BASIC INDIVIDUAL TEST BLUEPRINT ANALYSIS WORKSHEET
One-Way Alignment: Mapping One Assessment Test or Performance Task to Standards and Intended DOK (Explained)

Tool 29

Use this worksheet to review an individual assessment (course exam, common task, project, etc.) being considered for use *in making overall proficiency decisions.*

Assessment Name/Task: _____ Content Area: _____

Course or "Opportunity" of Assessment: _____

List by Item # or Rubric Criterion Assessed	Item Intended DOK	Content Focus *Standards Assessed*	# of Test Points—for Each Item or Part (some items may have multiple points)				Notes Standard Assessed or Emphasis? (F) Fully—(P) Partially?
			Skills GUM	Concepts Organization	Reasoning Ideas, Logic	Use of Evidence	
			1 pt	2pts	3 pts	2pts	It's important to know whether all (F) or only part (P) of a standard is being assessed. Multiple items <u>together</u> might assess all parts.
#1, #4, #5, #8	2						
#2, #3, #6, #7, #10, #11	1	L-1, 2, 3	5 pts				Editing for GUM
#12 Performance task	3	W-1, L-1, 2	1 pt	2 pts	3 pts	2 pts	Develop text-based argument; edit GUM
Totals							

> You may want to determine general categories assessed. Does scoring give more weight to some items (e.g., reasoning vs. GUM)?

> If multiple items assess the same standards and the same DOK level, it's easier to see emphasis if you list them together.

Notes about this test, assessment task, or rubric:

> Do totals reflect an appropriate "balance" or emphasis of score points <u>for a high-priority assessment?</u>

online resources — Available for download at **resources.corwin.com/HessToolkit**