Blueprint Table ELA/Literacy Grades 3–5 Estimated Total Testing Time: 4:00 (with Classroom Activity)[1]						
Claim/Score Reporting Category[2]	Content Category[3]	Stimuli		Items		Total Items by Claim[4]
		CAT	PT[5]	CAT Items[6]	PT Items[7]	
1. Reading	Literary	2	0	7--8	0	14--16
	Informational	2	0	7--8		
2. Writing	Organization/Purpose	0	1a	5	1[8]	13[9]
	Evidence/Elaboration	0			1[8]	
	Conventions	0		5	1[8]	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1b	6	2-3	8-9

[1] All times are estimates. Actual times may vary.

[2] Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

[3] For more information on content categories, see the Content Specifications document at http://www.smarterbalanced.org/smarter-balanced-assessments/.

[4] Total number of items is not necessarily equal to weighting by claim.

[5] Each student receives one PT, which includes a set of stimuli on a given topic. A Classroom Activity will be conducted for each PT to help orient students to the PT context.

[6] The CAT component of the test includes machine-scored items and short-text items. One or 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.

[7] Each PT includes two or three research items, one of which may be machine scored, and one or two of which are short text items. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text items and the full write 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.

[8] 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 distinct traits.

[9] Total Items by Claim for Claim 2 includes 10 CAT items and 3 items from the PT as described in footnote 8.

Blueprint Table ELA/Literacy Grades 6–8 Estimated Total Testing Time: 4:00 (with Classroom Activity)[1]						
Claim/Score Reporting Category[2]	Content Category[3]	Stimuli		Items		Total Items by Claim[4]
		CAT	PT[5]	CAT Items[6]	PT Items[7]	
1. Reading	Literary	1-2	0	4-7[10]	0	13-17
	Informational	2-3	0	9-10		
2. Writing	Organization/Purpose	0	1a	5	1[8]	13[9]
	Evidence/Elaboration	0			1[8]	
	Conventions	0		5	1[8]	
3. Speaking/Listening	Listening	3–4	0	8–9	0	8–9
4. Research	Research	0	1b	6	2-3	8-9

[1] All times are estimates. Actual times may vary.

[2] Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

[3] For more information on content categories, see the Content Specifications document at http://www.smarterbalanced.org/smarter-balanced-assessments/.

[4] Total number of items is not necessarily equal to weighting by claim.

[5] Each student receives one PT, which includes a set of stimuli on a given topic. A Classroom Activity will be conducted for each PT to help orient students to the PT context.

[6] The CAT component of the test includes machine-scored items and short-text items. One or 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.

[7] Each PT includes two or three research items, one of which may be machine scored, and one or two of which are short text items. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text items and the full write 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.

[8] 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 distinct traits.

[9] Total Items by Claim for Claim 2 includes 10 CAT items and 3 items from the PT as described in footnote 10.

[10] In 2015 and 2016, students will receive 4 literary items.

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Blueprint Table ELA/Literacy Grade 11 Estimated Total Testing Time: 4:30 (with Classroom Activity) [1]						
Claim/Score Reporting Category[2]	Content Category[3]	Stimuli		Items		Total Items by Claim[4]
		CAT	PT[5]	CAT Items[6]	PT Items[7]	
1. Reading	Literary	1	0	4	0	15–16
	Informational	3	0	11–12		
2. Writing	Organization/Purpose	0	1a	5	1[8]	13[9]
	Evidence/Elaboration	0			1[8]	
	Conventions	0		5	1[8]	
3. Speaking/Listening	Listening	3–4	0	8–9	0	8–9
4. Research	Research	0	1b	6	2-3	8-9

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[1] All times are estimates. Actual times may vary.

[2] Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

[3] For more information on content categories, see the Content Specifications document at http://www.smarterbalanced.org/smarter-balanced-assessments/.

[4] Total number of items is not necessarily equal to weighting by claim.

[5] Each student receives one PT, which includes a set of stimuli on a given topic. A Classroom Activity will be conducted for each PT to help orient students to the PT context.

[6] The CAT component of the test includes machine-scored items and short-text items. One or 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.

[7] Each PT includes two or three research items, one of which may be machine scored, and one or two of which are short text items. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text items and the full write 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.

[8] 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 distinct traits.

[9] Total Items by Claim for Claim 2 includes 10 CAT items and 3 items from the PT as described in footnote 8.

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, 3	1–2[5]	6–8[5]	0–1[5]	7–8
			4: Reasoning and Evaluation	3	1–2[5]			
			1: Key Details	1, 2	3–6		0	
			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[6]	9: Central Ideas	2, 3	1–2[7]	6–8[7]	0–1[7]	7–8
			11: Reasoning and Evaluation	3	1–2[7]			
			8: Key Details	1, 2	3–6		0	
			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 Specifications document at http://www.smarterbalanced.org/smarter-balanced-assessments/.
[2] DOK: Depth of Knowledge, 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 seven items at DOK 2 and two items at DOK 3 or higher.
   For Claim 2, a student will receive at least four items at DOK 2 and one item at DOK 3 or higher.
   For Claim 3, a student will receive at least three items at DOK 2 or higher.
   For Claim 4, CAT items are DOK 2 for all grades.
[4] Each student will receive at least one long literary passage set and up to two additional short passage sets.
[5] For the Reading Literary long passage set, students may see up to one short answer question on either target 2 or 4.
[6] Each student will receive at least one long informational passage set and up to two additional short informational passage sets.
[7] For the Reading Informational long passage set, students may see up to one short answer question on either target 9 or 11.

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	1a/3a/6a: Write Brief Texts[8]	3	3	0	0–1[8]	10
			1b/3b/6b: Revise Brief Texts	2		0–2[8]	0	
		Evidence/Elaboration	1a/3a/6a: Write Brief Texts[8]	3		0	0–1[8]	
			1b/3b/6b: Revise Brief Texts	2		0–2[8]	0	
			8: Language and Vocabulary Use[9]	1, 2	2	2	0	
		Conventions	9: Edit/Clarify	1, 2	5	5	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8	8	0	8
	4. Research	Research	2: Interpret and Integrate Information	2	6	6	0	6
			3: Analyze Information/Sources	2				
			4: Use Evidence	2				

[8] Each student will receive at least one item in Organization/Purpose and at least one item in Evidence/Elaboration, for a total of three items, assessed in either Write Brief Texts or Revise Brief Texts. Among these three items will be one and only one Write Brief Text.

[9] Language and Vocabulary Use contributes two items to Evidence/Elaboration.

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

ELA/Literacy Summative Assessment Blueprint

						Item Type		
Target Sampling ELA/Literacy Grades 6–8								
Component	**Claim/Score Reporting Category**	**Content Category**	**Assessment Target[1]**	**DOK[2,3]**	**CAT Items**	**Machine Scored**	**Short Text**	**Total Items**
CAT	1. Reading	Literary[4]	2: Central Ideas	2, 3	1[5]	1–2[5]	0–1[5]	4-7[6]
			4: Reasoning and Evaluation	3, 4	1[5]			
			1: Key Details	2	2-5	2-5	0	
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3, 4				
			7: Language Use	3				
		Informational[7]	9: Central Ideas	2, 3	1–3[7]	9-10	0–1[8]	9-10
			11: Reasoning and Evaluation	3, 4				
			8: Key Details	2	7-8		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 Specifications document at http://www.smarterbalanced.org/smarter-balanced-assessments/.

[2] DOK: Depth of Knowledge, 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 5 items at DOK 1 and at least 2 items at DOK 3 or higher. For Claim 2, a student will receive at least five items at DOK 2 or higher, at least one of which will be DOK 3 or higher.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

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

[4] Each student will receive at least one literary passage set.

[5] For the Reading Literary long passage set, students may see up to 1 short answer question on either target 2 or 4.

[6] In 2015 and 2016, students receive 4 literary items.

[7] Each student will receive at least one informational passage set and up to two additional short informational passage sets.

[8] For the Reading Informational long passage set, students may see up to one short answer question on either target 9 or 11.

						Item Type		
Component	Claim/Score Reporting Category	Content Category	Assessment Target[1]	DOK[2,3]	CAT Items	Machine Scored	Short Text	Total Items
CAT	2. Writing	Organization/Purpose	1a/3a/6a: Write Brief Texts[9]	3	3	0	0–1[10]	10
			1b/3b/6b: Revise Brief Texts	2		0–2[10]	0	
		Evidence/Elaboration	1a/3a/6a: Write Brief Texts[10]	3		0	0–1[10]	
			1b/3b/6b: Revise Brief Texts	2		0–2[10]	0	
			8: Language and Vocabulary Use[10]	1, 2	2	2	0	
		Conventions	9: Edit/Clarify	1, 2	5	5	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	**1**, 2, 3	8–9	8–9	0	8–9
	4. Research	Research	2: Analyze/Integrate Information	2	6	6	0	6
			3: Evaluate Information/Sources	2				
			4: Use Evidence	2				

Target Sampling ELA/Literacy Grades 6–8

					Item Type			
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Machine Scored	Short Text	Full Write	Scores
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					
		Conventions	9: Edit/Clarify					1
	4. Research	Research	2: Analyze/Integrate Information	3, 4	0-1	1-2	0	2-3
			3: Evaluate Information/Sources	3, 4				
			4: Use Evidence	3, 4				

Target Sampling ELA/Literacy Grades 6-8

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[9] Each student will receive at least one item in Organization/Purpose and at least one item in Evidence/Elaboration, for a total of three items, assessed in either Write Brief Texts or Revise Brief Texts. Among these three items will be one and only one Write Brief Text.
[10] Language and Vocabulary Use contributes 2 items to Evidence/Elaboration.

			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[5]	1–2[5]	0–1[5]	4
			4: Reasoning and Evaluation	3, 4	1[5]			
			1: Key Details	2	2	2	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[7]	10–12[7]	0–1[7]	11–12
			11: Reasoning and Evaluation	3, 4				
			8: Key Details	2	7–10		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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[1] For more information on assessment targets, see the Content Specifications document at http://www.smarterbalanced.org/smarter-balanced-assessments/.
[2] DOK: Depth of Knowledge, 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 4 items at DOK 1 and at least 3 items at DOK 3 or higher.
    For Claim 2, a student will receive at least five items at DOK 2 or higher, at least one of which will be DOK 3 or higher.
    For Claim 3, a student will receive at least four items at DOK 2 or higher.
    For Claim 4, CAT items are DOK 2 for all grades.
[4] Each student will receive at least one literary long passage set.
[5] For the Reading Literary long set, students may see up to one short answer question on either target 2 or 4.
[6] Each student will receive at least one long informational passage set and up to two additional short informational passage sets.
[7] For the Reading Informational long 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	1a/3a/6a: Write Brief Texts[8]	3	3	0	0–1[8]	10
			1b/3b/6b: Revise Brief Texts	2		0–2[8]	0	
		Evidence/Elaboration	1a/3a/6a: Write Brief Texts[8]	3		0	0–1[8]	
			1b/3b/6b: Revise Brief Texts	2		2	0	
			8: Language and Vocabulary Use[9]	1, 2	2	2	0	
		Conventions	9: Edit/Clarify	1, 2	5	5	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8–9	8–9	0	8–9
	4. Research	Research	2: Analyze/Integrate Information	2	6	6	0	6
			3: Evaluate Information/Sources	2				
			4: Use Evidence	2				

		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	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					
		Conventions	9: Edit/Clarify					1
	4. Research	Research	2: Analyze/Integrate Information	3, 4	0-1	1-2	0	2-3
			3: Evaluate Information/Sources	3, 4				
			4: Use Evidence	3, 4				

[8] Each student will receive at least one item in Organization/Purpose and at least one item in Evidence/Elaboration, for a total of three items, assessed in either Write Brief Texts or Revise Brief Texts. Among these three items will be one and only one Write Brief Text.
[9] Language and Vocabulary Use contributes 2 items to Evidence/Elaboration.