

SB 175 (2019) Requirement – Assessment Alignment Adjustment Process for Reading and Writing, Mathematics, and Social Studies

[Senate Bill 175 \(2019\)](#) outlined a detailed process for the revision and development of academic standards and alignment of corresponding assessments. To ensure a successful and transparent review of assessments for alignment to the state standards, the Kentucky Department of Education (KDE) designed a revision and development process that directly corresponded with the steps and guidelines outlined within SB 175 (2019).

Alignment of corresponding assessments to the standards is achieved through the creation of assessment blueprints. The purpose of a blueprint is to outline the percentage of items that will be assessed within the domains of the *Kentucky Academic Standards (KAS)* in each content area. Blueprints are created to guide the development of individual test items, serve as targets for assessment development, define how results from the assessment are reported, and to provide information to teachers as they make instructional decisions. The blueprint drives the construction of the assessment. The assessment blueprints in reading and writing, mathematics, and social studies that align to the newly adopted *KAS* went through the revision and development process outlined by SB 175 (2019).

Alignment Adjustments of Assessments Timeline

- Call for Committee Member Applications – April 1, 2019
- Open First Round of Public Feedback Survey (Appalachia Regional Comprehensive Center - ARCC) – May 22, 2019
- Close First Round of Public Feedback Survey (ARCC) – June 21, 2019
- Social Studies Assessment Blueprint Advisory Panel (AP) Meeting – July 8, 2019
- Mathematics Assessment Blueprint AP Meeting – July 8, 2019
- Reading and Writing Assessment Blueprint (AP) Meeting – July 8, 2019
- Social Studies Assessment Blueprint Review Committee (RC) Meeting – July 25, 2019
- Mathematics Assessment Blueprint RC Meeting – July 25, 2019
- Reading and Writing Assessment Blueprint RC Meeting – July 25, 2019
- Open Second Round of Public Feedback Survey (ARCC) – August 6, 2019
- Close Second Round of Public Feedback Survey (ARCC) – September 5, 2019
- Social Studies Assessment Blueprint Second AP Meeting – September 23, 2019
- Reading and Writing Assessment Blueprint Second AP Meeting – September 23, 2019
- Mathematics Assessment Blueprint Second AP Meeting – September 24, 2019
- Mathematics Assessment Blueprint Second RC Meeting – October 21, 2019
- Reading and Writing Assessment Blueprint Second RC Meeting – October 25, 2019
- Social Studies Assessment Blueprint Second RC Meeting – November 1, 2019
- Interim Joint Committee on Education (IJCE) Meeting – November 20, 2019
- Standards and Assessment Process Review Committee – July 8, 2020

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Alignment Adjustments of Assessments: Revision Process Overview

The Alignment Adjustments of Assessment Process Overview report is presented in phases with steps outlining the review and alignment of assessment blueprints in reading and writing, mathematics, and social studies. Each step provides language directly from SB 175 (2019) and a short summary of the KDE's process for meeting the requirements established within the law.

In addition, the KDE created an [assessment blueprint webpage](#) that contains the alignment and review process, agendas and minutes from the advisory panels and review committees, public comment survey results, new releases for each content area and current draft assessment blueprints.

Phase 1

Step 1 – Establishment of Committees

According to Senate Bill 175 (2019):

“(c) 1. The department shall establish four (4) standards and assessments review committees, with each committee composed of a minimum of six (6) Kentucky public school teachers and a minimum of two (2) representatives from Kentucky institutions of higher education, including at least one (1) representative from a public institution of higher education. Each committee member shall teach in the subject area that his or her committee is assigned to review and have no prior or current affiliation with a curriculum or assessment resource vendor.” Further, “(d) 1. The department shall establish twelve (12) advisory panels to advise and assist each of the four (4) standards and assessment review and development committees. 2. Three (3) advisory panels shall be assigned to each standards and assessment review and development committee. One (1) shall review the standards and assessments for kindergarten through grade five (5), one (1) shall review the standards and assessments for grades six (6) through eight (8), and one (1) shall review the standards and assessments for grades nine (9) through twelve (12). 3. Each advisory panel shall be composed of at least one (1) representative from a Kentucky institution of higher education and a minimum of six (6) Kentucky public school teachers who teach in the grade level and subject reviewed by the advisory panel to which they are assigned and have no prior or current affiliation with a curriculum or assessment resource vendor.”

The KDE solicited teacher participants through an online survey application. The application was advertised throughout the state using multiple communication methods such as weekly emails and teacher distribution lists. The committees used criteria to evaluate and identify those applicants who best represented the knowledge, attitudes, skills, aspirations and behaviors (KASAB) needed to serve on the APs and RCs. The RCs also considered identification of members holistically in keeping with overall demographic factors representative of the state.

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In addition to identifying teacher participants through an online application, the commissioner of education and the president of the Council on Postsecondary Education also provided consultants for the standards and assessments review and development committees and the advisory panels who are business and industry professionals actively engaged in career fields that depend on the various content areas as outlined in SB 175 (2019).

Step 2 – Public Comment

According to SB 175 (2019),

“(g) 1. The review process implemented in this subsection shall be an open, transparent process that allows all Kentuckians an opportunity to participate. The department shall ensure the public’s assistance in reviewing and suggesting changes to the standards and alignment adjustments to corresponding state assessments by establishing a Web site dedicated to collecting comments by the public and educators. An independent third party, which has no prior or current affiliation with a curriculum or assessment resource vendor, shall be selected by the department to collect and transmit the comments to the department for dissemination to the appropriate advisory panel for review and consideration.”

The ARCC created a public survey detailing the current assessment blueprints to solicit feedback from the public regarding changes and revisions to the current blueprints. This feedback was shared with both the APs and RCs. The ARCC created, monitored and facilitated the survey providing the KDE with a web link to the survey for advertisement to the general public. The KDE advertised the survey link to all stakeholders, including Kentucky educational organizations and partners, regional education cooperatives and advisory committees, via the education commissioner’s weekly emails, formal public press releases, Kentucky Teacher website, KDE website and various multimedia outlets. (The public was given 30 calendar days to provide feedback regarding the assessment blueprints in the designated content areas outlined in SB 175 (2019)). The ARCC compiled all survey results and comments, providing the KDE with a finalized stakeholder survey report that was shared with the AP and RC members for their respective content areas. This report was used to inform the revision and alignment adjustments for assessments.

Step 3 –Alignment Adjustments of Assessments APs

SB 175 (2019) outlined the following duties to be completed by the assessment blueprint APs:

“(g) 2. Each advisory panel shall review the standards and assessments for its assigned subject matter and grade level and the suggestions made by the public and educators. After completing its review, each advisory panel shall make recommendations for changes to the standards and alignment adjustments for assessments to the appropriate standards and assessments review committee.”

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The APs for reading and writing, mathematics and social studies convened to discuss possible changes to the assessment blueprints. AP members received a copy of the ARCC's reports detailing comments received from the public. The proposed changes to the assessment blueprints then were submitted to the RCs for review and consideration for reading and writing, mathematics, and social studies.

Step 4 – Alignment Adjustments of Assessments RCs

SB 175 (2019) further outlined the role of the assessment review committees to “review the findings and make recommendations to revise or replace existing standards and to adjust alignment of assessments to the standards and assessments process review committee.”

Minutes and newly drafted assessment blueprints from the APs in reading and writing, mathematics, and social studies were presented to the RCs. The RCs also received the ARCC's final survey report which was drafted from the 30-day public comment period. The RCs then made revisions and changes to the assessment blueprints accordingly, creating a revised draft of assessment blueprints in reading and writing, mathematics, and social studies. These draft assessment blueprints then were submitted to the third party, ARCC, for creation of a second public comment survey.

Step 5 – Second Round of Public Comment

Further written in SB 175 (2019), “4. The recommendations shall be published on the Web site established in this subsection for the purpose of gathering additional feedback from the public.”

Similar to Phase 1-Step 2 of the standards and assessment process review, the KDE, in partnership with the third party, ARCC, created a second public survey detailing the newly revised draft of assessment blueprints to solicit feedback from the public regarding the changes and revisions to the current blueprints created by the APs and RCs. The ARCC created, monitored and facilitated the survey providing the KDE with a web link to the survey for advertisement to the general public. The KDE advertised the survey link to all stakeholders, including Kentucky educational organizations and partners, regional education cooperatives and advisory committees, via the education commissioner's weekly emails, formal public press releases, Kentucky Teacher website, KDE website and various multimedia outlets. Similar to the original survey, the public was given 30 calendar days to provide feedback regarding the current assessment blueprints in reading and writing, mathematics and social studies as outlined in SB 175 (2019). The ARCC compiled all survey results and comments providing the KDE with a finalized shareholder report that was again shared with the AP and RC members. This report was used to inform the revision process.

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Phase 2

In order to holistically establish an assessment blueprint document for use by Kentucky educators, Phase 1, Step 3 and Step 4, were repeated in Phase 2 to ensure validity and transparency regarding the assessment blueprint revision process. Both the APs and RCs for reading and writing, mathematics and social studies were reconvened to make final adjustments based upon the newly collected public feedback regarding the draft blueprints the committees had created in Phase 1 of the assessment process. Below are the four steps for Phase 2 of the assessment revision process outlined in detail.

Step 1 – Alignment Adjustments of Assessment APs

As discussed in Phase 1-Step 3 of this report, SB 175 (2019) outlined the following duties to be completed by the assessment AP committees,

“2. Each advisory panel shall review the standards and assessments for its assigned subject matter and grade level and the suggestions made by the public and educators. After completing its review, each advisory panel shall make recommendations for changes to the standards and alignment adjustments for assessments to the appropriate standards and assessments review and development committee.”

The APs reconvened to discuss any changes they deemed appropriate to the draft assessment blueprints based upon the second round of data and feedback collected by the ARCC on the public survey. AP members received a copy of the ARCC’s final survey report along with the draft assessment blueprints. Any changes or adjustments the APs considered necessary to the draft blueprints then were submitted to the RCs for review and consideration.

Step 2 – Alignment Adjustments of Assessment RCs

Similar to Phase 1-Step 4, SB 175 (2019) outlined the role of the assessment RC to “review the findings and make recommendations to revise or replace existing standards and to adjust alignment of assessments to the standards and assessments process review committee.”

The RCs received the ARCC’s final survey report over the assessment blueprints in conjunction with the AP’s final recommendations to help inform any final changes and adjustments needed to the draft assessment blueprints. The RCs made revisions and changes to the blueprints accordingly, creating a final draft of the assessment blueprints. These draft blueprints then were submitted to the IJCE as outlined in Step 3 of this phase.

Step 3 –IJCE

According to SB 175 (2019), “The commissioner, on behalf of the standards and assessment process review committee, shall subsequently present the recommendations and the public feedback to the Interim Joint Committee on Education (IJCE).”

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The IJCE met on November 20, 2019 to review the alignment adjustment of assessments process for blueprints in reading and writing, mathematics and social studies. General topics discussed included: the revision process as outlined by SB 175 (2019), public comment solicitation and involvement with Kentucky teachers and shareholders throughout the process. The IJCE agenda is in Appendix A and the general comments and questions from IJCE members are located in Appendix B of this report.

Step 4 – Commissioner’s Report to Standards and Assessment Process Review Committee

The purpose of this report is outlined in SB 175 (2019) as follows,

“5. The commissioner shall subsequently provide a report to the standards and assessment process review committee summarizing the process conducted under this subsection and the resulting recommendations. The report shall include but not be limited to the timeline of the review process, public feedback, and responses from the Interim Joint Committee on Education.”

Step 5 – Standards and Assessment Process Review Committee Determination

The committee’s role, as outlined in SB 175 (2019), is as follows,

“6. After receiving the commissioner's report, the standards and assessments process review committee shall either concur that stakeholders have had adequate opportunity to provide input on standards and the corresponding alignment of state assessments or find the input process deficient. If the process is found deficient, the recommendations may be returned to the appropriate standards and assessments review and development committee for review as described in subparagraph 3 of this paragraph. If the process is found sufficient, the recommendations shall be forwarded without amendment to the Kentucky Board of Education.”

The Standards and Assessment Process Review Committee (SAPRC) met on July 8, 2020 to review the alignment of assessments process for blueprints in reading and writing, mathematics and social studies. The committee was provided a Commissioner’s Report that included the timeline of the review process (page 1), public feedback and responses from the Interim Joint Committee on Education (Appendix B) as required by statute. SAPRC members had access to multiple pieces of evidence of the blueprint development process.

After review of the Commissioner’s Report and hearing a presentation on the alignment of assessments process, the committee concurred that stakeholders had adequate opportunity to provide input on standards and the corresponding alignment of state assessments. One suggestion the members made was to pursue more student viewpoints in the process. The members liked the idea of involving the Commissioner’s Student Advisory Committee. They encouraged KDE to potentially connect to similar student committees in local schools or districts. The SAPRC meeting agenda is located in Appendix C. Copies of assessment blueprints

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for reading, writing, editing and mechanics, mathematics and social studies can be found in Appendices D – J.

Phase 3 (Future Steps)

Step 1 - Kentucky Board of Education (KBE) - The KBE shall consider for approval the revisions to academic standards for a content area and the alignment of the corresponding state assessment once recommendations are received from the standards and assessments process review committee.

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APPENDIX A: IJCE Agenda



**Interim Joint Committee on Education
Meeting 6 Agenda
Wednesday, November 20, 2019 1:00 PM
Annex Room 149**



1. Call to Order and Roll Call

2. Approval of Minutes - October 2, 2019

3. Kentucky Department of Education

- Assessment Blueprint Revision and Development Process for Reading and Writing, Mathematics, and Social Studies
- Discussion of Graduation Requirements
- Analysis of State School Accountability System

Wayne Lewis, Commissioner

Jennifer Stafford, Division Director, Office of Standards, Assessment and Accountability

4. An Overview of School Counselors in Kentucky

Dr. Bart Liguori, Research Division Manager
Office of Education Accountability

Sabrina Cummins, Research Analyst
Office of Education Accountability

5. 2019 Senate Bill 3 - School Councils

Senator John Schickel

Davonna Page, Member, Russellville Independent Board of Education
President-elect, Kentucky School Boards Association

Eric Kennedy, Director of Advocacy
Kentucky School Boards Association

Dr. Randy Poe, Superintendent
Boone County Public Schools

6. Report from Career and Technical Education Task Force

7. Adjournment

Meeting materials may be accessed online at <https://apps.legislature.ky.gov/CommitteeDocuments/28>

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APPENDIX B: Remarks and questions made by IJCE members

- Representative Willner commented on the lack of public comments from students and asked what efforts were made to get the student voice. In response, Dr. Jennifer Stafford said that KDE communications about the public comment period went to schools, administrators and teachers. Policy Advisor Michael Hackworth also mentioned that District Assessment Coordinator (DAC) webcasts instructed district personnel to share with all shareholders. Representative Willner advised that moving forward the KDE encourage administrators to involve students.
- Representative Carney asked about the regional breakdown of the applicants for the Advisory Panels and Review Committees. Like Representative Willner, he also stressed that local administrators should encourage parent and student involvement in the process. Commissioner Lewis said the KDE could provide an additional response with the regional information.
- Representative Scott asked where she could access the information being presented. Policy Advisor Hackworth pointed her to the electronic link to the digital binder in the report.
- Representative Gibbons Prunty asked why the percentage of survey respondents from higher education and the business community was not higher. Policy Advisor Hackworth responded that representatives from those areas served on the Advisory Panels and Review Committees and mentioned that press releases did ask for participation from all shareholders.
- Senator Givens pointed out language in the report at the top of page 6 concerning assessment alignment and adjustment. He questioned the clarity around this comment. Commissioner Lewis responded that because the assessment blueprints are for new assessments aligned to new standards that the language should be revised on this page.

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APPENDIX C: SAPRC Agenda



**Standards and Assessment Process Review Committee
July 8, 2020
1 p.m. to 3 p.m.
Virtual Meeting
Kentucky Department of Education
AGENDA**

- I. Call to Order**
 - a. Roll Call**
- II. Approval of Agenda**
- III. Opening Remarks**
- IV. Introductions (Committee members and KDE staff)**
- V. Overview of Senate Bill 175 (2019) Requirements and KDE Process**
- VI. Questions and Answers**
- VII. Committee Discussion and Recommendation**
- VIII. Close of Meeting**

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APPENDIX D: Reading Blueprint

Reading Blueprint	Percentage of Domain	Distribution of Passage Types (% of items associated with passage)	
	Coverage Target %	Literary Target %	Informative Target %
Grade 3			
Key Ideas and Details	30-35	50	50
Craft and Structure	30-35	50	50
Integration of Knowledge & Ideas	30-35	50	50
Grade 4			
Key Ideas and Details	30-35	50	50
Craft and Structure	30-35	50	50
Integration of Knowledge & Ideas	30-35	50	50
Grade 5			
Key Ideas and Details	30-35	50	50
Craft and Structure	30-35	50	50
Integration of Knowledge & Ideas	30-35	50	50
Grade 6			
Key Ideas and Details	30-35	45	55
Craft and Structure	30-35	45	55
Integration of Knowledge & Ideas	30-35	45	55
Grade 7			
Key Ideas and Details	30-35	45	55
Craft and Structure	30-35	45	55
Integration of Knowledge & Ideas	30-35	45	55
Grade 8			
Key Ideas and Details	30-35	45	55
Craft and Structure	30-35	45	55
Integration of Knowledge & Ideas	30-35	45	55
Grade 10			
Key Ideas and Details	30-35	40	60
Craft and Structure	30-35	40	60
Integration of Knowledge & Ideas	30-35	40	60

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APPENDIX E: Writing and Editing & Mechanics Blueprints

On-Demand Writing Blueprint

Assessments are based on the Kentucky Academic Standards for Composition. The On-Demand Writing (ODW) blueprint focuses on C.1. Students will respond to one prompt, which is based on a text set.

Grade	Mode	Percentage of Domain Coverage Target %
5	Opinion	100
8	Argumentative	100
11	Argumentative	100

Editing & Mechanics Blueprint

Assessments are based on the Kentucky Academic Standards for Language. The editing and mechanics assessment will focus primarily on Conventions of Standard English (L.1 and L.2); however, some items will ask students to demonstrate knowledge of language and vocabulary use (L.3-L.5).

Grade	Prompt Mode	Percentage of Domain Coverage Target %
5	Conventions of Standard English	80
	Knowledge of Language & Vocabulary Acquisition and Use	20
8	Conventions of Standard English	80
	Knowledge of Language & Vocabulary Acquisition and Use	20
11	Conventions of Standard English	80
	Knowledge of Language & Vocabulary Acquisition and Use	20

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APPENDIX F: Mathematics Blueprint for Grades 3-5

The purpose of this blueprint is to outline the percentage of items that will be assessed within the domains of the *Kentucky Academic Standards (KAS) for Mathematics*. The *KAS for Mathematics* emphasizes the balance between the Standards for Mathematical Practices and the Standards for Mathematical Content. The blueprint is designed to create an assessment that measures students' abilities to make sense and persevere when solving problems (MP.1), use quantities appropriately (MP.2), communicate and critique mathematical thinking (MP.3), model with mathematics (MP.4), strategically use tools (MP.5), attend to precision (MP.6), and to look for and apply structure (MP.7) and patterns (MP.8) to solve problems within grade-level content. The Standards for Mathematical Content are a balanced combination of conceptual understanding, procedural skills/fluency and application. Additionally, for K-8, the percent allocations for content items are based on grade-level domains (as described in the Overview for each grade in the KAS for Mathematics). For high school, the percent allocations for content items are based on conceptual categories (as described on the [High School Mathematics Matrix Standards by Course](#)).

For more in-depth information on the *KAS for Mathematics*, please visit https://kystandards.org/content_area/math/.

Grades 3, 4, and 5

Domain	Target %		
	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	30-35	15-20	15-20
Number and Operations in Base Ten	15-20	25-30	25-30
Number and Operations -- Fractions	20-25	25-30	25-30
Measurement and Data	15-20	10-15	10-15
Geometry	10-15	10-15	10-15
Assessments at Grades 3, 4 and 5 will consist of 60-70% items that are Non-Calculator.			
All test items will be aligned to the Standards for Mathematical Practice.			

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APPENDIX G: Mathematics Blueprint for Grades 6-7

The purpose of this blueprint is to outline the percentage of items that will be assessed within the domains of the *Kentucky Academic Standards (KAS) for Mathematics*. The *KAS for Mathematics* emphasizes the balance between the Standards for Mathematical Practices and the Standards for Mathematical Content. The blueprint is designed to create an assessment that measures students' abilities to make sense and persevere when solving problems (MP.1), use quantities appropriately (MP.2), communicate and critique mathematical thinking (MP.3), model with mathematics (MP.4), strategically use tools (MP.5), attend to precision (MP.6), and to look for and apply structure (MP.7) and patterns (MP.8) to solve problems within grade-level content. The Standards for Mathematical Content are a balanced combination of conceptual understanding, procedural skills/fluency and application. Additionally, for K-8, the percent allocations for content items are based on grade-level domains (as described in the Overview for each grade in the KAS for Mathematics). For high school, the percent allocations for content items are based on conceptual categories (as described on the [High School Mathematics Matrix Standards by Course](#)).

For more in-depth information on the *KAS for Mathematics*, please visit https://kystandards.org/content_area/math/.

Grades 6 and 7

Domain	Target %	
	Grade 6	Grade 7
Ratios and Proportional Relationships	10-15	20-25
The Number System	30-35	15-20
Expressions and Equations	25-30	20-25
Geometry	15-20	20-25
Statistics and Probability	15-20	20-25
Assessments at Grades 6 and 7 will consist of 30-35% items that are Non-Calculator.		
All test items will be aligned to the Standards for Mathematical Practice.		

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APPENDIX H: Mathematics Blueprint for Grade 8

The purpose of this blueprint is to outline the percentage of items that will be assessed within the domains of the *Kentucky Academic Standards (KAS) for Mathematics*. The *KAS for Mathematics* emphasizes the balance between the Standards for Mathematical Practices and the Standards for Mathematical Content. The blueprint is designed to create an assessment that measures students' abilities to make sense and persevere when solving problems (MP.1), use quantities appropriately (MP.2), communicate and critique mathematical thinking (MP.3), model with mathematics (MP.4), strategically use tools (MP.5), attend to precision (MP.6), and to look for and apply structure (MP.7) and patterns (MP.8) to solve problems within grade-level content. The Standards for Mathematical Content are a balanced combination of conceptual understanding, procedural skills/fluency and application. Additionally, for K-8, the percent allocations for content items are based on grade-level domains (as described in the Overview for each grade in the KAS for Mathematics). For high school, the percent allocations for content items are based on conceptual categories (as described on the [High School Mathematics Matrix Standards by Course](#)).

For more in-depth information on the *KAS for Mathematics*, please visit https://kystandards.org/content_area/math/.

Grade 8

Domain	Target %
	Grade 8
Expressions & Equations	25-30
Functions	25-30
The Number System	10-15
Geometry	25-30
Statistics and Probability	10-15
The assessment at Grade 8 will consist of 20-25% items that are Non-Calculator.	
All test items will be aligned to the Standards for Mathematical Practice.	

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APPENDIX I: Mathematics Blueprint for Grade 10

The purpose of this blueprint is to outline the percentage of items that will be assessed within the domains of the *Kentucky Academic Standards (KAS) for Mathematics*. The *KAS for Mathematics* emphasizes the balance between the Standards for Mathematical Practices and the Standards for Mathematical Content. The blueprint is designed to create an assessment that measures students' abilities to make sense and persevere when solving problems (MP.1), use quantities appropriately (MP.2), communicate and critique mathematical thinking (MP.3), model with mathematics (MP.4), strategically use tools (MP.5), attend to precision (MP.6), and to look for and apply structure (MP.7) and patterns (MP.8) to solve problems within grade-level content. The Standards for Mathematical Content are a balanced combination of conceptual understanding, procedural skills/fluency and application. Additionally, for K-8, the percent allocations for content items are based on grade-level domains (as described in the Overview for each grade in the *KAS for Mathematics*). For high school, the percent allocations for content items are based on conceptual categories (as described on the [High School Mathematics Matrix Standards by Course](#)).

For more in-depth information on the *KAS for Mathematics*, please visit https://kystandards.org/content_area/math/.

Grade 10

Conceptual Category	Target %
	Grade 10
Algebra	22-27
Functions	22-27
Number and Quantity	10-15
Geometry	25-30
Statistics and Probability	10-15
The assessment at Grade 10 will consist of 20-25% items that are Non-Calculator.	
All test items will be aligned to the Standards for Mathematical Practice.	

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APPENDIX J: Social Studies Blueprint

Social Studies Blueprint

Assessments are based on the Kentucky Academic Standards for Social Studies

Domain ¹	Grade 5	Grade 8	Grade 11
Civics	25%	25%	25%
Economics	25%	25%	25%
Geography	25%	25%	25%
History	25%	25%	25% ²

¹ Inquiry: 50% of the assessment items for each domain will also measure and be aligned to the inquiry practices.

² History should include U.S. History and World History.