

ELA/Literacy Interim Comprehensive Assessment (ICA) Blueprint
As of 6/20/18

Blueprint Table ELA/Literacy Grades 3–5						
Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim ³
		CAT	PT ⁴	CAT Items ⁵	PT Items ⁶	
1. Reading	Literary	2	0	7–8	0	14–16
	Informational	2	0	7–8		
2. Writing	Organization/Purpose	0	1	3	1 ⁷	9 ⁸
	Evidence/Elaboration	0			1 ⁷	
	Conventions	0		3	1 ⁷	
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/assessments/development/>.

³ Total number of items is not necessarily equal to weighting by claim.

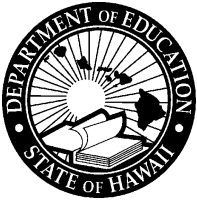
⁴ Each student receives one PT, which includes a set of stimuli on a given topic.

⁵ The CAT component of the test includes machine-scored items only.

⁶ Each PT includes one research item which may be either machine-scored or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text item and the full write 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.

⁷ 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.

⁸ Total Items by Claim for Claim 2 includes 6 CAT items and 3 items from the PT as described in footnote 7.



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Blueprint Table ELA/Literacy Grades 6–8

Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim ³
		CAT	PT ⁴	CAT Items ⁵	PT Items ⁶	
1. Reading	Literary	1	0	4	0	14-16
	Informational	3	0	10-12		
2. Writing	Organization/Purpose	0	1	3	1 ⁷	9 ⁸
	Evidence/Elaboration	0			1 ⁷	
	Conventions	0		3	1 ⁷	
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/assessments/development/>.

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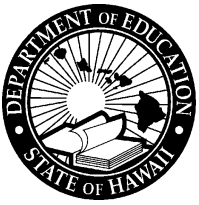
⁴ Each student receives one PT, which includes a set of stimuli on a given topic.

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Blueprint Table ELA/Literacy Grade 11

Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim ³
		CAT	PT ⁴	CAT Items ⁵	PT Items ⁶	
1. Reading	Literary	1	0	4	0	15–16
	Informational	3	0	11–12		
2. Writing	Organization/Purpose	0	1	3	1 ⁷	9 ⁸
	Evidence/Elaboration	0			1 ⁷	
	Conventions	0		3	1 ⁷	
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.

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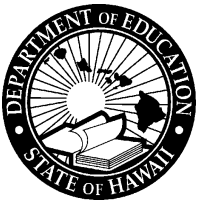
⁴ Each student receives one PT, which includes a set of stimuli on a given topic.

⁵ The CAT component of the test includes machine-scored items only.

⁶ Each PT includes one research item which may be either machine-scored or a short-text item. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text item and the full write 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.

⁷ 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.

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Target Sampling ELA/Literacy Grades 3–5								
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	3–6	7–8	0	7–8
			4: Reasoning and Evaluation	3				
			1: Key Details	1, 2				
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3				
			7: Language Use	2, 3				
		Informational ⁵	9: Central Ideas	2, 3	3–6	7–8	0	7–8
			11: Reasoning and Evaluation	3				
			8: Key Details	1, 2				
			10: Word Meanings	1, 2				
			12: Analysis within/across Texts	3, 4				
			13: Text Structures and Features	2, 3				
			14: Language Use	2, 3				

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

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 at least seven items at DOK 2 and two items at DOK 3 or higher.

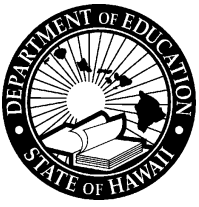
For Claim 2, a student will receive at least two items at DOK 2.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

⁴ Each student will receive one long literary passage set and one short literary passage set.

⁵ Each student will receive one long informational passage set and one short informational passage set.

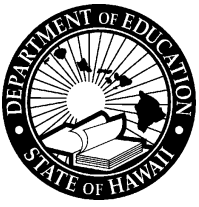


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Target Sampling ELA/Literacy Grades 3–5								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts ¹	2	1	1	0	6
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts ¹	2	1	1	0	
			8: Language and Vocabulary Use ²	1, 2	1	1	0	
		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: Interpret and Integrate Information	2	2-3	2-3	0	8
			3: Analyze Information/Sources	2	2-3	2-3		
4: Use Evidence			2	2-3	2-3			

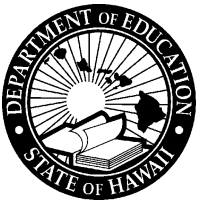
¹ Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration.

² Language and Vocabulary Use contributes one item to Evidence/Elaboration.



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Target Sampling ELA/Literacy Grades 3–5								
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: Interpret and Integrate Information	3	0-1	0-1	0	1
			3: Analyze Information/Sources	3, 4				
4: Use Evidence			3					



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Target Sampling ELA/Literacy Grades 6–8								
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	2	0	4
			4: Reasoning and Evaluation	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	2, 3, 4				
			7: Language Use	3				
		Informational ⁵	9: Central Ideas	2, 3	2-5	10-12	0	10-12
			11: Reasoning and Evaluation	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	2, 3				
			14: Language Use	3				

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

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 5 items at DOK 1 and at least 2 items at DOK 3 or higher.

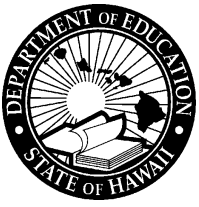
For Claim 2, a student will receive at least two items at DOK 2.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

⁴ Each student will receive one long literary passage set.

⁵ Each student will receive one long informational passage set and two short informational passage sets.



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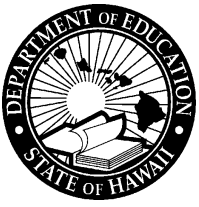
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Target Sampling ELA/Literacy Grades 6–8								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts ¹	2	1	1	0	6
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts ¹	2	1	1	0	
			8: Language and Vocabulary Use ²	1, 2	1	1	0	
	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			

Target Sampling ELA/Literacy Grades 6-8								
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					

¹ Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration.

² Language and Vocabulary Use contributes one item to Evidence/Elaboration.



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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	2	0	4
			4: Reasoning and Evaluation	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 ⁵	9: Central Ideas	2,3	2-4	11-12	0	11-12
			11: Reasoning and Evaluation	3, 4				
			8: Key Details	2	7-10	11-12	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/assessments/development/>.

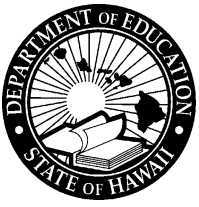
² DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

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

- For Claim 1, a student will receive no more than 4 items at DOK 1 and at least 3 items at DOK 3 or higher.
- For Claim 2, a student will receive at least two items at DOK 2.
- 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 long literary passage set.

⁵ Each student will receive one long informational passage set and two short informational passage sets.



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Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts ¹	2	1	1	0	6
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts ¹	2	1	1	0	
			8: Language and Vocabulary Use ²	1, 2	1	1	0	
	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			

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					

¹ Each student will receive one item in Organization/Purpose and one item in Evidence/Elaboration.

² Language and Vocabulary Use contributes one item to Evidence/Elaboration.