kentucky. • Should match up with real life expectations • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • Even distribution
Craft and Structure	• Analysis should not be a focus for younger readers. • See above • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • Basic rhetorical strategies can be analyzed in the author's craft, and relate them to the author's purpose. Scaffolding can start here. • Even distribution
Integration of Knowledge and Ideas	• See above • It is less important that students can integrate ideas from various literary texts than that they can integrate ideas from informational texts. • Literature is ONLY covered in English. Informational texts are covered in every other class, so they should get less priority here, and more in other classes. • Even distribution

Grade 4: Please provide any additional POSITIVE feedback you have here.
- The length of the passages is appropriate
- Percentages for domains are accurate
- None
- I'm not providing rationale until I know who is reading this.
- I feel that key ideas and details are imperative for children to know and apply.
- I like that the strands are equally weighted.
- Matches the alignment to the ACT
- I do value the use of both literary and informative passages. This allows students to be exposed to different types of writing and it forces them to think differently when they read.
- Pleased that the strands are still aligned with the Common Core
- Fair percentages
- Our DAC always asks for our principal's assistance.
- Again, glad to see equal weight given to fiction and nonfiction.
- Similar to what teachers are used to
- Perfectly distributed.
- Again, the balance between literary and informational
- Same rationale for grade 4 as for grade 3
- The test is fine as it is now.
- I am pleased to see the constructed response questions will continue.

Grade 4: Please provide any additional CRITICAL feedback you have here.
- The reading should be of interest to the students with language that is inclusive of ALL students
- GET RID OF COMMON CORE STANDARDS, GET BACK TO THE BASICS
- See above
- It would prove more useful for the student and the parent to measure growth from fall to spring…rather than measuring one year against another. Why is it that KDE measures one year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – The current form of one year versus another holds student to no accountability.
- None
- Same as above
- If possible make sure organization is not a problem. Provide all questions and ERQs in close proximity.
- Make passages interesting. Our kids are spending way too much time testing. At least make it worth the read.
- Please see my comments about third because bc I feel the same way about all elementary grades. The values for each each area should change just a few percentage points as the age of students increases.
- The bulk of assessment at elementary should be around students mastering Key Ideas and Details as well as vocabulary. As they move up in the grade levels, they should be mastering integrating. It doesn't mean they can't be taught those standards, but we can't expect mastery of all these standards.
- Interesting passages so it's not boring.
- Or principal is retiring so now our DAC will be totally clueless.
- Is 'future thinking' involved in this process – should informational be more
- Not all guidelines and standards are measured within the assessments. Also, though there is supposed to be an even amount of literary and informational passages the test makers do not follow through with

these guidelines. Look back at our past KPREP tests and measure is it truly 50/50? Also, analyze whether each standard was accurately measured? Lastly, there are some standards much more highly assessed than others with several questions about that one standard while others were completely left out.

- Constructed response questions should play a major role in assessments.

Question: Please select the option that best represents your opinion of the suggested **Percentage of Domain Coverage** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	5.30% (7)	83.33% (110)	11.36% (15)
Craft and Structure	10.61% (14)	84.09% (111)	5.30% (7)
Integration of Knowledge and Ideas	9.09% (12)	84.85% (112)	6.06% (8)

Grade 5: Blueprint Percentage of Domain Coverage Comments

Subdomain	Comments
Key Ideas and Details	• Key ideas and details shows a student's basic understanding of a text and this is by far the most important skill. • Elementary students need to demonstrate mastery of Key Ideas and Details. They should be expected to master the additional strands at upper grade levels. The assessment blueprint should not be the same for every grade. • More emphasis should be in integration.
Craft and Structure	• Put more emphasis on Key Ideas and Details. Keeping vocabulary form this strand as an emphasis. • More emphasis in integration
Integration of Knowledge and Ideas	• Keep the emphasis on Key Ideas and Details. • This would be application of all concepts learned.

Grade 5: Blueprint Percentage of the Distribution of Passages (Literary) Ratings

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – LITERARY** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	8.33% (11)	82.58% (109)	9.09% (12)
Craft and Structure	12.12% (16)	82.58% (109)	5.30% (7)
Integration of Knowledge and Ideas	9.85% (13)	83.33% (110)	6.82% (9)

Grade 5: Blueprint Percentage of the Distribution of Passages (Literary) Comments

Strand	Comments
Key Ideas and Details	• See previous rationale • Theme, inferencing, and summarizing are key literary skills. • More emphasis on integration
Craft and Structure	• Same • It is less important that students can integrate ideas from various literary texts than that they can integrate ideas from informational texts. • More emphasis on integration
Integration of Knowledge and Ideas	• Same • It is less important that students can integrate ideas from various literary texts than that they can integrate ideas from informational texts. • Culmination of concepts learned

Grade 5: Blueprint Percentage of the Distribution of Passages (Informative) Ratings

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – INFORMATIVE** for each domain.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	6.06% (8)	84.09% (111)	9.85% (13)
Craft and Structure	8.40% (11)	83.97% (110)	7.63% (10)
Integration of Knowledge and Ideas	6.82% (9)	84.85% (112)	8.33% (11)

Grade 5: Blueprint Percentage of the Distribution of Passages (Informative) Ratings

Strand	Comments
Key Ideas and Details	• Same rationale
Craft and Structure	• Same • It is less important that students can integrate ideas from various literary texts than that they can integrate ideas from informational texts.
Integration of Knowledge and Ideas	• Same • It is less important that students can integrate ideas from various literary texts than that they can integrate ideas from informational texts.

Grade 5: Please provide any additional POSITIVE feedback you have here.
- The passages are appropriate in length
- Domain percentages are accurate
- None
- Not until I know who is reading this
- I like that all strands are equally weighted.
- Matches the format for the ACT
- I appreciate the clear alignment to the KAS.
- 50/50 is the best way to assess what students know and provide correct feedback to influence instruction.
- Balance between literary and informational
- Same as for grades 3 and 4
- The test is fine as it is now.
- This one is perfect the way it is.

Grade 5: Please provide any additional CRITICAL feedback you have here.
- More informational reading by 5th grade.
- The passages should be relevant and use language that is inclusive to ALL students
- Please see previous comments
- It would prove more useful for the student and the parent to measure growth from fall to spring…rather than measuring one year against another. Why is it that KDE measures one year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – the current form of one year versus another holds students to no accountability.
- None
- This survey should more CLEARLY DEFINE meanings for key terms.
- Not until I know who is reading this
- My knowledge of anything outside 3rd grade is very limited.
- See my previous comments. If your goals is for craft and structure to be 30% by the end of middle school it should only be 15-205% at the end of elementary.
- Interesting passages
- Concerned about the integration of knowledge and ideas – really need good sample questions to share with teachers at all grade levels
- Not all guidelines and standards are measured within the assessments. Also, though there is supposed to be an even amount of literary and informational passages the test makers do not follow through with these guidelines. Look back at our past KPREP tests and measure is it truly 50/50? Also, analyze whether each standard was accurately measured? Lastly, there are some standards much more highly assessed than others with several questions about that one standard while others were completely left out.
- The test is fine as it is now.

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

Grade 6: Blueprint Percentage of Domain Coverage Ratings

Question: Please select the option that best represents your opinion of the suggested **Percentage of Domain Coverage** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	4.92% (6)	87.70% (107)	7.38% (9)
Craft and Structure	4.96% (6)	87.60% (106)	7.44% (9)
Integration of Knowledge and Ideas	5.74% (7)	86.89% (106)	7.38% (9)

Grade 6: Blueprint Percentage of Domain Coverage Comments

Strand	Comments
Key Ideas and Details	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Need to also test language skills. If it's not assessed, then it's not being taught. • Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools.
Craft and Structure	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • This should start to increase as proficiency as they get older.
Integration of Knowledge and Ideas	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools. • This should start to increase as proficiency as they get older.

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – LITERARY** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	7.32% (9)	75.61% (93)	17.07% (21)
Craft and Structure	7.38% (9)	76.23% (93)	16.39% (20)
Integration of Knowledge and Ideas	8.13% (10)	75.61% (93)	16.26% (20)

Grade 6: Blueprint Percentage of the Distribution of Passages (Literary) Comments

Strand	Comments
Key Ideas and Details	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools. • Same rationale • Percentages should be equal 50/50 • I think it should be 50-50 • 50
Craft and Structure	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Same • Percentages should be equal 50/50 • 50-50 • 50
Integration of Knowledge and Ideas	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Same • Percentages should be equal 50/50 • Literacy serves as a "master" tool for all facets of learning. Increasing literacy benchmarks encourages the development of literacy skills in schools. • We should push students to begin synthesizing. • 50-50 • 50

Grade 6: Blueprint Percentage of the Distribution of Passages (Informative) Ratings

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – INFORMATIVE** for each domain.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	16.26% (20)	75.61% (93)	8.13% (10)
Craft and Structure	15.45% (19)	77.24% (95)	7.32% (9)
Integration of Knowledge and Ideas	14.63% (18)	77.24% (95)	8.13% (10)

Grade 6: Blueprint Percentage of the Distribution of Passages (Informative) Comments

Strand	Comments
Key Ideas and Details	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Same rationale • Should be 50-50 • 50
Craft and Structure	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • More focus on integration of ideas would be more beneficial as real-world skills. • Same • 50-50 • 50
Integration of Knowledge and Ideas	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • More focus on integration of ideas would be more beneficial as real-world skills. • Same • 50-50 • 50

Grade 6: Please provide any additional POSITIVE feedback you have here.
- Passage are suitable in length
- I like that informative target percentages have gone up from elementary standards. The closer children get to college, the more they read for informational purposes. Good to see the tests reflecting whether they are learning HOW to study.
- Domain percentages are appropriate
- None
- Grade 6 is good time for slightly more emphasis on informative, as this becomes the focus of much of a learners reading, however, literary is still high enough to stress the importance of reading for pleasure.
- Xxx
- I like that the percent of informational text is higher than literary-especially as compared to the elementary blueprint.
- As students get older, it is more important for them to be exposed to and critically work with informational reading. I think the 45/55 is a good ratio.
- I agree with the higher percentage for informative.
- Increased informational text – by middle school students should be focusing on informational a little bit more
- I love the standards we have had and currently have. The percentages need to remain the same as teachers are beginning to get a feel for them as they are. The percentages are balanced so that students must grow as readers and writers. I really like them.
- I appreciate the lessening of literary and the increase in informative

Grade 6: Please provide any additional CRITICAL feedback you have here.
- Language and topic should be inclusive of ALL students
- Emphasis on informational reading coming across all grade levels would be helpful.
- Amount of literary should still be lower than 45 percent
- At some point, whether it be now or earlier, you need to have another category that includes metacognitive reading SKILLS, such as "asking questions," "predicting," and "making connections." These skills need to be taught explicitly so that students understand not just WHAT they are reading but also HOW to read.
- It would prove more useful for the student and the parent to measure growth from fall to spring… rather than measuring one year against another. Why is it that KDE measures one year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – the current form of one year versus another holds student to no accountability.
- Language skills also needs to be assessed from 3rd upward. If it's not assessed then it's not taught.
- None
- Xxx
- At each grade level the % of literary and informational text should be equal.
- Literature can address the same topics and issues that informational can, while being more enjoyable and engaging to read, and can also foster critical thinking skills
- I think the distribution of passage types should be 50-50 still.
- 50/50 on informational and literary
- We have noticed student are scoring lower in literature area on tests like MAPs because it is not bee taught as much as information texts.

Question: Please select the option that best represents your opinion of the suggested **Percentage of Domain Coverage** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	6.31% (7)	88.29% (98)	5.41% (6)
Craft and Structure	3.60% (4)	87.39% (97)	9.01% (10)
Integration of Knowledge and Ideas	2.70% (3)	89.19% (99)	8.11% (9)

Grade 7: Blueprint Percentage of Domain Coverage Comments

Strand	Comments
Key Ideas and Details	• More should be expected of students at the 7th grade level.
Craft and Structure	• More should be expected of students at the 7th grade level. • Emphasis should start to move away from Key Ideas and Details to more rigorous standards.
Integration of Knowledge and Ideas	• More should be expected of students at the 7th grade level.

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – LITERARY** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	9.01% (10)	75.68% (84)	15.32% (17)
Craft and Structure	8.18% (9)	73.64% (81)	18.18% (20)
Integration of Knowledge and Ideas	8.26% (9)	73.39% (80)	18.35% (20)

Grade 7: Blueprint Percentage of the Distribution of Passages (Literary) Comments

Strand	Comments
Key Ideas and Details	- Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). - Same rationale - More should be expected of students at the 7th grade level. 50
Craft and Structure	- Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). - Same - More should be expected of students at the 7th grade level. 50
Integration of Knowledge and Ideas	- Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). - Same - More should be expected of students at the 7th grade level. - We should push students to begin synthesizing. 50

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – INFORMATIVE** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	19.09% (21)	75.45% (83)	5.45% (6)
Craft and Structure	18.18% (20)	73.64% (81)	8.18% (9)
Integration of Knowledge and Ideas	16.36% (18)	75.45% (83)	8.18% (9)

Grade 7: Blueprint Percentage of the Distribution of Passages (Informative) Comment

Strand	Comments
Key Ideas and Details	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Same • 50
Craft and Structure	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • More focus on integration of ideas would be more beneficial as real-world skills. • Same • 50
Integration of Knowledge and Ideas	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • More focus on integration of ideas would be more beneficial as real-world skills. • Same • I feel the informative pieces should be the same percentage as the literary pieces. I don't think one should outweigh the other. • 50

Grade 7: Please provide any additional POSITIVE feedback you have here.
- I agree there should be a focus on informational text for reasons I have previously mentioned.
- Passage length is appropriate
- Same
- None
- Xxx
- Informational passages can used as support for literary passages, and both will be enhanced.
- Same as Grade 6 feedback.
- The percentages for 7th grade are fine if you use the lower end of the spectrum. The upper end should be used for 8th grade.
- 44/55 is a great percentage that helps teachers/students focus on informational text, which they are exposed to on a daily basis.
- Again, I agree with the higher percentage in informative.

Grade 7: Please provide any additional CRITICAL feedback you have here.
- Use language that is all inclusive for students
- Emphasis on cross-curricular informational reading would be helpful.
- Same
- It would prove more useful for the student and the parent to measure growth from fall to spring… rather than measuring one year against another. Why is it that KDE measures one year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – the current form of one year versus another holds student to no accountability.
- Reading passages should be on high interest topics. Please consider the age of the students when choosing passages.
- None
- Xxx
- At each grade level, the % of informational and literary text should be equal.
- Our children lack in real life experiences. Many of our test items depend on children having these experiences. This makes the test results unreliable.
- Interesting passages
- Passage distribution should be 50-50.
- We have noticed students are scoring lower in the literature reading MAPs as opposed to the reading information portion. This is due to more emphasis on information reading. While social students and science percentages could be a higher percentage of informational reading, English classes are the only classes teaching literacy classics and other genres. The percentage should be equally in reading 50/50.

Question: Please select the option that best represents your opinion of the suggested **Percentage of Domain Coverage** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	7.41% (8)	87.96% (95)	4.63% (5)
Craft and Structure	5.56% (6)	87.96% (95)	6.48% (7)
Integration of Knowledge and Ideas	6.48% (7)	87.04% (94)	6.48% (7)

Grade 8: Blueprint Percentage of Domain Coverage Comments

Strand	Comments
Key Ideas and Details	• Percentages of coverage should rise as the grade level does. • Emphasis should be moving to Craft and Structure
Craft and Structure	• Less emphasis on Key Ideas and Details and more on Craft and Structure
Integration of Knowledge and Ideas	(no comments)

Grade 8: Blueprint Percentage of the Distribution of Passages (Literary) Ratings

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – LITERARY** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	11.01% (12)	71.56% (78)	17.43% (19)
Craft and Structure	10.19% (11)	71.30% (77)	18.52% (20)
Integration of Knowledge and Ideas	9.17% (10)	70.64% (77)	20.18% (22)

Grade 8: Blueprint Percentage of the Distribution of Passages (Literary) Comments

Strand	Comments
Key Ideas and Details	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Literacy expectations should not decrease as the grade level increases! • Science, social studies, and math should be helping with reading informative texts, which means as literature teachers, we should be teaching more literary than informative. • 50
Craft and Structure	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Science, social studies, and math should be helping with reading informative texts, which means as literature teachers, we should be teaching more literary than informative. • 50
Integration of Knowledge and Ideas	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Literary and informative percentages should be balanced. • Literacy expectations should not decrease as the grade level increases! • We should push students to begin synthesizing. • Science, social studies, and math should be helping with reading informative texts, which means as literature teachers, we sould be teaching more literary than informative. • 50

Grade 8: Blueprint Percentage of the Distribution of Passages (Informative) Ratings

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – INFORMATIVE** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	22.02% (24)	71.56% (78)	6.42% (7)
Craft and Structure	21.10% (23)	69.72% (76)	9.17% (10)
Integration of Knowledge and Ideas	19.27% (21)	70.64% (77)	10.09% (11)

Grade 8: Blueprint Percentage of the Distribution of Passages (Informative) Ratings

Strand	Comments
Key Ideas and Details	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Science, social studies, and math should be helping with reading informative texts, which means as literature teachers, we should be teaching more literary than informative. • 50
Craft and Structure	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Science, social studies, and math should be helping with reading informative texts, which means as literature teachers, we should be teaching more literary than informative. • More focus on integration of ideas would be more beneficial as real-world skills. • 50
Integration of Knowledge and Ideas	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Science, social studies, and math should be helping with reading informative texts, which means as literature teachers, we should be teaching more literary than informative. • More focus on integration of ideas would be more beneficial as real-world skills. • 50

Grade 8: Please provide any additional POSITIVE feedback you have here.
- Length of passages is appropriate
- All domains are important.
- None
- Xxx
- Same as previous
- See feedback Grade 6.
- I like that informative reading is weighted more. At this age they need to be becoming reflective readers and informative reading will be used a lot in the real world.
- 44/55 is a great ratio.

Grade 8: Please provide any additional CRITICAL feedback you have here.
- Language and topics should be inclusive to all students
- It would prove more useful for the student and the parent to measure growth from fall to spring … rather than measuring one year against another. Why is it that KDE measures on year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – the current form of one year versus another holds student to no accountability.
- None
- Xxx
- Interesting passages
- Reading should lean more based in literary texts instead of informative.
- Passage distribution should be 50-50
- Same answer as noted in 7 grade.
- Fewer test questions because testing fatigue is killing our students' motivation to learn. More real-world prompts and questions.
- We need to begin having much more informative pieces at this level.

Note: All percentages may not sum to 100 due to rounding. All comments are presented as they were submitted by respondents. No edits were made.

Question: Please select the option that best represents your opinion of the suggested **Percentage of Domain Coverage** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	6.25% (7)	87.50% (98)	6.25% (7)
Craft and Structure	4.42% (5)	90.27% (102)	5.31% (6)
Integration of Knowledge and Ideas	3.54% (4)	85.84% (97)	10.62% (12)

Grade 10: Blueprint Percentage of Domain Coverage Comments

Strand	Comments
Key Ideas and Details	• There should be fewer low level questions • Move the emphasis to integration of ideas. • Standard 1 i in Key Ideas and Details should be representative in ALL questions, regardless of domain, as students should always provide text evidence. The Standards under Key Ideas and Details are generally heavier weighted standards, so those percentages should be higher. The standards are designed in a way such that key Ideas and Details would be the most important of the standards categories.
Craft and Structure	(no comments)
Integration of Knowledge and Ideas	• We want to challenge HS readers to integrate knowledge and synthesize their own interpretations for literary works and how factual information should be interpreted/utilized. • There should be more higher level questions • Move the emphasis from Key Ideas and Details to integrating. • This domain is of lower importance than the other two.

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – LITERARY** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	9.82% (11)	69.64% (78)	20.54% (23)
Craft and Structure	6.25% (7)	74.11% (83)	19.64% (22)
Integration of Knowledge and Ideas	4.46% (5)	72.32% (81)	23.21% (26)

Grade 10: Blueprint Percentage of the Distribution of Passages (Literary) Comments

Strand	Comments
Key Ideas and Details	- Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). - Same as above - Focus should not be on small passages at this point but instead on longer texts. Doing so would decrease the percentage here in favor or more attention to integrating knowledge and ideas. When KY students reach me in their first year of college, they can grasp key ideas, but they cannot perform sustained reading tasks or integrate ideas. - Literacy expectations should not decrease as the grade level increases! - Literature should be given an equal percentage with informational. - Standard 1 i in Key Ideas and Details should be representative in ALL questions, regardless of domain, as students should always provide text evidence. The Standards under Key Ideas and Details are generally heavier weighted standards, so those percentages should be higher. The standards are designed in a way such that Key Ideas and Details would be the most important of the standards categories. 50
Craft and Structure	- Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). - Literature should be given an equal percentage with informational. 50
Integration of Knowledge and Ideas	- Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). - Same as above - Literacy expectations should not decrease as the grade level increases! - Literature should be given an equal percentage with informational. - The domain is of lower importance than the other two.

Grade 10: Blueprint Percentage of the Distribution of Passages (Informative) Ratings

Question: Please select the option that best represents your opinion of the suggested **Distribution of Passage Types (% of items associated with passage) – INFORMATIVE** for each strand.

Strand	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Key Ideas and Details	23.21% (26)	70.54% (79)	6.25% (7)
Craft and Structure	22.32% (25)	71.43% (80)	6.25% (7)
Integration of Knowledge and Ideas	19.82% (22)	70.27% (78)	9.91% (11)

Grade 10: Blueprint Percentage of the Distribution of Passages (Informative) Comments

Strand	Comments
Key Ideas and Details	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Same as above • Same as above: Focus should not be on small passages at this point but instead on longer texts. Doing so would decrease the percentage here in favor of more attention to integrating knowledge and ideas. When KY students reach me in their first year of college, they can grasp key ideas, but they cannot perform sustained reading tasks or integrate ideas. • Literature should be given an equal percentage with informational • Standard 1 i in Key Ideas and Details should be representative in ALL questions, regardless of domain, as students should always provide text evidence. The Standards under Key Ideas and Details are generally heavier weighted standards, so those percentages should be higher. The standards are designed in a way such that Key Ideas and Details would be the most important of the standards categories. • 50
Craft and Structure	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • More focus on integration of ideas would be more beneficial as real-world skills. • Literature should be given an equal percentage with informational. • 50
Integration of Knowledge and Ideas	• Students are being tested on informational reading every time they take a social studies, science, math, or writing test. A READING test should test the ELA standards, which include literary and information reading in equal measure (in the ELA classroom, not over the course of the day). • Same as above • More focus on integration of ideas would be more beneficial as real-world skills.

	• Literature should be given an equal percentage with informational. • This domain is of lower importance than the other two. • 50

Grade 10: Please provide any additional POSITIVE feedback you have here.
- The percentages of informational vs. literary text is more reflective of what students will see in the real world.
- Passage length is appropriate
- By grade 10, we should see a balanced reader.
- I appreciate the fact that students are being asked to read more "informative" work.
- None
- The blueprint grows as the learner grows, adapting to real-world texts the students will see. (Increasing number of informative texts vs. literary)
- While informational passages require explicit understanding of what the text says, often literary passages require a finer interpretation of figurative language and inferences which can be more complex thinking.
- I like the transition from middle school to high school distribution of passage types-percentages, as it pertains to genuine college readiness. If you receive high feedback to increase the percentage of information text, I would not exceed 35 literary, 65 informational.
- 40/60 is a great ratio for informational text. Students get a great foundation of literary reading in their elementary school years. However, they are going to be reading informational text the rest of their lives.

Grade 10: Please provide any additional CRITICAL feedback you have here.
- Students are expected to think at high levels in all classrooms across the state, so students should also be assessed at high levels.
- Language and topic should be inclusive to all students
- Please ask students to read longer texts in both literary and informative areas. Don't rob literary texts of their value. Also, the focus on small passages and tests (ACT, especially) is REALLY hurting students when they get to college. Lifting their scores a point or two with test prep in classes is NOT worth the damage to reading. Reading is still an enormous part of college work, regardless of major.
- It would prove more useful for the student and the parent to measure growth from fall to spring … rather than measuring one year against another. Why is it that KDE measures on year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – the current form of one year versus another holds student to no accountability.
- None
- Percentages for literary and informative should be equal.
- Students need more exposure to informative texts by grade 10
- Make passages interesting and related to real life.
- I find it odd that once students reach high school they are not assessed yearly in reading.
- Interesting passages
- Informational/literary should be 50/50.
- Passage distribution should be 50-50
- Look at answer for 7th grade. I would add that students will miss out on higher level classical literature. Remember education was always learning for learning sake. It was never education to get a job. 40/60 split shows education to get a job.
- I would go 65-35. Most workplace reading is informational regardless of the field.

Writing Blueprint: Ratings and Comments (Grades 5, 8, & 11)

Question: Please select the response that best represents your opinion of the suggested **prompt modes.**

Prompt Mode	Okay "as is"	Needs Revision
Grade 5 Prompt Mode	90.98% (121)	9.02% (12)
Grade 8 Prompt Mode	85.94% (110)	14.06% (18)
Grade 11 Prompt Mode	90.63% (116)	9.38% (12)

Prompt Mode	Comments
Grade 5 Prompt Mode	• Seems reasonable given the grade level and standards • Students at this level cannot express themselves in the time amount given. It is too much stress on them. • Using explanatory/informational writing to assess READING standards is not the same as assessing the techniques required by explanatory writing. The extended-response questions assess reading standards, not the C2. So why aren't we seeing the other writing standards assessed at all? • This is clear and concise language to indicate what is wanted. • I like how this is worded for this age group • Opinion/argumentative writing is by far the most useful for daily life. • Students should be assessed on multiple modes of writing at all levels • I think opinion writing is appropriate for 5th grade. • Informative writing is also an important skill. Why are all focused on opinion/argument? My fear is that schools will only teach that form of writing. • The time for the stand alone prompt is stressful for kids. It is not developmentally appropriate. Narrative should not be an option. Prompts on the stand alone prompt cannot have any background knowledge that can make a child score lower if they don't have it. That makes the results unreliable. • Students at this level need scaffolding in opinion writing that leads to argumentative writing. • I am concerned that informational writing will not receive the emphasis needed with ODW focusing on one writing mode. • This is more developmentally appropriate than current test. • Text sets should include multiple texts that students can use to reference. California has great examples of these. • Wow! Big change – I like the focus because developmentally that's where students are. • Why not call it "argumentative" since that what an opinion piece is anyways?
Grade 8 Prompt Mode	• Seems reasonable given the grade level and standards • I would suggest maybe a critical reading response? • Please ensure that "argumentative" connotes the use of factual information and valid sources to justify one's position. Helping students

	learn how to eliminate/reduce biased info or unreliable sources is an essential life/work skill.
	• Using explanatory/informational writing to assess READING standards is not the same as assessing the techniques required by explanatory writing. The extended-response questions assess reading standards, not the C2. So why aren't we seeing the other writing standards assessed at all?
	• This is clear and concise language to indicate what is wanted.
	• Could analyze and choose be an option?
	• Maybe this mode should be persuasive? Many don't learn the difference between persuasive and argument until high school.
	• Students should be assessed on multiple modes of writing at all levels
	• Only one prompt
	• I am concerned that informational writing will not receive the emphasis needed with ODW focusing on one writing mode.
	• This is real world writing.
	• If standards include narrative, informative, and argumentative; there needs to be an option where students can write two pieces over what they want. Students' scores should not be based off one mode of writing to come up with their composite score.
	• Persuasive
	• I think there should be one narrative writing offered for those who have a flare for writing through their imagination and creativity.
	• Text sets should include multiple texts that students can use to reference. California has great examples of these.
	• That's the focus of the writing standards.
	• Why aren't we doing other types of writing?
Grade 11 Prompt Mode	• Seems reasonable given the grade level and standards
	• Please ensure that "argumentative" connotes the use of factual information and valid sources to justify one's position. Helping students learn how to eliminate/reduce biased info or unreliable sources is an essential life/work skill.
	• Using explanatory/informational writing to assess READING standards is not the same as assessing the techniques required by explanatory writing. The extended-response questions assess reading standards, not the C2. So why aren't we seeing the other writing standards assessed at all?
	• This is clear and concise language to indicate what is wanted.
	• Rather than asking students to write an argumentative essay, consider asking them to generate an inquiry of their own and then use that question to prompt work in research writing. When students arrive at college, they have a LOT of trouble asking questions and coming up with topics for further research and inquiry.
	• Defend a position you are passionate about sounds more realistic.
	• Students should be assessed on multiple modes of writing at all levels
	• Why not incorporate some elements of persuasion by this point?
	• Only one prompt
	• I am concerned that informational writing will not receive the emphasis needed with ODW focusing on one writing mode.
	• This is real world writing.
	• Text sets should include multiple texts that students can use to reference. California has great examples of these.
	• That's the focus of the standards.
	• Why aren't we doing other types of writing?

Writing Blueprint: Overall POSITIVE and CRITICAL Feedback

Writing: Please provide any additional POSITIVE feedback you have here.

- I love that there will only be ONE on-demand prompt and that it is based on a text. Students use this type of writing more often in the real world than the others and it should be emphasized.
- This is reflective of real world writing students will encounter after high school.
- I think this is a great way to monitor writer's progression
- Assessment of writing on demand is necessary
- I like that you are having fifth focus on one mode.
- Having students respond to just one prompt is more appropriate for 5th graders. I am curious to see what the constructed responses will look like.
- Argumentative writing is real-world application writing. It should be a heavy focus as our students get older, since they will need to skills necessary to formulate and support their opinion.
- Having only one mode of writing to focus on will allow students to perfect their skills at a higher level. Also opinions and argumentative writing are valued much more highly in the real world.
- It is nice for teachers to know the mode of writing ODW will require.
- This is more reflective of the type of writing we do in the real world.
- All skills referenced are necessary and clearly articulated. Well designed.
- I think having students read/write more argumentative pieces helps to develop them as informed citizens, as they will be exposed to and critiquing arguments throughout their lives.
- Only one writing prompt – specifically one form…good
- Would love to see the writing portion as a student responding to text. Some type of synthesis of multiple texts used to support an argument they develop would be great.
- I do like the idea of focusing on one piece at each grade level.
- I like just having one ODW prompt at each level is passage-based. By the time kids take ODW, they are tired of testing. This might help some with test fatigue.
- I am very much in favor of limiting the mode in this assessment.
- I like that it is straight forward, clear and simple.

Writing: Please provide any additional CRITICAL feedback you have here.

- There are so many other kinds writing that are important and valuable to society at large. Can we not provide representation/options for other types of writing?
- This sets a dangerous precedent that the only writing we value is argumentative. ALL THREE MODES of writing are essential for modern communication (not to mention the body of research that shows the negative effects of limiting students to only argument writing. The current assessment breakdown gives district or school administrators the green light to require teachers to only teach one more, because that's what's on the test. We've all seen it happen here with literary reading; administrators don't understand that the percentages are supposed to reflect a student's entire day, not just the ELA class, so high school teachers are told not to teach literary text. Please nip this in the bud.
- None
- This grading is too inconsistent.
- Not sure how useful "opinion" is. I think something like "reflection" or "informed response" would be better. When we ask students for their opinion, we tend to get unfocused rants rather than deep thinking and strong writing.

- It would prove more useful for the student and the parent to measure growth from fall to spring…rather than measuring one year against another. Why is it that KDE measures on year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – the current form of one year versus another holds student to no accountability.
- Kids need more time for this!
- Cannot make valid suggestions from this survey
- Please make sure that you give fifth grade an appropriate amount of time to be able to respond to this prompt. 30 minutes is not enough time for a child to plan and write a piece to show their writing ability.
- Students at freshman and sophomore level study speeches and other persuasive writings and are asked to identify persuasive elements, they should be able to start applying them by their junior year.
- At the 11th grade level, they should not get 40 minutes to write an argumentative paper with counterclaims and 90 minutes to write an informational essay. Granted, they do get extra time now, but it would be more logical to give them the argumentative in the 90 minute time frame.
- I am concerned about just assessing one mode of writing. I am fearful that teachers will not teach the other two modes as much as they should.
- Informative writing is also an important skill as is narrative. Why are all assessments focused on opinion/argument? My fear is that schools will only teach that form of writing and that is not what is best for students.
- Teachers do not know how to teach on demand. There have not been released items since 2012. If you want scores to increase, provide training. Stop keeping teachers in the dark.
- Please be sure that argumentative text sets and prompts provide authentic topics student writing. It always seems that the writing prompts are asking students to write about something that isn't relevant.
- "Writing is measured by a combination of the On-Demand Writing Test and a brief Editing and Mechanics multiple choice and constructed response tests." Before schools are judged by this assessment will KDE provide samples of the types of items (both multiple choice and constructed response) so students are not prepared for what the assessment will look like. It is unfair to judge anyone by an assessment that is completely unfamiliar in formatting and style.
- Concerned that other writing would not be taught
- More special education could help increase scores in all these areas.
- There needs to be focus on media literacy and research.
- 8th graders have not really had Editing/Mechanics; it hasn't been tested…now, throw it at them, their 8th grade year? Doesn't seem fair…only way editing/mechanics scores going to be good scores – tested every year from K-8…and then the writing scores would be better as well…you cannot back up and teach all the grammar, punctuation, capitalization, parts of speech, etc etc in a single year – at 8th grade – because it is tested…nor at 5th when they haven't had it K-4…not right in my opinion.
- Will this push teachers/schools to only teach one type of writing in a given year?
- Will students have choice? Focusing on only one mode will result in instructional time being spent on that mode; a concern would be other modes of writing (narrative/informational/creative) being limited or restricted. Is the purpose only to assess the one mode as students' demonstration of learning may be better shown through other modes.
- Just wondering about the other writing types.

Mechanics Blueprint: Ratings and Comments (Grades 5, 8, & 11)

Question: Please select the option that best represents your opinion of the suggested **percentages of domain coverage** for each grade and prompt mode.

Mechanics	Percentage Should be Lower	Percentage is "Just Right"	Percentage Should be Higher
Grade 5: Conventions of Standard English	20.16% (25)	76.61% (95)	3.23% (4)
Grade 5: Knowledge of Language & Vocabulary Acquisition and Use	4.84% (6)	77.42% (96)	17.74% (22)
Grade 8: Conventions of Standard English	22.41% (26)	75.00% (87)	2.59% (3)
Grade 8: Knowledge of Language & Vocabulary Acquisition and Use	4.35% (5)	73.91% (85)	21.74% (25)
Grade 11: Conventions of Standard English	20.18% (23)	77.19% (88)	2.63% (3)
Grade 11: Knowledge of Language & Vocabulary Acquisition and Use	3.48% (4)	73.04% (84)	23.48% (27)

Prompt Mode	Comments
Grade 5: Conventions of Standard English	• Should be 75-80 to allow more emphasis on knowledge of language and vocabulary acquisition and use • 75-80% • At our school the conventions of standard English evaluation was inconsistent • This is clear and concise language to indicate what is wanted. • We do not have this assessment. • Language and vocabulary deserves more weight than structure. If a student lacks in vocabulary, their structures will suffer as well. • 80/20
Grade 5: Knowledge of Language & Vocabulary Acquisition and Use	• Should be 20-25 to give more emphasis – language and vocabulary are important to student success • 20-25% • So many deficiencies as they move up. • This is clear and concise language to indicate what is wanted. • So-called "standard English" is not as useful as it used to be. Students need to understand the conventions of ALL types of language and then learn to determine (using careful reading and evidence) what type of language conventions are appropriate for a given context or situation. One size fits all is not the way of world. We need to them to be savvy in many areas, not just one. • Today's children have poor vocabulary and grammar skills. • Vocab acquisition and use is also measured in reading comprehension, but it still seems like this should higher. • We do not have this assessment • Language is the building block of syntax. To manipulate language, one must have a foundation of vocabulary to utilize. • 10-15% just seems like a really low percentage to place on vocabulary when research has sown that it is often the determining factor in comprehension at a higher level

	80/20 - Vocabulary should be higher
Grade 8: Conventions of Standard English	- Should be 75-80 to give more emphasis to knowledge of language and vocabulary acquisition and use 75-80& - This is clear and concise language to indicate what is wanted. - We do not have this assessment - Language and vocabulary deserves more weight than structure. If a students lack in vocabulary, their structures will suffer as well. - Why are the percentages the same for all three grades assessed? That doesn't make sense. There should be a higher emphasis on language and vocabulary. 80/20
Grade 8: Knowledge of Language & Vocabulary Acquisition and Use	- Should be 20-25 to give more emphasis – language and vocabulary are important to student success 20-25% - Deficiencies need to be addressed - Being able to decipher and use vocabulary is a significant skill. - This is clear and concise language to indicate what is wanted. - So called "standard English" is not as useful as it used to be. Students need to understand the conventions of ALL types of language and then learn to determine (using careful reading and evidence) what type of language conventions are appropriate for a given context or situation. One size fits all is not the way of the world. We need to them to be savvy in many areas, not just one. - Today's children have poor vocabulary and grammar skills. More focus on proper knowledge in these skills would be great. - Vocabulary acquisition should be higher to prepare students for high school reading. - We do not have this assessment - Language is the building block of syntax. To manipulate language, one must have a foundation of vocabulary to utilize. - There should be a higher percentage than in 5th grade. - Should this be a little higher to ensure students focus on appropriate word choice for the topic, content, audience? 80/20 - Vocabulary should be higher
Grade 11: Conventions of Standard English	- Should be 75-80 to give more emphasis to knowledge of language and vocabulary acquisition and use 75-80% - This is clear and concise language to indicate what is wanted. - Students cannot be successful writers if they do not understand the conventions of the language. Writing skills improve with development of language conventions. - By grade 11 students really need to have larger vocabularies to be adept in life; grammar and conventions can be learned later and compensated for by word processing devices, but without a growing vocabulary students will be closed off to more of the world - We do not have this assessment - Language and vocabulary deserves more weight than structure. If a student lacks in vocabulary, their structures will suffer as well. - This blueprint should be different than 5th and 8th. 80/20

| Grade 11: Knowledge of Language & Vocabulary Acquisition and Use | Should be 20-25 to give more emphasis – language and vocabulary acquisition and use are important to student success. 20-25% Raise the bar here. Being able to decipher and use vocabulary is a significant skill. This is clear and concise language to indicate what is wanted. So-called "standard English" is not as useful as it used to be. Students need to understand the conventions of ALL types of language and then to determine (using careful reading and evidence) what type of language conventions are appropriate for a given context or situation. One size fits all is not the way of the world. We need to them to be savvy in many areas, not just one. Contemporary secondary school students lack the literacy skills which develop strong vocabulary. These boiler plate standards need raised to encourage students to focus on vocabulary development. Grammar was removed from the curriculum. By grade 11, children should have well established knowledge of language and vocabulary, but 10-15% seems too low. See above We do not have this assessment Language is the building block of syntax. To manipulate language, one must have a foundation of vocabulary to utilize. Blueprint should not be exactly the same as 5th and 8th grade. Should this be a little higher to force students to really work on language based on the topic, the audience, etc? 80/20 Vocabulary should be higher |

Mechanics Blueprint: Overall POSITIVE and CRITICAL Feedback

Mechanics: Please provide any additional POSITIVE feedback you have here.

- Students should be assessed in editing and mechanics. I am glad to see it added.
- There is a good balance between conventions and vocabulary.
- This is an area of needed assessment
- Xxx
- I am curious what the constructed responses will look like.
- I am very glad to see us focus on the mechanics of writing. Technology and slang have really taken over and it is important that we show students the correct way to write and speak as a professional.
- I think it's good that students will be assessed on these topics.
- Kids should be held to high standards with the written standards of English throughout their education.
- It is good that "English" is going to be taught again, since it is going to be 'tested'…
- I like the simplification of the blueprint

Mechanics: Please provide any additional CRITICAL feedback you have here.

- None
- Language and vocabulary acquisition across the state should be more of a focus for students and teachers.
- The grading was inconsistent
- It would prove more useful for the student and parent to measure growth from fall to spring…rather than measuring one year against another. Why is it that KDE measures one year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is true growth of a child – the current form of one year versus another holds student to no accountability.
- These boiler plate benchmarks are moot without appropriate teacher support and professional development.
- How can students know grammar when it isn't being taught?
- I think this is a lot of testing for 5th grade. Reading, math, social students, and on demand. Then to add editing and mechanics on top of that is a lot of testing for a 12 year old child.
- Vocabulary > Conventions
- Testing language mechanics does not result in better writing. It results in test prep activities. There is no transfer to better writing. It's a waste of students and teachers time. They need to spend time truly writing.
- The critical problem is that there are gap years where teachers only have to teach reading ONLY. If this happens, those teachers will not be teaching conventions as much as they should. Making an 8th grade teacher's job much more difficult to play catch up on. Right now, as the blueprint is suggesting, 8th grade students will have Reading, Composition, and Language Mechanics. That's a lot more than the average teacher. The scores are not going to reflect a student's growth if it's not reflective of what they have done from one year to the next.
- Not fair to throw it at accountable grade levels…math is taught every year, so those skills stick…English is not…so those editing/mechanic skills do not stick…unfair to the accountable grade levels…only way English skills stick…practice it every year like I did back in the day when I was in school…

- I'm wondering how you are going to assess the knowledge of vocabulary standards without bias based on prior knowledge. The standard indicates that students should be able to choose flexibly from a range of strategies, so I'm interested to see how this one is assessed.
- I don't feel that 5th grade should be tested in editing and mechanics as well as on-demand writing. They have too many domain tests to take at that grade level already.
- Not sure why they would not vary a bit by grade level.

Question: Please select the option that best represents your opinion of the complete blueprint.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The blueprint is easy to read.	4.32% (6)	2.88% (4)	52.52% (73)	40.29% (56)	0.00% (0)
The blueprint is easy to understand.	4.32% (6)	9.35% (13)	48.92% (68)	37.41% (52)	0.00% (0)
The blueprint will provide instructional guidance to teachers.	11.51% (16)	18.71% (26)	46.04% (64)	23.74% (33)	0.00% (0)
The blueprint is useful to non-educators.	9.35% (13)	32.37% (45)	41.73% (58)	12.23% (17)	4.32% (6)

Question: The blueprint serves as a road map for the creation of the end-of-year assessment. After students complete the assessment, all schools receive a report that shows how students performed on each domain. For example, schools would see if the students scored better on Key Ideas and Details or Integration of Knowledge & Ideas. Use this information to help rate the statements below.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The strands on the blueprint provide valuable information for schools to help inform the reading and writing program, overall.	7.14% (10)	18.57% (26)	48.57% (68)	25.00% (35)	0.71% (1)
The strands provide enough detail to support improvement of a school's overall reading and writing program.	11.43% (16)	35.71% (50)	41.43% (58)	11.43% (16)	0.00% (0)

Complete Blueprint: What is the most useful aspect of the suggested blueprint?

- Being able to understand which strands students in a particular class or school were strengths or weaknesses in order to inform professional learning efforts and instructional decisions.
- It is very easy to read.
- Organization
- It's clearly laid out.
- Ease of reading and interpretation by educators and non-educators alike. Please note that we will always have citizen who will not understand all the specifics listed in this chart. Although we want to

avoid wordiness, it will be essential to spell out (in some capacity) what items actually mean. Keep the chart the same; simply add a page somewhere that tells a parent, teacher, politician (especially them) what a particular item involves. For example, be prepared to illustrate what aspects go into "fract." Otherwise, you'll have millions of interpretations.

- It explains what is expected at each level
- It is clear.
- It is easy to read
- Percentage breakdowns
- Big ideas are easy to "see"
- It clearly explains the expectations to professionals
- NOTHING
- Easy to read percentages
- Breakdown of types of texts
- To be able to tailor lessons around what is required, but still unique to the teacher (and in some cases, the student).
- Give weights
- Gives teachers a guide to help prepare students for what to expect
- It is clear and easy to use.
- Percentages by strand and domain
- The distribution of passages and domain coverage percentage.
- To know where we need to go for the future. The feedback data is crucial to making next step decisions.
- Nearly nothing.
- It is easy to read.
- The percentages of each section
- It connects back to the standards
- Helps with planning
- It shows exactly what students need to focus on and what types or reading they need to be familiar with.
- Easy to read
- On-demand is simple to read
- The percentages of types of passages. All reading uses essentially the same skill set.
- I am excited about receiving feedback based on each strand of the blueprint.
- We do not get any results based on domain.
- It doesn't have a lot of unnecessary information to look through.
- The visual spacing is easy to consume.
- It is very organized and easy to understand.
- It is easy to read
- It is readable.
- Seeing what would be tested
- The most useful aspect is that the blueprint proves an opportunity for all to participate.
- Just like any test of this nature, the more specific the better the results will be. We cannot continue jumping through vague hoops.
- Easy to read, comprehensive.
- As a teacher, I think it is very easy to read and understand. I also think that if I were able to hand this to a parent, they would have no problem understanding it.

- Knowing the breakdown of the test. It shows what should be focused on. I still think the reading passage distribution type between information and literary should be 50-50 at all levels, but I understand why it isn't. That's helpful to educators knowing that up front. I liked the emphasis in writing as well.
- The graph that represents percentage of each strand.
- Knowing editing/mechanics multiple choice are coming back to ELA assessment
- It shows that all reading standards should be evenly covered.
- The percent of questions from each strand and the mode of writing for the writing assessment.
- It is divided into strands
- Narrowed focus in writing – easy to read! Can this be made into a one page document?
- The reading blueprint clearly shows that all ELA teachers must teach both literary and informational texts and gives a general idea of how must of each a students will see on the test.
- It shows the weight of different topics that "should" be on the kprep. However, test makers have not used this during the creation of the past assessments. They need to be held accountable and have educators be able to help create these assessments and judge if they are equally assessing all text types along with weighting each strand the appropriate amount.
- The percentage of domains
- Clarity

Complete Blueprint: Is there a feature that is missing from the suggested blueprint? If so, what is it?

- If you want to share with parents, non-education language is needed.
- The critical reading connection to writing.
- As the student gets to 11th grade, is there something that helps connect their results here with standardized tests that denote college readiness? In other words, are their scores aligned in some way with ACT? (Forget KYOTE – you can beat that thing in 5 easy steps and not actually demonstrate true skills/knowledge.)
- Concerned that only one mode of writing is assessed on the on demand assessment.
- If you want us to use this to make instructional decisions, you must provide enough detail to do so. This is currently useless from an instructional standpoint.
- A quick summary of what each category is about
- Nothing missing from the blueprint, but more feedback from the assessment afterwards would be helpful for instructional purposes.
- Additional support
- None
- BASIC, COMMON SENSE TEACHING OF THE TRUTH BEFORE COMMON CORE!
- Explanation of terms or examples given, need more specifics for teachers to use
- No.
- I think teachers and parents need more specific detail of what each skill looks like that the various grade levels.
- On demand writing would only cover opinion writing?
- I noted that the blueprint for reading is missing reading SKILLS. In addition to being able to understand the content of what they are reading, students also need to understand the skills that support strong, careful reading. Teaching students metacognitive skills like asking questions, predicting test, making connections, identifying problems, etc. give them a strong foundation for reading in college. These skills need to be taught explicitly. We cannot expect students to gain this knowledge without help.

- Yes! On demand writing blueprint should also be broken down into subtopics. For example, how much weight will be placed on grammar and conventions vs. audience and purpose?
- Key ideas and details have to do with reading comprehension and summary. Craft and structure have to do with organization. Integration of knowledge and ideas should be response to reading from students.
- Amount of constructed response items and what domains they will in.
- No
- The blueprint needs to be based on contemporary academic research writing and literacy. Assessment professionals and teachers (as well as academic researchers) need involved in this blueprint ASAP. Remove the administrators and let the subject matter experts develop this into a useful tool.
- Too "technical" for the average reader.
- Individual student feedback for each area like the reports we get from EOP testing. This would help us see how students are performing who follow different paths in high school.
- Additional information could be included to explain what each section means.
- The assessment doesn't match the standards in each domain very well.
- The writing is VAGUE! If you want to help educators you must give them more specific things to focus on within the topics of opinion and argumentative writing. The reading is slightly better but under craft and structure that doesn't give much to go on when guiding instruction. A school finds out what they are low in that rea but in exactly what part of that area.
- None.
- The missing feature is the weight of items within the multiple choice questions and constructed responses in the language and conventions portion. ALL stakeholders should be aware of this also…unfair to aim at a moving target.
- Breaking down the strands into standards. The standards in the Craft and Structure strand are vastly different.
- Example questions
- Continuity among the grades is the most difficult part. There isn't accountability throughout the grade levels. There's also a lot of weights and accountability resting on 8th grade as a whole to determine the effectiveness of a school.
- If teachers are going to use the blueprint to help inform and improve reading and writing instruction, the categories on the blueprints are not specific enough. If there were a breakdown by standard under each category. It would be more helpful. For example, Key Ideas and Details – list the standards under this category and the percentage of mastery for each standard so teachers can better focus instruction.
- Specific content strands
- Exact skills per level.
- On reporting, it would be helpful for school improvement if you were able to go past just the strands and actually report down to the standard. That may be asking a lot, but why make schools guess? It's easier to improve when you know exactly where the weaknesses are.
- Each reading standard should be addressed in each student's results and school results. If we are spending so much time on testing and preparing, the results should be more useful. If a school knows which standards they need the most work on, they will be able to address that and not spend so much time guessing on what they need to focus on. We break each of our unit tests down by individual standards, why not do this at the state testing level?
- Accountability should be across the board…not just reading & math…
- Specific feedback on writing performance
- Text Complexity ranges for passages would be nice

- It needs to be subdivided deeper into standards to give teachers a more accurate view of student progress
- Depending on the audience, a brief explanation of key points of argumentative, knowledge and language acquisition, etc.
- Passage length
- Short definitions of each domain, especially for non-educators

Complete Blueprint: Please provide any additional feedback (positive or critical) for the review committee to consider when making decisions about the blueprint.

- Glad that on-demand is being limited to 1 text-based.
- None
- Parents may struggle understanding the blueprint
- THIS SO-CALLED BLUEPRINT IS EXACTLY WHAT IS WRONG WITH EDUCATION FOR THE PAST 40 YEARS & ESPECIALLY SINCE KY OPENED THEIR ARMS UP TO THE RADICAL/NON-SENSE OF COMMON CORE, WHICH HAS TOTALLY MADE OUR CHILDREN LAZY IDIOTS!
- What does a grade 5 conventions look like to be proficient? Grade 8? Parents and teachers need a sliding rubric for these skills. Something similar to what the Summit Cognitive Skills rubric looks like for each of these literary skills.
- It would prove more useful for the student and the parent to measure growth from fall to spring…rather than measuring one year against another. Why is it that KDE measures one year student against another year student to determine school growth. Why not measure the student against themselves (fall versus spring). That is truth growth of a child – the current form of one year versus another holds student to no accountability.
- Consider assessing editing and mechanics at the grade levels 4, 7, and 9 so that students don't have so many tests to do in one year. This would also force writing instruction in schools to improve, since assessment is spread among various grade levels.
- Reading comprehension, Understanding how writer's organize information for us to read, and critique/response should be what is listed and what is tested. Passages should get longer and more complex as the test progresses. Scores would show where students can progress as a reader and thinker.
- Do you think having a single English Language Arts teacher is enough? I would venture to say the administrators in your review committee lack the content knowledge and assessment experience to provide value to this process.
- The general public cannot make valid suggestions with this survey.
- Providing definition for each category, for non-educators, could be useful as I believe learning doesn't stop in the classroom.
- Teachers would like more specific feedback on each content area so that they could know what they need to improve instruction in those areas.
- Please provide examples of work at each level.
- If we teach the standards to a level of mastery, then students should be able to demonstrate mastery. Therefore, the blueprint provides me with no additional instructional value to design instruction. Our district does not teach to the test.
- Much of this is written in broad strokes without detail is needed to actually help students achieve. With categories, so vast as composition, language, and integration of ideas, these terms are merely enigmatic.
- It would be nice to get results that we are able to work with. When we get one overall score, we have no idea how our students do in each domain. Scores are irrelevant in helping to improve instruction.

- Please take into consideration the age and maturity of the individuals taking this test. An 8 year old is very different than a 16 year old so why would their test have the same weights for each category??? The amount of testing at certain grade levels is also overwhelming!!
- The blueprint is so generic that it truly does not provide a great deal of information to an educator. As a teacher, I would like to see more of a focus on basic comprehension, i.e. Key Ideas and Details, as opposed to Integration of Knowledge and Ideas. The test should be designed to prepare ALL students to read for basic understanding and stop focusing on skills the students may never use past school, i.e., comparing and contrasting characters. We need to go back to Kindergarten reading standards and remove the standards that students are not cognitively ready for. Let's teach them to read words, understand sounds, and read basic information before we have the babies identify the author's point of view and word choice. We are truly losing sign of the cognitive and developmental needs of children to say we are competing globally.
- When reporting student results, schools need reports by standard not by strand. The strands are too broad to determine how to properly intervene on a student. If a student struggles in Craft and Structure, that doesn't let a teacher or school know if the issue is vocabulary or understanding the structure of a poem.
- Would be helpful for schools to get more detailed information about student performance on assessment in order to improve future instruction
- This needs to be finished promptly, so that we can use this to create our lessons for the next school year!
- Please listen to teachers…please
- We need to know how students score on constructive response in the subjects. Reading math science and social studies.
- So does this mean students will only be tested in argumentative writing? Will resources be provided for the editing and mechanics portion so that teachers understand how they are being held accountable?
- Please go deeper into standards and not just strands. A more detailed report and view of student progress will be much more helpful to teachers in making instructional decisions to move student learning forward. Just by looking at strands, teachers don't know where specifically to focus their instruction.
- Schools/districts need more feedback and specifics other than the broad categories in order to improve student learning and achievement.
- The first page of this survey mentions two (2) parents, but then parents are not mentioned in the bulleted list. As stated in KY Senate bill 175 (2019), the standards and assessment process review committee shall be composed of the commissioner of education or designee as a nonvoting member and nine (9) voting representatives of public schools, of whom at least two (2) shall be parents of public school students, appointed by the Governor and confirmed by the Senate in accordance with KRS 11.160 as follows: a. One (1) language arts teacher; b. One (1) math teacher; c. One (1) science teacher; d. One (1) social students teacher; e. Two (2) school principals; f. Two (2) school superintendents; and g. One (1) school board member.