ASSESSMENT BLUEPRINT

BLUEPRINT[1]

PLAN				
1. Determine the Primary Purpose of the Assessment		*Is the primary purpose of the assessment diagnostic (to gauge students' knowledge and skills before instruction), formative (to monitor student progress and adjust instruction), interim (to measure student progress relative to an academic goal) or summative (to measure student mastery of standards)?*		
2. Identify the Standard(s) You Will Assess	**3. Identify the Skill(s) Addressed in Each Standard**	**4. Identify the Level(s) of Rigor of Each Skill**		**5. Identify Possible Types of Assessment Items[2]**
Which standard(s) will you assess?	*What individual skill(s) in each standard will you assess? Paraphrase the standard or call out the skill on which you will focus.*	*What are the cognitive level(s) of each skill?[3]* 1. *Remembering* 2. *Understanding* 3. *Applying* 4. *Analyzing* 5. *Evaluating* 6. *Creating*		*Which type(s) of items can you write or select to assess this skill? Examples of items are selected response (SR), constructed response (CR) and performance task (PT).*
WRITE				
6. Write and/or Select Assessment Items				
Identify the Standard(s) and/or Skill(s) Addressed by the Item		*What are the individual standard(s) and skill(s) you will measure in this item?*		
Identify the Type of Item		*Which type of item will you write or select to assess this standard and skill?*		
Identify the Level(s) of Rigor of the Item		*What is the level(s) of rigor of the item?*		
Write or Select the Item		**ITEM** *Develop all parts of the item.* **ANSWER KEY, SCORING GUIDE OR RUBRIC** *Develop the scoring tool, for example, answer key, scoring guide and/or rubric.*		
Assign a Number of Points to Each Item		*How many points will you assign to the item?*		
Calculate the Proportion of Total Assessment Points		*What proportion of total points on the assessment does the item equal?*		

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[1] Adapted from Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).
[2] Item Types: Selected Response (SR), Constructed Response (CR), Performance Task (PT), Selected Response-Multiple Choice (SR-MC).
[3] These are the six levels of rigor in Bloom's Taxonomy. You could use a different tool to think about rigor, such as Webb's Depth of Knowledge.

TEMPLATE

1. Determine the Primary Purpose of the Assessment	

2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items

6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
TOTAL					

ASSESSMENT

Copy and paste your assessment items here to create a student-facing assessment.
1. TBD
2. TBD
3. TBD
4. TBD
5. TBD