



How to Map the Test Blueprint to Courses Taken

Mapping the test blueprint to courses taken can help candidates analyze their readiness to take the Virginia Reading Assessment by evaluating whether the course work they have completed covers the knowledge and skills assessed. As a candidate for educator licensure, you may wish to complete the following steps to aid in your test preparation. A sample completed worksheet is provided on page 2.

- Obtain a copy of the test blueprint worksheet for the Virginia Reading Assessment you are preparing to take. These worksheets are available from the Virginia Reading Assessment Web site by selecting the "Mapping the Test Blueprint to Courses Taken" page.
- Enter your name and today's date in the "Notes" area at the top of the page. You may complete this worksheet multiple times during your educator preparation in order to chart your progress in studying the material covered on the Virginia Reading Assessment.
- Review your records of the courses you have taken to date. Enter each relevant course as a column heading on the worksheet.
- Review each test objective to determine whether these courses covered the knowledge and skills identified by that test objective. You may wish to print the complete test blueprint for the field and use the descriptive statements for each test objective to guide this activity. Test blueprints for all fields can be viewed or downloaded from the Virginia Reading Assessment Web site by selecting the "Test Blueprints" page.

If the knowledge and skills tested for an objective were covered in the course, mark the appropriate box. Leave boxes blank to indicate content not covered. See the following page for an illustration of how to complete the worksheet.

- When the worksheet is complete, you may evaluate your preparedness or ask your academic advisor to review the worksheet with you to determine whether you have completed sufficient course work to be prepared to test.

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Elementary and Special Education Teachers Test Blueprint Worksheet

Test Code 001

Notes: Enter your name and the date, and list the relevant courses you have taken as column headings.

Joe Smith 11/16/2007

		Multiple-choice items	Constructed-response items	Phonological Analysis	Methods of Teaching English	Articulatory and Acoustic Phonetics	Second Language Acquisition
DOMAIN I—ASSESSMENT AND DIAGNOSTIC TEACHING		17-19	1				
0001	Understand the characteristics and uses of assessment and screening measures for evaluating students' language proficiency and reading skills.				✓		
0002	Understand the use of assessment data to plan reading instruction.				✓		
DOMAIN II—ORAL LANGUAGE AND ORAL COMMUNICATION		17-19	1				
0003	Understand the development of oral language and oral communication skills.					✓	
0004	Understand the development of phonological awareness, including phonemic awareness.			✓		✓	
DOMAIN III—READING DEVELOPMENT		35-37	1				
0005	Understand how to promote students' understanding of concepts of print and basic phonetic principles.				Leave boxes blank to indicate content not covered.		
0006	Understand explicit, systematic phonics instruction.						
0007	Understand word-analysis skills and vocabulary development.						✓
0008	Understand the development of reading fluency and reading comprehension.				✓		
0009	Understand reading comprehension strategies for fiction and poetry.				✓		
0010	Understand reading comprehension strategies for nonfiction.						
DOMAIN IV—WRITING AND RESEARCH		17-19	1				
0011	Understand writing skills and processes.						
0012	Understand how to promote students' knowledge of correct spelling, usage, and other writing mechanics.				✓		✓
0013	Understand writing and reading as tools for inquiry and research.						

Mark boxes to indicate content covered by one or more courses.