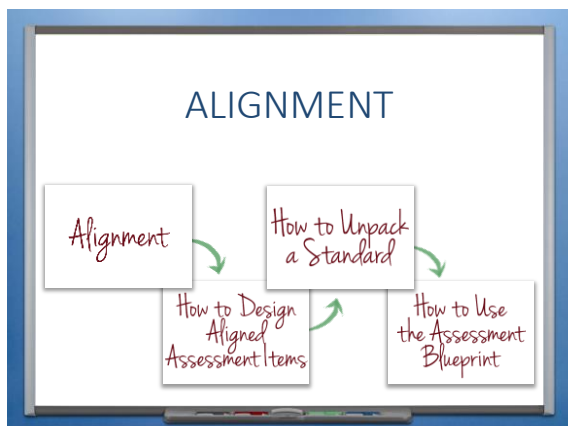
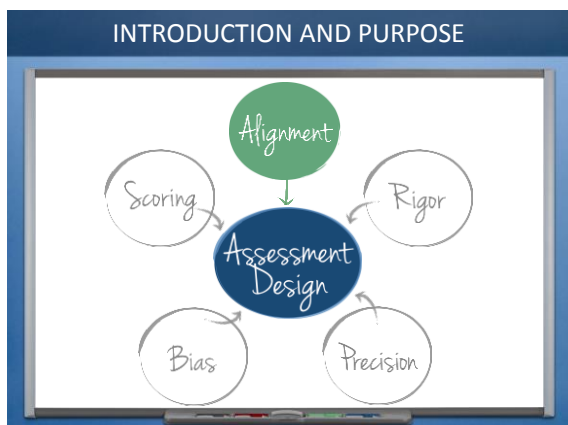
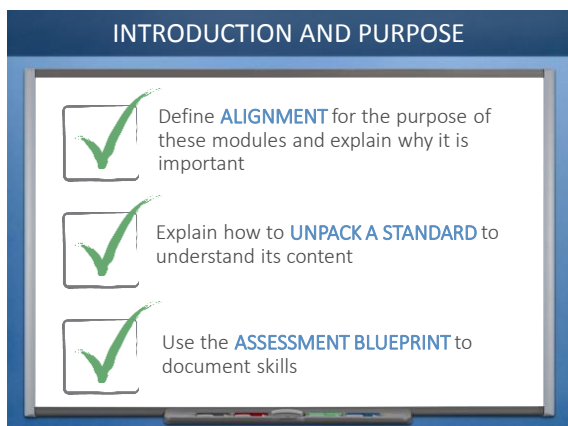


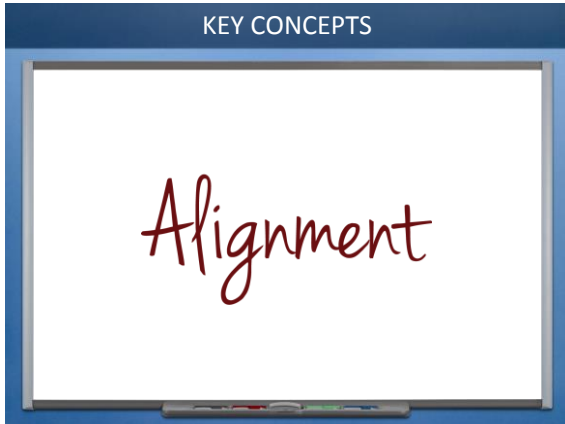
Alignment

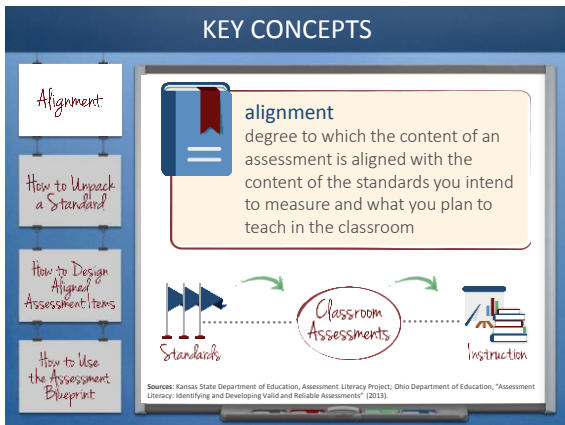


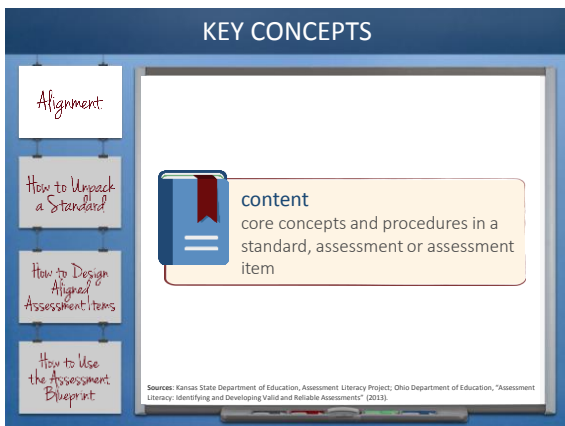




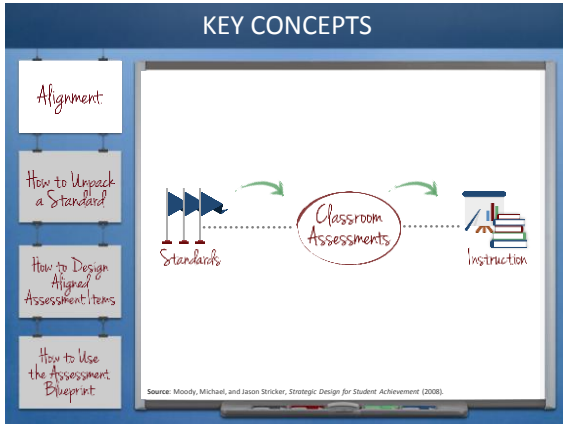
Alignment

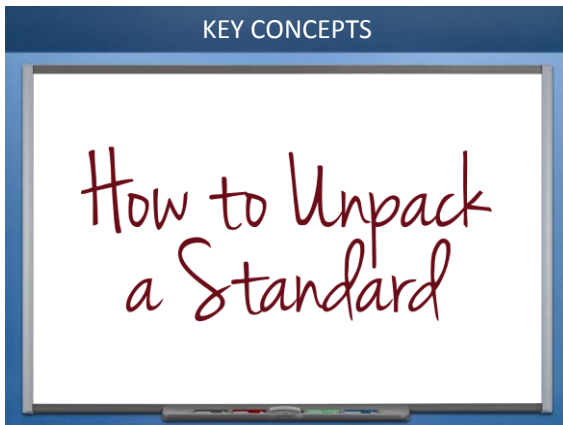


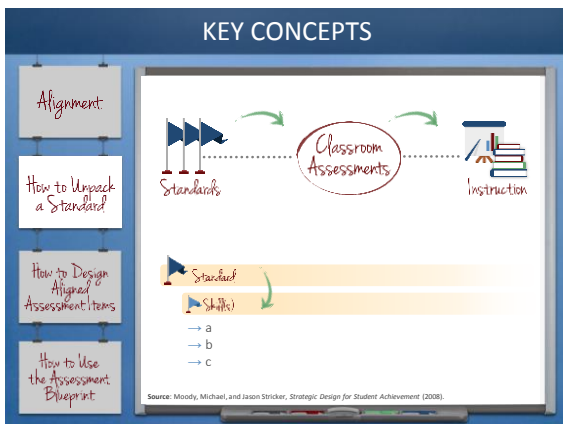




Alignment







Alignment

KEY CONCEPTS

Alignment:

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Skills

a

Standard

Skills

a

b

c

KEY CONCEPTS

Alignment:

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Interpret whole-number quotients of whole numbers, (for example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

Source: Tennessee Department of Education, "Tennessee's State Mathematics Standards: Grade 3" (2018).

KEY CONCEPTS

Alignment:

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Interpret whole-number quotients of whole numbers, (for example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

Skills

Interpret whole-number quotients of whole numbers.

Alignment

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Source: Tennessee Department of Education, "Tennessee's State Mathematics Standards: Grade 4" (2010).

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills

→

→

→

→

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills

→ Solve a multistep word problem with whole numbers.

→

→

→

Alignment

KEY CONCEPTS

Alignment:

- How to Unpack a Standard
- How to Design Aligned Assessment Items
- How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills:

- Solve a multistep word problem with whole numbers.
- Use the four operations.
-
-

KEY CONCEPTS

Alignment:

- How to Unpack a Standard
- How to Design Aligned Assessment Items
- How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills:

- Solve a multistep word problem with whole numbers.
- Use the four operations.
- Interpret remainders.
-
-

KEY CONCEPTS

Alignment:

- How to Unpack a Standard
- How to Design Aligned Assessment Items
- How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills:

- Solve a multistep word problem with whole numbers.
- Use the four operations.
- Interpret remainders.
- Use equations with a letter standing for the unknown quantity.
-

Alignment

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills

- Solve a multistep word problem with whole numbers.
- Use the four operations.
- Interpret remainders.
- Use equations with a letter standing for the unknown quantity.
- Use mental computation and estimation strategies, including rounding.

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Skills

- a
- b
- c

Standards → Classroom Assessments → Instruction

KEY CONCEPTS

How to Design Aligned Assessment Items

Alignment

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Interpret whole-number quotients of whole numbers, (for example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Interpret whole-number quotients of whole numbers, (for example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

Assessment Item

What is $12 \div 5$?

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standards

Classroom Assessments

Skills

Interpret whole-number quotients of whole numbers.

Assessment Item

What is $12 \div 5$?

Answer

2.4 or 2 with a remainder of 2

Alignment

KEY CONCEPTS

Alignment:

- How to Unpack a Standard
- How to Design Aligned Assessment Items
- How to Use the Assessment Blueprint

Standard:

Interpret whole-number quotients of whole numbers, (for example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

Assessment Item:

What is $12 \div 3$?

KEY CONCEPTS

Alignment:

- How to Unpack a Standard
- How to Design Aligned Assessment Items
- How to Use the Assessment Blueprint

Standards → **Classroom Assessments**

Shifts:

- Interpret whole-number quotients of whole numbers.

Assessment Item:

What is $12 \div 3$?

Answer:

4

KEY CONCEPTS

Alignment:

- How to Unpack a Standard
- How to Design Aligned Assessment Items
- How to Use the Assessment Blueprint

RIGOR

Diagram illustrating the RIGOR framework (Rigorous Instructional Practices) with arrows indicating the flow from Practice to Practice, Practice to Practice, and Practice to Practice.

Alignment

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standards

Classroom Assessments

Skills

Interpret whole-number quotients of whole numbers.

Assessment Item

What is $12 \div 3$?

Answer

4

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills

Solve a multistep word problem with whole numbers.

Use the four operations.

Interpret remainders.

Use equations with a letter standing for the unknown quantity.

Use mental computation and estimation strategies, including rounding.

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Assessment Item

Peter made the statement shown below:

"The number 32 is a multiple of 8. That means all of the factors of 8 are also factors of 32."

Is Peter's statement correct? In the space below, use numbers and words to explain why or why not.

Source: Louisiana Department of Education, "Mathematics Grade 4—Unit 1 (Sample)"

Alignment

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

factor
a whole number you can multiply with another whole number to get a third number

32

8 x 4

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

multiple
the result of multiplying a number by a whole number

32

8 x 4

KEY CONCEPTS

ALIGNMENT

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Alignment

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Assessment Item

Peter made the statement shown below:
"The number 32 is a multiple of 8. That means all of the factors of 8 are also factors of 32."
Is Peter's statement correct? In the space below, use numbers and words to explain why or why not.

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Assessment Item

Peter made the statement shown below:
"The number 32 is a multiple of 8. That means all of the factors of 8 are also factors of 32."
Is Peter's statement correct? In the space below, use numbers and words to explain why or why not.

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

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graph TD; Standards[Standards] --> CA[Classroom Assessments]; CA --> Instruction[Instruction]; Alignment((Alignment)) --> CA; Scoring((Scoring)) --> CA; Rigor((Rigor)) --> CA; Bias((Bias)) --> CA; Precision((Precision)) --> CA;
```

Alignment

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Assessment Item

Mr. Torres sold a total of 30 boxes of sports cards at his store on Monday. These boxes contained only baseball cards and football cards.

Each box contained 25 sports cards. He earned \$3 for each sports card he sold. He earned a total of \$1,134 from the football cards he sold.

What amount of money did Mr. Torres earn from the baseball cards he sold? In the space below, use pictures, numbers and/or words to show how you got your answer.

Source: Oregon Department of Education, "Grade 4 Mathematics Sample IR Item Claim 2."

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Assessment Item

Mr. Torres sold a total of 30 boxes of sports cards at his store on Monday. These boxes contained only baseball cards and football cards.

Each box contained 25 sports cards. He earned \$3 for each sports card he sold. He earned a total of \$1,134 from the football cards he sold.

What amount of money did Mr. Torres earn from the baseball cards he sold? In the space below, use pictures, numbers and/or words to show how you got your answer.

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills

- Solve a multistep word problem with whole numbers.
- Use the four operations.
- Interpret remainders.
- Use equations with a letter standing for the unknown quantity.
- Use mental computation and estimation strategies, including rounding.

Alignment

KEY CONTENT

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Skills

- Solve a multistep word problem with whole numbers.
- Use the four operations.
- Interpret remainders.
- Use equations with a letter standing for the unknown quantity.
- Use mental computation and estimation strategies, including rounding.

KEY CONCEPTS

How to Use the Assessment Blueprint

KEY CONCEPTS

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

5th Grade

Reading and Writing about Informational Texts

4 items

Standards → Classroom Assessments → Instruction

Sources: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini Assessment for Who Was Marco Polo?" by Joan Holub and The Adventures of Marco Polo by Russell Freedman" (2014).

Alignment

[illegible]

Alignment

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

2. Standard(s) (one per row)
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Reading Informational Text 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

1. Primary Purpose of the Assessment	2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Item(s) (1st Page)	5. Possible Type(s) of Items
Reading Informational Text 1:				
Reading Informational Text 2:				
Reading Informational Text 4:				
Reading Informational Text 8:				
Writing 1:				

6. Number and/or Label Assessment Items	7. Type of Item	8. Item(s) of Page	9. # of Items	% of Assessment

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

2. Standard(s) (one per row)	3. Skill(s) (one per row)
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from the text (explicitly and when making inferences).
Reading Informational Text 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	

Standard

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Skill(s)

→ Quote accurately from the text (explicitly and when making inferences).

Alignment

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

2. Standard(s) (one per row)	3. Skill(s) (one per row)
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Reading Informational Text 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts. Support your point of view with reasons and information.

Standard

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Skill(s)

- Write opinion pieces on topics or texts.
- Support your point of view with reasons and information.

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

2. Standard(s) (one per row)	3. Skill(s) (one per row)
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Reading Informational Text 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS

2. Standard(s) (one per row)	3. Skill(s) (one per row)
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Reading Informational Text 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	

Alignment

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

KEY CONCEPTS	
2. Standard(s) (one per row) Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Reading Informational Text 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 5 topic or subject area. Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s). Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	3. Skill(s) (one per row) Quote accurately from the text (explicitly and when making inferences). Identify main ideas and how key details support them. Determine the meaning of new vocabulary words. Explain how the author uses evidence to support his or her claims. Write an opinion piece on texts. Support your point of view with evidence.

KEY CONCEPTS

Alignment:

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

1. Primary Purpose of the Assessment	2. Standards (one per row)	3. Skills (one per row)	4. Levels of rigor	5. Possible Types of Items
Reading Informational Text 1: Cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Reading Informational Text 2: Determine how the major ideas and supporting details from a text are related and how they are supported by key details, summarize the text. Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Reading Informational Text 6: Determine the meaning of new vocabulary words. Writing 3: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	2. Standard(s) (one per row)	3. Skill(s) (one per row) Cite accurately from the text (explicitly and inferentially). Merely main ideas how key details to claims.	4. Levels of rigor Levels(s) of Rigor	5. Possible Types of Items Types(s) of Items
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Define an opinion piece Support your point of view with reasons and information.		
Writing 2: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 3: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 4: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 5: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 6: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 7: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 8: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 9: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 10: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 11: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 12: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 13: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 14: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 15: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 16: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 17: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 18: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 19: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 20: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 21: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 22: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 23: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 24: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 25: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 26: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 27: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 28: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 29: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 30: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 31: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 32: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 33: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 34: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 35: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 36: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 37: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 38: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 39: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 40: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 41: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 42: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 43: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 44: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 45: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 46: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 47: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 48: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 49: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 50: Write informative/explanatory pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 51: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Writing 52:</				

CHECK FOR UNDERSTANDING

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graph TD; A[Alignment] --> B[How to Unpack a Standard]; B --> C[How to Use the Assessment Blueprint]; C --> D[How to Design Aligned Assessment Items]; D --> A;
```

Alignment

How to Unpack a Standard

How to Design Aligned Assessment Items

How to Use the Assessment Blueprint

Alignment

CHECK FOR UNDERSTANDING



Define **ALIGNMENT** for the purpose of these modules and explain why it is important



Explain how to **UNPACK A STANDARD** to understand its content



Use the **ASSESSMENT BLUEPRINT** to document skills

CHECK FOR UNDERSTANDING



Assessment Items

CHECK FOR UNDERSTANDING



Assessment Item

1. Why is alignment critical to a well-designed assessment? What might happen if an assessment item is not aligned in terms of content?

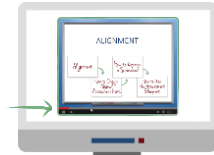
Alignment

CHECK FOR UNDERSTANDING



Assessment Item

1. Why is alignment critical to a well-designed assessment? What might happen if an assessment item is not aligned in terms of content?



CHECK FOR UNDERSTANDING



Answer

1. Why is alignment critical to a well-designed assessment? What might happen if an assessment item is not aligned in terms of content?

Alignment is critical to a well-designed assessment because it ensures that an assessment measures what teachers intend it to measure. If the content in an assessment is different from the content in the standards and skills a teacher intends to measure, she may unintentionally measure her students' ability to do something else. For example, if a teacher were to write an assessment item to measure her students' ability to add fractions, she could unintentionally measure her students' advanced reading ability if she uses vocabulary that is well above grade level.

CHECK FOR UNDERSTANDING



Assessment Item

2. Consider whether the assessment item is aligned with the content in this writing standard from Hawaii: **Create an organizational structure that lists reasons and provide reasons that support the opinion.**

Here is the item:

Read the paragraph and complete the task that follows it.

Children should choose their own bedtime. There are things to do, and most have homework. Some people need more sleep, but children like talking to friends. The time to go to bed should be children's decision when they are tired they go to bed earlier. There are activities to go to, so children learn to be responsible.

Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given.

Source: Hawaii Department of Education, "Language Arts Grade 3 Common Core Standards."

Alignment

CHECK FOR UNDERSTANDING



Assessment Item

2. Consider whether the assessment item is aligned with the content in this writing standard from Hawaii: *Create an organizational structure that lists reasons and provide reasons that support the opinion.*

Here is the item:

Read the paragraph and complete the task that follows it.

Children should choose their own bedtime. There are things to do, and most have homework. Some people need more sleep, but children like talking to friends. The time to go to bed should be children's decision when they are tired they go to bed earlier. There are activities to go to, so children learn to be responsible.

Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given.



CHECK FOR UNDERSTANDING



Answer

2. Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given.

The standard includes two skills: The item is well aligned to the standard. The standard includes two skills: Create an organizational structure that lists reasons and provide reasons that support the opinion. The item asks students to reorganize the paragraph, which measures mastery of the first skill. It also asks students to add ideas that support the opinion that is given, which measures mastery of the second skill.

CONCLUSION

