

QUEST Grade 5 ELA Post Test Blueprint

STANDARD	READING STANDARDS FOR LITERATURE (RL)	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Key Ideas and Details					18%
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	MC MS	Recall Skill/Concept	Knowledge Comprehension	2	4%
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	MC	Skill/Concept	Comprehension	2	4%
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	MC	Skill/Concept	Analysis Application	2	4%
	Craft and Structure					
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	MC	Recall	Comprehension	1	2%
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	MC	Skill/Concept	Comprehension	1	2%
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	MC	Strategic Thinking	Analysis	1	2%
STANDARD	Reading Standards for Informational Text (RI)	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Key Ideas and Details					16%
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	MC	Recall	Knowledge	1	2%
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	MS	Skill/Concept	Comprehension	1	2%
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	MC	Skill/Concept	Application	1	2%
	Craft and Structure					
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	EBSR	Strategic Thinking	Analysis	1	2%
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	MC	Skill/Concept	Application	1	2%
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	MC	Strategic Thinking	Application	1	2%
	Integration of Knowledge and Ideas					
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	MC	Skill/Concept	Comprehension	1	2%
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	EBSR	Strategic Thinking	Comprehension	1	2%

STANDARD	Writing Standards (W)	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Text Types and Purposes					10%
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	MS	Skill/Concept	Application	1	2%
5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	MC	Skill/Concept	Application	1	2%
5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	MC	Skill/Concept	Analysis	1	2%
	Production and Distribution of Writing					
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	MC	Strategic Thinking	Application	1	2%
	Research to Build and Present Knowledge					
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	MC	Skill/Concept	Analysis	1	2%
STANDARD	Language Standards (L)	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
	Conventions of Standard English					12%

5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	MC	Recall	Application	1	2%
Knowledge of Language						10%
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	MC	Skill/Concept	Application	1	2%
Vocabulary Acquisition and Use						12%
5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	MC	Skill/Concept	Application	1	2%
5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	MC	Skill/Concept	Application	2	4%
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	MC	Strategic Thinking	Comprehension	1	2%
STANDARD	Speaking and Listening Standards (LS)	ITEM TYPE	DOK	BLOOM'S	ITEMS	Percentage
Comprehension and Collaboration						6%
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	MC EBSR	Strategic Thinking	Analysis	2	4%
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	MS	Strategic Thinking	Analysis	1	2%

	EBSR 3	Recall 12.90%	Analysis 25.81%	31
	Multiple Choice 24	Skill/Concept	Application 32.26%	
	Multiple Select 3	54.84%	Comprehension	
	Multiple Select 1	Strategic Thinking	35.48%	
		32.26%	Knowledge 6.45%	