

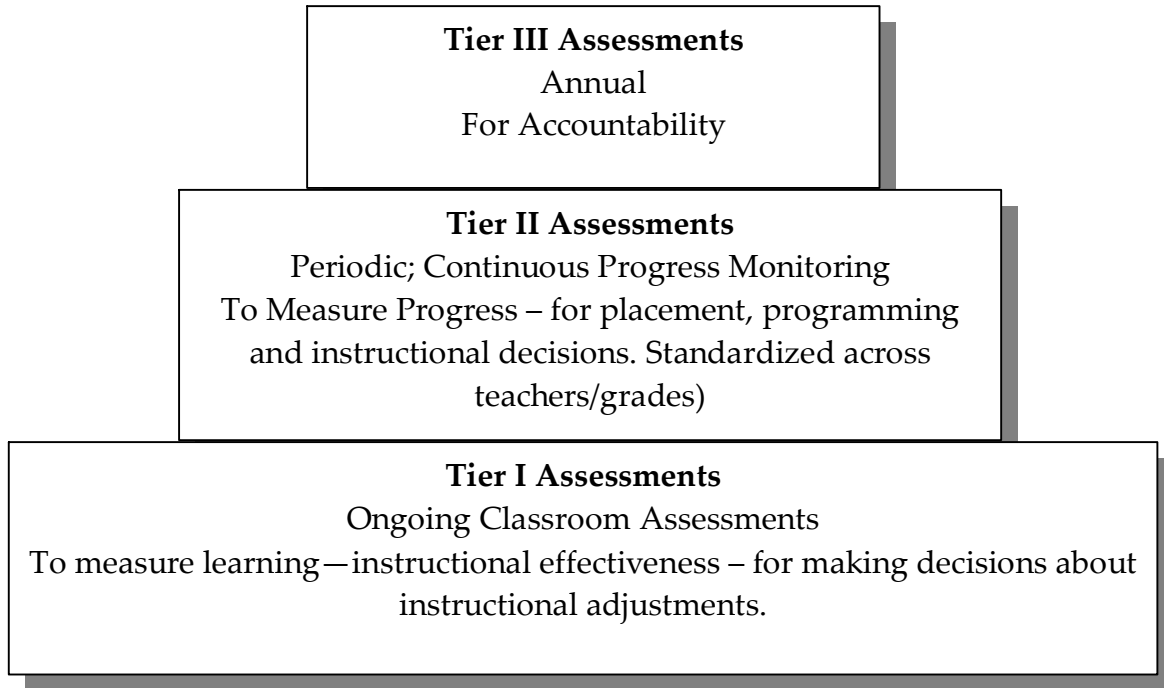
CESA 7

Assessment Blueprinting



AGENDA

- **Purpose and products**
 - Classroom (TIER II) assessments
 - Companion blueprints, item logs, answer keys, rubrics and study guides
- **Timelines and expectations**
- **Resources and equipment**
 - Word processing
 - Standards
 - WKCE-CRT Frameworks
 - Textbooks
 - CTB Test Development tools
- **The Blueprinting Process**
 - Using templates
 - Common ground
- **Standards alignment**
- **Thinking skills**
- **Item/task types**
 - Selected Response
 - Constructed Response
 - Performance Tasks
- **Emphasis -- weighting**
- **Assessment length – administration time**



Common Assessments

- ◆ Tier II Assessments
- ◆ Given periodically (usually equal intervals) during the school year
- ◆ Standardized in that all teachers of a subject and grade use the same assessment in the same windows of time.
- ◆ Used to measure progress during the school year.
- ◆ Allows for relatively quick across-grade-level or course analysis
- ◆ Requires that teachers collaborate in the ...
 - Development or selection of the assessments
 - Administration of the assessments
 - Analysis and interpretation of the assessments
 - Ongoing revision of the assessments if they are developed locally
- ◆ Used to make placement decisions – for supplemental interventions
- ◆ Used to adjust pacing or content delivery
- ◆ Used to differentiate instruction for struggling students
- ◆ Used to differentiate instruction for advanced students

Assessment Products for Common Assessments

All of the following products must be developed for each common assessment.

Blueprint: Assessment Framework or Outline

- ◆ Maps out the content and structure of the assessment
- ◆ Includes ...
 - Essential learning objectives
 - Standards alignment
 - Alignment to Thinking Skills
 - Item types
 - Weighting or degree of emphasis
 - Number of score points
- ◆ Is followed when the assessment is constructed
- ◆ Is handed out to students at the beginning of the semester, quarter or timeframe.

Test Booklet

- ◆ Student test booklet published in final format for students to complete.
- ◆ Contains directions and all items.
- ◆ May or may not include space to complete the assessment (unless there is a separate answer sheet for students)

Student Answer Sheet

- ◆ Designed for students to record their answers. May or may not be a scannable form.

Item Log

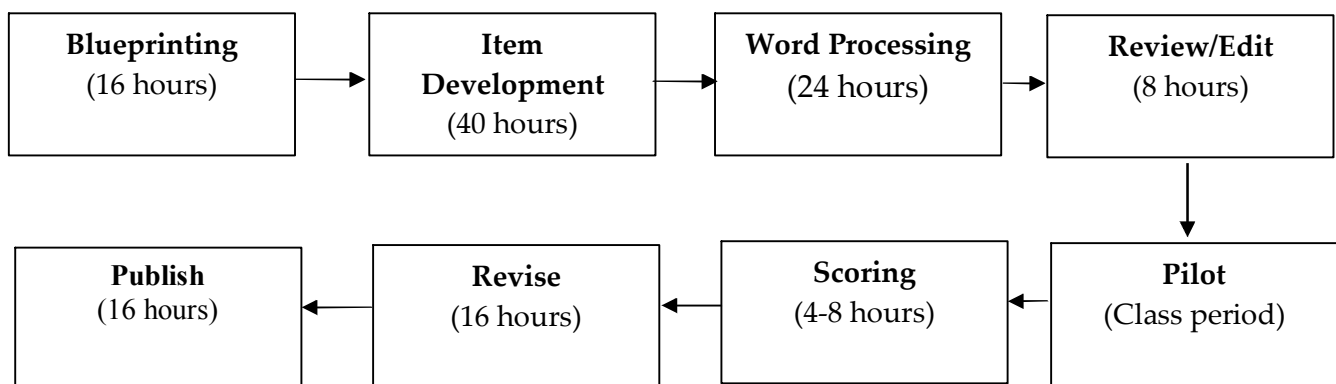
- ◆ Itemizes each test question with all specifications (objective, standard, thinking skill, score points)

Answer Key

- ◆ Provides a key to all correct answers.
- ◆ Will include rubrics or scoring guides for open-ended questions

Timelines and Expectations for Developing an Assessment

- ♦ Teams of 2 or more teachers
- ♦ 2 full days: blueprint design
- ♦ At least 5 full days: item development, answer key development, and logging items
- ♦ 8 to 24 work hours to word process the assessment. Increased time is needed for inserting graphics or formulas
- ♦ At least 1 day for reviewing and editing
- ♦ Pilot the exam with students
- ♦ Score the tests by hand to study student responses to the items
- ♦ Allow at least 2 full days to revise the assessment
- ♦ 16 work hours to publish final materials



Resources and Equipment

- ◆ Word Processing – staff and equipment
 - consistent format
- ◆ Academic Standards –state and local
- ◆ WKCE-CRT Framework
- ◆ Textbooks and instructional materials
- ◆ CTB Test Development tools – such as the *Classroom Connections to the Terra Nova* (provides sample items)



Working Definitions

Blueprint: The scope, content, structure and relative emphasis of the assessment.

Constructed Response: Open-ended test question with prompt and space or graphic for student to write or draw response; evaluated by scoring key

Emphasis: The degree of emphasis of each objective when taught; the relative percentage of time spent teaching each objective

Essential Learning Objective: Important knowledge, skills, and understandings that students must demonstrate.

Item Type: The type of test question or task posed (i.e. selected response, constructed response, performance task)

Performance Task: Scenario posed as an assessment task requiring the student to write, draw or produce a response; evaluated according to a rubric

Reliability: consistency of scoring from rater to rater or from instance to instance

Rubric: Set of criteria to judge quality of student work; shows criteria for judging quality, descriptors of levels of quality, and point values awarded

Selected Response: Multiple choice test question with item stem and answer choices

Standards: Wisconsin Model Academic Standards for 4th, 8th and 12th grades.

Study Guide: Practice test questions and exercises aligned to the assessment's essential learning objectives.

Thinking Skills: Levels and types of thinking skills according to Bloom's, Marzano's or Rankin and Hughes frameworks (as determined by the writing teams).

Validity: extent to which an assessment measures what it is intended to measure; alignment to curricula

Assessment Blueprint

Course _____

Essential Learning Objective	Standard	Thinking Skill	Item Type			% Emphasis	Number of Items
			SR	CR	PA		
1.							
2.							
3.							
4.							
5.							
6.							

CESA 7 School Improvement Services

Essential Learning Objective	Standard	Thinking Skill	Item Type			% Emphasis	Number of Items
			SR	CR	PA		
7.							
8.							
9.							
10.							
Total						100%	