

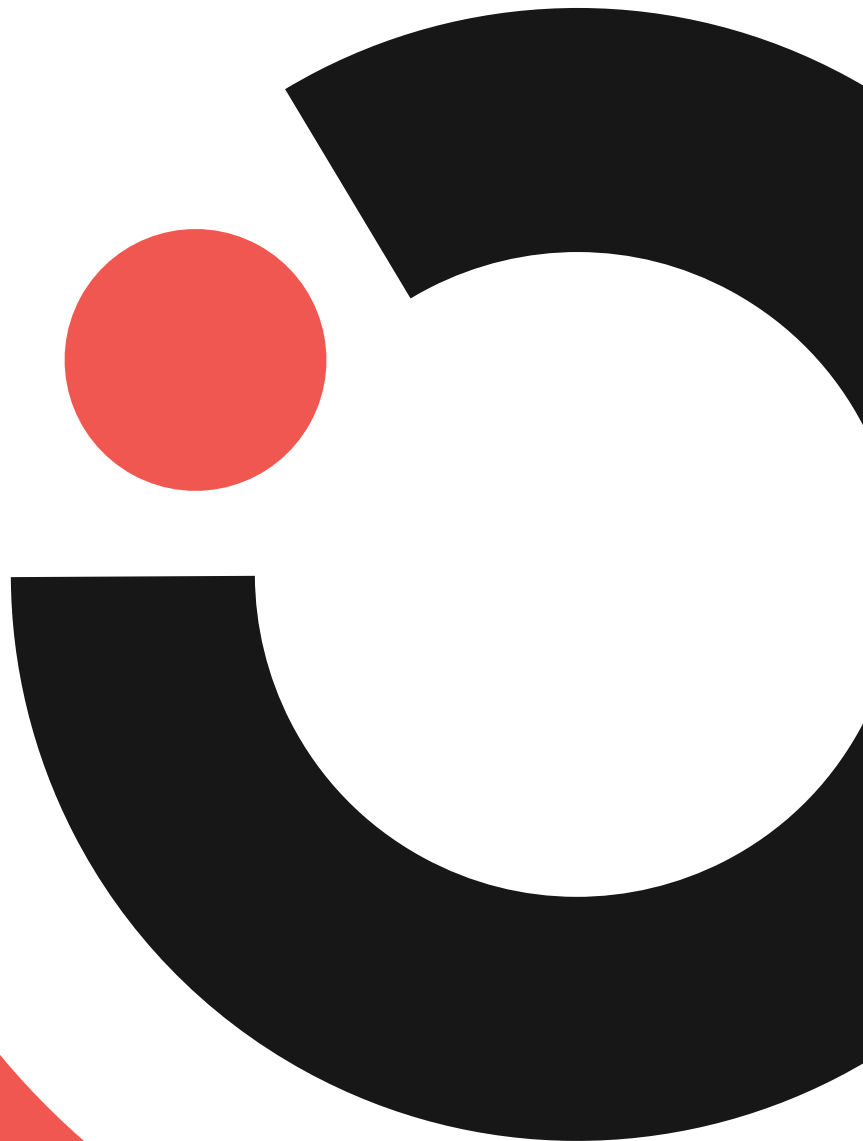


# Alignment Tables

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Reading

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 assessments 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 reading assessments were designed to provide reliable and valid scores for two aspects of reading: **comprehension** and **analysis and interpretation** of complex texts. The texts selected for the reading assessments include both literary and informational text and represent an appropriate range of text complexity. Our primary focus has been to select texts that present the level of challenge seen in English language arts, social studies, and science coursework.

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

**Table 1. Claims about the Meaning of Cogna Reading Assessment Scores**

| <b>Reading Claims</b><br><b>Students who are At Standard or Above Standard can:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Literary Text</b>                                                                | <ul style="list-style-type: none"> <li>Independently and proficiently read, comprehend, analyze, and interpret grade-level appropriate literary text. Apply reading skills and strategies to enhance enjoyment and understanding of literary text, and use evidence from texts to support their analyses, interpretations, and conclusions.</li> <li>Comprehend and analyze themes and important supporting details, interpret characters' motivations and actions, and analyze characters' development.</li> <li>Determine the meaning of new and unfamiliar vocabulary words and evaluate an author's use of literary devices to create effects. Analyze the structure of texts; identify and evaluate connections between events, characters, and ideas; and compare and contrast story elements and authors' treatments in two texts.</li> </ul> |
| <b>Informational Text</b>                                                           | <ul style="list-style-type: none"> <li>Independently and proficiently read, comprehend, analyze, and interpret grade-level appropriate informational text. Apply reading skills and strategies to understand and learn from informational text, and use evidence from texts to support their analyses, interpretations, and conclusions.</li> <li>Comprehend and analyze main ideas and important details and interpret an author's purpose, claims, and evidence.</li> <li>Determine the meaning of new and unfamiliar vocabulary words, analyze how authors use text features and structures to communicate meaning, and interpret graphical representations of information.</li> <li>Compare and contrast authors' presentations of information, arguments, and evidence in two texts.</li> </ul>                                                 |
| <b>Comprehension</b>                                                                | <ul style="list-style-type: none"> <li>Apply reading skills and strategies to read and comprehend central ideas and themes, identify supporting details, and determine the meaning of words and phrases in grade-level appropriate literary and informational text.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Analysis and Interpretation</b>                                                  | <ul style="list-style-type: none"> <li>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.</li> <li>Analyze authors' word choice; compare and contrast the information and authors' methods in two texts; make inferences; and draw conclusions using evidence from the texts to support their interpretations and analyses.</li> </ul>                                                                                                                                                                               |

# Item Alignment and Cognitive Complexity Tables

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



# Grade 3

**Table 2. Grade 3 Content Standards**

| Domain             | Cluster                             | Standard                                                                                                                                                                                                     | Standard Code |
|--------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Literary Text      | Key Ideas and Details.              | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                                                                              | RL.03.01      |
|                    |                                     | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.               | RL.03.02      |
|                    |                                     | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.                                                            | RL.03.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.                                                                                      | RL.03.04      |
|                    |                                     | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.            | RL.03.05      |
|                    |                                     | Distinguish their own point of view from that of the narrator or those of the characters.                                                                                                                    | RL.03.06      |
|                    | Integration of Knowledge and Ideas. | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                              | RL.03.07      |
| Informational Text | Key Ideas and Details.              | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                                                                              | RI.03.01      |
|                    |                                     | Determine the main idea of a text; recount the key details and explain how they support the main idea.                                                                                                       | RI.03.02      |
|                    |                                     | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | RI.03.03      |
|                    | Craft and Structure.                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.                                                                       | RI.03.04      |
|                    |                                     | Distinguish their own point of view from that of the author of a text.                                                                                                                                       | RI.03.06      |
|                    | Integration of Knowledge and Ideas. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).                     | RI.03.07      |
|                    |                                     | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).                                                    | RI.03.08      |
|                    |                                     | Compare and contrast the most important points and key details presented in two texts on the same topic.                                                                                                     | RI.03.09      |

**Table 3. Grade 3 Cognitive Complexity**

| <b>DOK Level Number</b> | <b>Depth of Knowledge Level</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                | 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.                                                                                                                                                                                                                                                                                                                                              |
| <b>2</b>                | 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.                                                                            |
| <b>3</b>                | 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 |
|--------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Literary Text      | Key Ideas and Details.              | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                                                                       | RL.04.01      |
|                    |                                     | Determine a theme of a story, drama, or poem from details in the text; summarize the text.                                                                                                                                                                             | RL.04.02      |
|                    |                                     | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).                                                                                                       | RL.04.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).                                                                                                     | RL.04.04      |
|                    | Integration of Knowledge and Ideas. | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.                                                    | RL.04.09      |
| Informational Text | Key Ideas and Details.              | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                                                                       | RI.04.01      |
|                    |                                     | Determine the main idea of a text and explain how it is supported by key details; summarize the text.                                                                                                                                                                  | RI.04.02      |
|                    |                                     | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.                                                                                             | RI.04.03      |
|                    | Craft and Structure.                | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.                                                                                                                                  | RI.04.04      |
|                    |                                     | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.                                                                                                  | RI.04.05      |
|                    | Integration of Knowledge and Ideas. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | RI.04.07      |
|                    |                                     | Explain how an author uses reasons and evidence to support particular points in a text.                                                                                                                                                                                | RI.04.08      |
|                    |                                     | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.                                                                                                                                                     | RI.04.09      |

**Table 5. Grade 4 Cognitive Complexity**

| <b>DOK Level Number</b> | <b>Depth of Knowledge Level</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                | 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.                                                                                                                                                                                                                                                                                                                                              |
| <b>2</b>                | 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.                                                                            |
| <b>3</b>                | 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 |
|--------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Literary Text      | Key Ideas and Details.              | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             | RL.05.01      |
|                    |                                     | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | RL.05.02      |
|                    |                                     | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).                                                    | RL.05.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.                                                                               | RL.05.04      |
|                    |                                     | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                        | RL.05.05      |
|                    |                                     | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                         | RL.05.06      |
|                    | Integration of Knowledge and Ideas. | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.                                                                          | RL.05.09      |
| Informational Text | Key Ideas and Details.              | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                 | RI.05.02      |
|                    |                                     | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                   | RI.05.03      |
|                    | Craft and Structure.                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.                                                                            | RI.05.04      |
|                    |                                     | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                        | RI.05.05      |
|                    | Integration of Knowledge and Ideas. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                                                                            | RI.05.09      |

**Table 7. Grade 5 Cognitive Complexity**

| <b>DOK Level Number</b> | <b>Depth of Knowledge Level</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                | 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.                                                                                                                                                                                                                                                                                                                                              |
| <b>2</b>                | 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.                                                                            |
| <b>3</b>                | 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 |
|--------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Literary Text      | Key Ideas and Details.              | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                   | RL.06.01      |
|                    |                                     | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.              | RL.06.02      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | RL.06.04      |
|                    |                                     | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.               | RL.06.05      |
|                    |                                     | Explain how an author develops the point of view of the narrator or speaker in a text.                                                                                                  | RL.06.06      |
|                    | Integration of Knowledge and Ideas. | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.     | RL.06.09      |
| Informational Text | Key Ideas and Details.              | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                   | RI.06.01      |
|                    |                                     | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                       | RI.06.02      |
|                    |                                     | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                      | RI.06.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                                                       | RI.06.04      |
|                    |                                     | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.                            | RI.06.05      |
|                    |                                     | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.                                                                                    | RI.06.06      |
|                    | Integration of Knowledge and Ideas. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.             | RI.06.07      |
|                    |                                     | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                               | RI.06.08      |
|                    |                                     | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).                                           | RI.06.09      |

**Table 9. Grade 6 Cognitive Complexity**

| <b>DOK Level Number</b> | <b>Depth of Knowledge Level</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                | 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.                                                                                                                                                                                                                                                                                                                                              |
| <b>2</b>                | 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.                                                                            |
| <b>3</b>                | 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 |
|--------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Literary Text      | Key Ideas and Details.              | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                         | RL.07.01      |
|                    |                                     | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                 | RL.07.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | RL.07.04      |
|                    |                                     | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.                                                                                                                                                                         | RL.07.05      |
|                    |                                     | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.                                                                                                                                                                 | RL.07.06      |
|                    | Integration of Knowledge and Ideas. | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.                                                                                  | RL.07.09      |
| Informational Text | Key Ideas and Details.              | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                         | RI.07.01      |
|                    |                                     | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                                                                                                                              | RI.07.02      |
|                    |                                     | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                      | RI.07.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                             | RI.07.04      |
|                    |                                     | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.                                                                                                                          | RI.07.05      |
|                    |                                     | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                                                                                                                                      | RI.07.06      |
|                    | Integration of Knowledge and Ideas. | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                                                                                                      | RI.07.08      |

**Table 11. Grade 7 Cognitive Complexity**

| <b>DOK Level Number</b> | <b>Depth of Knowledge Level</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                | 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.                                                                                                                                                                                                                                                                                                                                              |
| <b>2</b>                | 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.                                                                            |
| <b>3</b>                | 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 |
|--------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Literary Text      | Key Ideas and Details.              | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                       | RL.08.01      |
|                    |                                     | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                     | RL.08.02      |
|                    |                                     | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                                                                                                  | RL.08.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.             | RL.08.04      |
|                    |                                     | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.                                                                                                  | RL.08.05      |
|                    |                                     | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                                                              | RL.08.06      |
| Informational Text | Key Ideas and Details.              | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                       | RI.08.01      |
|                    |                                     | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                                                               | RI.08.02      |
|                    |                                     | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).                                                                                            | RI.08.03      |
|                    | Craft and Structure.                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | RI.08.04      |
|                    |                                     | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.                                                                                             | RI.08.05      |
|                    | Integration of Knowledge and Ideas. | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.                                          | RI.08.08      |
|                    |                                     | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                                                                             | RI.08.09      |

**Table 13. Grade 8 Cognitive Complexity**

| <b>DOK Level Number</b> | <b>Depth of Knowledge Level</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                | 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.                                                                                                                                                                                                                                                                                                                                              |
| <b>2</b>                | 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.                                                                            |
| <b>3</b>                | 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. |



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