Sample Blueprint Template for Authentic Assessments

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| **Overview of Task***Insert summary of the task here* |
| **Goal***Provide a statement of the task. Establish the goal, problem, challenge or obstacle in the task.*  | **Concepts and Conceptual Relationships***Which transferable concepts or conceptual understandings will the task measure?*  |
| **Role***Define the role of the students in the task. They can be advisors, activists, planners, consultants, etc. (someone other than K-12 students).*  | **Cognitive Processes (HOTS)***Which particular thinking skills will this task measure? How have they practiced these cognitive processes in class before this task?*  |
| **Audience***Identify the* ***real*** *audience within the context of the scenario. Example audiences might include a client or a committee.*  | **Disciplined Inquiry** *How will students behave like a disciplinarian in this field? What skills or practices of the discipline will students need to use? How will students communicate their findings as a disciplinarian would?*  |
| **Novel Situation***Set the context of the scenario. Explain the situation. Be sure it is* ***new*** *to the students while still assessing the key understandings and skills.*  | **Critical Thinking***How will students evaluate their own thinking on this task?*  |
| **Product/Performance***Provide students with a clear picture of success. Identify specific standards for success. Issue rubrics to the students or develop them with the students.*  | **Materials/Resources***What organizations can you partner with on this task? What real-world articles and information will students need to access for this task?*  |

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| **Task Specifics** |
| Target Understanding | Knowledge Dimension | Cognitive Process | On the exam, students will… | Item Type (Point Value) |
| *What specifically do you want to measure? This should come directly from the unit plan.*  | *Use resource: A Taxonomy for Teaching, Learning and Assessing* | *Use resource: A Taxonomy for Teaching, Learning and Assessing* | *Describe more specifically what the prompt will require of students.*  | *What kind of question will it be and how many points is it worth?* |
| Historians can use relics of the past to make inferences about what happened even if no records exist.  | Conceptual | Apply | Make inferences based on relic evidence (physical artifacts) to describe one aspect of life/the identities of people living in the society | Complete inferences chart with three inferences (3 points)  |
| Judge whether or not a society should be considered a civilization based on established criteria  | Conceptual | Evaluate | Students will analyze a description of a society (gov, economy, social class, leisure activities etc) and decide if it is a civilization using criteria that we have learned in our class. Ex. Ritual of NaciremaMust use evidence from historical accounts AND own inferences based on relic evidence (artifacts) | BCR (Argument rubric – 5 pts)  |
| CCSS.WHST.7.1 (argue) | Procedural | Apply | Apply 3-step process to write an argument in BCR above | Same as above |
| A person’s identity is shaped by the social structures in which they live. | Factual | Interpret  | Draw a diagram of the social structure of society and explain the social structure in a BCR based on information presented in the text | Diagram and BCR (explanatory rubric – 5 points)  |
| CCSS.WHST.7.2 (explain) | Procedural  | Apply | Apply steps of SEEI process to write explanatory ECR above | Same BCR as above |
| A person’s identity is shaped by the social structures in which they live. | Conceptual | Generate (hypothesize) | Choose one social class from the society, hypothesize about the identity of a person in that social class and explain how a person’s view of him/herself was tied to his/her social class in an ECR letter from perspective of this person  | ECR (explanatory rubric – 10 points) |
| CCSS.WHST.7.2 (explain) | Procedural | Apply | Apply steps of SEEI process to write explanatory ECR above | Same ECR as above |
| Geography skills: Place geographic features on a map for Mesopotamia  | Factual  | Remember  | Students will identify for places on the map, Mesopotamia, Sumer, Tigris and Euphrates River.  | 4 labels on the map  |
| Analyze your own point of view using the intellectual standards.  | Metacognitive | Evaluate | Students will evaluate their ECR for depth and relevance (of evidence)  | BCR (reflective rubric – 5 points)  |
| Historians can use relics of the past to make inferences about what happened even if no records exist. Historians can construct accounts of the ancient past based on archaeological evidence and limited written resources. However, historians can never be sure that their accounts 100% accurate because we the evidence they have to work with does not provide all the information they need.  | Conceptual | Evaluate | Evaluate the statements below by telling whether their thinking about history is accurate or not. Then reply to each person by saying, “I agree because…” or “I disagree because…”*There is no way to know what happened long ago. They didn’t even have newspapers!* *My history textbook is made up of 100% true facts. If the information in the book wasn’t true, they wouldn’t publish it!*  | 2 points each, 4 points total (1 point for disagreeing, 1 point for valid explanation) |
| Analyze your own point of view using the intellectual standards.  | Metacognitive | Evaluate | Students will evaluate their ECR for depth and relevance (of evidence)  | BCR (reflective rubric – 5 points)  |