

# ASSESSMENT BLUEPRINT EXAMPLE

## BLUEPRINT EXAMPLE

<b>1. Determine the Primary Purpose of the Assessment</b>	Summative
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2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor <sup>1</sup>	5. Possible Type(s) of Items
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).	1	SR
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.	Identify main ideas and how key details support them.	2	CR
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.	Determine the meaning of new vocabulary words.	2	SR
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).	Explain how the author uses evidence to support his or her claims.	4	CR
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write an opinion piece on texts.	5	CR, PT
	Support your point of view with evidence.	5	CR, PT

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
1	Determine the meaning of new vocabulary words.	SR-MC	1–3	5	14
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	1–4	12	34
3	Write an opinion, and support your point of view.	PT-Essay	5	18	51
<b>TOTAL</b>				<b>35</b>	<b>100%</b>

<sup>1</sup> 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. The corresponding levels of rigor in terms of Webb’s Depth of Knowledge levels would be 1, 2, 2, 4, 3 and 3, respectively.

## TEMPLATE EXAMPLE

### **Text 1: Excerpt from Chapter 11 of *Who Was Marco Polo?* by Joan Holub<sup>2</sup>**

**Introduction:** *Marco Polo lived in Italy more than seven hundred and fifty years ago. He is famous for traveling to China and back (more than 11,000 miles) and recording his adventures in a book. He said he spent many years with Kublai Khan, a powerful ruler in that part of the world. Marco Polo's book became a source of trouble for him, and people have argued about it since it was written.*

Obtain a copy of *Who Was Marco Polo?* by Joan Holub. Read the excerpt on page 96 that starts with the sentence "Most historians think Marco Polo did go to China ..." and label this as paragraph 1. Number each of the following paragraphs numerically. The last paragraph in the excerpt is the paragraph on page 98 that starts with the sentence "Marco Polo was sixty-nine years old." Label this final paragraph in the excerpt with the number 12.

### **Text 2: Excerpt from *The Adventures of Marco Polo* by Russell Freedman**

**Introduction:** *This excerpt begins by pointing out issues that people continue to argue about, even hundreds of years after Marco Polo's book was published.*

1. These skeptics<sup>3</sup> question Marco's silence about many things in the China of his own era. Why, they ask, does he never mention the Great Wall? Why doesn't he say a single word about chopsticks or tea...?
2. Marco's defenders point out that the Great Wall as we know it today, with its sides and parapets<sup>4</sup> built out of brick and stone, wasn't all that great in Marco's time. That wall wasn't built until more than two centuries later. Marco may have seen the remains of a less impressive earthen wall, built fourteen hundred years before he reached China. By the time he arrived, most of that original wall had fallen down.
3. Then why doesn't he mention chopsticks? As an aide to Kublai Khan, Marco spent much of his time with the Mongols, Persians and other foreigners who made up the Khan's court. When eating with them, he probably used a knife to slice meat at the table, thereby disgusting the Chinese, who confined such acts to the kitchen. And he must have eaten everything else with his hands, rather than chopsticks, according to Mongol custom.
4. As for tea, Marco spent most of his time in north and central China, where teahouses had not yet become common. And as a traveler from Italy, famous for its wines, he may not have had much interest in tea. He does mention, and often praises, many kinds of Chinese wines and spirits made from rice, wheat, grapes, plums, dates, and palm-tree sap...

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<sup>2</sup> Student Achievement Partners, "Mini-assessment for *Who was Marco Polo* by Joan Holub and *The Adventure of Marco Polo* by Russell Freedman," adjusted May 27, 2014, <http://achievethecore.org/page/502/mini-assessment-for-who-was-marco-polo-by-joan-holub-and-the-adventure-of-marco-polo-by-russell-freedman-detail-pg>.

<sup>3</sup> Skeptics are people who doubt that something is true.

<sup>4</sup> A parapet is a section raised above the main wall. They are built for protection.

## Assessment #1

### ITEM

1. In paragraph 4 of *Who Was Marco Polo?* the author states that an exaggeration became known as a “Marco Polo.” What is the meaning of the word “exaggeration”?
- a misunderstanding of factual information
  - a long journey taken over several years
  - an individual who does exciting and interesting things
  - a statement that things are bigger or better than they are

### ANSWER KEY

**Option a:** “A misunderstanding of factual information” implies that the reader has some confusion, while an exaggeration is an act on the part of the speaker/writer that shows the speaker/writer is deliberately not telling the whole truth.

**Option b:** “A long journey taken over several years” describes Marco Polo’s trip rather than his possible stretching of the truth.

**Option c:** “An individual who does exciting and interesting things” describes Marco Polo’s life rather than the possibility he didn’t tell the truth.

**Option d: This is the correct answer.** “A statement that things are bigger or better than they are” is the definition of the word exaggeration. When one makes an exaggeration, one is misrepresenting what really happened, or exaggerating.

## Assessment #2

### ITEM

*Who Was Marco Polo?* gives reasons that Marco Polo may have been truthful in his book and also gives reasons that he may not have been truthful. The headings in the chart below list these two ideas. Complete each row of the chart by writing facts and details from the text to support each idea. The first row has been done for you.

Evidence from the text that Marco Polo may have told the truth in his book	Evidence from the text that Marco Polo may not have told the truth in his book
<i>But a list of his belongings around the time of his death suggests that he did leave behind one of Kublai Khan's gold tablets.</i>	<i>He said the Chinese city of Hangchow had 12,000 bridges, but it had far fewer.</i>

### SCORING GUIDE

**3 points:** Student completes all four cells of the chart with facts and details from the text that effectively support the relevant idea, that is, that Marco Polo may or may not have told the truth in his book.

**2 points:** Student completes all four cells of the chart but uses facts and details from the text that only partially support the relevant idea, OR student effectively writes facts and details from the text to support each idea but completes only two or three cells of the chart.

**1 point:** Student completes only one or two cells of the chart, OR student uses facts and details from the text that are only tangentially related to the relevant idea.

**0 points:** Student leaves item blank or does not incorporate any facts or details from the text.

### Potential exemplar response

Evidence from the text that Marco Polo may have told the truth in his book	Evidence from the text that Marco Polo may not have told the truth in his book
<p>EXEMPLAR ANSWER: <i>People wonder why his book doesn't mention the Chinese custom of tea drinking. This may be because tea was most popular in southern China. Marco spent most of his time in northern China.</i></p> <p>RATIONALE: The author offers this evidence to explain that just because Marco doesn't mention tea doesn't mean he was lying.</p>	<p>EXEMPLAR ANSWER: <i>There wasn't enough food near the battlefield for so many troops, nor enough grass to feed that many horses.</i></p> <p>RATIONALE: The author offers this as evidence that Marco had to be exaggerating about the number of soldiers and horses he recorded.</p>
<p>EXEMPLAR ANSWER: <i>As he was dying, his friends begged him to confess the truth and say that he'd been lying. He refused. His answer to them is now famous. He told them, "I never told half of what I saw."</i></p> <p>RATIONALE: The author offers this fact as evidence that Marco, even when dying, stood by his book. Therefore, he may have been being truthful in his account.</p>	<p>EXEMPLAR ANSWER: <i>When he died, he didn't leave his family a great fortune. That makes his stories about going to China seem false.</i></p> <p>RATIONALE: The author implies that if Marco was being honest about the jewels he supposedly brought back from China, he would have had money to leave to his family when he died. But because he didn't leave them a fortune, he may not have been telling the truth.</p>
<p>EXEMPLAR ANSWER: <i>Today, some people wonder why he didn't write about the Great Wall of China in his book. Maybe it didn't amaze him. Much of it had been destroyed by the 1200s. It was rebuilt and lengthened when the Ming family ruled China from 1368 to 1644.</i></p> <p>RATIONALE: The author offers this evidence that just because Marco didn't mention the Great Wall doesn't mean he wasn't in China; it's just that the wall wasn't all that great at the time he visited.</p>	<p>EXEMPLAR ANSWER: <i>He claimed there were magicians in Kublai Khan's empire who could make glasses of wine fly. He said they could change day into night and they could also turn a sunny day into a rainy one.</i></p> <p>RATIONALE: The author offers this as evidence that because these things cannot really happen, Marco wasn't being totally truthful in his book.</p>

## Assessment #3

### ITEM

Using information from both sources, write an essay in which you provide an opinion that either Marco Polo told the truth in his book or Marco Polo made up his stories. Your audience is classmates from your history class who have learned about Marco Polo. Be sure to use information from both of the texts to support your opinion. Write your essay in the space below.

### RUBRIC

The question is worth 9 points total (3 categories worth up to 3 points each).

DIMENSIONS	PERFORMANCE LEVELS			
	3 Points	2 Points	1 Point	0 Points
<b>Reading: Comprehension of Key Ideas and Details</b>	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
<b>Writing: Written Expression</b>	The student response: addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity and cohesion appropriate to the task; uses language effectively to clarify ideas, attending to the norms and conventions of the discipline; demonstrates a writing style that is appropriate to the audience, and so the response is more aligned to this task.	The student response: addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity and cohesion appropriate to the task; uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response: addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity and/or cohesion appropriate to the task; uses language that demonstrates limited awareness of the norms of the discipline.	The student response: is undeveloped and/or inappropriate to the task; lacks coherence, clarity and cohesion; uses language that demonstrates no clear awareness of the norms of the discipline.
<b>Writing: Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar and usage impede understanding.

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