

**Spring 2020 CCRS Summative Assessment  
Alternate Blueprinting Option (ABO) Form  
For English Language Arts ELA/Literacy**

In the effort to reduce overall testing time, DoDEA is implementing the new Alternate Blueprinting Option (ABO) for the College and Career Ready Standards (CCRS) Summative Assessment beginning in spring 2020. The ABO measures the same construct as the Flagship (or long) form of the CCRS Summative Assessment administered in spring 2018 and spring 2019. It reduces testing time while maintaining the ability to proportionally measure the standards and report out student scores on the same scale and proficiency levels.

**I. ELA/Literacy ABO CCRS Summative Assessment Blueprint Overview**

Both the English-language arts/Literacy (ELA/Literacy) Flagship and ABO test form versions of the assessment are available in grades 3–8 and high school. These tests measure skills that are critically important for students in college and in the workplace. On each test, students read and analyze passages from authentic fiction and nonfiction texts. The test can also include multimedia such as video or audio. Students respond using information learned from the passages and multimedia to support their arguments. Both Flagship and the ABO emphasize the importance of writing and the evaluation of writing at every grade.

ELA/Literacy Task Models guide the development of performance-based tasks (collections of items) that have a particular focus and elicit targeted evidences aligned to standards. Task Models require students to analyze complex texts, synthesize ideas, and write to demonstrate their understanding. They also provide a framework for assessment units. Students read the first passage and answer questions based on the first passage. Then, students read a second passage and answer questions based on the second passage. Next, they'll answer questions which require them to synthesize information from both passages and produce an analytic written response. Task Models are designed to elicit specific information about a student's ability to analyze complex texts, synthesize information, and write effectively to demonstrate their understanding. The cognitive complexity framework guides item development and recognizes that text complexity and item/task complexity interact to determine the overall complexity of a task.

There are three types of tasks on the ELA/Literacy CCRS Summative Assessment:

**A. Literary Analysis Tasks (LAT)** —The Literary Analysis Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study, engage with the text by answering a series of questions, and then composing an analytic response to a prompt.

**B. Research Simulation Task (RST)**—The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the college–and–career readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Multimedia as well as print texts can serve as the anchor text in RST tasks. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an argumentative or informative/explanatory response to a prompt.

**C. Narrative Writing Task (NWT)** —The Narrative Task requires students to respond to a literary text in a variety of creative ways not limited to extending a story or telling the story from another character’s point of view. The Narrative Writing Task includes prompts designed to elicit narrative stories.

In addition to the task models described above, the ELA/Literacy CCRS summative assessment also contains additional short, long, and paired passages in literary or informational contexts.

## II. Comparison of ELA/Literacy Blueprints for Flagship and ABO

Commonalities: When compared to the Flagship form, the ABO:

- Maintains a representative sampling of College and Career Ready Standards and Flagship CCRS Summative Assessment Evidence Statements on each form.
- Maintains the use of Task Models and performance-based tasks.
- Continues to reflect the balance between Literary and Informational texts called for in the standards.
- Maintains all text types, item types, and scoring rubrics.
- Maintains all five performance levels.
- Maintains the reporting of all sub-claims.
- Contains two forms and students are assigned one of the two forms.

Differences:

Flagship and ABO design differences are primarily driven by reduction of ABO test length by 33%. The ABO maintains the reporting categories by distributing content units between two different ABO forms. Each ABO form contains two different testing units, compared to the Flagship’s three testing units. High-level visual diagrams of these alternate forms are depicted in Figures 2 and 3 below.

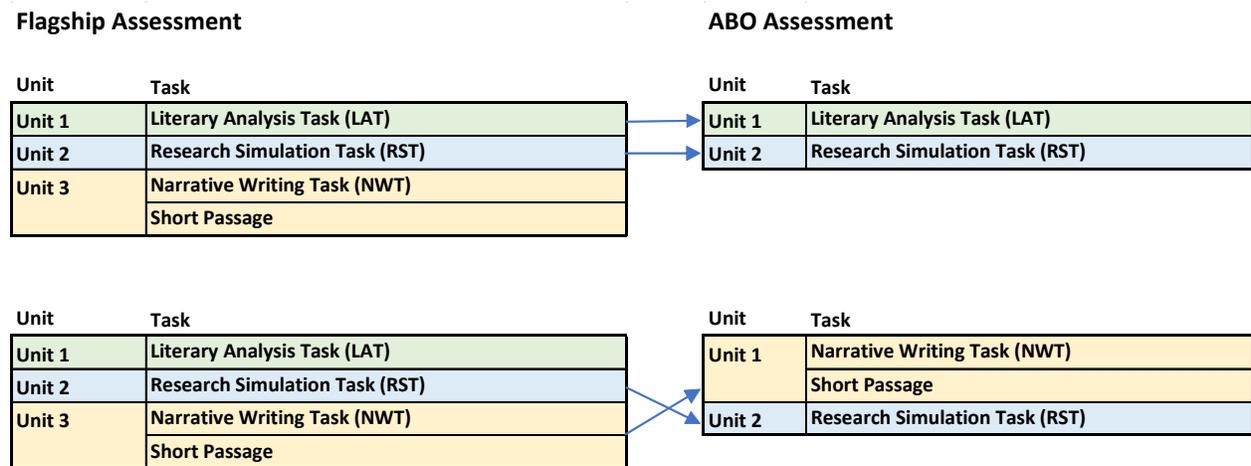
The ABO grade 3 blueprint is shorter than the ABO blueprints for grades 4–11. Details are provided below.

Grade 3 ELA/Literacy ABO Blueprint

The two general high-level grade 3 ABO blueprints are depicted in Figure 1 below. A few key points to highlight include:

- The first blueprint maintains Unit 1 and Unit 2 from the Flagship CCRS summative assessment. The second blueprint maintains Unit 2 and Unit 3 of the Flagship CCRS summative assessment. However, it places the NWT and the Short Passage in the first unit.
- Both grade 3 ABO blueprints include the RST.
- The ABO reduces the number of testing units to two 75-minute units from the three 75-minute units on the Flagship CCRS summative assessment.
- In the second ABO blueprint, a reading literature item was replaced by a vocabulary item in the Short Passage Set in order to increase the points for the Vocabulary sub-claim.

**Figure 1. Grade 3 ELA/Literacy: Comparison of Flagship to ABO CCRS Summative Assessment**

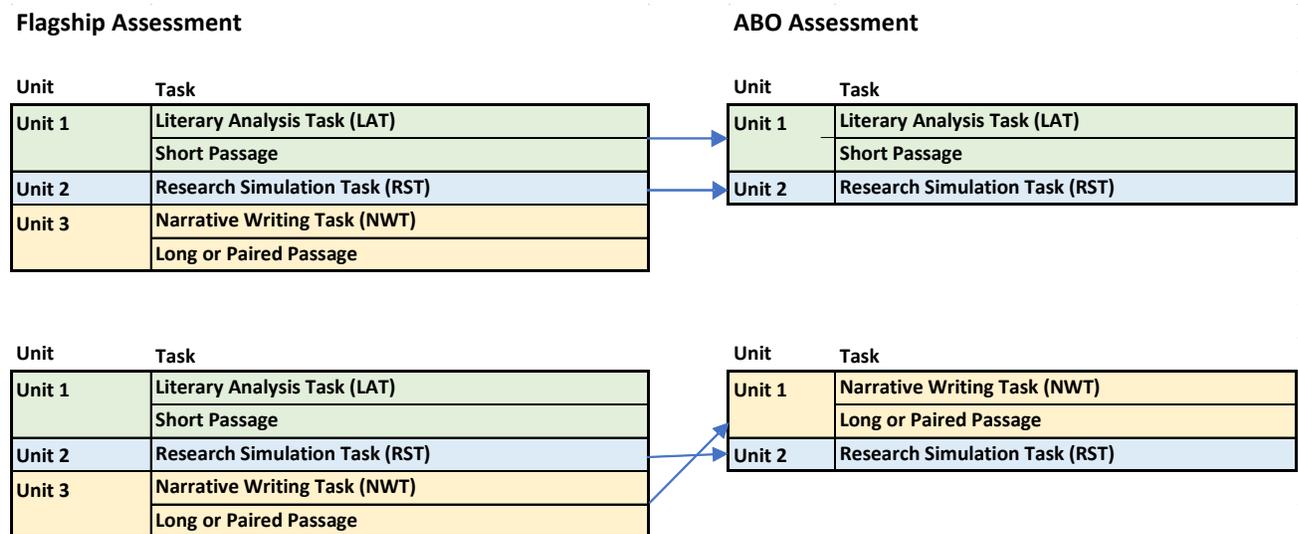


Grades 4–11 ELA/Literacy ABO Blueprint

The two general high-level blueprints for grades 4–11 for the ABO are depicted in Figure 2 below.

- The first blueprint maintains Unit 1 and Unit 2 from the Flagship CCRS summative assessment. The second blueprint maintains Unit 2 and Unit 3 of the Flagship CCRS summative assessment but places the NWT and the Long or Paired Passage in the first unit.
- Both blueprints include the RST unit but have different accompanying Units.
- The ABO reduces the number of testing units to two 90-minute units from the three 90-minute units on the Flagship CCRS summative assessment.
- In the second ABO blueprint, a reading literature item was replaced by a vocabulary item in the Short Passage Set in order to increase the points for the Vocabulary sub-claim.

**Figure 2. Grades 4–11 ELA/Literacy: Comparison of Flagship to ABO CCRS Summative Assessment**



**Figure 3. Unit Structure for ABO ELA/Literacy CCRS Summative Assessments**

Subject(s)	Grade	Number of Testing Units	Unit Testing Time (Minutes)	Total Minutes Spring 2020
<b>Grades 3–5</b>				
ELA/Literacy	3	2	75	150
	4	2	90	180
	5	2	90	180
<b>Grades 6–8</b>				
ELA/Literacy	6	2	90	180
	7	2	90	180
	8	2	90	180
<b>Grade 10</b>				
ELA/Literacy	10	2	90	180

### III. Comparability of ELA/Literacy ABO Forms

Comparability of the ABO forms is built by design. We use a comprehensive process to specify, construct, review, and approve test forms. The ABO forms adhere to stringent content specifications and psychometric requirements to ensure that both versions of the ABO test forms can be used as a comparable assessment of college and career readiness.

Both ABO forms are comparable as the two forms share a common construct and similar content. The content of the LAT and NWT both report and align to the Reading for Literature sub-claims, evidence-statements, and standards. While the tasks are different in their nature, they both ask students to read and respond to literary texts. Forms are designed such that students will need demonstrate the same level of knowledge on both forms in order to meet a specific performance level. Instruction and student preparation are the same for each ABO, and since the two ABO forms will be randomly distributed to students, all students need to be prepared to respond to all three task model types.

Close attention was paid to the reading passages to ensure similar reading load of Unit 1 between the two ABO forms. The ABO form includes an NWT (one passage) coupled with a Long or Paired Passage set and six associated items. This Unit structure is balanced to the second ABO form’s Unit 1, containing a LAT (two passages) coupled with a Short Passage Set and 4 associated items. Both ABO forms contain an RST, so the load is the same in Unit 2 even though the RSTs are different.

Finally, the two ABO forms are psychometrically equated. This means that forms will be calibrated and placed on the same scale and scoring tables will be adjusted to account for differences in form difficulty. If one form is found to be less difficult than another form, the scoring will be adjusted such that students would need to get more items correct on the easier form to reach the same level of performance as students taking the more difficult form. This process is supported by a psychometric model called Item

Response Theory. The statistical evidence for the similarity of the ELA test forms is evaluated during the test construction process. Psychometricians and content experts confirm that the test characteristic curves for the ABO forms are very similar, reflecting the consistency and range of items on each form.

Information and resources about the DoDEA CCRS Summative Assessment are available on the DoDEA-CAS website under the Resource tab for CCRS Summative Assessments:

<https://www.dodea.edu/assessments/resources/CCRS.cfm> .