



# English Language Arts/Literacy Interim Assessment Blocks

## Fixed Form Blueprint

V.05.17.2016

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 machine-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.

## High School

Block 1: Read Literary Texts						
Claim	Assessment Target	DOK <sup>76</sup>	Items			Total Items
			Short Passage	Short Passage	Long Passage	
Reading	2. Central Ideas	2	0-2	0-2 <sup>77</sup>	1-2	1
	4. Reasoning & Evidence	3	0-2	0-2 <sup>77</sup>	1-2 <sup>78</sup>	3
	1. Key Details	1,2	0-1	0-1	0-1	3
	3. Word Meaning	1,2	0-1	0-1	0-1	2
	5. Analysis within or across Texts	3,4	0-1	0-1	0-1	2
	6. Text Structures & Features	2,3	0-1	0-1	0-1	2
	7. Language Use	2,3	0-1	0-1	0-1	3
TOTAL ITEMS						16

<sup>76</sup> The goal is for a student to receive no more than 4 items at DOK 1 and at least 3 items at DOK 3 or higher.

<sup>77</sup> If necessary, the second short passage will be used to achieve item counts.

<sup>78</sup> At least one of these items will be human scored; the other(s) will be machine scored.

## High School

Block 2: Read Informational Texts						
Claim	Assessment Target	DOK <sup>79</sup>	Items			Total Items
			Short Passage	Short Passage	Long Passage	
Reading	9. Central Ideas	2	0-2	0-2 <sup>80</sup>	1-2	1
	11. Reasoning & Evidence	3	0-2	0-2 <sup>80</sup>	1-2 <sup>81</sup>	4
	8. Key Details	1, 2	0-1	0-1	0-1	3
	10. Word Meanings	1, 2	0-1	0-1	0-1	3
	12. Analysis within or across Texts	3, 4	0-1	0-1	0-1	2
	13. Text Structures or Text Features	2, 3	0-1	0-1	0-1	0
	14. Language Use	2, 3	0-1	0-1	0-1	2
TOTAL ITEMS						15

<sup>79</sup> The goal is for a student to receive no more than 4 items at DOK 1 and at least 3 items at DOK 3 or higher.

<sup>80</sup> If necessary, the second short passage will be used to achieve item counts.

<sup>81</sup> At least one of these items will be human scored; the other(s) will be machine scored.

## High School

Block 3: Brief Writes					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text <sup>82</sup>	
Writing	1a. Write Brief Texts (Narrative)	3	0	2	2
	3a. Write Brief Texts (Explanatory)	3	0	2	2
	6a. Write Brief Texts (Argument)	3	0	2	2
TOTAL ITEMS					6

<sup>82</sup> These 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.

## High School

Block 4: Revision					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	1b. Revise Brief Texts (Narrative)	3	4		4
	3b. Revise Brief Texts (Explanatory)	3	5		5
	6b. Revise Brief Texts (Argument)	3	6		6
TOTAL ITEMS					15

Block 5: Language and Vocabulary Use					
Claim	Assessment Target	DOK	Items		Claim
			Machine Scored	Short Text	
Writing	8. Language and Vocabulary Use	1, 2	15	0	15
TOTAL ITEMS					15

## High School

Block 6: Editing					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	9. Edit	1, 2	15	0	15
TOTAL ITEMS					15

Block 7: Listen and Interpret					
Claim	Assessment Target	DOK	Items		Claim
			Machine Scored	Short Text	
Listening	4. Listen/Interpret	1,2,3	15	0	15
TOTAL ITEMS					15

## High School

Block 8: Research					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text <sup>83</sup>	
Research	2. Analyze/Integrate Information	3	8	0	8
	3. Evaluate Information/Sources	4	2	0	2
	4. Use Evidence	3	8	0	8
TOTAL ITEMS					18

<sup>83</sup> These 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.

## High School

Block 9: Explanatory Performance Task					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	4. Compose Full Texts (Narrative)	4	0	1	3 <sup>84</sup>
Research	2. Analyze/Integrate Information (1)	3		2	2
	3. Evaluate Information/Sources	4			
	4. Use Evidence (1)	3			
TOTAL ITEMS					5

<sup>84</sup> 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.



## High School

Block 10: Argument Performance Task					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	7. Compose Full Texts (Arguments)	4	0	1	0 <sup>85</sup>
Research	2. Analyze/Integrate Information	3	1	2	0
	3. Evaluate Information/Sources	4			
	4. Use Evidence	3			
TOTAL ITEMS					NA

<sup>85</sup> 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.