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.
Alignment

KEY CONCEPTS

alignment
degree to which the content of an assessment is aligned with the content of the standards you intend to measure and what you plan to teach in the classroom

content
core concepts and procedures in a standard, assessment or assessment item

Alignment

KEY CONCEPTS

How to Unpack a Standard

KEY CONCEPTS

How to Use the Assessment Blueprint

KEY CONCEPTS

Source: Moody, Michael, and Jason Stricker, Strategic Design for Student Achievement (2008).

Standard

→ A

→ B

→ C
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 $56 \div 8$. 

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.

→ Solve a multistep word problem with whole numbers.

→
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.

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

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.

How to Design Aligned Assessment Items
KEY CONCEPTS

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 $56 \div 8$.

What is $12 \div 5$?

2.4 or 2 with a remainder of 2

KEY CONCEPTS

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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 $56 \div 8$.

What is $12 \div 3$?
KEY CONCEPTS

What is $12 ÷ 3$?

Interpret whole-number quotients of whole numbers.

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.

→ 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.

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)."
**KEY CONCEPTS**

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

```
32
/  \
/   \
8   x 4
```

**multiple**
the result of multiplying a number by a whole number

```
32
/  \
/   \
8   x 4
```
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.

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.
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.

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.
KEY CONTENT

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.

How to Use the Assessment Blueprint

KEY CONCEPTS

Sources:
### KEY CONCEPTS

- **Primary Purpose of the Assessment**: Summative
- **Standard(s)**
  - 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).
- **Skill(s)**
- **Level(s) of Rigor**
- **Possible Type(s) of Items**
- **Write and/or Select Assessment Items**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Standard(s) and/or Skill(s)</th>
<th>Type of Item</th>
<th>Level(s) of Rigor</th>
<th># of Points</th>
<th>% of Assessment</th>
</tr>
</thead>
</table>

**TOTAL**
### Alignment

#### Key Concepts

- **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.

```plaintext
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<th>Item #</th>
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<th>Level(s) of Rigor</th>
<th># of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quote accurately from the text (explicitly and when making inferences).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

### Possible Type(s) of Items

- **TOTAL:**

### PRIMARY PURPOSE OF THE ASSESSMENT

#### Level(s) of Rigor

- **Summative**

### 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.

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**Key Concepts**

- **Alignment**
- **How to Unpack a Standard**
- **How to Design Assessments**
- **How to Use the Alignment Blueprint**

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**Writing 1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Alignment
Alignment

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

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

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 provides 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."
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

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.