Assessment Blueprint: Aligning an Assessment to Course Standards, Content, Skills, and Rigor

PRIOR TO TEST DESIGN		DURING TEST DESIGN				
Standard and Description of Standard (NJCCCS, CCSS, etc.)	Relative Importance of Standard 4= High 3= Medium-high 2= Medium-low 1= Low	Type of Question (multiple-choice, constructed-response, essay, etc.)	Depth of Knowledge of Question 4 = Extended Thinking 3 = Strategic Thinking 2 = Skill/ Concept 1 = Recall	Question Number(s)	Points	Total Point Value/ Percentage of Test
4.NBT.B.4 Add and subtract multi-digit whole numbers	4	MC	2	#1	5	30 pts /10%
		MC	3	#3	5	
		CR	3	#6	20	

AFTER TEST DESIGN CHECKLIST
☐ Is the assessment of a **length and format** that is appropriate for subject/grade level?
☐ Is the complete assessment and each assessment item **accessible** to all students?
☐ Can the assessment be administered under **comparable conditions** across classrooms?
☐ Can the assessment be **scored consistently** with a readily accessible scoring guide and/or rubric?
☐ Does *each item* follow the **rules of assessment item design**?

Note: Information about quality assessment design can be found in the presentation SGO 2.0: from Compliance to Quality
Delete the information populating the first rows of the table above and add more rows to make your own assessment blueprint in Word.

Assessment Blueprint Completion Guide

PRIOR TO TEST DESIGN	
Standard/ Description of Standard (NJCCCS, CCSS, etc.)	**Select and describe the standard to be assessed.** In a course, *during the instructional period of the SGO,* is this a content/skill standard that the student will be taught?
Relative Importance of Standard 4= High 3= Medium-high 2=Medium-low 1=Low	**Determine the relative importance of the standard.** How much time (days/percent of course) is spent teaching the standard? Does the standard have value beyond the current year – either in the next level of the subject, in other academic disciplines, or in life/college/career? (Ideally, time spent teaching a standard should align to its relative importance)
DURING TEST DESIGN	
Type of Question (multiple-choice, constructed-response, performance assessment, essay, etc.)	**Determine the type(s) of question(s) used to measure the standard.** What is the best way for the student to demonstrate understanding of each standard? When considered with other items for the standard, is the question type appropriate for the relative importance of the standard?
Depth of Knowledge of Questions 4 = Extended Thinking 3 = Strategic Thinking 2 = Skill/ Concept 1 = Recall	**Determine the depth of knowledge that will be used to assess the standard.** Are content standards of greater importance assessed for greater depths of understanding? Is there an appropriate variety of items at different DOK levels? Refer to [Depth of Knowledge Wheel/Chart](#)
Question Number(s)/ Point Value	**Indicate the question number(s) and the point value for the item.** Is the individual item point value weighted appropriately for the demands of the question? e.g. lower for multiple choice, higher for constructed response.
Total Point Value/ Percentage of Test	**What is the total point value of the question set for the standard?** Is the total point value available for each standard weighted proportionally to the importance of the standard?
AFTER TEST DESIGN CHECKLIST	
Length and format	Overall, is the length and format appropriate for subject/grade level?
Accessibility	Is the complete assessment and each assessment item **accessible** to all students?
Consistent administration	Can the assessment be administered under comparable conditions across classrooms; instructions, available resources, format, time available, etc. are standardized over each administration. Is there a system in place to ensure [consistent test administration](#)?
Consistent scoring	Are there a clear scoring guide, rubric and rules for scoring? Have multiple scorers discussed how they will score consistently? Is there a system in place to check for [consistency of scoring](#)?
Quality of assessment item	Does each item, depending on its type, follow the [rules of assessment item design](#)?