

	Blueprint Table ELA/Literacy Grad	les 3-5					
Claim/Score Reporting	Content Category ¹	Category1 Stin			Items		
Category		CAT	PT ²	CAT Items ³	PT Items ⁴	by Claim	
1 Dooding	Literary	1	0	4	0	8	
1. Reading	Informational	1	0	4	U	0	
	Organization/Purpose	0		3	1 5		
2. Writing	Evidence/Elaboration	0	1		15	76	
	Conventions	0		1	1 ⁵		
3. Speaking/Listening	Listening	2	0	4	0	4	
4. Research	Research	0	1	4	1	5	

¹ For more information on content categories, see the Content Specifications in the Content Explorer at https://contentexplorer.smarterbalanced.org.

² Each student receives one performance task (PT) which includes a set of stimuli on a given topic.

³ The CAT component of the test includes only machine-scored items.

⁴ Each PT includes one research item which may be a machine-scored item or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. Short-text and full write items are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁵ For the purpose of 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 traits.

⁶ Total items for claim 2 include 4 CAT items and 3 items from the PT as described in footnote 5.



	Blueprint Table ELA/Literacy Grac	les 6-8				
Claim/Score Reporting	Content Category ¹	Stir	nuli	Ite	Total Items	
Category		CAT	PT ²	CAT Items ³	PT Items ⁴	by Claim
1. Reading	Literary	1	0	4	0	10
1. Reduing	Informational	2	0	6	0	10
	Organization/Purpose	0		3		
2. Writing	Evidence/Elaboration	0	1		1 5	76
	Conventions	0		1	1 5	
3. Speaking/Listening	Listening	2	0	4	0	4
4. Research	Research	0	1	4	1	5

¹ For more information on content categories, see the Content Specifications in the Content Explorer at https://contentexplorer.smarterbalanced.org/

² Each student receives one performance task (PT) which includes a set of stimuli on a given topic.

³ The CAT component of the test includes machine-scored items and short-text items. Up to two short-text items in Reading and one short-text item in Writing are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁴ Each PT includes one research item which may be a machine-scored item or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. Short-text and full write items are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁵ For the purpose of 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 traits.

⁶ Total items for claim 2 include 4 CAT items and 3 items from the PT as described in footnote 5.



	Blueprint Table ELA/Literacy Gra	nde 11				
Claim/Score Reporting	Content Category ¹	Stimuli		Ite	Total Items	
Category	Contont Satisfary	CAT	PT ²	CAT Items ³	PT Items ⁴	by Claim
	Literary	1	0	4		
1. Reading	Informational	2	0	6	0	10
	Organization/Purpose	0		1 ⁵		
2. Writing	Evidence/Elaboration	0	1		1 5	76
	Conventions	0		1	15	
3. Speaking/Listening	Listening	2	0	4	0	4
4. Research	Research	0	1	4	1	5

¹ For more information on content categories, see the Content Specifications in the Content Explorer at https://contentexplorer.smarterbalanced.org/

² Each student receives one performance task (PT) which includes a set of stimuli on a given topic.

³ The CAT component of the test includes machine-scored items and short-text items. Up to two short-text items in Reading and one short-text item in Writing are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁴ Each PT includes one research item which may be a machine-scored item or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. Short-text and full write items are designed for hand-scoring and may be Al scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

⁵ For the purpose of 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 traits.

⁶ Total items for claim 2 include 4 CAT items and 3 items from the PT as described in footnote 5.



as of 2020-21 Test Administration

		Targ	et Sampling ELA/Literacy Grades 3-5					
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK2,3	CAT Items	Item Ty	ре	Total Items
	Jacoboly					Machine Scored	Short Text	
			2: Central Ideas	2	4.0		0	
			4: Reasoning and Evidence	3	1-3		U	
			1: Key Details	1, 2		4		
		Literary ⁴	3: Word Meanings	1, 2				4
			5: Analysis within/across Texts	3, 4	1-3		0	
			6: Text Structures and Features	2, 3				
CAT	1. Reading		7: Language Use	2, 3				
			9: Central Ideas	2	4.2		0	
			11: Reasoning and Evidence	3	1-3		U	
			8: Key Details	1, 2				
		Informational ⁵	10: Word Meanings	1, 2		4		4
			12: Analysis within/across Texts	3, 4	1-3		0	
			13: Text Structures and Features	2, 3				
		14: Language Use	14: Language Use	2, 3				

¹ For more information on assessment targets, see the Content Explorer at https://contentexplorer.smarterbalanced.org/.

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.

² DOK: Depth of Knowledge, describes eligible DOK consistent with the Smarter Balanced Content Specifications.

³ The CAT algorithm will be configured to ensure the following:

⁴ Each student will receive either one long literary passage set or one short literary passage set.

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



		Targe	t Sampling ELA/Literacy Grades 3-5					
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK _{2,3}	CAT Items	Item Type		Total Items
	Guidgory				items	Machine Scored	Short Text	items
		Organization/Purpose	1b/3b/6b: Revise Brief Texts ⁴	2	1	1	0	
	2. Writing	Evidence/Elaboration	1b/3b/6b: Revise Brief Texts4	2 1		1	0	4
			8: Language and Vocabulary Use ⁵	1, 2	1	1	0	
CAT		Conventions	9: Edit/Clarify	1, 2	1	1	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	0	4
			2: Interpret and Integrate Information	2	1-2	1-2	_	
	4. Research	Research	3: Analyze Information/Sources	2	1-2	1-2	0	4
			4: Use Evidence	2	1-2	1-2		

¹ For more information on assessment targets, see the Content Explorer at https://contentexplorer.smarterbalanced.org/.

² DOK: Depth of Knowledge, describes eligible DOK consistent with the Smarter Balanced Content Specifications.

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.

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.

For Claim 4, CAT items are DOK 2 for all grades.

⁴ Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration, for a total of two items assessed in Revised Brief Texts.

⁵ Language and Vocabulary Use contributes one item to Evidence/Elaboration.



ELA/Literacy Adjusted Form Summative Assessment Blueprint as of 2020-21 Test Administration

		Target	Sampling ELA/Literacy Grades 3-5					
	Claim/Coore Benerting				lt			
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Machine Scored	Short Text	Full Write	Scores
		Organization/Purpose	2/4/7: Compose Full Texts					1
		Evidence/Elaboration	2/4/7: Compose Full Texts					1
	2. Writing	Evidence, Elaboration	8: Language and Vocabulary Use	4	0	0	1	_
		Conventions	9: Edit/Clarify					1
PT			2: Interpret and Integrate Information	3				
	4. Research	Research	3: Analyze Information/Sources	3, 4	0-1	0-1	0	1
		-	4: Use Evidence	3				

		Tar	get Sampling ELA/Literacy Grades 6–8		_		_	
	Claim/Score Reporting				CAT	Item T	уре	Total Items
Component	Category	Content Category	Assessment Target ¹	DOK ^{2,3}	Items	Machine Scored	Short Text	
			2: Central Ideas	2, 3		4.0	Short	
			4: Reasoning and Evidence	3, 4	1-3	1-3	0-15	
		Litorom 4	1: Key Details	2				4
		Literary ⁴	3: Word Meanings	1, 2	1-3	1-3	0	
		6: Text Struct	5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3				
			7: Language Use	3				
CAT	1. Reading		9: Central Ideas	2, 3	2-4		0 47	
	S		11: Reasoning and Evidence	3, 4	2-4		0-17	
			8: Key Details	2				
		Informational ⁶	10: Word Meanings	1, 2		6		6
		informational*	12: Analysis within/across Texts	3, 4	2-4		0	Ŭ
			13: Text Structures and Features	2, 3	1 2 7			
			14: Language Use	3				

¹ For more information on assessment targets, see the Content Explorer at https://contentexplorer.smarterbalanced.org/.

² DOK: Depth of Knowledge, describes eligible DOK consistent with the Smarter Balanced Content Specifications.

³ The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive no more than three items at DOK 1 and at least one item at DOK 3 or higher.

For Claim 2, a student will receive at least one item at DOK 2 and one item at DOK 3.

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 Each student will receive one long literary passage set.

⁵ For the long literary passage set, students may see up to one short answer question on either target 2 or 4.

⁶ Each student will receive one long informational passage set and one short informational passage set.

⁷ For the long informational passage set, students may see up to one short answer question on either target 9 or 11.



		Targ	get Sampling ELA/Literacy Grades 6-8					
	Claim/Score Reporting	Content Category			CAT	Item T	уре	Total
Component	Category		Assessment Target ¹	DOK2,3	Items	Item Ty Machine Scored 0 0-1 0 0 1 1 1 4 1 1 2 1 1 2 1 2 1 2 1 2 1 1	Short Text	Items
		Organization / Burnaca4	1a/3a/6a: Write Brief Texts	3	1	0	0–1	
		Organization/Purpose4	1b/3b/6b: Revise Brief Texts	2		0-1	0	4
	O Western		1a/3a/6a: Write Brief Texts	3	3 1	0	0–1	
	2. Writing	Evidence/Elaboration4	1b/3b/6b: Revise Brief Texts	2		0–1	0	
CAT			8: Language and Vocabulary Use ⁵	1, 2	1	1	0	
CAT		Conventions	9: Edit/Clarify	1, 2	1	1	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	0	4
			2: Analyze/Integrate Information	2	1-2	1-2		
	4. Research	Research	3: Evaluate Information/Sources	2	1-2	1-2	0	4
			4: Use Evidence	2	1-2	1-2		

¹ For more information on assessment targets, see the Content Explorer at https://contentexplorer.smarterbalanced.org/.

² DOK: Depth of Knowledge, describes eligible DOK consistent with the Smarter Balanced Content Specifications.

³ The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive no more than three items at DOK 1 and at least one item at DOK 3 or higher.

For Claim 2, a student will receive at least one item at DOK 2 and one item at DOK 3.

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 Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration, for a total of two items, assessed in either Write Brief Texts or Revise Brief Texts. One of these two items will be Write Brief Text

⁵ Language and Vocabulary Use contributes one item to Evidence/Elaboration.



ELA/Literacy Adjusted Form Summative Assessment Blueprint as of 2020-21 Test Administration

		Tar	get Sampling ELA/Literacy Grades 6-8					
	Claim/Score Reporting					Item Type		
Component	Category	Content Category	Assessment Target	DOK	Machine Scored	Short Text	Full Write	Scores
		Organization/Purpose	2/4/7: Compose Full Texts					1
	O Muiting	Evidence /Eleberation	2/4/7: Compose Full Texts	4	0	0	4	1
	2. Writing	Evidence/Elaboration	8: Language and Vocabulary Use	4				1
PT		Conventions	9: Edit/Clarify					1
	4. Research Research		2: Analyze/Integrate Information	3, 4				
		3: Evaluate Information/Sources	3, 4	0-1	0-1	0	1	
			4: Use Evidence	3, 4				



		Ta	arget Sampling ELA/Literacy Grade 11				_	_
	Claim/Score Reporting				CAT	Item T	уре	Total
Component	Category	Content Category	Assessment Target ¹	DOK2,3	Items	Machine Scored	Short Text	Items
			2: Central Ideas	2, 3	1-3	1-3	e Short	
			4: Reasoning and Evidence	3, 4	1-3	1-3	0-1	
			1: Key Details	2	_			
		Literary ⁴ 3: Word Meanings 1, 2	1, 2]			4	
			5: Analysis within/across Texts	3, 4	1-3	1-3	0	
			6: Text Structures and Features	3, 4				
CAT	1. Reading		7: Language Use	3				
CAT	1. Reading		9: Central Ideas	2,3	0.4		0. 17	
			11: Reasoning and Evidence	3, 4	2-4		0-1	
			8: Key Details	2				
		Informational ⁶	10: Word Meanings	1, 2		6		6
		12: Analysis within/across Texts	3, 4	2-4		0		
]	13: Text Structures and Features	3, 4				
		14: Language Use	14: Language Use	3	1			

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² DOK: Depth of Knowledge, describes eligible DOK consistent with the Smarter Balanced Content Specifications.

³ The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive no more than two items at DOK 1 and at least two items at DOK 3 or higher.

For Claim 2, a student will receive at least one item at DOK 2 and one item at DOK 3.

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 Each student will receive one long literary passage set.

⁵ For the long literary passage set, students may see up to one short answer question on either target 2 or 4.

⁶ Each student will receive one long informational passage set and one short informational passage set.

⁷ For the long informational passage set, students may see up to one short answer question on either target 9 or 11.



		Та	rget Sampling ELA/Literacy Grade 11					
Component	Claim/Score Reporting	Content Catagon	Accessment Torget1	DOKas	CAT	Item Ty		Total
Component	Category	Content Category	Assessment Target ¹	DOK2,3	Items	Machine Scored	Short Text	Items
		Organization/Purpose4	1a/3a/6a: Write Brief Texts	3	1	0	0–1	
		organization y rurpose.	1b/3b/6b: Revise Brief Texts	2]	0-1	0	
	2. Writing		1a/3a/6a: Write Brief Texts 3	1	0	0–1	4	
	2. Witting	Evidence/Elaboration4	1b/3b/6b: Revise Brief Texts		T	0-1	0	7
CAT			8: Language and Vocabulary Use ⁵ 1, 2	1	1	0		
0/11		Conventions	9: Edit/Clarify	1, 2	1	1	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	0	4
			2: Analyze/Integrate Information	2	1-2	1-2		
	4. Research	Research	3: Evaluate Information/Sources	2	1-2	1-2	0	4
			4: Use Evidence	2	1-2	1-2		

¹ For more information on assessment targets, see the Content Explorer at https://contentexplorer.smarterbalanced.org/.

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For Claim 2, a student will receive at least one item at DOK 2 and one item at DOK 3.

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 Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration, for a total of two items, assessed in either Write Brief Texts or Revise Brief Texts. One of these two items will be Write Brief Text.

⁵ Language and Vocabulary Use contributes one item to Evidence/Elaboration.



ELA/Literacy Adjusted Form Summative Assessment Blueprint as of 2020-21 Test Administration

		Та	rget Sampling ELA/Literacy Grade 11					
	Claim (Coore Benerting					Item Type		
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Machine Scored	Short Text	Full Write	Scores
		Organization/Purpose	4/7: Compose Full Texts					1
	O. Writing	Fuidance /Flaboration	4/7: Compose Full Texts	4	0	0	1	4
	2. Writing	Evidence/Elaboration	8: Language and Vocabulary Use					
PT		Conventions	9: Edit/Clarify					1
	2: Analyze/Integra		2: Analyze/Integrate Information	3, 4				
		3: Evaluate Information/Sources	3, 4	0-1	0-1	0	1	
			4: Use Evidence	3, 4				