



ADVANCED INDIVIDUAL TEST BLUEPRINT ANALYSIS WORKSHEETS: ONE-WAY ALIGNMENT, WITH ADDITIONAL FACTORS TO CONSIDER



ADVANCED Test Blueprint Sample Coding Form—Reading Assessment		Content: Item or Task Content Standards Alignment		Rigor: Item or Task DOK Alignment				Close reading: Text Evidence directly required in support of analysis			Text Complexity	Item type	SOC?	Alignment Notes—for each item or task (ONLY if item type or text is <i>not appropriate</i> to content or depth assessed)
Item/task + Pts if >1	Identify Content assessed	Content Full or Part	Content No above/below	DOK-1	DOK-2	DOK-3	DOK-4	Yes	No	NA	H-M-L	Is type appropriate	If Yes Why?	Describe WHICH part—Partial content standard assessed or WHY No match (above/below grade level)
1 - 3 pts	Topic - Literary text - analyze across 2 texts	P- 5.RL-9					4f - Analyze themes	X			M - 1 st poem L - 2 nd poem	Long CR		5.RL-9 - compare/contrast themes of 2 poems
2	Topic													
3	Topic													

Step 1
Fill in item numbers.
If item or task is worth more than 1 score point, list number of possible points. If 1 score point, do not write anything after item number.
To save time, score point information can be filled in ahead of time by alignment organizers.

Step 2 ID Content
Review each item for broad content or topic assessed. Describe content assessed. This will help you find match with standard(s).

Step 3 Match Content to Standards
Use CCSS for grade level
Review item or task against content or cluster. What standard is assessed?
Is the Full standard or only Part assessed? (Many items will assess parts.) List code of standard as F or P; if Part—list what part is assessed in far right column.
If no match with Grade 5, is there a lower or higher grade-level standard match?
List closest lower or higher grade-level standard under "No" with the grade-level standard (e.g., 4.RL-9) and the part assessed in notes to the right.

Step 4 Rigor
Use ELA CRM descriptors—Tools #1 or #3
Match (closest) DOK descriptor(s) to what item is asking the student to do. There may be more than one descriptor. That is OK.

Step 5 Close Reading
Use test item and scoring guide, if appropriate.
Does the answer require locating explicit text details or mostly compiling explicit information (main idea) or making basic inferences? Check "no".
Analyzing the text and making an interpretation or judgment about the content that requires text evidence as proof (e.g., theme), check "yes".
NA—short items, limited or no text
Scoring guides for longer constructed response items and performance tasks indicate what score points are given for.

Step 6 Rate Text Complexity
Transfer overall rating (H-M-L) for the grade band from Tool #30 for all items using this text or texts. Here two texts were paired, so there are 2 ratings (M, and L)

Step 7a Item Type
Identify item type:
SR—selected response
SA—short answer
CR—longer answer with reasoning
PT—performance task
TE—technology-enhanced items may also be SR, etc.
Is item type appropriate?

Step 7b Item Quality
Potential SOC?
If "no"—move on to next step
If "yes"—write "Y" and provide note in far right column, such as:
DT—Dense text
V—unneeded vocabulary
L—Linguistic complexity
CG—confusing graphic

Step 8 Notes
Review and double check notes:
If Part—list grade + standard + ONLY what part of standard is assessed
For Task type—note ONLY if NOT appropriate for content or skills (task) assessed
For SOC—notes ONLY if "Yes"



Tool 31

ADVANCED INDIVIDUAL TEST BLUEPRINT ANALYSIS WORKSHEETS: ONE-WAY ALIGNMENT, WITH ADDITIONAL FACTORS TO CONSIDER



ADVANCED Test Blueprint Sample Coding Form—Math Assessment		Content: Item or Task Content Clusters-Standards Alignment		Rigor Item or Task DOK Alignment				Balance of concepts, procedures, applications			Connect Practice-Content	Item type	SOC?	Alignment Notes—for each item or task (ONLY if item type or text is <i>not appropriate</i> to content/depth assessed)
Item or task + Pts if >1	Match to Math Topic	Content F	Content No above/below	DOK-1	DOK-2	DOK-3	DOK-4	Concepts	Procedures	Application	List math practices	Appropriate?	If Yes Why?	Describe WHICH part —Partial content standard assessed or WHY No match (above/below grade level)
1-2pts	Topic – proportional relationships	P-8.EE.5			2e (use tool) 2h (graph data) 2n (interpret)				X routine			Short CR Tech-graphing software	---	8.EE.5-Graph proportional relationships; connect unit rate
2	Topic													
3	Topic													

Step 1 Fill in item numbers.
If item or task is worth more than 1 score point, list number of possible points. If 1 score point, do not write anything after item number.
To save time, score point information can be filled in ahead of time by

Step 2 ID Content
Review each item for broad content/topic assessed. Describe content assessed. This will help you find match with standard(s).

Step 3 Match Content to Standards
Use CCSS for grade level
Review item or task against content or cluster. What standard is assessed?
Review item against content or cluster. What standard is assessed?
Is the Full standard or only Part assessed? (Many items will assess parts.) List code of standard under F or P AND if Part—list what part is assessed in far right column.
If no match with Grade 8, is there a lower or higher grade-level standard match?
List closest lower or higher grade-level standard under “No” with the grade-level standard (e.g., 7.EE.1) and part assessed in notes to right.

Step 4 Rigor
Use Math-Science CRM descriptors—Tool #2
Match (closest) DOK descriptor(s) to what item is asking the student to do. There may be more than one descriptor. That is OK.

Step 5 Balance of Emphasis
Use test item and scoring guide, if appropriate. Determine the primary purpose of this item/task—
Conceptual?
Procedural?
Application (routine or non-routine)?
List only one focus for most single items (e.g., multiple choice, short answer).
Longer performance tasks may assess multiple aspects, so check correct answer or solution and what score points are given for.

Step 6 Practices
List math practice(s) assessed with this content.
PS—problem solving
R—reason abstractly
M—modeling
C—critique reasoning
A—math argument
S—use of structure
(Precision is expected for all items.)

Step 7a Item Type
Identify item type:
SR—selected response
SA—short answer
CR—longer response with reasoning
PT—performance task
TE—technology-enhanced items may also be SR, etc.
Is item type appropriate to task?

Step 7b Item Quality
Potential SOC?
If “no”—move on to next step
If “yes”—write “y” and provide note in far right column, such as:
DT—Dense text
V—unneded vocabulary
L—linguistic complexity
CG—confusing graphic

Step 8 Notes
Review and double-check notes:
If Part—list grade + standard + ONLY what part of standard is assessed
For Task type—note ONLY if NOT appropriate for content or skills (task) assessed
For SOC—notes ONLY if “Yes”