



WHAT IS A TEST BLUEPRINT?

Test blueprints define and delineate essential content and appropriate proportions from the Indiana Academic Standards. They indicate the intentional selection of standards and priorities for an assessment based on the purpose of that assessment.

Test blueprints provide the plan for what a test will measure and guides subsequent steps of test construction, which can inform key content within classroom instruction.

WHAT IS INCLUDED IN A TEST BLUEPRINT?

Proportion of Content: The proportion of content is reflected by ranges of items included on each assessment, offering flexibility for computer-adaptive testing. Ranges beginning in 0 may not be assessed every year.

The two types of items on ILEARN Science assessments include clusters and standalone items.

Priority Levels: Blueprints show standard priorities based on decisions made by educator committees that determined what content should be mastered to ensure future success.

Reporting Categories ¹ & Performance Expectations ²	Level of Priority ³	Item Clusters ⁴	Stand-Alone Items ⁵	Total Items ⁶	Approx. Percent ⁷
Physical Science		2	2	4	≈26%
MS-PS4-1	Standard			0-1	
MS-PS4-2	Essential			1-2	
MS-PS4-3	Standard			0-1	
Life Science		2	4	6	≈31%
MS-LS1-6	Essential			1-2	
MS-LS2-1	Standard			0-1	
MS-LS2-2	Standard			0-1	
MS-LS2-3	Standard			0-1	
MS-LS2-4	Essential			1-2	
MS-LS2-5	Standard			0-1	

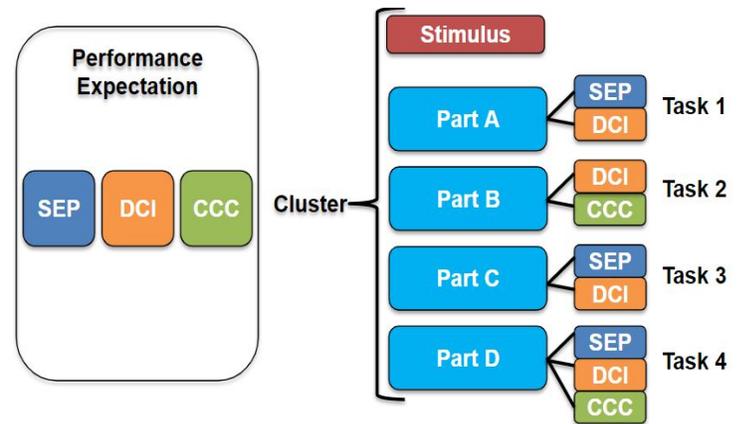
Reporting Categories: Standards are prioritized and placed into reporting categories that define how data is reported and the length of a test. The reporting categories for grades four and six science are Physical Science, Life Science, Earth and Space Science, and Computer Science.



WHAT IS A CLUSTER?

Each cluster begins with a phenomenon, which is the observation about the natural world which anchors the entire cluster. The interactions within the cluster all address the phenomenon.

Each cluster engages the student in a grade-appropriate, meaningful scientific activity aligned to a specific standard.



A cluster task statement comes at the end of the stimulus and provides an overview of the point of the cluster. Each cluster includes multiple interactions that assess various aspects of the standard. Each interaction in the cluster aligns to at least two of the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and, if possible, all three.



WHAT IS A STANDALONE ITEM?

Standalone items also have a phenomenon as their stimulus and only include one or two interactions that assess a specific aspect of a standard. Each standalone item is at least two-dimensionally aligned.

HOW CAN TEST BLUEPRINTS BE USED IN THE CLASSROOM?

Create Blueprints

Use these guidelines and examples to help you create blueprints for summative assessments in your classroom. Think about the standards/ learning goals you want to measure, the proportion of priority for each standard/ goal, and assessment length.

Identify High-Priority Standards

Use the blueprints to identify key standards needed for future success. A balanced system of assessment will assist in measuring students' progress towards mastery of standards throughout the year.

Assess in the Classroom

Standards assessed only in the classroom are often essential pieces of learning that require higher levels of cognitive complexity not effectively measured with time constraints or limited resources. These standards should be measured and tracked at the classroom level to ensure mastery.