English Language Arts/Literacy Focused Interim Assessment Blocks Blueprint

as of July 2019

The Smarter Balanced Interim Assessment Blocks (IABs) are one of two distinct types of interim assessments being made available by the Consortium; the other type is the Interim Comprehensive Assessment (ICAs). IABs are short, focused sets or blocks of items that measure one or more assessment targets. Results from these assessments provide information about a student's strengths or needs in relation to the Common Core State Standards (CCSS) and, therefore, generate more detailed information for instructional purposes than the summative or ICAs alone. The IABs are currently available as fixed forms. The fixed forms are administered online, using the same delivery software as the summative assessments.

This blueprint presents the specific blocks that are available by grade level for English Language Arts/literacy beginning at grade 3 and continuing through high school. Each block-level blueprint contains information about claim(s), assessment target(s), and depth of knowledge level(s) addressed by the items in that block as well as the numbers of items allocated to each of those categories. Other more subject-specific information is also included. For example, this blueprint incorporates details on passage length (claim 1 reading) and scoring of responses.

The blueprint can be used by educators to plan how to integrate the IABs effectively within classroom instruction or to better understand results that are reported. Users of the blueprint can become familiar with the number of IABs for each grade level, the general focus of each IAB, (i.e. which assessment targets are addressed in a specific IAB and the emphasis of each target relative to the other targets in the block). A fifth-grade English Language Arts/literacy teacher, for example, may wish to determine what practice students need in writing informational texts. The teacher would see that there is a block on revising texts composed of fifteen machined-scored items across three assessment targets—revising narrative, informational, and opinion texts—and another brief-write block composed of six items requiring hand scoring across the same three writing purposes. A third option would be to administer a performance task that deals solely with research and informational writing that is also hand scored. Given the differences in class time required and the amount of time needed to score blocks, the teacher would decide which blocks best meet the instructional needs of the class.

Finally, educators can use this blueprint in conjunction with the summative and ICA blueprints to support more comprehensive classroom-level instructional and assessment plans.

Summary of ELA/Literacy Interim Assessment Blocks

SUMMARY: GRADES 3, 5-7	
Block Name	Number of Items
Write and Revise Narratives	8-10
Language and Vocabulary Use	15
Editing	13-14
Listen and Interpret	14-15
Interpret and Integrate Information	10-12
Analyze Information	10-12

SUMMARY: GRADES 4, 8	
Block Name	Number of Items
Write and Revise Narratives	10
Listen and Interpret	14-15
Interpret and Integrate Information	12
Analyze Information	10-12

SUMMARY: GRADE 11	
Block Name	Number of Items
Write and Revise Narratives	10
Language and Vocabulary Use	15
Editing	15
Listen and Interpret	15
Interpret and Integrate Information	10
Analyze Information	10

Grade 3

Write and Revise Narratives					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**1a. Write Brief Texts** (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing narrative with a sequence of events that unfolds naturally • using temporal words or phrases to signal event order • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details to convey events/experiences	3	0	2	10
	1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing the narrative with a sequence of events that unfolds naturally • using temporal words or phrases to signal event order • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details to convey events/experiences • identifying details that should be deleted because they are inconsistent with the rest of a narrative	2	8	0	
				TOTAL ITEMS	**10**

Grade 3

Language and Vocabulary Use					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Writing	**8. Language and Vocabulary Use** • The student will identify and use the best word(s) or phrases for audience or purpose. • The student will identify and use the best academic or domain-specific words or phrases to make meaning clear. • The student will identify and use effective sensory details to convey experiences and events.	1, 2	15	0	15
				TOTAL ITEMS	**15**

Grade 3

Editing					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**9. Edit** The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of a person's titles and titles of books. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations. *Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades. === Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level. The student will identify, edit to correct, and/or edit for correct	1, 2	15	0	15

use of
N/A
==
Skills from previous two grades
The student will identify, edit to correct, and/or edit for correct use of
K-1
- capitals for the first word in sentence.
- capitals for the pronoun I.
- capitals for names of people.
- capitals for days of the week.
- capitals for months of the year.
- commas in dates
- commas to separate single words in series
- verbs to convey past, present, and future
- personal, possessive, and indefinite pronouns
- determiners (articles, demonstratives)
- frequently occurring conjunctions

Gr 2
- capitals for holidays product names, geographic names, greetings and closings
- commas in greetings and closings of letters
- apostrophes for contractions and frequently occurring possessives
- collective nouns
- past tense of irregular verbs
- reflexive pronouns

	TOTAL ITEMS	15

Listen and Interpret					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Listening	**4. Listen/Interpret** • The student will identify or interpret the purpose, central idea, or key points of a presentation. • The student will identify the use of supporting evidence in a presentation. • The student will draw and/or support a conclusion based on content in a presentation.	1,2,3	15	0	15
				TOTAL ITEMS	15

Grade 3

Interpret and Integrate Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**2. Interpret & Integrate Information** • The student will locate information from a text source to support a central idea or key detail related to research. • The student will interpret information from a text source to support a given purpose related to research tasks. • The student will interpret information from a visual source to support a given purpose related to research tasks.	2	10	0	10
				TOTAL ITEMS	10

Grade 3

Analyze Information					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Answer	
Research	**3. Analyze Information/Sources** • The student will analyze digital and print sources in order to locate relevant information to support research. • The student will analyze illustrations in order to locate relevant information to support research.	2	10	0	10
				TOTAL ITEMS	**10**

Grade 4

Write and Revise Narratives					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**1a. Write Brief Texts** (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing narrative with a sequence of events that unfolds naturally • using transitional words and phrases to manage the sequence of events • providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including concrete words and phrase and sensory details to convey events/experiences • using precise language to narrate events	3	0	2	10
	1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing narrative with a sequence of events that unfolds naturally* • using transitional words and phrases to manage the sequence of events • providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including concrete words and phrase and sensory details to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative	2	8	0	
				TOTAL ITEMS	10

Grade 4

Language and Vocabulary Use					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**8. Language and Vocabulary Use**	1, 2	15	0	15
				TOTAL ITEMS	**15**

Editing					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**9. Edit**	1, 2	15	0	15
				TOTAL ITEMS	**15**

Listen and Interpret

Claim	Assessment Target	DOK	Items		Claim
			Machine Scored	Short Answer	
Listening	**4. Listen/Interpret** • The student will identify or interpret the purpose, central idea, or key points of a presentation. • The student will identify the use of supporting evidence in a presentation. • The student will draw and/or support a conclusion based on content in a presentation.	1, 2, 3	14	0	14
				TOTAL ITEMS	**14**

Interpret and Integrate Information

Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Answer	
Research	**2. Interpret & Integrate Information** • The student will locate information from a text source to support a central idea or subtopic related to research. • The student will interpret information from a text source to support a given purpose related to research tasks. • The student will interpret information from a visual source to support a given purpose related to research tasks.	2	12	0	12
				TOTAL ITEMS	**12**

Grade 4

Analyze Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**3. Analyze Information/Sources** • The student will analyze digital and print sources in order to locate relevant information to support research. • The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.	2	10	0	10
				TOTAL ITEMS	**10**

Grade 5

	Write and Revise Narratives				
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**1a. Write Brief Texts** (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing narrative with a sequence of events that unfolds naturally • using transition strategies to convey sequence • providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including concrete words, phrases, and sensory details to convey events/experiences • using precise language to narrate events	3	0	2	10
	1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing narrative with a sequence of events that unfolds naturally • using transition strategies to convey sequence • providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including concrete words, phrases, and sensory details to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative	2	8	0	
				TOTAL ITEMS	10

Grade 5

Language and Vocabulary Use					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Writing	**8. Language and Vocabulary Use** • The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience. • The student will identify and use the **best** concrete words and phrases. • The student will identify and use effective sensory details to convey experiences and events. • The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.	1, 2	15	0	15
				TOTAL ITEMS	**15**

Grade 5

Editing					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**9. Edit**	1, 2	14	0	14
				TOTAL ITEMS	**14**

Listen and Interpret					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Listening	**4. Listen/Interpret** • The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation. • The student will identify the use of supporting evidence in a presentation. • The student will draw and/or support a conclusion based on content in a presentation.	1, 2,3	15	0	14
				TOTAL ITEMS	**14**

Grade 5

Interpret and Integrate Information					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Answer	
Research	**2. Interpret & Integrate Information** • The student will locate information from a text source to support a central idea or subtopic related to research. • The student will interpret information from a text source to support a given purpose related to research tasks.	2	12	0	12
				TOTAL ITEMS	**12**

Grade 5

Analyze Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**3. Analyze Information/Sources** • The student will analyze digital and print sources in order to locate relevant information to support research.	2	10	0	10
				TOTAL ITEMS	**10**

Grade 6

Write and Revise Narratives					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**1a. Write Brief Texts** (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting • providing an opening that introduces a narrator and character(s) • organizing narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events	3	0	2	11
	1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting • providing an opening that introduces a narrator and character(s) • organizing narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative	2	9	0	
			TOTAL ITEMS		11

Grade 6

Language and Vocabulary Use					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Writing	**8. Language and Vocabulary Use** • The student will identify and use the best on or below grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/ explanatory writing. • The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing. • The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. • The student will identify and use the best general academic or domain-specific word(s)/phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose.	1, 2	15	0	15
				TOTAL ITEMS	**15**

Grade 6

Editing					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**9. Edit**	1, 2	14	0	14
				TOTAL ITEMS	**14**

Listen and Interpret					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Listening	**4. Listen/Interpret** • The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. • The student will analyze how information is presented and/or the effects of the delivery. • The student will analyze a quality (sufficiency of evidence) of a presentation. • The student will draw and/or support a conclusion based on content in a presentation.	1,2,3	15	0	15
				TOTAL ITEMS	**15**

Grade 6

Interpret and Integrate Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**2. Interpret & Integrate Information** • The student will analyze information within and among sources of information. • The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.	2	10	0	10
				TOTAL ITEMS	**10**

Grade 6

Analyze Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**3. Analyze Information/Sources** • The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. • The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.	2	12	0	12
				TOTAL ITEMS	**12**

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Grade 7

Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	**Short Answer**	
Writing	**1a. Write Brief Texts** (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting and/or point of view • providing an opening that introduces a narrator and character(s) • organizing narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences	3	0	2	8
	1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting and/or point of view • providing an opening that introduces a narrator and character(s) • organizing narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • identifying details that should be deleted because they are inconsistent with the rest of a narrative	2	8	0	

Write and Revise Narratives

	TOTAL ITEMS	**10**

Grade 7

Language and Vocabulary Use					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Writing	**8. Language and Vocabulary Use** • The student will identify and use the best on- or below-grade-level academic domain-specific, construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/explanatory writing. • The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing. • The student will identify and use the best word or words to precisely convey events, experiences or ideas in a text. • The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely, emotions, or states of being that are basic to a particular topic and specific to a writing purpose. • The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.	1, 2	15	0	15
				TOTAL ITEMS	**15**

Grade 7

Editing					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**9. Edit**	1, 2	13	0	13
				TOTAL ITEMS	**13**

Listen and Interpret					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Listening	**4. Listen/Interpret** • The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. • The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. • The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation. • The student will draw and/or support a conclusion based on content in a presentation.	1,2,3	15	0	15
				TOTAL ITEMS	**15**

Grade 7

Interpret and Integrate Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**2. Interpret & Integrate Information** • The student will analyze information within and among sources of information. • The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.	2	12	0	12
				TOTAL ITEMS	**12**

Grade 7

Analyze Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**3. Analyze Information/Sources** • The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. • The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.	2	12	0	12
				TOTAL ITEMS	**12**

Grade 8

Write and Revise Narratives					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Writing	**1a. Write Brief Texts** (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting and/or point of view • providing an opening that introduces a narrator and character(s) • organizing narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences	3	0	2	10
	1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting and/or point of view • providing an opening that introduces a narrator and character(s) • organizing narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • identifying details that should be deleted because they are inconsistent with the rest of a narrative	2	8	0	
				TOTAL ITEMS	10

Grade 8

Listen/Interpret					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Writing	**4. Listen/Interpret** • The student will identify, interpret, or analyze the point of view, purpose, motive, central idea, or key points of a presentation. • The student will analyze how information is presented and/or the effects of the delivery. • The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation. • The student will draw and/or support a conclusion based on content in a presentation.	1, 2, 3	15	0	15
				TOTAL ITEMS	**15**

Grade 8

Interpret and Integrate Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**2. Interpret & Integrate Information** • The student will analyze information within and among sources of information. • The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.	2	12	0	12
				TOTAL ITEMS	**12**

Grade 8

Analyze Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**3. Analyze Information/Sources** • The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. • The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.	2	12	0	12
				TOTAL ITEMS	**12**

High School

Write and Revise Narratives

Claim	Assessment Target	DOK	Items Machine Scored	Items Short Answer	Total Items
Writing	**1a. Write Brief Texts** (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by • providing an opening that sets out a problem, situation, or observation and its significance • establishing one or multiple point(s) of view • introducing a narrator and character(s) • using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome • providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as • including dialogue, pacing, and reflection to convey events, experiences, or characters • including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	3	0	3	10
	1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by • providing an opening that sets out a problem, situation, or observation and its significance • establishing one or multiple point(s) of view • introducing a narrator and character(s) • using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome • providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue, pacing, and reflection to convey events, experiences, or characters • including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters • identifying details that should be deleted because they are inconsistent with the rest of a narrative	2	7	0	
				TOTAL ITEMS	10

High School

Language and Vocabulary Use					
Claim	**Assessment Target**	**DOK**	**Items**		**Claim**
			Machine Scored	**Short Answer**	
Writing	**8. Language and Vocabulary Use** • The student will identify and use a better word or words to make vague language in text more precise. • The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/explanatory writing. • The student will identify and use precise words or phrases (including figurative/sensory language and telling details) to convey a vivid picture of setting, character, events, experiences or ideas in a text in narrative writing. • The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing task.	1, 2	15	0	15
				TOTAL ITEMS	**15**

High School

Editing					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Answer	
Writing	**9. Edit**	1, 2	15	0	15

				TOTAL ITEMS	15

Listen and Interpret					
Claim	Assessment Target	DOK	Items		Claim
			Machine Scored	Short Answer	
Listening	**4. Listen/Interpret** • The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. • The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. • The student will analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation. • The student will draw and/or support a conclusion based on content in a presentation. • The student will integrate content from a presentation	1,2,3	15	0	15

	with material external to the presentation.				
				TOTAL ITEMS	**15**

High School

Interpret and Integrate Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**2. Interpret & Integrate Information** • The student will analyze multiple sources of information/evidence to support a presentation on a topic. • The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.	2	10	0	10
				TOTAL ITEMS	**10**

High School

Analyze Information					
Claim	**Assessment Target**	**DOK**	**Items**		**Total Items**
			Machine Scored	**Short Answer**	
Research	**3. Analyze Information/Sources** • The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research. • The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.	2	10	0	10
				TOTAL ITEMS	**10**