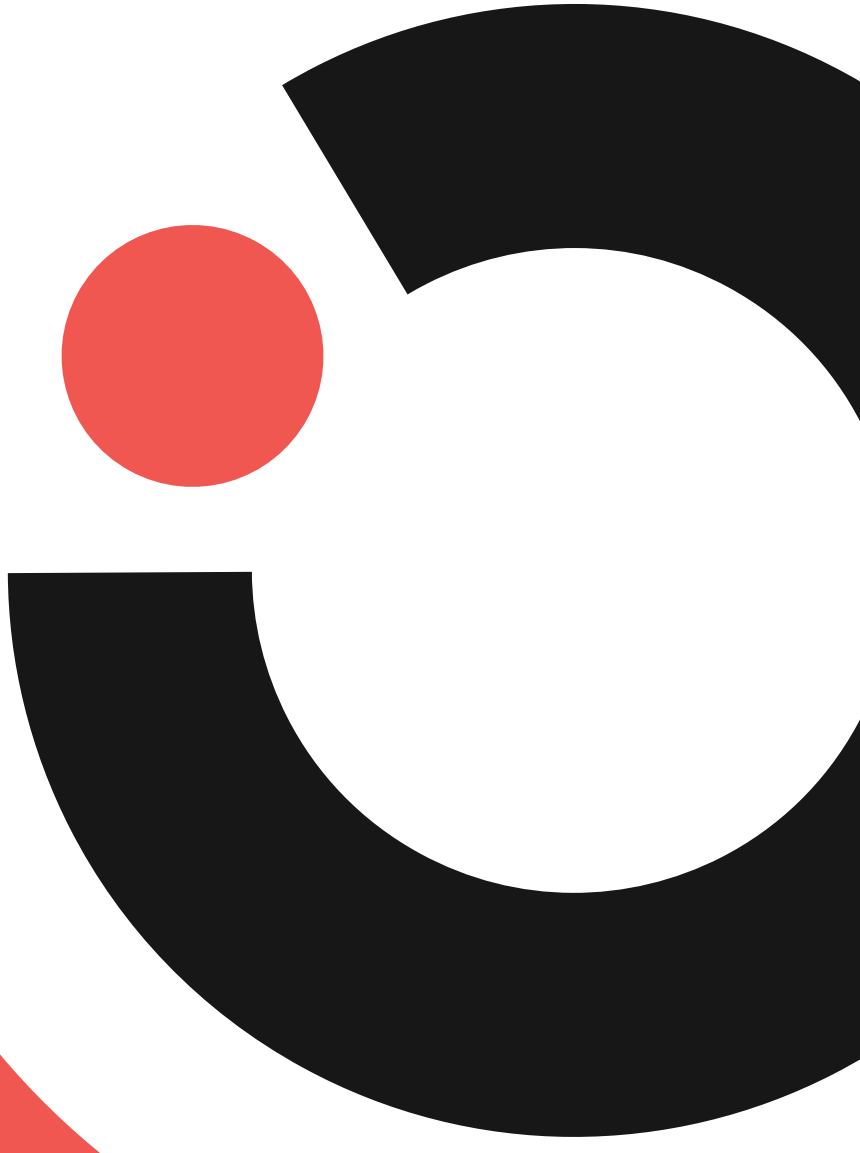
Alignment Tables

Language Usage



Cognia
Interim
Assessments

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Introduction

Cognia™ Interim Assessments provide information about students' academic progress toward grade-level standards, with an emphasis on critical thinking. As an organization dedicated to creating opportunity for all through equal access to knowledge, Cognia believes that any assessment should be designed, from the outset, to support teaching and learning. We have designed Cognia Interim Assessments to serve this purpose.

This document demonstrates the alignment of items to intended standards and to a taxonomy for cognitive complexity. The assessments were written to college and career readiness standards similar to the Common Core State Standards (CCSS). To evaluate the cognitive complexity of Cognia test items, we used Webb's Depth of Knowledge taxonomy.

Claims Regarding the Meaning of Cognia Test Scores

Cognia Interim Assessments provide measures of students' progress toward college and career readiness. We designed the assessmetns to ensure that reported scores are reliable, so that educators can make meaningful inferences about test scores. In other words, students are given sufficient opportunity to demonstrate their knowledge and skills so that reported scores can be trusted. Consistent with the *Standards for Educational and Psychological Testing* (AERA/NCME/APA, 2014), we have documented all design and development decisions and have a research plan for gathering evidence to support the validity of test scores.

Cognia interim language usage assessments measure students' abilities to analyze writing (**Writing Analysis**) and evaluate language usage and writing conventions (**English Language Conventions**) in relation to written narratives, expository text, and text-based arguments. Items assess students' ability to identify ways to improve the written work of others as well as their ability to improve the language and mechanics of written text.

Table 1 presents the claims for the meaning of scores from the Cognia interim language usage assessments.

Table 1. Claims about the Meaning of Cognia Language Usage Assessment Scores

	Language Usage Claims **Students who are At Standard or Above Standard can:**
Narrative Writing Analysis (Grades 3–5)	• Analyze the effectiveness of written narratives and identify improvements needed for sequence of events, use of transitional language, use of descriptive details, character development, use of dialogue, and consistent narrative style. (Grades 3–5)
Expository Writing Analysis (Grades 3–8)	• Analyze the effectiveness of expository or informational writing and identify improvements to logical organization, supporting facts and details, clarity of purpose, cause-and-effect relationships, and consistent informational writing style and tone. (Grades 3–8)
Argument Writing Analysis (Grades 6–8)	• Analyze the effectiveness of written arguments and identify improvements in the clarity of a focus or claim, supporting arguments and evidence, logical organization, maintenance of a formal writing style and tone, and use of language to convince or persuade. (Grades 6–8)
English Language and Conventions (Grades 3-8)	• Apply reading skills and strategies to grade-level appropriate literary and informational text in order to analyze how ideas, events, and characters are presented; examine relationships among elements of texts; interpret authors' themes, purposes, claims, and evidence; determine and evaluate points of view; determine the meaning of figurative and connotative language. • Evaluate written narrative, expository, and argument writing and identify improvements needed in grammar and vocabulary; and in language usage and precision, spelling, punctuation, and capitalization. (Grades 3–8)

Item Alignment and Cognitive Complexity Tables

The following pages in this document present tables identifying standards alignment and DOK levels for language usage items in representative Cognia Interim Assessment forms, by grade. These forms are similar to the content covered and item complexity in other administrations.

Please note: Some standards are broken down further into sub-standards. For example, L.03.01 is a standard, and L.03.01.b is a sub-standard. Items are written for Cognia Interim Assessments to address the standards level. Assessing every sub-standard on every assessment would create unfeasibly long tests. Cognia Interim Assessments are designed to include all assessable sub-standards over a series of assessments. In the tables that follow, the sub-standards are included, where applicable.

Grade 3

Table 2. Grade 3 Content Standards

Domain	Cluster	Standard	Standard Code
Language	Conventions of Standard English	Form and use regular and irregular plural nouns.	L.03.01.b
		Form and use regular and irregular verbs.	L.03.01.d
		Produce simple, compound, and complex sentences.	L.03.01.i
		Use commas and quotation marks in dialogue.	L.03.02.c
		Form and use possessives.	L.03.02.d
		Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	L.03.02.e
	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.	L.03.04.a
Writing	Text Types and Purposes	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W.03.02.a
		Develop the topic with facts, definitions, and details.	W.03.02.b
		Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.03.02.c
		Provide a concluding statement or section.	W.03.02.d
		Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.03.03.a
		Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.03.03.b
		Use temporal words and phrases to signal event order.	W.03.03.c
		Provide a sense of closure.	W.03.03.d

Table 3. Grade 3 Cognitive Complexity

DOK Level Number	Depth of Knowledge Level	Description
1	Recall & Reproduction	Level 1 items involve basic tasks that require students to recall or reproduce knowledge and/or rote skills; one-step, well defined, and straight algorithmic procedures; simple descriptions or explanations. Key verbs include identify, recall, recognize, use, and measure.
2	Skill/Concept	Level 2 items generally require students to make some decisions as to how to approach the problem or activity; compare and/or differentiate; apply multiple concepts when responding; classify information into meaningful categories, describe or explain relationships, provide and explain examples and non-examples; collect and display data; and/or interpret information read from a simple representation such as an equation or graph. Key verbs include solve, apply, classify, describe, explain, display, demonstrate, and construct.
3	Strategic Thinking & Reasoning	Level 3 items and tasks require the use of planning, reasoning, using evidence, justifying responses, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes, drawing conclusions from observations, citing evidence, and developing a logical argument, explaining phenomena. Some verbs relevant to Level 3 include: develop a logical argument, construct, apprise, compare, investigate, critique, formulate, hypothesize, cite evidence, differentiate, draw conclusions, solve non-routine problems, and investigate.

Grade 4

Table 4. Grade 4 Content Standards

Domain	Cluster	Standard	Standard Code
Language	Conventions of Standard English	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	L.04.01.a
		Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	L.04.01.b
		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	L.04.01.f
		Correctly use frequently confused words (e.g., to, too, two; there, their).	L.04.01.g
		Use correct capitalization.	L.04.02.a
		Use a comma before a coordinating conjunction in a compound sentence.	L.04.02.c
		Spell grade-appropriate words correctly, consulting references as needed.	L.04.02.d
	Vocabulary Acquisition and Use	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L.04.04.a
Writing	Text Types and Purposes	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.04.02.a
		Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.04.02.b
		Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	W.04.02.c
		Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.04.02.d
		Provide a concluding statement or section related to the information or explanation presented.	W.04.02.e
		Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.04.03.a
		Use dialogue and description to develop experiences and events or show the responses of characters to situations.	W.04.03.b
		Use a variety of transitional words and phrases to manage the sequence of events.	W.04.03.c
		Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.04.03.d

Table 5. Grade 4 Cognitive Complexity

DOK Level Number	Depth of Knowledge Level	Description
1	Recall & Reproduction	Level 1 items involve basic tasks that require students to recall or reproduce knowledge and/or rote skills; one-step, well defined, and straight algorithmic procedures; simple descriptions or explanations. Key verbs include identify, recall, recognize, use, and measure.
2	Skill/Concept	Level 2 items generally require students to make some decisions as to how to approach the problem or activity; compare and/or differentiate; apply multiple concepts when responding; classify information into meaningful categories, describe or explain relationships, provide and explain examples and non-examples; collect and display data; and/or interpret information read from a simple representation such as an equation or graph. Key verbs include solve, apply, classify, describe, explain, display, demonstrate, and construct.
3	Strategic Thinking & Reasoning	Level 3 items and tasks require the use of planning, reasoning, using evidence, justifying responses, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes, drawing conclusions from observations, citing evidence, and developing a logical argument, explaining phenomena. Some verbs relevant to Level 3 include: develop a logical argument, construct, apprise, compare, investigate, critique, formulate, hypothesize, cite evidence, differentiate, draw conclusions, solve non-routine problems, and investigate.

Grade 5

Table 6. Grade 5 Content Standards

Domain	Cluster	Standard	Standard Code
Language	Conventions of Standard English	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.05.01.a
		Recognize and correct inappropriate shifts in verb tense.	L.05.01.d
		Use punctuation to separate items in a series.	L.05.02.a
		Spell grade-appropriate words correctly, consulting references as needed.	L.05.02.e
	Knowledge of Language	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	L.05.03.a
	Vocabulary Acquisition and Use	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.05.05.c
Writing	Text Types and Purposes	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.05.02.a
		Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.05.02.b
		Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	W.05.02.c
		Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.05.02.d
		Provide a concluding statement or section related to the information or explanation presented.	W.05.02.e
		Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.05.03.a
		Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	W.05.03.b
		Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	W.05.03.c
		Provide a conclusion that follows from the narrated experiences or events.	W.05.03.e

Table 7. Grade 5 Cognitive Complexity

DOK Level Number	Depth of Knowledge Level	Description
1	Recall & Reproduction	Level 1 items involve basic tasks that require students to recall or reproduce knowledge and/or rote skills; one-step, well defined, and straight algorithmic procedures; simple descriptions or explanations. Key verbs include identify, recall, recognize, use, and measure.
2	Skill/Concept	Level 2 items generally require students to make some decisions as to how to approach the problem or activity; compare and/or differentiate; apply multiple concepts when responding; classify information into meaningful categories, describe or explain relationships, provide and explain examples and non-examples; collect and display data; and/or interpret information read from a simple representation such as an equation or graph. Key verbs include solve, apply, classify, describe, explain, display, demonstrate, and construct.
3	Strategic Thinking & Reasoning	Level 3 items and tasks require the use of planning, reasoning, using evidence, justifying responses, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes, drawing conclusions from observations, citing evidence, and developing a logical argument, explaining phenomena. Some verbs relevant to Level 3 include: develop a logical argument, construct, apprise, compare, investigate, critique, formulate, hypothesize, cite evidence, differentiate, draw conclusions, solve non-routine problems, and investigate.

Grade 6

Table 8. Grade 6 Content Standards

Domain	Cluster	Standard	Standard Code
Language	Conventions of Standard English	Use intensive pronouns (e.g., myself, ourselves).	L.06.01.b
		Recognize and correct inappropriate shifts in pronoun number and person.	L.06.01.c
		Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	L.06.01.d
		Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.06.02.a
		Spell correctly.	L.06.02.b
	Vocabulary Acquisition and Use	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.06.04.a
Writing	Text Types and Purposes	Introduce claim(s) and organize the reasons and evidence clearly.	W.06.01.a
		Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.06.01.b
		Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	W.06.01.c
		Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W.06.02.a
		Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.06.02.b
		Use appropriate transitions to clarify the relationships among ideas and concepts.	W.06.02.c
		Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.06.02.d
		Establish and maintain a formal style.	W.06.02.e
		Provide a concluding statement or section that follows from the information or explanation presented.	W.06.02.f

Table 9. Grade 6 Cognitive Complexity

DOK Level Number	Depth of Knowledge Level	Description
1	Recall & Reproduction	Level 1 items involve basic tasks that require students to recall or reproduce knowledge and/or rote skills; one-step, well defined, and straight algorithmic procedures; simple descriptions or explanations. Key verbs include identify, recall, recognize, use, and measure.
2	Skill/Concept	Level 2 items generally require students to make some decisions as to how to approach the problem or activity; compare and/or differentiate; apply multiple concepts when responding; classify information into meaningful categories, describe or explain relationships, provide and explain examples and non-examples; collect and display data; and/or interpret information read from a simple representation such as an equation or graph. Key verbs include solve, apply, classify, describe, explain, display, demonstrate, and construct.
3	Strategic Thinking & Reasoning	Level 3 items and tasks require the use of planning, reasoning, using evidence, justifying responses, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes, drawing conclusions from observations, citing evidence, and developing a logical argument, explaining phenomena. Some verbs relevant to Level 3 include: develop a logical argument, construct, apprise, compare, investigate, critique, formulate, hypothesize, cite evidence, differentiate, draw conclusions, solve non-routine problems, and investigate.

Grade 7

Table 10. Grade 7 Content Standards

Domain	Cluster	Standard	Standard Code
Language	Conventions of Standard English	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	L.07.01.b
		Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	L.07.01.c
		Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).	L.07.02.a
		Spell correctly.	L.07.02.b
	Knowledge of Language	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	L.07.03.a
	Vocabulary Acquisition and Use	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.07.04.a
Writing	Text Types and Purposes	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W.07.02.a
		Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.07.02.b
		Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	W.07.02.c
		Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.07.02.d
		Establish and maintain a formal style.	W.07.02.e
		Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.07.02.f

Table 11. Grade 7 Cognitive Complexity

DOK Level Number	Depth of Knowledge Level	Description
1	Recall & Reproduction	Level 1 items involve basic tasks that require students to recall or reproduce knowledge and/or rote skills; one-step, well defined, and straight algorithmic procedures; simple descriptions or explanations. Key verbs include identify, recall, recognize, use, and measure.
2	Skill/Concept	Level 2 items generally require students to make some decisions as to how to approach the problem or activity; compare and/or differentiate; apply multiple concepts when responding; classify information into meaningful categories, describe or explain relationships, provide and explain examples and non-examples; collect and display data; and/or interpret information read from a simple representation such as an equation or graph. Key verbs include solve, apply, classify, describe, explain, display, demonstrate, and construct.
3	Strategic Thinking & Reasoning	Level 3 items and tasks require the use of planning, reasoning, using evidence, justifying responses, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes, drawing conclusions from observations, citing evidence, and developing a logical argument, explaining phenomena. Some verbs relevant to Level 3 include: develop a logical argument, construct, apprise, compare, investigate, critique, formulate, hypothesize, cite evidence, differentiate, draw conclusions, solve non-routine problems, and investigate.

Grade 8

Table 12. Grade 8 Content Standards

Domain	Cluster	Standard	Standard Code
Language	Conventions of Standard English	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.08.01.a
		Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	L.08.01.c
		Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.08.02.a
		Spell correctly.	L.08.02.c
	Vocabulary Acquisition and Use	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.08.04.a
		Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.08.04.b
		Use the relationship between particular words to better understand each of the words.	L.08.05.b
		Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	L.08.05.c
Writing	Text Types and Purposes	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.08.01.a
		Establish and maintain a formal style.	W.08.01.d
		Provide a concluding statement or section that follows from and supports the argument presented.	W.08.01.e
		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W.08.02.a
		Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	W.08.02.b
		Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	W.08.02.c
		Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.08.02.d
		Establish and maintain a formal style.	W.08.02.e
		Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.08.02.f

Table 13. Grade 8 Cognitive Complexity

DOK Level Number	Depth of Knowledge Level	Description
1	Recall & Reproduction	Level 1 items involve basic tasks that require students to recall or reproduce knowledge and/or rote skills; one-step, well defined, and straight algorithmic procedures; simple descriptions or explanations. Key verbs include identify, recall, recognize, use, and measure.
2	Skill/Concept	Level 2 items generally require students to make some decisions as to how to approach the problem or activity; compare and/or differentiate; apply multiple concepts when responding; classify information into meaningful categories, describe or explain relationships, provide and explain examples and non-examples; collect and display data; and/or interpret information read from a simple representation such as an equation or graph. Key verbs include solve, apply, classify, describe, explain, display, demonstrate, and construct.
3	Strategic Thinking & Reasoning	Level 3 items and tasks require the use of planning, reasoning, using evidence, justifying responses, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes, drawing conclusions from observations, citing evidence, and developing a logical argument, explaining phenomena. Some verbs relevant to Level 3 include: develop a logical argument, construct, apprise, compare, investigate, critique, formulate, hypothesize, cite evidence, differentiate, draw conclusions, solve non-routine problems, and investigate.