

## English I and English II Blueprints

**EXISTING**

Claim	Category	Big Idea	Point Range	Range of Emphasis
Reading	Claim 1a	Apply reading skills to demonstrate the ability to integrate key ideas and details, interpret and analyze the craft and structure of texts, and evaluate the knowledge and ideas found in literary texts.	15	33
Reading	Claim 1b	Apply reading skills to demonstrate the ability to integrate key ideas and details, interpret and analyze the craft and structure of texts, and evaluate the knowledge and ideas found in informational texts.	15	33
Writing	Claim 2a	Demonstrate the ability to produce a variety of text types and purposes.	10	22
Writing	Claim 2b	Demonstrate a command of the conventions of standard English, appropriate grade-level acquisition of vocabulary.	5	11
<b>Total</b>			<b>45</b>	<b>100</b>

**English I and English II Blueprints**  
**PROPOSED DRAFT Blueprint for Future MO Assessments as of July, 2016**

Reporting Category	Points	Big Idea	Emphasis	Points	Standard	Points	
Claim 1a: Reading Literary Texts	15	Comprehend and Interpret Texts	33%	9-13%	4-6	RL1.A	1-2
						RL1.B	1-2
						RL1.C	1-2
						RL1.D	1-2
		Analyze Craft and Structure		9-13%	4-6	RL2.A	1-2
						RL2.B	1-2
						RL2.C	1-2
						RL2.D	1-2
		Synthesize Ideas from Texts		7-11%	3-5	RL3.A	0-2
						RL3.B	1-2
						RL3.C	0-1
						RL3.D	2-3
Claim 1b: Reading Informational Texts	15	Comprehend and Interpret Texts	33%	9-13%	4-6	RI1.A	1-2
						RI1.B	1-2
						RI1.C	1-2
						RI1.D	1-2
		Analyze Craft and Structure		9-13%	4-6	RI2.A	1-2
						RI2.B	1-2
						RI2.C	1-2
						RI2.D	1-2
		Synthesize Ideas from Texts		7-11%	3-5	RI3.A	0-2
						RI3.B	1-2
						RI3.C	0-1
						RI3.D	2-3
Claim 2a: Writing Development	10	Research to Answer Questions and Solve Problems	22%	7-9%	3-4	W1.A	3-4
		Develop a Variety of Texts		13-16%	6-7	W2.A	6-7
Claim 2b: Revising and Editing	5	Review, Revise and Edit Writing	11%	11%	5	W3.A	5
<b>Total</b>	<b>45</b>		<b>100%</b>	<b>100%</b>	<b>45</b>		<b>45</b>

This DRAFT blueprint reflects the structure of the new 2016 standards and is organized to parallel key components of such (e.g., Comprehension and Interpretation of Texts, Analysis of Craft and Structure, etc.). Item point/emphasis ranges were projected by reviewing current blueprints, as well as considering appropriate coverage to generalize a student's level of mastery of a concept or idea, the overall length of the assessment, interaction of items, and the logistics of passage inclusion. In addition, the crosswalks were examined to determine probable alignment and availability of existing items within the item bank. For example, items where no alignment with previous standards exist have a narrow range (0-1) as we anticipate limited opportunity to assess such items from current bank but also limited opportunities moving forward from a passage perspective.

This DRAFT does not address item coverage for standards that measure skills not readily assessable on a large scale assessment (e.g., making good eye contact).

This DRAFT does not address speaking and listening standards as reflected in the existing blueprint. Is the intent to continue to exclude these standards from the assessment?

This DRAFT reflects current coverage of skills related to revising and editing. Increasing the number of items measuring these skills would yield better information related to student mastery in this area.

This DRAFT does not address coverage/ranges of items by DOK. Is guidance available in this area?

This DRAFT reflects current alignment between English I and English II. Is the intent to keep these blueprints aligned as to coverage? Are there structural or other elements that may differentiate these assessments that should be considered within the blueprints?

This DRAFT blueprint should be reviewed to ensure that appropriately reflects the instructional curriculum of these courses.

This DRAFT includes projected coverage at the standard level to ensure adequate coverage while providing flexibility necessary to accommodate passage differences.