



ILEARN English/Language Arts Grade 3 Test Blueprint

ILEARN checkpoint and summative assessments are computer-adaptive tests (CATs).

Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative Assessment
September - November ⁵	November - February ⁵	February - April ⁵	April - May ⁵
20-25 Items ⁶	20-25 Items ⁶	20-25 Items ⁶	30-35 Items ⁶

Indicator ¹	Indiana Academic Standard ²	Level of Priority ³	Reporting Category: Subdomain ⁴	Eight (8) Academic Standards Assessed	Nine (9) Academic Standards Assessed	Eight (8) Academic Standards Assessed	All Academic Standards Assessed	Reporting Category: Summative Overall ⁷	
3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	Essential	Reading Foundations	Assessed	Assessed	Assessed	All Indiana Students ⁸	Reading Foundations: 11-20% 4-6 items	
3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-, doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).	Standard	Reading Foundations	Assessed	Assessed	Assessed	Sample of Indiana Students ⁹		
3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Standard	Reading Foundations	Assessed	Assessed	Assessed	Sample of Indiana Students		
3.RF.4	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)	Essential	Reading Foundations	Assessed	Assessed	Assessed	All Indiana Students		
3.RC.1 (footnote 12)	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	Essential	Reading and Understanding Fiction	Assessed	Assessed	Assessed	All Indiana Students	Reading Comprehension: 37-57% 13-17 items	
			Reading and Understanding Informational Text & Media						
3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	Essential	Reading and Understanding Fiction	Assessed			All Indiana Students		
3.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Standard	Reading and Understanding Fiction	Assessed			Sample of Indiana Students		
3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	Standard	Reading and Understanding Fiction				Sample of Indiana Students		
3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	Essential	Reading and Understanding Informational Text & Media		Assessed		All Indiana Students		
3.RC.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	Standard	Reading and Understanding Informational Text & Media				Sample of Indiana Students		
3.RC.7	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	Standard	Reading and Understanding Informational Text & Media				Assessed		Sample of Indiana Students
3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	Essential	Reading and Understanding Informational Text & Media		Assessed		All Indiana Students		
3.RC.9	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Standard	Reading and Understanding Informational Text & Media				Assessed		Sample of Indiana Students
3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	Standard	Reading and Understanding Informational Text & Media				Sample of Indiana Students		
3.RC.11	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Standard	Reading and Understanding Fiction	Assessed			Sample of Indiana Students		



3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	Essential	Reading and Understanding Informational Text & Media		Assessed		All Indiana Students	Writing, Communication, and Collaboration: 34-43% 12-13 items	
3.RC.13	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	Standard	Reading and Understanding Informational Text & Media						Sample of Indiana Students
3.W.2	Write persuasive compositions in a variety of forms.	Essential	Writing				All Indiana Students Performance Task ¹¹		
3.W.3	Write informative compositions on a variety of topics.	Essential	Writing						
3.W.4	Write narrative compositions in a variety of forms.	Essential	Writing						
3.W.5	Apply the writing process.	Standard	Writing						
3.W.6	Conduct research on a topic.	Essential	Writing						
3.W.7	Demonstrate command of English grammar and usage.	Essential	Writing				Assessed		All Indiana Students
3.W.8	Demonstrate command of capitalization, punctuation, and spelling.	Essential	Writing				Assessed		All Indiana Students
3.CC.4	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally. (E)	Essential	Reading and Understanding Informational Text & Media						
3.CC.5	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Standard	Reading and Understanding Informational Text & Media			Sample of Indiana Students			
3.CC.8	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)	Essential	Reading and Understanding Informational Text & Media		Assessed	All Indiana Students			





ILEARN English/Language Arts Grade 4 Test Blueprint

ILEARN checkpoint and summative assessments are computer-adaptive tests (CATs).

Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative Assessment
September - November ⁵	November - February ⁵	February - April ⁵	April - May ⁵
20-25 Items ⁶	20-25 Items ⁶	20-25 Items ⁶	30-35 Items ⁶

Indicator ¹	Indiana Academic Standard ²	Level of Priority ³	Reporting Category: Subdomain ⁴	Four (4) Academic Standards Assessed	Six (6) Academic Standards Assessed	Four (4) Academic Standards Assessed	All Academic Standards Assessed	Reporting Category: Summative Overall ⁷
4.RC.1 (footnote 12)	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	Essential	Reading and Understanding Fiction	Assessed	Assessed	All Academic Standards Assessed	All Indiana Students ⁸	Reading Comprehension: 51-67% 18-20 items
			Reading and Understanding Informational Text & Media				All Indiana Students	
4.RC.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (E)	Essential	Reading and Understanding Fiction	Assessed			All Indiana Students	
4.RC.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	Standard	Reading and Understanding Fiction	Assessed			Sample of Indiana Students ⁹	
4.RC.4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)	Essential	Reading and Understanding Fiction				All Indiana Students	
4.RC.5	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)	Essential	Reading and Understanding Informational Text & Media		Assessed		All Indiana Students	
4.RC.6	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Standard	Reading and Understanding Informational Text & Media				Sample of Indiana Students	
4.RC.7	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)	Essential	Reading and Understanding Informational Text & Media		Assessed		All Indiana Students	
4.RC.8	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Standard	Reading and Understanding Informational Text & Media		Assessed		Sample of Indiana Students	
4.RC.9	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Standard	Reading and Understanding Informational Text & Media				Sample of Indiana Students	
4.RC.10	Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	Standard	Understanding and Using Vocabulary	Assessed			Sample of Indiana Students	
4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)	Essential	Understanding and Using Vocabulary		Assessed		All Indiana Students	
4.RC.12	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	Standard	Understanding and Using Vocabulary				Assessed	
4.RC.13	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	Standard	Understanding and Using Vocabulary			Assessed	Sample of Indiana Students	



4.W.1	Write persuasive compositions in a variety of forms.	Essential	Writing					All Indiana Students Performance Task ¹¹	Writing, Communication, and Collaboration: 34-43% 12-13 Items
4.W.2	Write informative compositions on a variety of topics.	Essential	Writing					All Indiana Students Performance Task ¹¹	
4.W.3	Write narrative compositions in a variety of forms.	Essential	Writing					All Indiana Students Performance Task ¹¹	
4.W.4	Apply the writing process.	Essential	Writing					All Indiana Students Performance Task ¹¹	
4.W.5	Conduct research on a topic.	Standard	Writing					All Indiana Students Performance Task ¹¹	
4.W.6	Demonstrate command of English grammar and usage.	Essential	Writing			Assessed		All Indiana Students	
4.W.7	Demonstrate command of capitalization, punctuation, and spelling.	Essential	Writing			Assessed		All Indiana Students	
4.CC.3	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	Essential	Reading and Understanding Informational Text & Media					All Indiana Students	
4.CC.4	Identify and use evidence a speaker provides to support particular points.	Standard	Reading and Understanding Informational Text & Media					Sample of Indiana Students	
4.CC.7	Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)	Essential	Reading and Understanding Informational Text & Media			Assessed		All Indiana Students	





ILEARN English/Language Arts Grade 5 Test Blueprint

ILEARN checkpoint and summative assessments are computer-adaptive tests (CATs).

Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative Assessment
September - November ⁵	November - February ⁵	February - April ⁵	April - May ⁵
20-25 Items ⁶	20-25 Items ⁶	20-25 Items ⁶	30-35 Items ⁶

Indicator ¹	Indiana Academic Standard ²	Level of Priority ³	Reporting Category: Subdomain ⁴	Five (5) Academic Standards Assessed	Six (6) Academic Standards Assessed	Five (5) Academic Standards Assessed	All Academic Standards Assessed	Reporting Category: Summative Overall ⁷
5.RC.1 <small>(footnote 12)</small>	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	Essential	Reading and Understanding Fiction	Assessed	Assessed		All Indiana Students ⁸	Reading Comprehension: 55-67% 18-20 Items
			Reading and Understanding Informational Text & Media					
5.RC.2	Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (E)	Essential	Reading and Understanding Fiction	Assessed		All Indiana Students		
5.RC.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	Standard	Reading and Understanding Fiction	Assessed		Sample of Indiana Students ⁹		
5.RC.4	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Standard	Reading and Understanding Fiction	Assessed		Sample of Indiana Students		
5.RC.5	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Standard	Reading and Understanding Fiction			Sample of Indiana Students		
5.RC.6	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)	Essential	Reading and Understanding Informational Text & Media		Assessed	All Indiana Students		
5.RC.7	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Standard	Reading and Understanding Informational Text & Media		Assessed	Sample of Indiana Students		
5.RC.8	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)	Essential	Reading and Understanding Informational Text & Media			All Indiana Students		
5.RC.9	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)	Essential	Reading and Understanding Informational Text & Media		Assessed	All Indiana Students		
5.RC.10	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Standard	Reading and Understanding Informational Text & Media			Sample of Indiana Students		
5.RC.11	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Standard	Understanding and Using Vocabulary	Assessed		Sample of Indiana Students		
5.RC.12	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Standard	Understanding and Using Vocabulary			Assessed	Sample of Indiana Students	
5.RC.13	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). (E)	Essential	Understanding and Using Vocabulary			Assessed	All Indiana Students	
5.RC.14	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	Standard	Understanding and Using Vocabulary			Assessed	Sample of Indiana Students	



5.W.1	Write persuasive compositions in a variety of forms.	Essential	Writing					All Indiana Students Performance Task ¹¹	Writing, Communication, and Collaboration: 34-43% 12-13 Items		
5.W.2	Write informative compositions on a variety of topics.	Essential	Writing								
5.W.3	Write narrative compositions in a variety of forms.	Essential	Writing								
5.W.4	Apply the writing process.	Essential	Writing								
5.W.5	Conduct research on a topic.	Standard	Writing								
5.W.6	Demonstrate command of English grammar and usage.	Essential	Writing							Assessed	All Indiana Students
5.W.7	Demonstrate command of capitalization, punctuation, and spelling.	Essential	Writing							Assessed	All Indiana Students
5.CC.6	Review claims made in various types of media and evaluate evidence used to support these claims.	Standard	Reading and Understanding Informational Text & Media	Assessed	Sample of Indiana Students						
5.CC.7	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. (E)	Essential	N/A ¹⁰	Assessed	All Indiana Students						





ILEARN English/Language Arts Grade 6 Test Blueprint

ILEARN checkpoint and summative assessments are computer-adaptive tests (CATs).

Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative Assessment
September - November ⁵	November - February ⁵	February - April ⁵	April - May ⁵
20-25 Items ⁶	20-25 Items ⁶	20-25 Items ⁶	30-35 Items ⁶

Indicator ¹	Indiana Academic Standard ²	Level of Priority ³	Reporting Category: Subdomain ⁴	Five (5) Academic Standards Assessed	Six (6) Academic Standards Assessed	Four (4) Academic Standards Assessed	All Academic Standards Assessed	Reporting Category: Summative Overall ⁷
6.RC.1 (footnote 12)	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	Essential	Analyzing Literature	Assessed	Assessed		All Indiana Students ⁸	Reading Comprehension: 49-67% 17-20 items
			Analyzing Informational Text & Media					
6.RC.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text. (E)	Essential	Analyzing Literature	Assessed			All Indiana Students	
6.RC.3	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)	Essential	Analyzing Literature	Assessed			All Indiana Students	
6.RC.4	Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Standard	Analyzing Literature				Sample of Indiana Students ⁹	
6.RC.5	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	Standard	Analyzing Informational Text & Media		Assessed		Sample of Indiana Students	
6.RC.6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Standard	Analyzing Informational Text & Media		Assessed		Sample of Indiana Students	
6.RC.7	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E)	Essential	Analyzing Informational Text & Media		Assessed		All Indiana Students	
6.RC.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	Standard	Analyzing Informational Text & Media		Assessed		Sample of Indiana Students	
6.RC.9	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	Standard	Analyzing Informational Text & Media				Sample of Indiana Students	
6.RC.10	Use context to determine or clarify the meaning of words and phrases.	Standard	Understanding and Using Vocabulary	Assessed			Sample of Indiana Students	
6.RC.11	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Standard	Understanding and Using Vocabulary				Sample of Indiana Students	
6.RC.12	Distinguish among the connotations of words with similar denotations.	Standard	Understanding and Using Vocabulary		Assessed		Sample of Indiana Students	
6.RC.13	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (E)	Essential	Understanding and Using Vocabulary	Assessed		All Indiana Students		



6.W.1	Write arguments in a variety of forms.	Essential	Writing					All Indiana Students Performance Task ¹¹	Writing, Communication, and Collaboration: 37-47% 13-14 items	
6.W.2	Write informative compositions in a variety of topics.	Essential	Writing					All Indiana Students Performance Task ¹¹		
6.W.3	Write narrative compositions in a variety of forms.	Essential	Writing					All Indiana Students Performance Task ¹¹		
6.W.4	Apply the writing process.	Standard	Writing					All Indiana Students Performance Task ¹¹		
6.W.5	Conduct research assignments and tasks. (E)	Essential	Writing					All Indiana Students Performance Task ¹¹		
6.W.6	Demonstrate command of English grammar and usage. (E)	Essential	Writing					Assessed		All Indiana Students
6.W.7	Demonstrate command of conventions of standard English. (E)	Essential	Writing					Assessed		All Indiana Students
6.CC.4	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Standard	Analyzing Informational Text & Media					Assessed		Sample of Indiana Students
6.CC.5	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Standard	Analyzing Informational Text & Media							Sample of Indiana Students
6.CC.8	Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)	Essential	Analyzing Informational Text & Media					Assessed		All Indiana Students





ILEARN English/Language Arts Grade 7 Test Blueprint

ILEARN checkpoint and summative assessments are computer-adaptive tests (CATs).

Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative Assessment
September - November ⁵	November - February ⁵	February - April ⁵	April - May ⁵
20-25 Items ⁶	20-25 Items ⁶	20-25 Items ⁶	30-35 Items ⁶

Indicator ¹	Indiana Academic Standard ²	Level of Priority ³	Reporting Category: Subdomain ⁴	Five (5) Academic Standards Assessed	Seven (7) Academic Standards Assessed	Four (4) Academic Standards Assessed	All Academic Standards Assessed	Reporting Category: Summative Overall ⁷	
7.RC.1 (footnote 12)	Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence. (E)	Essential	Analyzing Literature	Assessed	Assessed		All Indiana Students ⁸	Reading Comprehension: 46-67% 16-20 items	
			Analyzing Informational Text & Media						
7.RC.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)	Essential	Analyzing Literature	Assessed					All Indiana Students
7.RC.3	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)	Essential	Analyzing Literature	Assessed					All Indiana Students
7.RC.4	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Standard	Analyzing Literature						Sample of Indiana Students ⁹
7.RC.5	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	Standard	Analyzing Informational Text & Media		Assessed				Sample of Indiana Students
7.RC.6	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Standard	Analyzing Informational Text & Media		Assessed				Sample of Indiana Students
7.RC.7	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others. (E)	Essential	Analyzing Informational Text & Media		Assessed				All Indiana Students
7.RC.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping. (E)	Essential	Analyzing Informational Text & Media		Assessed				All Indiana Students
7.RC.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Standard	Analyzing Informational Text & Media						Sample of Indiana Students
7.RC.10	Use context to determine or clarify the meaning of words and phrases.	Standard	Understanding and Using Vocabulary	Assessed					Sample of Indiana Students
7.RC.11	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Standard	Understanding and Using Vocabulary		Assessed				Sample of Indiana Students
7.RC.12	Distinguish among the connotations of words with similar denotations.	Standard	Understanding and Using Vocabulary		Assessed				Sample of Indiana Students
7.RC.13	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel). (E)	Essential	Understanding and Using Vocabulary	Assessed			All Indiana Students		



7.W.1	Write arguments in a variety of forms.	Essential	Writing					All Indiana Students Performance Task ¹¹	Writing, Communication, and Collaboration: 40-50% 14-15 items	
7.W.2	Write informative compositions in a variety of topics.	Essential	Writing					All Indiana Students Performance Task ¹¹		
7.W.3	Write narrative compositions in a variety of forms.	Essential	Writing					All Indiana Students Performance Task ¹¹		
7.W.4	Apply the writing process.	Standard	Writing					All Indiana Students Performance Task ¹¹		
7.W.5	Conduct research assignments and tasks. (E)	Essential	Writing					All Indiana Students Performance Task ¹¹		
7.W.6	Demonstrate command of English grammar and usage. (E)	Essential	Writing					Assessed		All Indiana Students
7.W.7	Demonstrate command of conventions of standard English. (E)	Essential	Writing					Assessed		All Indiana Students
7.CC.4	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Standard	Analyzing Informational Text & Media					Assessed		Sample of Indiana Students
7.CC.5	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.	Standard	Analyzing Informational Text & Media							Sample of Indiana Students
7.CC.8	Analyze the ways that the media use words and images to attract the public's attention. (E)	Essential	Analyzing Informational Text & Media					Assessed		All Indiana Students





ILEARN English/Language Arts Grade 8 Test Blueprint

ILEARN checkpoint and summative assessments are computer-adaptive tests (CATs).

Checkpoint 1

Checkpoint 2

Checkpoint 3

Summative Assessment

September - November⁵

November - February⁵

February - April⁵

April - May⁵

20-25 Items⁶

20-25 Items⁶

20-25 Items⁶

30-35 Items⁶

Indicator ¹	Indiana Academic Standard ²	Level of Priority ³	Reporting Category: Subdomain ⁴	Four (4) Academic Standards Assessed	Six (6) Academic Standards Assessed	Four (4) Academic Standards Assessed	All Academic Standards Assessed	Reporting Category: Summative Overall ⁷
8.RC.1 (footnote 12)	Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence. (E)	Essential	Analyzing Literature	Assessed	Assessed	Four (4) Academic Standards Assessed	All Indiana Students ⁸	Reading Comprehension: 43-53% 15-16 items
			Analyzing Informational Text & Media					
8.RC.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)	Essential	Analyzing Literature	Assessed			All Indiana Students	
8.RC.3	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (E)	Essential	Analyzing Literature				All Indiana Students	
8.RC.4	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	Standard	Analyzing Informational Text & Media	Assessed			Sample of Indiana Students ⁹	
8.RC.5	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Standard	Analyzing Informational Text & Media	Assessed			Sample of Indiana Students	
8.RC.6	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (E)	Essential	Analyzing Informational Text & Media	Assessed			All Indiana Students	
8.RC.7	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Standard	Analyzing Informational Text & Media				Sample of Indiana Students	
8.RC.8	Use context to determine or clarify the meaning of words and phrases.	Standard	Understanding and Using Vocabulary	Assessed			Sample of Indiana Students	
8.RC.9	Distinguish among the connotations of words with similar denotations.	Standard	Understanding and Using Vocabulary	Assessed			Sample of Indiana Students	
8.RC.10	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Standard	Understanding and Using Vocabulary	Assessed			Sample of Indiana Students	
8.RC.11	Interpret figures of speech (e.g., verbal irony, puns) in context.	Standard	Understanding and Using Vocabulary	Assessed		Sample of Indiana Students		



8.W.1	Write arguments in a variety of forms.	Essential	Writing								
8.W.2	Write informative compositions on a variety of topics.	Essential	Writing								
8.W.3	Write narrative compositions in a variety of forms.	Essential	Writing								
8.W.4	Apply the writing process.	Standard	Writing								
8.W.5	Conduct research assignments and tasks. (E)	Essential	Writing								
8.W.6	Demonstrate command of English grammar and usage. (E)	Essential	Writing							Assessed	All Indiana Students
8.W.7	Demonstrate command of conventions of standard English. (E)	Essential	Writing							Assessed	All Indiana Students
8.CC.4	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Standard	Analyzing Informational Text & Media							Assessed	Sample of Indiana Students
8.CC.5	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.	Standard	Analyzing Informational Text & Media								Sample of Indiana Students
8.CC.8	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information. (E)	Essential	Analyzing Informational Text & Media							Assessed	All Indiana Students

Writing, Communication,
and Collaboration:
43-53%
15-16 items



¹ Indicator: The code used to refer to a specific Indiana Academic Standard.
² Indiana Academic Standard: The knowledge and skills students are expected to achieve for a given content area/grade level. Additional information is available on the Indiana Academic Standards webpage.
³ Level of Priority: Academic standards are designated as either <i>standard</i> or <i>essential</i> . The ILEARN assessment fully aligns to the designations that are reflected in the academic standards. Essential academic standards are prioritized above other content.
⁴ Reporting Category: Subdomain: A small group of similar academic standards that contribute to specific skills scores on the Checkpoint assessments. Subdomain performance is reported on Checkpoints based on student performance on the items on that specific Checkpoint. Subdomain performance is reported on the Summative assessment as a compilation of student performance over the course of the year.
⁵ Approximate Timeframe of Assessment: The Checkpoints and Summative assessments may be administered with flexible timing within a specific window. The window will occur at the same general time over the course of each school year. The specific dates that each window will open and close are established prior to the beginning of each school year by the State Board of Education.
⁶ Total Number of Items: The total number of items administered to students in a given assessment. This is reported as a range to support the computer adaptive algorithm. ILEARN English/Language Arts measures student abilities using a variety of authentic item types based on the task students must complete. Item types include (but are not limited to) multiple choice, multiple select, select text from a passage (hot text), constructed response, table match, and essay (included in the Performance Task only). Experience ILEARN item types in the Released Items Repository. The total number of items for the summative assessment includes items within the Performance Task.
⁷ Reporting Category: Summative Overall: A broad domain or group of interrelated performance expectations. Proficiency data is available at the student level on the summative assessment for each reporting category.
⁸ Assessed: All Indiana Students: All Indiana students will receive at least one item that measures this academic standard on the summative assessment. All Essential academic standards appear on the summative assessment for all students.
⁹ Assessed: Sample of Indiana Students: Only a sample, or subset, of Indiana students will receive items that measure this academic standard on the summative assessment. The sampling is required for federal accountability testing. The priority and weigh of these standards as they contribute to the summative scale score is much lower than those of the Essential standards. All students will receive a small number of these non-essential standards as a random sample. No students will be assessed on all of these non-essential standards.
¹⁰ Reporting Category: Subdomain does Not Apply: Some academic standards are measured only on the summative assessment (not on Checkpoint assessments) and will not be measured with enough items to contribute to a valid, reliable subdomain. Student performance for these academic standards is aggregated into the summative scale score only.
¹¹ Performance Task: ILEARN English/Language Arts summative assessment includes a computer-adaptive segment and a performance task. The performance task is administered on a separate day and consists of (1) a passage set for students to read, (2) one research question that prompts them to think about the passage set, and (3) a writing task. Each student will receive one writing task (for one genre of writing), but writing tasks (genres) administered will vary across students in Indiana.
¹² RC.1: This academic standard includes analysis of both literary and informational texts. RC.1 is assessed in literary passages for Checkpoint 1 and in informational passages for Checkpoint 2. RC.1 will be assessed through both literary and informational texts for the summative assessment.
Item Examples: Item specifications are documents that describe exactly how each academic standard will be measured on the ILEARN assessment. Review the ILEARN Item Specifications website (available beginning February 2024) for details about the content that will be assessed and for example items.

