

2025 – 2026 OSAS English Language Arts Summative Test Blueprint

Blueprint Table ELA/Literacy Grades 3 – 8 and HS						
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	11 – 12
	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	2	0	4	0	4
4. Research	Research	0	1	3	1	4

¹ Each student receives an overall ELA/literacy score and claim scores, or sub-scores reported at the individual level for Reading and Writing.

² 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>.

³ The total number of items is not necessarily equal to the 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 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.

⁷ For 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 for Claim 2 includes 6 CAT items and 3 items from the PT as described in footnote 7.

2025 – 2026 OSAS English Language Arts Summative Test Blueprint

Computer Adaptive Test: Target Sampling ELA/Literacy Grades 3 – 8 and HS						
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	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 ⁵	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		

¹ 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>.

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

³ 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.

⁴ 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.

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

2025 – 2026 OSAS English Language Arts Summative Test Blueprint

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 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	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				

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.