

Blueprint Table ELA/Literacy Grades 3–5						
Claim/Score Reporting Category	Content Category ¹	Stimuli		Items		Total Items by Claim
		CAT	PT ²	CAT Items ³	PT Items ⁴	
1. Reading	Literary	1	0	4	0	8
	Informational	1	0	4		
2. Writing	Organization/Purpose	0	1	3	1 ⁵	7 ⁶
	Evidence/Elaboration	0			1 ⁵	
	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 Grades 6–8						
Claim/Score Reporting Category	Content Category ¹	Stimuli		Items		Total Items by Claim
		CAT	PT ²	CAT Items ³	PT Items ⁴	
1. Reading	Literary	1	0	4	0	10
	Informational	2	0	6		
2. Writing	Organization/Purpose	0	1	3	1 ⁵	7 ⁶
	Evidence/Elaboration	0			1 ⁵	
	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 Grade 11						
Claim/Score Reporting Category	Content Category ¹	Stimuli		Items		Total Items by Claim
		CAT	PT ²	CAT Items ³	PT Items ⁴	
1. Reading	Literary	1	0	4	0	10
	Informational	2	0	6		
2. Writing	Organization/Purpose	0	1	3	1 ⁵	7 ⁶
	Evidence/Elaboration	0			1 ⁵	
	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.

Target 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	
						Machine Scored	Short Text		
CAT	1. Reading	Literary ⁴	2: Central Ideas	2	1–3	4	0	4	
			4: Reasoning and Evidence	3					
			1: Key Details	1, 2	1–3				
			3: Word Meanings	1, 2					
			5: Analysis within/across Texts	3, 4					
			6: Text Structures and Features	2, 3					
			7: Language Use	2, 3					
		Informational ⁵	9: Central Ideas	2	1–3		4		0
			11: Reasoning and Evidence	3					
			8: Key Details	1, 2	1–3				
			10: Word Meanings	1, 2					
			12: Analysis within/across Texts	3, 4					
			13: Text Structures and Features	2, 3					
			14: Language Use	2, 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 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.

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.

Target 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
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts ⁴	2	1	1	0	4
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts ⁴	2	1	1	0	
			8: Language and Vocabulary Use ⁵	1, 2	1	1	0	
		Conventions	9: Edit/Clarify	1, 2	1	1	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	0	4
	4. Research	Research	2: Interpret and Integrate Information	2	1–2	1–2	0	4
			3: Analyze Information/Sources	2	1–2	1–2		
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.

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

Target Sampling ELA/Literacy Grades 6–8								
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	1. Reading	Literary ⁴	2: Central Ideas	2, 3	1–3	1–3	0–1 ⁵	4
			4: Reasoning and Evidence	3, 4				
			1: Key Details	2	1–3	1–3	0	
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3				
			7: Language Use	3				
		Informational ⁶	9: Central Ideas	2, 3	2–4	6	0–1 ⁷	
			11: Reasoning and Evidence	3, 4				
			8: Key Details	2	2–4	0		
			10: Word Meanings	1, 2				
			12: Analysis within/across Texts	3, 4				
			13: Text Structures and Features	2, 3				
			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.

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

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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.

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

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

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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.

Target Sampling ELA/Literacy Grade 11								
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose ⁴	1a/3a/6a: Write Brief Texts	3	1	0	0-1	4
			1b/3b/6b: Revise Brief Texts	2		0-1	0	
		Evidence/Elaboration ⁴	1a/3a/6a: Write Brief Texts	3	1	0	0-1	
			1b/3b/6b: Revise Brief Texts	2		0-1	0	
			8: Language and Vocabulary Use ⁵	1, 2		1	1	
	Conventions	9: Edit/Clarify	1, 2	1	1	0		
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	0	4
	4. Research	Research	2: Analyze/Integrate Information	2	1-2	1-2	0	4
			3: Evaluate Information/Sources	2	1-2	1-2		
			4: Use Evidence	2	1-2	1-2		

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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.

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