DRAFT NCSC AA-AAS Operational Test Blueprint

December 10, 2014

Introduction

The National Center and State Collaborative (NCSC) is a consortium of states and national centers building an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The summative AA-AAS is an academic achievement test designed in alignment to English Language Arts (ELA) and Mathematics Common Core State Standards (CCSS). Students eligible to be assessed on an AA-AAS represent a highly diverse population of learners with unique learning needs. The scores from the NCSC AA-AAS will accurately reflect what students know and are able to do in their study of ELA and Mathematics.

The NCSC approach is to build the AA-AAS as a key part of a broader system, which includes curriculum and instruction. Assessing students without first providing opportunities for learning in a challenging, grade-level curriculum cannot be expected to result in meaningful changes in student outcomes. NCSC focuses on the essential knowledge for improved college, career, and community outcomes. Given the large range of abilities of the students who take an AA-AAS this also means ensuring that no student is excluded. The AA-AAS, itself, is aligned to the content standards being taught in the classroom.

This document describes the current design of the NCSC test blueprint for the summative assessment in Mathematics and ELA. This is a draft document, and it will be updated pending data from pilot testing in fall 2014. *The final operational blueprint will be published in early 2015, prior to operational testing.* The NCSC partner states and national centers have worked closely with McGraw-Hill Education CTB to develop this draft.

General Definition and Importance of the Test Blueprint

In general, test blueprints define how test questions (items or tasks) are distributed across content areas (domains) and cognitive complexity levels. In other words, a test blueprint serves to specify the number or proportion of test questions to appear on the test by specified categories. The blueprint is a central part of the overall test specification (Downing, 2006), is evidence of how test items sample and represent the

content domain, and is a vehicle for communicating the characteristics of the test and scores to educators and policymakers (Standard 4.0, AERA/APA/NCME, 2014).

The test blueprint plays an important role in the overall validity argument for a given test score. As a crucial part of the larger test specification, the blueprint guides the selection of items from the NCSC item pool to build the test forms, while ensuring content is presented to each student appropriately. Also, the blueprint provides a basis from which test developers can plan and support additional item development.

Supporting Teaching and Learning

Often, teachers will study test blueprints to understand how content is distributed and weighted on the test, an appropriate activity to ensure students have the opportunity to learn the knowledge and skills evaluated. While it is also appropriate for documents such as a test blueprint to serve as one source of information for planning in a classroom, it should not be used as the primary resource to guide instructional planning. Focusing on a blueprint as the key to improving student outcomes, rather than more comprehensive support for teachers, misses important opportunities to improve teaching and learning and ultimately to improve student achievement. The NCSC Wiki has comprehensive curriculum models, instructional strategies, and professional development specifically addressing the content covered in the NCSC AA-AAS. (https://wiki.ncscpartners.org/index.php/Main_Page)

For example, the Curriculum Resource Guides (CRGs) and Content Modules included in the Wiki have been designed with the prioritized content in the NCSC blueprint as a focus. (https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guides; https://wiki.ncscpartners.org/index.php/Content_Modules)

More importantly, they are meant to support teachers in teaching the entire curriculum, not just what is sampled on a summative assessment. The CRGs also include examples of performance tasks that teachers can use in their classrooms throughout the year, specifically on the blueprint content. For example, the CRG Equations includes all the prioritized NCSC content related to equations, by grade, with a performance example for teachers to use in instruction. It is in the table labeled **Performance Examples for Priority CCCs.**

Test blueprint content categories are related to the content area (e.g., Mathematics) and its domains (e.g., Numbers and Operations; Geometry). In this document, the NCSC content categories refer to the mathematics domains, as well as the ELA strands (i.e., reading, writing, and language) and texts (e.g., literature and informational) linked to the CCSS. Note that NCSC content categories are broad categories. Each content category is broken down into Core Content Connectors, or CCCs. The CCCs are the academic

content designed to frame the instruction and assessment of students with the most significant cognitive disabilities. The CCCs create a connection between the Learning Progression Framework (LPF) and CCSS for students with the most significant cognitive disabilities. The CCCs serve as a connection or stage between the LPF (designed for typically developing students) and the CCSS (which define grade level content and achievement). Therefore, the CCCs are intentionally dually aligned with both in order to contribute to a fully aligned system of content, instruction, and assessment that focuses on the core content, knowledge, and skills needed at each grade to ensure success at the next. The CCCs preserve the sequence of learning to the extent possible while deconstructing the concepts and skills along the learning continuum for each grade span into teachable and assessable segments of content. (See Appendices A and B for a breakdown of content categories by CCC.)

Characteristics of the NCSC Blueprint

The NCSC test blueprint reflects the program's theory of action and overall assessment design. First, the draft blueprint reflects the operational test design that will be finalized at the conclusion of all pilot activities. Second, it incorporates and specifies item counts in all content categories with reference to tables in the appendices. Finally, it addresses specific characteristics of each content area, consistent with the CCSS and the NCSC development processes and theory of action. This section further describes NCSC's operational design and how NCSC created items with varying levels of complexity.

Operational Design

The operational NCSC assessment program is designed to produce valid and reliable mathematics and ELA (Reading and Writing) scores. The mathematics and reading portions of the test are comprised primarily of selected-response (SR) items. Some grade levels in mathematics include constructed response (CR) items. Writing is comprised of both SR items and CR items. Common items will be administered to all students within a grade in order to equate forms.

All items selected for the operational test are evaluated through inclusion in two pilot tests administered to different student samples. The first pilot test was administered from April–May, 2014, and the second pilot test will be administered in October–November, 2014. Both pilot student samples were designed to represent the AA-AAS student population across NCSC partner states. A full technical report for the NCSC pilot tests will be published in early 2015, including sample counts and characteristics, item-level statistics from pilot testing, and item data review process and results.

All items selected for the operational test will be reviewed by content experts for key content attributes, including alignment and content coverage of the CCSS and range of

item characteristics related to accessibility. Also, psychometric properties of selected items will be reviewed based on pilot results. Items and/or passages will be organized on the operational forms using indicators of difficulty and complexity.

Each student will take 35–40 mathematics items in two sessions, including field test items. In grades 3, 4, and 5, mathematics items are grouped together based on whether or not a calculator is an allowable resource. For ELA, each student takes 35–40 ELA items (reading and writing SR) in two sessions, plus one constructed-response item in writing. Both literary and informational passages are assessed in all grades, and all students respond to a writing constructed-response item that is a text type (e.g., narratives, informative/explanatory texts, arguments) specific at a grade. Students read five passages on the reading test with associated items; field test passages and items are part of this set. In grades 3 and 4, word identification skills are assessed. These items are presented in multiple formats including non-verbal, verbal, and Braille as indicated by a student's characteristics.

Complexity

The NCSC content development processes address levels of cognitive and language complexity, specifically addressing the CCSS and the heterogeneous characteristics of the target student population. The assessment items vary systematically in complexity, yet remain aligned to the focal knowledge, skill, and ability (KSA) behind the CCC.The items were written intentionally to measure a range of academic abilities within the target population. The array of item characteristics to facilitate varying student needs include reminders, examples, and models. These are provided to focus the student on the task and elicit a response without guiding the student's response.

The NCSC Blueprint

The NCSC test blueprint is designed to be consistent with the NCSC theory of action, the evidence-centered design undertaken to develop the summative assessment,[1] and best practices in educational measurement. Tables 1 and 2 report the *approximate* overall scoring weights by content category by grade for Mathematics and ELA, respectively. The scoring weights will be finalized after analyses of the pilot test data is complete.

The blueprint tables in Appendices A and B incorporate the overall content distributions to be used for the development of the operational test. Each grade level/content area is represented by a table which first describes the domain (e.g., Operations and Algebraic

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[1] See http://www.ncscpartners.org/ for more information and resources.

Thinking) or texts (e.g., reading informational text), weights by domain and ELA strands and texts, Core Content Connectors (CCC), item types, and numbers of items. Please note that the content of the tables may need refinement pending analyses of the pilot test data. Therefore, item counts in this document are preliminary and may change for the operational summative assessments.

Table 1. Overall Scoring Weights* of Content Category by Grade Level (Mathematics)

Math Content Category	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
Operations and Algebraic Thinking	30%	30%	10%				
Number and Operations Base Ten	20%	10%	40%				
Number and Operations Fractions	20%	30%	20%				
Measurement and Data	20%	20%	20%				
Geometry	10%	10%	10%	10%	20%	30%	10%
Ratio and Proportions				30%	40%		
Expressions and Equations				20%	10%	20%	
The Number System				30%	20%	10%	
Statistics and Probability				10%	10%	20%	20%
Functions						20%	
Algebra and Functions							50%
Number and Quantity							20%

*Weights are approximate.

Table 2. Overall Scoring Weights* of Content Category by Grade Level (ELA)

ELA Content Category	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
Reading Literature	30%	30%	30%	20%	20%	20%	15%
Reading Informational	25%	25%	30%	40%	40%	40%	45%
Language	9%	9%	10%	10%	10%	10%	10%
Reading Foundational	6%	6%					
Writing	30%	30%	30%	30%	30%	30%	30%

*Weights are approximate.

Mathematics

Mathematics items are aligned to prioritized Core Content Connectors (CCCs), which are in turn connected to the Common Core State Standards (CCSS) and the Learning Progressions Framework (LPF). Mathematical knowledge is assessed across the CCCs through selected-response items and constructed-response items. Constructed-response items are present at grades 3, 4, 5, 8, and 11 only. The need for constructed-response items was determined by the focal knowledge, skill, and ability associated with

a given CCC. Students might construct a graph, solve a problem, or complete a table in a constructed-response item. Constructed-response items are scored dichotomously, or "right/wrong," only.

In some cases, the selected focal knowledge, skill, and ability was best addressed by separating the skill into two parts. Therefore, two unique items are necessary to fully address a single content standard. For example, the *CCC 8.DPS.1h1* asks students to both graph bivariate data using scatter plots and identify possible associations between the variables. Items have been developed to address both parts of the standard. Appendix A contains the draft NCSC AA-AAS Mathematics Test Blueprint. Tables in Appendix A identify which CCCs require two item versions.

English Language Arts

English Language Arts (ELA) items in reading and writing are aligned to prioritized Core Content Connectors (CCCs), which are in turn connected to the Common Core State Standards (CCSS) and the Learning Progressions Framework (LPF). The distribution of ELA items related to various text types (e.g., literary, informational, and argument) aligns to the text type emphasis in reading and writing outlined in the CCSS.

The project determined that all reading comprehension assessment items be presented in a selected-response format. Thus, to measure more complex reading skills, some selected-response items were built as a set of two or three sequenced items ("multipart") which, when combined, serve to measure the breadth of one prioritized content standard. In other words, in some instances the focal knowledge, skill, and ability (KSA) aligned to a specific Core Content Connector (CCC)[2] are designed to have two or three selected-response (SR) items associated with them.

In grades 5–8 and 11, some prioritized content standards require evaluation of content across more than one passage. These skills are measured using "paired passage sets." All paired passages are written in the informational text type.

The three CCCs prioritized for writing at each grade level consist of one CCC assessed by a constructed-response item and two assessed by selected-response items. The constructed-response writing items are designed to measure a student's ability to generate a permanent product to represent organized ideas specific to a writing mode, supported with details or facts to clarify meaning and the use of standard English conventions. All writing CR items are scored against a three-trait analytic rubric.

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[2] For more information about the NCSC Core Content Connectors (CCCs) and development processes, see http://www.ncscpartners.org/resources/.

Specifications for the writing CR items and score counts will be included in the final document to be released in late 2014/early 2015. Appendix B contains the draft NCSC English Language Arts Test Blueprint.

Next Steps

After the pilot administrations, test questions (items) will be evaluated based on student performance. Item analyses will be used to identify potentially problematic items, and these items will be put through additional content review. Procedures for evaluating evidence of fairness will be applied (e.g., differential item functioning) and modeling procedures (i.e., item response theory) will be used with the ultimate goal of placing items within grade levels on a scale. Any patterns that suggest necessary revisions to the blueprint will be taken into account.[3]

References

American Educational Research Association, American Psychological Association, & National Council for Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, D.C.: Author.

Downing, S. M. (2006). Twelve steps for effective test development. In S. M. Downing & T. M. Haladyna (Eds.), *Handbook of Test Development* (pp. 3–26). Malwah, NJ: Lawrence Erlbaum.

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[3] Note that the draft blueprint tables presented in the Appendices reflect current thinking for the purposes of communicating test content with all stakeholders. However, the content of the tables may need refinement pending data from the two pilots. Therefore, item counts in this document are preliminary and may change for the operational summative assessments.

Appendix A. DRAFT NCSC Mathematics Test Blueprint

The tables presented in Appendix A constitute the draft NCSC Mathematics blueprint. The tables incorporate the overall content distributions used for the operational test. Each grade level/content area is represented by a table which first describes the content category (e.g., Operations and Algebraic Thinking), weights per CCC, standards (CCCs), item types, and numbers of items.

Please note that the content of the tables may need refinement pending data from the two pilots. Therefore, item counts in this document are preliminary and may change for the operational summative assessments.

Table A1. DRAFT NCSC Test Blueprint – Mathematics Grade 3

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range
Operations and Algebraic Thinking	30%	3.NO.2d3 Solve multiplication problems with neither number greater than 5	SR	2–4
		3.NO.2e1** Solve or solve and check one- or two-step word problems requiring addition, subtraction, or multiplication with answers up to 100	SR	3–5
		3.PRF.2d1 Identify multiplication patterns in a real word setting	SR	2–4
Number and Operations Base Ten	20%	3.NO.1j3 Use place value to round to the nearest 10 or 100	SR	2–3
		3.NO.2c1 Solve multi-step addition and subtraction problems up to 100	SR	3–4
Number and Operations Fractions	20%	3.NO.1l3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, and eighths)	SR	2–3
		3.SE.1g1 Use =, <, or > to compare 2 fractions with the same numerator or denominator	SR	3–4
Measurement and Data	20%	3.DPS.1g1 Collect data; organize into picture or bar graph	SR/CR	2–3
		3.ME.1d2 Measure area of rectilinear figures by counting squares	SR	3–4
Geometry	10%	3.GM.1i1 Partition rectangles into equal parts with equal area	SR	3–4
Total	100%			25–38

* Weights are approximate.
** This CCC requires a pair of math item versions.

Table A2. DRAFT NCSC Test Blueprint – Mathematics Grade 4

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range
Operations and Algebraic Thinking	30%	4.NO.2d7 Determine how many objects go into each group when given the total number of objects and groups where the number in each group or number of groups is not > 10	SR	2–4
		4.PRF.1e3 Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost $3. A purple hat cost 2 times as much. How much does the purple hat cost? [3 x 2 = p])	SR	2–4
		4.NO.2e2** Solve or solve and check one or two step word problems requiring addition, subtraction, or multiplication with answers up to 100	SR	3–5
Number and Operations Base Ten	10%	4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands)	SR	3–4
Number and Operations Fractions	30%	4.NO.1m1 Determine equivalent fractions	SR	2–4
		4.NO.1n2 Compare up to 2 given fractions that have different denominators	SR	2–4
		4.SE.1g2 Use =, <, or > to compare 2 fractions (fractions with a denominator or 10 or less)	SR	3–5
Measurement and Data	20%	4.ME.1g2 Solve word problems using perimeter and area where changes occur to the dimensions of a figure	SR	2–3
		4.DPS.1g3 Collect data; organize in graph (e.g. picture graph, line plot, bar graph)	SR/CR	3–4
Geometry	10%	4.GM.1h2 Classify two-dimensional shapes based on attributes (# of angles)	SR/CR	3–4
Total	100%			25–41

* Weights are approximate.
** This CCC requires a pair of math item versions.

Table A3. DRAFT NCSC Test Blueprint – Mathematics Grade 5

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range
Operations and Algebraic Thinking	10%	5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation	SR	3–4
Number and Operations Base Ten	40%	5.NO.1b1 Read, write, or select a decimal to the hundredths place	SR	2–4
		5.NO.1b4 Round decimals to the next whole number	SR	2–4
		5.NO.2c1 Solve one-step problems using decimals	SR	3–5
		5.NO.2a5 Solve word problems that require multiplication or division	SR	2–4
Number and Operations Fractions	20%	5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication, or division of fractions	SR	3–4
		5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier	SR	2–3
Measurement and Data	20%	5.ME.1b2 Convert standard measurements of length	SR	2–3
		5.ME.2a1 Use a calculator to solve one-step problems involving conversions of standard measurement units of area, volume, time, mass in the same system	SR	3–4
Geometry	10%	5.GM.1c3 Use order pairs to graph given points	SR/CR	3–4
Total	100%			25–39

*Weights are approximate.

Table A4. DRAFT NCSC Test Blueprint – Mathematics Grade 6

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range
Ratio and Proportions	30%	6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation	SR	2–4
		6.ME.2a2 Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours?)	SR	3–5
		6.NO.1f1 Find a percent of a quantity as rate per 100	SR	2–4
Expressions and Equations	20%	6.PRF.1d1 Solve real world single-step linear equations	SR	2–3
		6.NO.2a6 Solve problems or word problems using up to three-digit numbers and any of the four operations	SR	3–4
The Number System	30%	6.NO.2c3 Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals	SR	3–5
		6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation	SR	2–4
		6.NO.1d2** Locate positive and negative numbers on a number line	SR	2–4
Statistics and Probability	10%	6.DPS.1d3** Select the statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set	SR	3–4
Geometry	10%	6.GM.1d1 Find area of quadrilaterals	SR	3–4
Total	100%			25–41

* Weights are approximate.

** This CCC requires a pair of math item versions.

Table A5. DRAFT NCSC Test Blueprint – Mathematics Grade 7

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range
Ratio and Proportions	40%	7.NO.2f1 Identify the proportional relationship between two quantities (use rules or symbols to show quantitative relationships)	SR	2–4
		7.NO.2f2 / 7.NO.3c3 Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane / Analyze provided information (e.g., a graph) to describe the relationship between two quantities	SR	3–5
		7.NO.2f6 Solve word problems involving ratios	SR	2–4
		7.PRF.1f1 Use proportional relationships to solve multistep percent problems in real world situations.	SR	2–4
Expressions and Equations	10%	7.PRF.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities	SR	3–4
The Number System	20%	7.NO.2i1 Solve multiplication problems with positive/negative numbers	SR	2–3
		7.NO.2i2 Solve division problems with positive/negative numbers	SR	3–4
Statistics and Probability	10%	7.DPS.1k1 Analyze graphs to determine or select appropriate comparative inferences about two samples or populations	SR	3–4
Geometry	20%	7.ME.2d1 Apply formula to measure area and circumference of circles	SR	2–3
		7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles	SR	3–4
Total	100%			25–39

* Weights are approximate.

Table A6. DRAFT NCSC Test Blueprint – Mathematics Grade 8

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range
Functions	20%	8.PRF.2e2** Identify the rate of change (slope) and initial value (y-intercept) from graphs	SR	2–3
		8.PRF.1f2 / 8.NO.3c3 Describe or select the relationship between the two quantities given a line graph of a situation / Analyze provided information (e.g., a graph) to describe the relationship between two quantities	SR	3–4
Expressions and Equations	20%	8.PRF.1e2 Represent proportional relationships on a line graph	SR	3–4
		8.PRF.1g3 Solve linear equations with 1 variable	SR	2–3
The Number System	10%	8.NO.1k3 Use approximations of irrational numbers to locate them on a number line	SR	3–4
Statistics and Probability	20%	8.DPS.1h1** Graph bivariate data using scatter plots and identify possible associations between the variables	SR/CR	2–3
		8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data	SR	3–4
Geometry	30%	8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings)	SR	3–5
		8.GM.1g1** Recognize congruent and similar figures	SR	2–4
		8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders)	SR	2–4
Total	100%			25–38

* Weights are approximate.
** This CCC requires a pair of math item versions.

Table A7. DRAFT NCSC Test Blueprint – Mathematics Grade 11

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range
Algebra And Functions	50%	H.PRF.2b1 Translate a real-world problem into a one-variable linear equation	SR	2–4
		H.PRF.2b2 / H.NO.3a2 Solve equations with one or two variables using equations or graphs / Rewrite mathematical statements (e.g., an expression) in multiple forms	SR	3–5
		H.ME.1b2 Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute	SR	2–4
		H.PRF.1c1 Select the appropriate graphical representation of a linear model based on real world events	SR	3–5
		H.PRF.2c1 Make predictions based on a given model (for example, a weather model, data for athletes over years)	SR	2–4
Number and Quantity	20%	H.ME.1a2 Solve real world problems involving units of measurement	SR	2–3
		H.NO.1a1 Simplify expressions that include exponents	SR	3–4
Statistics and Probability	20%	H.DPS.1b1 Complete a graph given the data, using dot plots, histograms, or box plots	SR/CR	2–3
		H.DPS.1c1 Use descriptive stats, range, median, mode, mean, outliers/gaps, to describe data set	SR	3–4
Geometry	10%	H.GM.1b1 Use definitions to demonstrate congruency and similarity in figures	SR	3–4
Total	100%			25–40

* Weights are approximate.

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Appendix B. DRAFT NCSC English Language Arts Test Blueprint

The tables presented in Appendix B constitute the draft NCSC English Language Arts (ELA) blueprint. The tables incorporate the overall content distributions used for the operational test. Each grade level/content area is represented by a table which describes the content category. In this document, the NCSC content categories refer to the ELA strands (i.e., reading, writing, and language) and texts (e.g., literature and informational) linked to the CCSS. Each category is further described with weights per CCC, standards (CCCs), item types, and numbers of items and passages.

Please note that the content of the tables may need refinement pending data from the two pilots. Therefore, item counts in this document are preliminary and may change for subsequent pilot and operational summative assessments.

Table B1. DRAFT NCSC Test Blueprint – ELA Grade 3

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range	Passages
Reading: Literature	30%	3.RL.h1** Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts)	SR	3–4	3
		3.RL.i2 Answer literal questions and refer to text to support your answer	SR	5–6	
		3.RL.k2** Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	SR	3–4	
Reading: Informational Text	25%	3.RI.h1 Identify the purpose of a variety of text features	SR	2	2
		3.RI.h4 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions	SR	2	
		3.RI.i2 Determine the main idea of text read or read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	SR	2–3	
		3.RI.k5** Determine the main idea of a text; recount the key details and explain how they support the main idea	SR	2–3	
Language	9%	3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word	SR	4	NA
Reading: Foundational	6%	3.RWL.h2** Identify grade level words with accuracy	SR	2	NA
Writing	30%	3.WI.l4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories	SR	2	NA
		3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning	SR	2	
		3.WL.o1*** With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience	CR	TBD	
Total	100%			TBD	5

* Weights are approximate.
** CCCs require a multipart item to assess.
*** Writing constructed-response tasks (extended prompts) will be further defined pending results from pilot testing.

Table B2. DRAFT NCSC Test Blueprint – ELA Grade 4

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range	Passages
Reading: Literature	30%	4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly	SR	3–4	3
		4.RL.k2** Determine the theme of a story, drama, or poem; refer to text to support answer	SR	5–6	
		4.RL.l1** Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description	SR	3–4	
Reading: Informational Text	25%	4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions	SR	2–3	2
		4.RI.i3 Determine the main idea of an informational text	SR	2–3	
		4.RI.l1** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears	SR	3–4	
Language	9%	4.RWL.i2 Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning	SR	2–3	NA
		4.RWL.j1 Use general academic and domain specific words and phrases accurately	SR	1–2	
Reading: Foundational	6%	4.RWL.h2** Identify grade level words with accuracy and on successive attempts	SR	2	NA
Writing	30%	4.WI.q1 Provide a concluding statement or section to support the information presented	SR	2	NA
		4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when useful to promote understanding	SR	2	
		4.WL.o1*** Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience	CR	TBD	
Total	100%			TBD	5

* Weights are approximate.
** CCCs require a multipart item to assess.
*** Writing constructed-response tasks (extended prompts) will be further defined pending results from pilot testing.

Table B3. DRAFT NCSC Test Blueprint – ELA Grade 5

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range	Passages
Reading: Literature	30%	5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly	SR	4–5	2–3
		5.RL.c2** Summarize a text from beginning to end in a few sentences	SR	2–3	
		5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison	SR	3–4	
Reading: Informational Textl	30%	5.RI.d5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts	SR	3–4	2–3
		5.RI.c4** Determine the main idea, and identify key details to support the main idea	SR	3–4	
		5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text	SR	4–5	
Language	10%	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases	SR	4	NA
Writing	30%	5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect)	SR	2	NA
		5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples	SR	2	
		5.WL.h1*** Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience	CR	TBD	
Total	100%			TBD	4–6

* Weights are approximate.
** CCCs require a multipart item to assess.
*** Writing constructed-response tasks (extended prompts) will be further defined pending results from pilot testing.

Also, note that paired passage sets are used for the second Informational passage in grades 5–8 and 11.

Table B4. DRAFT NCSC Test Blueprint – ELA Grade 6

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range	Passages
Reading: Literature	20%	6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly	SR	2–3	2
		6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story	SR	2–3	
		6.RL.c3** Summarize a text from beginning to end in a few sentences without including personal opinions	SR	2–3	
Reading: Informational Text	40%	6.RI.b4 Summarize information gained from a variety of sources including media or texts	SR	2–3	3
		6.RI.c2** Provide a summary of the text distinct from personal opinions or judgments	SR	2–3	
		6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text	SR	3–5	
		6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence	SR	4–5	
Language	10%	6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases	SR	2	NA
		6.RWL.c1 Use general academic and domain specific words and phrases accurately	SR	2	
Writing	30%	6.WL.c1 Organize ideas and event so that they unfold naturally	SR	2	NA
		6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	SR	2	
		6.WI.h2*** Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader)	CR	TBD	
Total	100%			TBD	5

* Weights are approximate.
** CCCs require a multipart item to assess.
*** Writing constructed-response tasks (extended prompts) will be further defined pending results from pilot testing.

Also, note that paired passage sets are used for the second Informational passage in grades 5–8 and 11.

Table B5. DRAFT NCSC Test Blueprint – ELA Grade 7

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range	Passages
Reading: Literature	20%	7.RL.i2** Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text	SR	4–5	2
		7.RL.j1 Analyze the development of the theme or central idea over the course of the text	SR	2–3	
Reading: Informational Text	40%	7.RI.j1** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text	SR	3–5	3
		7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)	SR	3–5	
		7.RI.l1** Compare/contrast how two or more authors write about the same topic	SR	2–3	
		7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence	SR	2–4	
Language	10%	7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrase	SR	4	NA
Writing	30%	7.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader)	SR	2	NA
		7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	SR	2	
		7.WI.o1*** Produce a clear, coherent, permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader)	CR	TBD	
Total	100%			TBD	5

* Weights are approximate.
** CCCs require a multipart item to assess.
***Writing constructed-response tasks (extended prompts) will be further defined pending results from pilot testing.

Also, note that paired passage sets are used for the second Informational passage in grades 5–8 and 11.

Table B6. DRAFT NCSC Test Blueprint – ELA Grade 8

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range	Passages
Reading: Literature	20%	8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text	SR	3–4	2
		8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting, and plot	SR	3–4	
Reading: Informational Text	40%	8.RI.j1** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text	SR	4–5	3
		8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	SR	2–4	
		8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas	SR	2–4	
		8.RI.k4 Identify an argument or claim that the author makes	SR	2–4	
Language	10%	8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase	SR	2	NA
		8.RWL.i1 Use general academic and domain specific words and phrases accurately	SR	2	
Writing	30%	8.WI.o1*** Produce a clear, coherent, permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader)	CR	TBD	NA
		8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources	SR	2	
		8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim	SR	2	
Total	100%			TBD	5

* Weights are approximate.
** CCCs require a multipart item to assess.
*** Writing constructed-response tasks (extended prompts) will be further defined pending results from pilot testing.

Also, note that paired passage sets are used for the second Informational passage in grades 5–8 and 11.

Table B7. DRAFT NCSC Test Blueprint – ELA Grade 11

Content Category	Weight*	Core Content Connector	Item Type	Score Point Range	Passages
Reading: Literature	15%	1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text	SR	2–3	2
		1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning	SR	3	
Reading: Informational Text	45%	1112.RI.b1** Use two or more pieces of evidence to support inferences, conclusions, or summaries or text	SR	3–5	3
		1112.RI.b5** Determine how key details support the development of the central idea of a text	SR	3–5	
		1112.RI.d1 Determine the author's point of view or purpose in a text	SR	3–4	
		1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem	SR	2–4	
Language	10%	1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase	SR	1–2	NA
		1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text	SR	3	
Writing	30%	1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus	SR	2	NA
		1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience	SR	2	
		1112.WP.f1*** Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (to persuade), and audience	CR	TBD	
Total	100%			TBD	5

* Weights are approximate.
** CCCs require a multipart item to assess.
*** Writing constructed-response tasks (extended prompts) will be further defined pending results from pilot testing.
Also, note that paired passage sets are used for the second Informational passage in grades 5–8 and 11.