

Blueprint Table ELA/Literacy Grade 11						
Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim
		CAT	PT ³	CAT Items ⁴	PT Items ⁵	
1. Reading	Literary	1	0	4	0	15-16
	Informational	3	0	11-12		
2. Writing	Organization/Purpose	0	1	3	1 ⁶	9 ⁷
	Evidence/Elaboration	0			1 ⁶	
	Conventions	0		3	1 ⁶	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1	8	1	9

¹ Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

² For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

³ Each student receives one performance task (PT) which includes a set of stimuli on a given topic.

⁴ 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.

⁵ 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.

⁶ 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.

⁷ Total Items for Claim 2 include 6 CAT items and 3 items from the PT as described in footnote 6.

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	1-2	0-1 ⁵	4
			4: Reasoning and Evidence	3, 4	1			
			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	10-12	0-1 ⁷	
			11: Reasoning and Evidence	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				

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 four items at DOK 1 and at least three items at DOK 3 or higher.

For Claim 2, a student will receive at least three 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 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.

⁷For 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 ⁴	1a/3a/6a: Write Brief Texts	3	1	0	0–1	6
			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	3	3	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	2-3	2-3	0	8
			3: Evaluate Information/Sources	2	2-3	2-3		
			4: Use Evidence	2	2-3	2-3		

¹ For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

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

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

For Claim 2, a student will receive at least three 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 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	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: Analyze/Integrate Information	3, 4	0-1	0-1	0	1
			3: Evaluate Information/Sources	3, 4				
			4: Use Evidence	3, 4				