

# TEST BLUEPRINTS

## What are test blueprints?

Blueprints define essential content from Academic Standards and delineate appropriate proportions of Academic Standards for an assessment. They indicate the intentional selection of standards and priorities for an assessment based on the purpose of that assessment.

There are thousands of different ways to construct a building. Prior to beginning a project, an engineer thinks carefully about what he wants the end product to look like and then creates a diagram—or blueprint—outlining each detail. **This blueprint guides construction.** Similarly, test blueprints provide the plan for what a test will measure and guide all subsequent steps of test construction.



Similarly, a test blueprint provides the plan for what a test will measure. It guides all subsequent steps of test construction. Not only does a test blueprint direct the construction of a state summative assessment, it can also inform key content of classroom assessments.

## What information is shared through test blueprints?

Academic standards are prioritized and placed into reporting categories. These categories define how data is reported and determine the length of a test. (Each reporting category must be represented by at least 8 questions.)

### Reporting Categories

Blueprints show Academic Standard priorities based on decisions made by educator panels. Content necessary to master for success in future learning is generally considered higher priority.

### Essential Content

The proportion of content is reflected by ranges of items included on each assessment. Ranges offer flexibility for computer adaptive testing. Ranges beginning in 0 may not be assessed every year.

### Proportion of Content

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Key Ideas and Textual Support/ Vocabulary (29–36%)	6.RL.2.1	1	3	2	9	10–12
	6.RL.2.2	1	3	2	9	
	6.RL.2.3	0	2	0	6	
	6.RN.2.1	1–3		2–9		
	6-8.LH.2.1	1–3		2–9		
	6-8.LST.2.1	1–3		2–9		
	6.RN.2.2	1–3		2–9		
	6-8.LH.2.2	1–3		2–9		
	6-8.LST.2.2	1–3		2–9		
	6.RN.2.3	0–2		0–6		
	6-8.LH.2.3	0–2		0–6		
	6-8.LST.2.3	0–2		0–6		
	6.RV.2.1	1	3	2	9	
	6.RV.2.2	0	2	0	6	
	6.RV.2.3	0	1	0	3	
	6.RV.2.4	0	1	0	3	
	6.RV.2.5	0	1	0	3	
	6.RV.3.1	0	2	0	6	
	6.RV.3.2	0–2		0–6		
	6-8.LH.3.1	0–2		0–6		
6-8.LST.3.1	0–2		0–6			
6.RV.3.3	0	2	0	6		

## How can test blueprints be used in the classroom?

### Create Your own Blueprint.

Use these guidelines and examples to help you create blueprints for summative assessments in your classroom. Think about the standards/ learning goals you want to measure, the proportion of priority for each standard/ goal, and assessment length.

### Identify High-Priority Standards.

Use the blueprints to identify key standards needed for future success. A balanced system of assessment will assist in measuring students' progress towards mastery of standards throughout the year.

### Assess in the Classroom.

Standards assessed only in the classroom are often essential pieces of learning that require higher levels of cognitive complexity not effectively measured with time constraints or limited resources. These standards should be measured and tracked at the classroom level to ensure mastery.