

Blueprint Table ELA/Literacy Grades 3–5						
Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim ³
		CAT	PT ⁴	CAT Items ⁵	PT Items ⁶	
1. Reading	Literary	2	0	7–8	0	14–16
	Informational	2	0	7–8		
2. Writing	Organization/Purpose	0	1	3	1 ⁷	9 ⁸
	Evidence/Elaboration	0			1 ⁷	
	Conventions	0		3	1 ⁷	
3. Speaking/Listening	Listening	3–4	0	8–9	0	8–9
4. Research	Research	0	1	8	1	9

¹ Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

² For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/assessments/development/>.

³ Total number of items is not necessarily equal to weighting by claim.

⁴ Each student receives one PT, which includes a set of stimuli on a given topic.

⁵ The CAT component of the test includes machine-scored items only.

⁶ Each PT includes one research item that may be either a machine-scored item or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text item and the full write are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁷ For the purpose of this table, Writing PTs are noted as three separate “items”; however, the Writing PT score is derived from a single student response scored on three distinct traits.

⁸ Total Items by Claim for Claim 2 includes 6 CAT items and 3 items from the PT as described in footnote 7.

Blueprint Table ELA/Literacy Grades 6–8						
Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim ³
		CAT	PT ⁴	CAT Items ⁵	PT Items ⁶	
1. Reading	Literary	1	0	4	0	14–16
	Informational	3	0	10–12		
2. Writing	Organization/Purpose	0	1	3	1 ⁷	9 ⁸
	Evidence/Elaboration	0			1 ⁷	
	Conventions	0		3	1 ⁷	
3. Speaking/Listening	Listening	3–4	0	8–9	0	8–9
4. Research	Research	0	1	8	1	9

¹ Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

² For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/assessments/development/>.

³ Total number of items is not necessarily equal to weighting by claim.

⁴ Each student receives one PT, which includes a set of stimuli on a given topic.

⁵ The CAT component of the test includes machine-scored items only.

⁶ Each PT includes one research item that may be either a machine-scored item or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text item and the full write are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁷ For the purpose of this table, Writing PTs are noted as three separate “items”; however, the Writing PT score is derived from a single student response scored on three distinct traits.

⁸ Total Items by Claim for Claim 2 includes 6 CAT items and 3 items from the PT as described in footnote 7.

Blueprint Table ELA/Literacy Grade 11

Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim ³
		CAT Stimuli	PT Stimuli ⁴	CAT Items ⁵	PT Items ⁶	
1. Reading	Literary	1	0	4	0	15-16
	Informational	3	0	11-12		
2. Writing	Organization/Purpose	0	1	3	1 ⁷	9 ⁸
	Evidence/Elaboration	0			1 ⁷	
	Conventions	0		3	1 ⁷	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1	8	1	9

¹ Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

² For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/assessments/development/>.

³ Total number of items is not necessarily equal to weighting by claim.

⁴ Each student receives one PT, which includes a set of stimuli on a given topic.

⁵ The CAT component of the test includes machine-scored items only.

⁶ Each PT includes one research item that may be either a machine-scored item or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text item and the full write are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁷ For the purpose of this table, Writing PTs are noted as three separate “items”; however, the Writing PT score is derived from a single student response scored on three distinct traits.

⁸ Total Items by Claim for Claim 2 includes 6 CAT items and 3 items from the PT as described in footnote 7.

Target Sampling ELA/Literacy Grades 3–5						
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Total Items
CAT	1. Reading	Literary ⁴	2: Central Ideas	2, 3	1–2	7–8
			4: Reasoning and Evidence	3	1–2	
			1: Key Details	1, 2	3–6	
			3: Word Meanings	1, 2		
			5: Analysis within/across Texts	3, 4		
			6: Text Structures and Features	2, 3		
			7: Language Use	2, 3		
		Informational ⁵	9: Central Ideas	2, 3	1–2	7–8
			11: Reasoning and Evidence	3	1–2	
			8: Key Details	1, 2	3–6	
			10: Word Meanings	1, 2		
			12: Analysis within/across Texts	3, 4		
			13: Text Structures and Features	2, 3		
			14: Language Use	2, 3		

¹ For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/assessments/development/>.

² DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

³ The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive at least seven items at DOK 2 and two items at DOK 3 or higher.

For Claim 2, a student will receive at least two items at DOK 2.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

⁴ Each student will receive one long literary passage set and one short literary passage set.

⁵ Each student will receive one long informational passage set and one short informational passage set.

Target Sampling ELA/Literacy Grades 3–5						
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	CAT Items	Total Items
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts ¹	2	1	6
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts ¹	2	1	
			8: Language and Vocabulary Use ²	1, 2	1	
		Conventions	9: Edit/Clarify	1, 2	3	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8–9	8–9
	4. Research	Research	2: Interpret and Integrate Information	2	8	8
			3: Analyze Information/Sources	2		
4: Use Evidence			2			

Target Sampling ELA/Literacy Grades 3–5								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Item Type			Scores
					Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/Purpose	2/4/7: Compose Full Texts	4	0	0	1	1
		Evidence/Elaboration	2/4/7: Compose Full Texts					1
			8: Language and Vocabulary Use					1
		Conventions	9: Edit/Clarify				1	
	4. Research	Research	2: Interpret and Integrate Information	3	0–1	0–1	0	1
			3: Analyze Information/Sources	3, 4				
4: Use Evidence			3					

¹ Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration.

² Language and Vocabulary Use contributes one item to Evidence/Elaboration.

Target Sampling ELA/Literacy Grades 6–8						
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Total Items
CAT	1. Reading	Literary ⁴	2: Central Ideas	2, 3	1	4
			4: Reasoning and Evidence	3, 4	1	
			1: Key Details	2	2	
			3: Word Meanings	1, 2		
			5: Analysis within/across Texts	3, 4		
			6: Text Structures and Features	2, 3, 4	10–12	
			7: Language Use	3		
		Informational ⁵	9: Central Ideas	2, 3		2–5
			11: Reasoning and Evidence	3, 4		7–10
			8: Key Details	2		
			10: Word Meanings	1, 2		
			12: Analysis within/across Texts	3, 4		
			13: Text Structures and Features	2, 3		
			14: Language Use	3		

¹ For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/assessments/development/>.

² DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

³ The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive no more than five items at DOK 1 and at least two items at DOK 3 or higher.

For Claim 2, a student will receive at least two items at DOK 2.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

⁴ Each student will receive one long literary passage set.

⁵ Each student will receive one long informational passage set and two short informational passage sets.

Target Sampling ELA/Literacy Grades 6–8						
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	CAT Items	Total Items
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts ¹	2	1	6
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts ¹	2	1	
			8: Language and Vocabulary Use ²	1, 2	1	
		Conventions	9: Edit/Clarify	1, 2	3	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8–9	8–9
	4. Research	Research	2: Analyze/Integrate Information	2	8	8
			3: Evaluate Information/Sources	2		
4: Use Evidence			2			

Target Sampling ELA/Literacy Grades 6-8								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Item Type			Scores
					Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/Purpose	2/4/7: Compose Full Texts	4	0	0	1	1
		Evidence/Elaboration	2/4/7: Compose Full Texts					1
			8: Language and Vocabulary Use					1
		Conventions	9: Edit/Clarify					1
	4. Research	Research	2: Analyze/Integrate Information	3, 4	0–1	0–1	0	1
			3: Evaluate Information/Sources	3, 4				
4: Use Evidence			3, 4					

¹ Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration.

² Language and Vocabulary Use contributes one item to Evidence/Elaboration.

Target Sampling ELA/Literacy Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Total Items			
CAT	1. Reading	Literary ⁴	2: Central Ideas	2, 3	1	4			
			4: Reasoning and Evidence	3, 4	1				
			1: Key Details	2	2				
			3: Word Meanings	1, 2					
			5: Analysis within/across Texts	3, 4					
			6: Text Structures and Features	3, 4	Informational ⁵	9: Central Ideas	2,3	2-4	11-12
			11: Reasoning and Evidence	3, 4		7-10			
		8: Key Details	2						
		10: Word Meanings	1, 2	3					
		12: Analysis within/across Texts	3, 4						
		13: Text Structures and Features	3, 4						
		14: Language Use	3						

¹ For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/assessments/development/>.

² DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

³ The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive no more than four items at DOK 1 and at least three items at DOK 3 or higher.

For Claim 2, a student will receive at least two items at DOK 2.

For Claim 3, a student will receive at least four items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

⁴ Each student will receive one long literary passage set.

⁵ Each student will receive one long informational passage set and two short informational passage sets.

Target Sampling ELA/Literacy Grade 11						
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	CAT Items	Total Items
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts ¹	2	1	6
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts ¹	2	1	
			8: Language and Vocabulary Use ²	1, 2	1	
	Conventions	9: Edit/Clarify	1, 2	3		
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8-9	8-9
	4. Research	Research	2: Analyze/Integrate Information	2	8	8
3: Evaluate Information/Sources			2			
4: Use Evidence			2			

Target Sampling ELA/Literacy Grade 11								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Item Type			Scores
					Machine Scored	Short Text	Full Write	
PT	2. Writing	Evidence/Elaboration	2/4/7: Compose Full Texts	4	0	0	1	1
		Evidence/Elaboration	8: Language and Vocabulary Use					1
		Conventions	9: Edit/Clarify					1
	4. Research	Research	2: Analyze/Integrate Information	3, 4	0-1	0-1	0	1
			3: Evaluate Information/Sources	3, 4				
			4: Use Evidence	3, 4				

¹ Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration.

² Language and Vocabulary Use contributes one item to Evidence/Elaboration.