

Blueprint Table ELA/Literacy Grades 3 – 8 and HS

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

<sup>1</sup> Each student receives an overall ELA/literacy score and claim scores or subscores reported at the individual level for Reading and Writing.

<sup>2</sup> For more information on content categories, claims, and assessment targets, see the Content Specifications: Appendix B document at <https://portal.smarterbalanced.org/library/en/appendix-b-grade-level-tables.pdf>.

<sup>3</sup> Total number of items is not necessarily equal to weighting by claim.

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

<sup>5</sup> The CAT component of the test includes machine-scored items only.

<sup>6</sup> 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 in the writing purpose of Opinion/Argumentative or Informational/Expository 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.

<sup>7</sup> 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.

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

Computer Adaptive Test: Target Sampling ELA/Literacy Grades 3 – 8 and HS						
Component	Claim/Score Reporting Category	Content Category	Assessment Target <sup>1</sup>	DOK <sup>2,3</sup>	CAT Items	Total Items
CAT	1. Reading	Literary <sup>4</sup>	2: Central Ideas	2	0-1	4
			4: Reasoning and Evidence	3, 4	1	
			1: Key Details	1, 2	2-3	
			3: Word Meanings	1, 2		
			5: Analysis within/across Texts	3, 4		
			6: Text Structures and Features	2, 3, 4		
			7: Language Use	2, 3		
		Informational <sup>5</sup>	9: Central Ideas	2, 3	1-2	7-8
			11: Reasoning and Evidence	3, 4	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, 4		
			14: Language Use	2, 3		

<sup>1</sup> For more information on assessment targets, see the Content Specifications: Appendix B document at <https://portal.smarterbalanced.org/library/en/appendix-b-grade-level-tables.pdf>.

<sup>2</sup> DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications: Appendix B.

<sup>3</sup> The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive at least four items at DOK 2 and at least one item 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 two items at DOK 2 or higher.

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

<sup>4</sup> In grades 3-5, each student will receive either one long literary passage set or one short literary passage set. In grades 6-8, and HS, each student will receive one long literary passage set.

<sup>5</sup> Each student will receive one long informational passage set and one short informational passage set.

Computer Adaptive Test: Target Sampling ELA/Literacy Grades 3 – 8 and HS							
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 <sup>1</sup>	2	1	6	
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts <sup>1</sup>	2	1		
			8: Language and Vocabulary Use <sup>2</sup>	1, 2	1		
		Conventions	9: Edit/Clarify	1, 2	3		
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	
	4. Research	Research		2: Interpret and Integrate Information	2	1	3
				3: Analyze Information/Sources	2	1	
			4: Use Evidence	2	1		

Performance Task: Target Sampling ELA/Literacy Grades 3 – 8 and HS									
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Item Type			Scores	
					Machine Scored	Short Text	Full Write		
PT	2. Writing	Organization/Purpose	4/7: Compose Full Texts	4	0	0	1	1	
		Evidence/Elaboration	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, 4	0-1	0-1	0	1
				3: Analyze Information/Sources	3, 4				
			4: Use Evidence	3, 4					

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

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