

MDHSA: Item Distribution Across Indicators

Mathematics

The Test Specifications Team did the initial work with distribution of item/item types across the blueprint with the input of ETS/CB. As we got to test development, the number of items was reduced based on CTB recommendation. After several years of field-testing, the number of items was decreased again due to the length of time it took students to complete (or not complete) the assessments. The psychometricians weighed in with their recommendations about how many "points" are needed to get reliable results. The basic percent distribution was maintained from the original work.

The total weight as a percentage of the test, each goal, expectation and indicator was based on how important the concept was deemed to be in relation to the CLG.

Algebra/Data Analysis

SR - All the Algebra/Data Analysis indicators can be assessed by an SR; therefore each indicator has at least one SR.

SPR- SPRs were assigned to indicators that would have numerical answers. While almost all indicators could be assessed with SPR, 3.2.3 does not lend itself to that and 3.1.3 gives the student the opportunity not to have to convert fractions to decimals and therefore has 2 SPR and only 1 SR. Indicators 1.1.4 and 1.2.4 were initially assessed with SPRs, but it was decided that these indicators call for reading and interpreting a graph and very little computation. Therefore, they are no longer assessed with SPRs.

BCR - All BCRs were placed in Goal 3 since this is data analysis and BCRs give students the opportunity to justify their work using mathematical principles. This lends itself to written responses.

ECR - The ECRs assess 2 indicators within the same expectation. This allows for richer items. The indicators are paired based on their mathematical connections.

Geometry

There is one ECR for each of the three expectations. ECRs can test more than one indicator. This gives item writers the opportunity to make connections within mathematics and develop richer items.

There are two BCRs, one measuring 2.1 and one for 2.3. The BCR for 2.2 was deleted when the test was shortened.

There are no SPR items in expectation 2.1 because these items do not usually have numerical answers that can be put in a grid. The other two expectations lend themselves to this type of question format.

All indicators are tested with SR items.

The basic percent of items for each expectation was maintained from the original work with ETS. This percentage of items for each indicator was based on how important the concept was deemed to be in relation to the CLG.

English

When developing the first blueprint for the English 1 High School Assessment, CTB and MSDE followed the recommendations of ETS/CB and the test specifications committee, especially regarding percentage of items measuring each Core Learning Goal, and also the recommendations of the English Content Team regarding which indicators should be assessed on the English 1 test.

Prior to any field-testing, the Maryland Board of Education restricted the administration of each high school assessment to three hours; therefore, the recommendations of ETS/CB to include a Preparation Plus section in the English tests had to be dropped. Additional considerations and requirements that impacted the blueprint were 1) the length of the reading passages, 2) the time and number of Brief Constructed Response items, and 3) adequate time for an Extended Constructed Response.

As a result of the above recommendations, considerations, and requirements, the following item distribution was agreed upon:

- 50 Selected Response (at 1 minute each)
- 2 Brief Constructed Response (at 10 minutes each)
- 1 Extended Constructed Response (at 30 minutes)

It is estimated that each reading each passage takes a student between five and ten minutes to read, and this is allowed for in the construction of a test form.

The 53 items are distributed across the four English CLGs, with each contributing to one of the following four subscore categories:

- Reading and Responding to Literature
- Composing Skills
- Controlling Written Language
- Evaluating Language Use and Content of Texts

Among the Selected Response items are the following item types:

Single Stimulus:	An item for which the test-taker must read and respond to one passage
Paired Stimulus:	An item for which the test-taker must read and make a connection between two related passages
Revision in Context:	An item for which the test-taker must refer to a student-like essay regarding edits and revisions the essay may require.

Sentence Construction:	An item for which the test-taker must consider an edit to a sentence in a paragraph
Paragraph Construction:	An item for which the test-taker must consider a revision to a paragraph
Construction Shift:	An item for which the test-taker must select the best revision of a sentence for a new tone, purpose, style, or audience

Government

Items on the high school government test are distributed across the following four goals/categories:

- Goal 1: Political Systems
- Goal 2: People of the Nation & World
- Goal 3: Geography
- Goal 4: Economics

As a result of recommendations by content experts and psychometricians and discussions similar to those conducted for other content areas, it was determined that the following number of items would comprise an operational form of the government test:

- 50 Selected Response items: Every indicator of the CLGs is covered. Approximately half of the indicators focus on Goal 1: Political Systems.
- 7 Brief Constructed Response items: Each Goal is measured. Over half of the BCRs measure Goal 2 since the essence of the course focuses on Goal 1: Political Systems.
- 1 Extended Constructed Response item: For the same reason as noted above, the ECR is used to measure content of Goal 1: Political Systems.

Biology

The following provides an overview of the items that comprise the biology high school assessment.

- I. Operational Test Form
 - a. 48 Selected Response items (26 Discrete Items and 22 Laboratory Set Items, 1 Technical Passage/test form usually part of the LS)
 - b. 7 BCR items
 - c. 0 ECR items

- II. Distribution of Operational Items Across Goals - 76 raw score points total
 - a. Goal 1 (Skills and Processes) – 16 raw score points
 - b. Goal 3 (Concepts of Biology) – 60 raw score points
- III. Test Form – Setup
 - a. Generally, sessions do NOT begin or end with BCR items.
 - b. Generally, the technical passage is located in the first third of session 1.
 - c. Generally, BCR items are evenly spaced throughout each test session.
 - d. Expectation placement for goal 1 BCRs is randomly assigned and rotated among the expectations.
 - e. Expectation placements for goal 1SRs are randomly assigned and rotated among the expectations.
 - f. Every goal 3 indicator has at least 1 SR item written to it.
 - g. Not every goal 1 indicator necessarily has an item written to it.
 - h. The total “weight” assigned to each goal 3 expectation and indicator is based on the relative time spent in the classroom teaching those concepts and on how important the concepts were considered in respect to the overall CLG document.

**Maryland High School Assessment
Algebra/Data Analysis Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	SPR	BCR	ECR	Score Points	Percent of Points
TOTAL		26	6	3	3	53	
Goal 1	The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra.						
E 1.1	The student will analyze a wide variety of patterns and functional relationships using the language of mathematics and appropriate technology.						25%
	E1.1.1 The student will recognize, describe, and/or extend patterns and functional relationships that are expressed numerically, algebraically, and/or geometrically.						
	E1.1.2 The student will represent patterns and/or functional relationships in a table, as a graph, and/or by mathematical expression.						
	E1.1.3 The student will apply addition, subtraction, multiplication, and/or division of algebraic expressions to mathematical and real-world problems.						
	E1.1.4 The student will describe the graph of a non-linear function and discuss its appearance in terms of the basic concepts of maxima and minima (highs and low), roots (zeros), limits (boundaries), rate of change, and continuity.						
E 1.2	The student will model and interpret real-world situations, using the language of mathematics and appropriate technology.						32%
	E1.2.1 The student will determine the equation for a line, solve linear equations, and/or describe the solutions using numbers, symbols, and/or graphs.						
	E1.2.2 The student will solve linear inequalities and describe the solutions using numbers, symbols, and/or graphs.						
	E1.2.3 The student will solve and describe if and where two straight lines intersect using numbers, symbols, and/or graphs.						

SR=selected response; SPR=Student Produced Response (gridded item);
BCR=Brief Constructed Response; ECR=Extended Constructed Response

**Maryland High School Assessment
Algebra/Data Analysis Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	SPR	BCR	ECR	Score Points	Percent of Points
	E1.2.4 The student will describe how the graphical model of a non-linear function represents a given problem and will estimate the solution.						
	E1.2.5 The student will apply formulas and/or use matrices (arrays of numbers) to solve real-world problems.						
Goal 3	The student will demonstrate the ability to apply probability and statistical methods for representing and interpreting data and communicating results, using technology when needed.						
E 3.1	The student will collect, organize, analyze, and present data.						22%
	E3.1.1 The student will design and/or conduct an investigation that uses statistical methods to analyze data and communicate results.						
	E3.1.2 The student will use the measures of central tendency and/or variability (mean, median, mode, range, interquartile range, quartile) to make informed conclusions.						
	E3.1.3 The student will calculate theoretical probability or use simulations or statistical inferences from data to estimate the probability of an event.						
E 3.2	The student will apply the basic concepts of statistics and probability to predict possible outcomes of real-world situations.						21%
	E3.2.1 The student will make informed decisions and predictions based upon the results of simulations and data from research.						
	E3.2.2 The student will interpret data and/or make predictions by finding and using a line of best fit and by using a given curve of best fit.						
	E3.2.3 The student will communicate the use and misuse of statistics.						

SR=selected response; SPR=Student Produced Response (gridded item);
BCR=Brief Constructed Response; ECR=Extended Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
TOTAL		48	7	76	
Goal 1	The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information.				21%
E 1.1	The student will explain why curiosity, honesty, openness, and skepticism are highly regarded in science.				
	I1.1.1 The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.				
	I1.1.2 The student will modify or affirm scientific ideas according to accumulated evidence.				
	I1.1.3 The student will critique arguments that are based on faulty, misleading data or on the incomplete use of numbers.				
	I1.1.4 The student will recognize data that are biased.				
	I1.1.5 The student will explain factors that produce biased data.				
E 1.2	The student will pose scientific questions and suggest investigative approaches to provide answers to questions.				
	I1.2.1 The student will identify meaningful, answerable scientific questions.				
	I1.2.2 The student will pose meaningful, answerable scientific questions.				
	I1.2.3 The student will formulate a working hypothesis.				

SR=Selected Response; CR=Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Points
	I1.2.4 The student will test a working hypothesis.				
	I1.2.5 The student will select appropriate instruments and materials to conduct an investigation.				
	I1.2.6 The student will identify appropriate methods for conducting an investigation, including independent and dependent variables, and affirm the need for proper controls in an experiment.				
	I1.2.7 The student will use relationships discovered in the lab to explain phenomena observed outside the laboratory.				
	I1.2.8 The student will defend the need for verifiable data.				
E 1. 3	The student will carry out scientific investigations effectively and employ the instruments, systems of measurement, and materials of science appropriately.				
	I1.3.1 The student will develop and demonstrate skills in using lab and field equipment to perform investigative techniques.				
	I1.3.2 The student will recognize safe laboratory procedures.				
	I1.3.3 The student will demonstrate safe handling of the chemicals and materials of science.				
	I1.3.4 The student will learn the use of new instruments and equipment by following instructions in a manual or from oral direction.				

SR=Selected Response; CR=Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
E 1.4	The student will demonstrate that data analysis is a vital aspect of the process of scientific inquiry and communication.				
	I1.4.1 The student will organize data appropriately using techniques such as tables, graphs, and webs. (for graphs: axes labeled with appropriate quantities, appropriate units on axes, axes labeled with appropriate intervals, independent and dependent variables on correct axes, appropriate title)				
	I1.4.2 The student will analyze data to make predictions, decisions, or draw conclusions.				
	I1.4.3 The student will use experimental data from various investigators to validate results.				
	I1.4.4 The student will determine the relationships between quantities and develop the mathematical model that describes these relationships.				
	I1.4.5 The student will check graphs to determine that they do not misrepresent results.				
	I1.4.6 The student will describe trends revealed by data.				
	I1.4.7 The student will determine the sources of error that limit the accuracy or precision of experimental results.				
	I1.4.8 The student will use models and computer simulations to extend his/her understanding of scientific concepts.				
	I1.4.9 The student will use analyzed data to confirm, modify, or reject an hypothesis.				

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**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
E 1.5	The student will use appropriate methods for communicating in writing and orally the processes and results of scientific investigation.				
	I1.5.1 The student will demonstrate the ability to summarize data (measurements/observations).				
	I1.5.2 The student will explain scientific concepts and processes through drawing, writing, and/or oral communication.				
	I1.5.3 The student will use computers and/or graphing calculators to produce the visual materials (tables, graphs and spreadsheets) that will be used for communicating results.				
	I1.5.4 The student will use tables, graphs, and displays to support arguments and claims in both written and oral communication.				
	I1.5.5 The student will create and/or interpret graphics. (scale drawings, photographs, digital images, etc.)				
	I1.5.6 The student will read a technical selection and interpret it appropriately.				
	I1.5.7 The student will use, explain, and/or construct various classification systems.				
	I1.5.8 The student will describe similarities and differences when explaining concepts and/or principles.				
	I1.5.9 The student will communicate conclusions derived through a synthesis of ideas.				

SR=Selected Response; CR=Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
E 1.6	The student will use mathematical processes.				
	I1.6.1 The student will use ratio and proportion in appropriate situations to solve problems.				
	I1.6.2 The student will use computers and/or graphing calculators to perform calculations for tables, graphs, and spreadsheets.				
	I1.6.3 The student will express and/or compare small and large quantities using scientific notation and relative order of magnitude.				
	I1.6.4 The student will manipulate quantities and/or numerical values in algebraic equations.				
	I1.6.5 The student will judge the reasonableness of an answer.				
E 1.7	The student will show that connections exist both within the various fields of science and among science and other disciplines including mathematics, social studies, language arts, fine arts, and technology.				
	I1.7.1 The student will apply the skills, processes and concepts of biology, chemistry, physics, or earth science to societal issues.				
	I1.7.2 The student will identify and evaluate the impact of scientific ideas and/or advancements in technology on society.				
	I1.7.3 The student will describe the role of science in the development of literature, art, and music.				

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**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
	I1.7.4 The student will recognize mathematics as an integral part of the scientific process.				
	I1.7.5 The student will investigate career possibilities in the various areas of science.				
	I1.7.6 The student will explain how development of scientific knowledge leads to the creation of new technology and how technological advances allow for additional scientific accomplishments.				

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**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
Goal 3	The student will demonstrate the ability to use the scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth.				
E 3.1	The student will be able to explain the correlation between the structure and function of biologically important molecules and their relationship to cell processes.				16%
	I3.1.1 The student will be able to describe the unique characteristics of chemical compounds and macromolecules utilized by living systems. [<i>water</i> : polarity, density, solvent properties; <i>carbohydrates</i> : organic molecule, monosaccharides are building blocks, supplier of energy and dietary fiber, structural component of cells: cell wall and cellulose; <i>lipids</i> : organic molecule, component of cell membranes, stored energy supply; <i>proteins</i> : organic molecule, amino acids are building blocks, structural and functional role, including enzymes; <i>nucleic acids</i> : organic molecule; nucleotides are building blocks – sugar, phosphate, & nitrogen bases; DNA is a double helix, RNA is a single strand; DNA replication; DNA role in storage of genetic information; <i>minerals</i> : general role in living systems; <i>vitamins</i> : role in maintaining good health in human body – C, K, D]				
	I3.1.2 The student will be able to discuss factors involved in the regulation of chemical activity as part of a homeostatic mechanism. [<i>osmosis</i> : predicting water flow across a membrane based on the cell's environment, explain role in living systems; <i>temperature</i> : effect upon enzyme activity and metabolic rate, effect upon rate of diffusion and states of matter; <i>pH</i> : pH scale – relative values for acids and bases, effect on living systems – cellular, organismal; <i>enzyme regulation</i> : effect of temperature, pH, and enzyme/substrate concentration on enzyme activity]				
	I3.1.3 The student will be able to compare the transfer and use of matter and energy in photosynthetic and non-photosynthetic organisms. [<i>Matter</i> : <i>water cycle</i> : movement of water between living systems and the environment; <i>carbon cycle</i> : cyclic relationship between photosynthesis and respiration; <i>nitrogen cycle</i> : role of bacteria, human impact; <i>Energy</i> : <i>photosynthesis</i> : energy transfer – heat, light, chemical, basic molecules involved; <i>cellular respiration</i> : distinctions between aerobic and anaerobic, e.g. energy released; <i>chemosynthesis</i> : from inorganic compounds]				
E 3.2	The student will demonstrate an understanding that all organisms are composed of cells which can function independently or as part of multicellular organisms.				17%
	I3.2.1 The student will explain the function of structures found in unicellular and				

SR=Selected Response; CR=Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
	multicellular organisms. [<i>transportation of materials</i> : role of cellular membranes, role of vascular tissues in plants and animals, circulatory systems; <i>waste disposal</i> : role of cellular membrane, role of excretory and circulatory system; <i>movement</i> : cellular – flagella, cilia, pseudopodia; gametes; interaction between skeletal and muscular systems <i>feedback</i> : maintaining cellular and organismal homeostasis – water balance, pH, temperature, role of endocrine system; <i>asexual</i> (binary fission, budding, vegetative) and <i>sexual reproduction</i> : angiosperms, mammals; <i>control of structures</i> : cellular organelles and human systems <i>and related functions</i> role of nucleus including mitosis, role of sensory organs and nervous system; <i>capture and release of energy</i> : chloroplasts and mitochondria; <i>protein synthesis</i> : ribosomes]				
	I3.2.2 The student will conclude that cells exist within a narrow range of environmental conditions and changes to that environment, either naturally occurring or induced, may cause changes in the metabolic activity of the cell or organism. [<i>pH</i> ; <i>temperature</i> ; <i>light</i> ; <i>water</i> ; <i>oxygen</i> ; <i>carbon dioxide</i> ; <i>radiation</i> : role in cancer or mutations; <i>toxins</i> : natural or synthetic substances]				

SR=Selected Response; CR=Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
E 3.3	The student will analyze how traits are inherited and passed on from one generation to another.				17%
	I3.3.1 The student will demonstrate that the sorting and recombination of genes during sexual reproduction has an effect on variation in offspring. [<i>meiosis</i> : chromosome number reduced by one-half, crossing-over may occur; <i>fertilization</i> : combination of gametes to form zygote]				
	I3.3.2 The student will illustrate and explain how expressed traits are passed from parent to offspring. [<i>phenotypes</i> : expression of inherited characteristics; <i>dominant and recessive traits</i> ; <i>sex-linked traits</i> : X-linked only, recessive phenotypes are more often expressed in the male; <i>genotypes</i> : represented by heterozygous and homozygous pairs of alleles; <i>punnett square</i> : use to predict and/or interpret the results of a genetic cross, translate genotypes into phenotypes – monohybrid only; <i>pedigree</i> : use to interpret patterns of inheritance within a family]				
	I3.3.3 The student will explain how a genetic trait is determined by the code in a DNA molecule [<i>definition of gene</i> : a segment of DNA that codes for a protein; <i>sequence of nitrogen bases directing protein formation</i> : role of DNA, mRNA, tRNA, rRNA; <i>proteins' control of traits</i>]				
	I3.3.4 The student will interpret how the effect of gene alteration may be beneficial or harmful to the individual, society, and/or the environment. [<i>mutations</i> ; <i>chromosome number</i> : abnormalities; <i>cloning</i> ; <i>genetic recombination</i> : gene splicing]				
E 3.4	The student will explain the mechanism of evolutionary change.				12%
	I3.4.1 The student will explain how new traits may result from new combinations of existing genes or from mutations of genes in reproductive cells within a population. [<i>natural selection</i> : definition; effects of environmental pressure; <i>adaptations</i> : effects on survival; <i>variation</i> : effects on survival]				
	I3.4.2 The student will estimate degrees of kinship among organisms or species. [<i>classification</i> : recognize relationships between organisms, distinguish between prokaryotes and eukaryotes; <i>anatomical similarities</i> : evolutionary relationships; <i>similarities of DNA base and/or amino acid sequence</i> : including results from gel electrophoresis]				
E 3.5	The student will investigate the interdependence of diverse living organisms and their interactions with the components of the biosphere.				17%

SR=Selected Response; CR=Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Score Points	Percent of Score Points
	I3.5.1 The student will analyze the relationships between biotic diversity and abiotic factors in environments and the resulting influence on ecosystems. [<i>Abiotic/Biotic Factors: space, soil, water, air, temperature, food, light, organisms; Relationships: predator-prey, parasite-host, mutualism, commensalism</i>]				
	I3.5.2 The student will analyze the interrelationships and interdependencies among different organisms and explain how these relationships contribute to the stability of the ecosystem. [<i>diversity, succession, trophic level: producer, consumer, herbivore, carnivore, omnivore, scavenger, decomposer; niche; pyramid: energy, biomass</i>]				
	I3.5.3 The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations. [<i>depletion of food, destruction of habitats, disease, natural disasters, pollution, population increase, urbanization</i>]				
	I3.5.4 The student will illustrate how all organisms are part of and depend on two major global food webs that are positively or negatively influenced by human activity and technology. [<i>oceanic food web, terrestrial food web</i>]				

SR=Selected Response; CR=Constructed Response

**Maryland High School Assessment
Biology Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	CR	Raw Score Points	Percent of Score Points
E 3.6	The student will investigate a biological issue and develop an action plan.				
	I3.6.1 The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual, society, and the environment. They may select topics such as bioethics, genetic engineering, endangered species, food supply.				
	I3.6.2 The student will investigate a biological issue and be able to defend their position on topics such as animal rights, drug and alcohol abuse, viral diseases (e.g., AIDS), genetic engineering, bioethics, biodiversity, population growth, global sustainability, origin of life.				

SR=Selected Response; CR=Constructed Response

Maryland high School Assessment
English 1 Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
TOTAL		50	2	1	64	
Goal 1	The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.					35%
E1.1	The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.					
1.1.1.	The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.					
1.1.2.	The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as rereading, questioning, and summarizing.					
1.1.3.	The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.					
1.1.4.	The student will apply before-, during-, and after-reading strategies when responding to non-print text, e.g., film, speakers, theatre, performance, audio texts, and interactive media.					
1.1.5.	The student will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography autobiography, journalistic writing, and film.					
E1.2	The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.					
1.2.1	The student will consider the contributions of plot, character, setting,					

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ECR=Extended Constructed Response

Maryland high School Assessment
English 1 Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
	conflict, and point of view when constructing the meaning of a text.					
1.2.2	The student will examine meaning by determining how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.					
1.2.3	The student will explain the effectiveness of stylistic elements such as syntax, rhetorical devices, and choice of details which communicate an author's purpose.					
1.2.4	The student will explain connections between and among themes and styles of two or more texts.					
1.2.5	The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.					
1.2.6	The student will extend or further develop meaning by comparing texts presented in different media.					
E1.3	The student will explain and give evidence to support perceptions about print and non-print works.					
1.3.1	The student will explain how language and textual devices create meaning.					
1.3.2	The student will interpret a work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural) that is supported with textual references.					
1.3.3	The student will identify features of language that create voice and tone.					
1.3.4	The student will explain how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print medium are used to create meaning and evoke response.					
1.3.5	The student will explain how common and universal experiences serve					

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ECR=Extended Constructed Response

Maryland high School Assessment
English 1 Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
	as the source of literary themes which cross time and cultures.					
1.3.6	The student will assess the literary merit of a text.					
Goal 2	The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.					31%
E2.1	The student will compose oral, written, and visual presentations which inform, persuade, and express personal ideas.					
2.1.1	The student will compose to inform by using appropriate types of prose (e.g., to explain a process, to discuss cause and effect).					
2.1.2	The student will compose to describe, using prose and/or poetic forms.					
2.1.3	The student will compose to express personal ideas, using prose and/or poetic forms.					
2.1.4	The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.					
E2.2	The student will compose texts using the prewriting, drafting, and revision strategies of effective writers and speakers.					
2.2.1	The student will use a variety of prewriting strategies to generate and develop ideas.					
2.2.2	The student will select and organize ideas for specific audiences and purposes.					
2.2.3	The student will revise texts for clarity, completeness, and effectiveness.					
2.2.4	The student will rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions.					
2.2.5	The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of					

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Maryland high School Assessment
English 1 Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
	language and conventions, such as capitalization, punctuation, spelling, and pronunciation.					
2.2.6	The student will prepare the final product for presentation to an audience.					
E2.3	The student will locate, retrieve, and use information from various sources to accomplish a purpose.					
2.3.1	The student will identify sources of information on a self-selected and/or given topic.					
2.3.2	The student will use various information retrieval sources (traditional and electronic) to obtain information on a self-selected and/or given topic. Electronic sources include automated catalogs, CD ROM products, and on-line services like Internet, World-Wide Web, and others.					
2.3.3	The student will use a systematic process for recording, documenting, and organizing information.					
2.3.4	The student will take a position and support it with documented information from an authoritative source.					
2.3.5	The student will synthesize information from two or more sources to fulfill a self-selected or given purpose.					
Goal 3	The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.					20%
E3.1	The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.					
3.1.1	The student will determine the advantages and limitations of speech and writing when communicating in various situations for specific audiences and purposes.					

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Maryland high School Assessment
English 1 Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
3.1.2	The student will describe how intonation, pitch, volume, pause, and rate all influence meaning.					
3.1.3	The student will explain how words are classified grammatically by meaning, position, form, and function.					
3.1.4	The student will differentiate grammatically complete sentences from non-sentences.					
3.1.5	The student will incorporate subjects, predicates, and modifiers when composing original sentences.					
3.1.6	The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.					
3.1.7	The student will vary sentence types—simple, complex, compound, and compound/complex—to sustain reader or listener interest.					
3.1.8	The student will expand sentences by positioning clauses and phrases to function as nouns, adjectives, or adverbs.					
3.1.9	The student will recognize, combine, and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity.					
E3.2	The student will identify how language choices in writing and speaking affect thoughts and feelings.					
3.2.1	The student will choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose.					
3.2.2	The student will differentiate connotative and denotative meanings of words.					
3.2.3	The student will describe how readers or listeners might respond differently to the same words.					
3.2.4	The student will describe regional and social language differences.					

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Maryland high School Assessment
English 1 Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
3.3.5	The student will describe the impact of regional and social variations of language on listener or reader response.					
E3.3	The student will use capitalization, punctuation, and correct spelling appropriately.					
3.3.1	The student will edit texts for spelling, capitalization, and punctuation using available resources.					
3.3.2	The student will use available resources to correct or confirm editorial choices.					
Goal 4	The student will demonstrate the ability to evaluate the content, organization, and language of texts.					14%
E4.1	The student will describe the effect that a given text, heard or read, has on a listener or reader.					
4.1.1	The student will state and explain a personal response to a given text.					
4.1.2	The student will identify specific words, phrases, scenes, images, and symbols that support a personal response to a given text.					
E4.2	The student will assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing.					
4.2.1	The student will assess the effectiveness of diction that reveals his or her purpose.					
4.2.2	The student will justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning.					
4.2.3	The student will alter his or her text to present the same content to a different audience via the same or different media.					
4.2.4	The student will compare the difference in effect of two texts on a given subject.					

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Maryland high School Assessment
English 1 Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
E4.3	The student will evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose.					
4.3.1	The student will alter the tone of his or her text by revising its diction.					
4.3.2	The student will justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning.					
4.3.3	The student will alter his or her text to present the same content to a different audience via the same or different media.					

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**Maryland High School Assessment
Mathematics Test 2 - Geometry Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	SPR	BCR	ECR	Score Points	Percent of Score Points
TOTAL		26	6	2	3	50	
Goal 2	The student will demonstrate the ability to solve mathematical and real-world problems using measurement and geometric models and will justify solutions and explain processes used.						
E 2.1	The student will represent and analyze two- and three-dimensional figures using tools and technology when appropriate.						32%
	E2.1.1 The student will analyze the properties of geometric figures.						
	E2.1.2 The student will identify and/or verify properties of geometric figures using the coordinate plane and concepts from algebra.						
	E2.1.3 The student will use transformations to move figures, create designs, and/or demonstrate geometric properties.						
	E2.1.4 The student will construct and/or draw and/or validate properties of geometric figures using appropriate tools and technology.						
E 2.2	The student will apply geometric properties and relationships to solve problems using tools and technology when appropriate.						34%
	E2.2.1 The student will identify and/or verify congruent and similar figures and/or apply equality or proportionality of their corresponding parts.						
	E2.2.2 The student will solve problems using two-dimensional figures and/or right-triangle trigonometry.						
	E2.2.3 The student will use inductive or deductive reasoning.						
E 2.3	The student will apply concepts of measurement using tools and technology when appropriate						34%

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**Maryland High School Assessment
Mathematics Test 2 - Geometry Blueprint**

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	SPR	BCR	ECR	Score Points	Percent of Score Points
	E2.3.1 The student will use algebraic and/or geometric properties to measure indirectly.						
	E2.3.2 The student will use techniques of measurement and will estimate, calculate, and/or compare perimeter, circumference, area, volume, and/or surface area of two- and three-dimensional figures and their parts.						

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BCR=Brief Constructed Response; ECR=Extended Constructed Response

Maryland High School Assessment

Government Blueprint

Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
TOTAL		50	7	1	82	
Goal 1	The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.					
E1.1	The student will demonstrate understanding of the structure and functions of government and politics in the United States.					26% - 31%
	E1.1.1 The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations.					
	E1.1.2 The student will evaluate how principles of government assist or impede the functioning of government.					
	E1.1.3 The student will evaluate roles and policies the United States government has assumed regarding public issues.					
	E1.1.4 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions.					
E1.2	The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.					23% - 28%
	E1.2.1 The student will analyze the impact of Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society.					
	E1.2.2 The student will analyze legislation designed to protect the rights of individuals and groups and promote equity in American society.					
	E1.2.3 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have					

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Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
	affected maintaining order and/or safety.					
	E1.2.4 The student will analyze the underlying principles of due process.					
	E1.2.5 The student will analyze elements, proceedings, and decisions related to criminal and civil law.					
Goal 2	The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.					
E2.1	The student will evaluate the interdependent relationship of United States politics and government to world affairs.					
	E.2.1.1 The student will analyze economic, political, social issues and their affect on foreign policies of the United States.					
	E.2.1.2 The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States.					
E 2.2	The student will compare and evaluate the effectiveness of the United States system of government and various other national and international political systems.					
	E2.2.1 The student will analyze advantages and disadvantages of various types of governments throughout the world.					
Goal 3	The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.					
E 3.1	The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy.					13%
	E3.1.1 The student will evaluate demographic factors related to political participation, public policy and government policies.					

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Goal / Expectation Number	Goal / Expectation / Indicator Statement	SR	BCR	ECR	Score Points	Percent of Score Points
	E3.1.2 The student will evaluate the role of government in addressing land use and other environmental issues.					
	E3.1.3 The student will analyze the roles and relationships of regions on the formation and implementation of government policy.					
Goal 4	The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.					
E 4.1	The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.					18%
	E4.1.1 The student will analyze how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce.					
	E4.1.2 The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals.					
	E4.1.3 The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state.					
	E4.1.4 The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance.					

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