



SAMPLE 2 ASSESSMENT SYSTEM BLUEPRINT—MAPPING CONTENT STANDARDS OR PROFICIENCIES TO ASSESSMENTS



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 **ELA, Grade 4**. 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/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 (1-2-3-4). The total/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 Name or Task	Opportunity	Assessment Type	Weight ¹	Major Clusters (Categories) of Standards or Proficiencies Assessed and Overall DOK or Cognitive Demand for (content area): ELA							Intended DOK (1-2-3-4)	Proficiencies
				Reading Lit. Text	Reading Info. Text	Language/Vocab Dev	Narrative Writing	Info. Writing	Opinion Writing	Speaking/Listening		
District Writing portfolio	4—across school year	4 edited pieces and process	H	X	X		X	X	X		1-2-3-4	4-Narrative 5-Info writing 6-Opinion
Group Oral Presentation	4—Winter or Spring	Optional Social Studies or Science Unit	H		X	X				Formal X	1-2	7-S&L
Literature circles	4—Fall or Winter	Self-select Book or group select	L/M	X		X				Informal X	2-3	2-Lit text 7-S&L
Text based (1 text)	4—Fall and Winter	Common PT	M	FALL X	SPRING X	X	sss		X		2-3	2-Lit text 3-Infor text 6-Opinion
Text based (2 texts)	4—Winter	Common PT	H	X	X	X		X			2-3-4	2-Lit text 3-Infor text 5-Info writing
Text based (2+ texts)	4—Spring	Common PT	H	X	X	X			X		2-3-4	2-Lit text 3-Infor text 6-Opinion
<i>Local Reading program: Benchmark assessments</i>	4 times/year	Comprehension Fluency and Accuracy	L/M	X	X	X				Informal X	1-2	1-Foundational 2-Lit text 3-Infor text 7-S&L
Social Studies Group Research project or paper	4—Winter or Spring	Project: Optional Social Studies Unit	H	X	X	X		X		Informal X	1-2-3-4	2-Lit text 3-Infor text 5-Info writing 7-S&L 8-Research
State ELA assessment	4—Spring	State Assmt	M	X	X	X	X	X	X		1-2-3-4	2-Lit text 3-Infor text 4, 5, or 6
EMPHASIS	—	—	—	X	X	X		X	X	Informal X	2-3-4	2, 3, 5, 6

¹ Indicate approximate weight or importance of this assessment type (e.g., high, moderate, low). For example, a writing portfolio with several pieces of writing would likely carry more (high) weight or importance in **determining the student’s overall proficiency in writing than an on-demand piece of writing**.