

## ASSESSMENT SYSTEM BLUEPRINT—MAPPING CONTENT STANDARDS OR PROFICIENCIES TO ASSESSMENTS



## MAPPING ALL HIGH-PRIORITY ASSESSMENTS, TESTS, AND PERFORMANCE TASKS TO ALL STANDARDS AND INTENDED DOK LEVELS

Two-Way Alignment: Alignment Categorical Concurrence, Range of Knowledge, and Balance of Representation

List all of the major assessment opportunities that count toward the determination of proficiency in \_\_\_\_\_\_\_. First complete one table for each grade level (common across all classrooms); then combine them across grades for a schoolwide blueprint. For each assessment listed, indicate where or when students have the opportunity to take the assessment, the content focus of this assessment in the system, and generally determine the DOK level assessed with the assessment (1, 2, 3, or 4). The total or approximate number of assessments that will be administered can be analyzed for categorical concurrence (clusters/strands assessed), range of content (depth and breadth—all or only some standards), and balance of representation (emphasis).

Assessment	Opportunity Assessment Type Content Focus Major Clusters (Categories) of Standards or Proficiencies Assessed and Overall DOK or Cognitive Demand for (content area):										
Assessment Name or Task	Grade Level or Time of Year	Common Performance Task (PT), Project, Portfolio, Unit Test (UT), etc.	Most score points are for							Intended DOK (1, 2, 3, or 4)	
EMPHASIS											