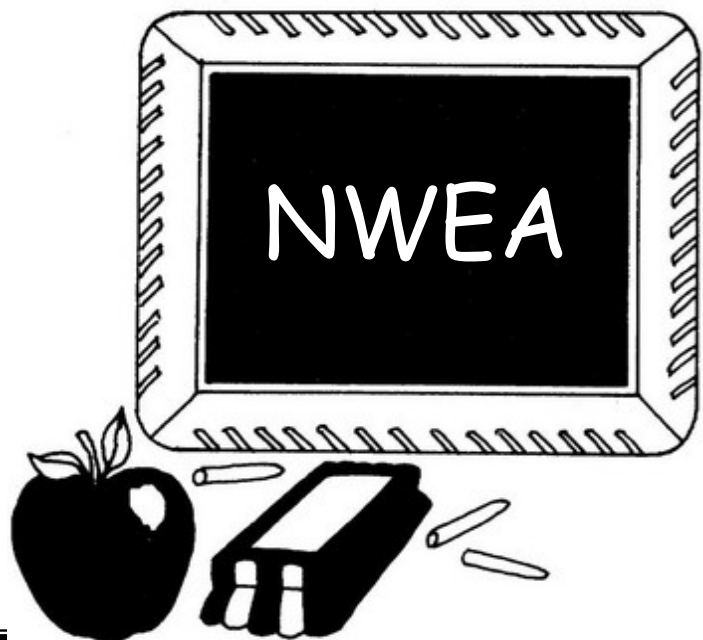


Loess Hills AEA 13

Alignment Study of the NWEA
Achievement Level Tests –
Grades 4 and 8

**AEA 13 Reading Consensus
Standards and Benchmarks**

August, 2003



Review Team

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Document is available on the AEA 13 Assessment Resources Web Page (as a pdf or Word document):

<http://www.aea13.org/assessment>

Other documents associated with the Iowa Technical Adequacy Project may be obtained from the ITAP website:

<http://projects.education.uiowa.edu/itap/>

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Executive Summary of Process and Findings

Process

The AEA 13 team met for a number of days in August, 2003, to intensively review NWEA Achievement Level Tests associated with grades 4 and 8. Generally, the process suggested by the Iowa Technical Adequacy Project (ITAP) was utilized to compare the test content to the AEA 13 Reading Consensus Standards and Benchmarks. Some slight modifications were made to the process, and these are noted within this document. For further information on the ITAP alignment process, refer to documents on the ITAP website (<http://projects.education.uiowa.edu/itap/>). The process is outlined in detail in Dr. David Frisbie's 2003 paper, "Checking the Alignment of an Assessment Tool and a Set of Content Standards." At the time this document was released, the paper and other supporting materials were available on the web site noted above. It is also linked with the AEA 13 Assessment Resources Page (<http://www.aea13.org/assessment>). This paper was modified from a paper previously written by Dr. Frisbie and made available as an "Occasional Paper" through the University of Iowa/Iowa Testing Program.

For each of the two grades, this document includes several charts and summary documents. For each grade, the order of documents is:

- 1) **AEA 13 Reading Consensus Standards and Benchmarks**
- 2) **Summary of Alignment Evidence (median form for each set of booklets evaluated)**
- 3) **Alignment Checking Matrix** – The matrix shows content matches per item and cognitive complexity for items and benchmarks.
- 4) **Chart Showing Analysis of "Depth of Knowledge"** – This chart outlines the extent to which high or low level items match with high or low level benchmarks in terms of cognitive complexity.
- 5) **Summary of Decisions Chart** – This chart concisely summarizes the extent to which each test meets criteria for:
 - **Comprehensiveness** – How well is the standard covered? The criteria of at least five items matched to a standard was used to determine appropriate comprehensiveness.
 - **Range of Knowledge** – The evenness (balance) with which the items matching a content standard are distributed across the set of benchmarks for that content standard. For example, there may be a substantial number of items aligned to a standard, but if all or most of those items match to just one benchmark, the assessment is not balanced. A criteria of having at least one item matched to 75% of

the benchmarks under a standard was used to determine appropriate range of knowledge.

- **Depth of Knowledge (Cognitive Complexity)** – How well does the level of cognitive complexity required by benchmarks conform to the demands of the items that match the benchmarks in content? For example, a benchmark may have a number of items matched by content, but perhaps, the benchmark represents a "high level" cognitive demand, while the items focus more on "low level" cognitive demands. A global judgment process was used to estimate whether there is at least a "moderate" degree of match in cognitive complexity between the assessment content and benchmarks. For each grade, a chart has been produced that summarizes the cognitive complexity analysis.

How Should A District Use This Document?

What are the AEA 13 Reading Consensus Standards and Benchmarks?

The purpose of the curriculum document is to serve as a comprehensive, best practice instructional guide. It is recommended that schools using the document engage in professional development to align their district curriculum documents to the content of this standards document. This document contains the components of a comprehensive reading program and will be useful for teachers as they plan their instruction.

At each grade level, reading skills are articulated as standards (broad headings at the top of each page), benchmarks (bold, underlined phrases) and grade level indicators (bullets that contain more specific skills).

While all skills in the document are important components of a comprehensive reading program, the team identified core grade level indicators that could be measured by a variety of standardized assessments that are used for state accountability. These core indicators are the bold, italicized bullets listed throughout the document from grades 3-12. These core indicators were used for the current NWEA alignment study for grades 4 and 8. This document includes the standards/benchmarks for grade 4 and 8. The entire document may be downloaded from the AEA 13 assessment page or the AEA 13 reading page.

How should this alignment study be used?

This document is being made available to all districts. For some districts that have adopted the AEA 13 reading consensus curriculum, the study results will be applicable for your district, and you may choose to use the AEA 13 study as part of the documentation you will be submitting to the Iowa Department of Education in October, 2003. *However, remember that the alignment results in this document only apply to your district to the extent that your benchmarks are similar to AEA 13 benchmarks.* Also keep in mind that while the ITAP process is established as an appropriate way to document curriculum and assessment alignment, the process can be

subjective, and there are always judgmental decisions made by the alignment team. A district may or may not agree with all of the decisions made by this AEA 13 alignment team. Also, be sure not to generalize the findings of this study with your own district standards and benchmarks. For example, below in the executive summary, areas of strong and weak coverage are discussed. Do not automatically assume that this will be true for your district, as your reading standards may differ from the AEA 13 curriculum.

The primary intent was for this document to be reviewed by a district as a model, to show how the necessary components of the ITAP process might be compiled to summarize the extent to which one instrument addresses standards in terms of comprehensiveness, range of knowledge, and depth of knowledge (cognitive complexity).

Finally, when referring to this document or when using your own analysis of alignment, it is critical to consider issues of alignment between *curriculum, assessment, and instruction*. Even when curriculum documents match well with an assessment, **an alignment study is not very beneficial unless a district has checked that the curriculum document actually describes what is being taught in a system.**

Executive Summary

Grade 4 Alignment with NWEA Achievement Level Tests

- Overall the three criteria of comprehensiveness, range of knowledge, and cognitive complexity were met when aligning the NWEA assessments and the AEA 13 reading curriculum.
- Stronger areas of coverage with large numbers of item matches included:
 - ✓ Recalling facts and details of a variety of texts.
 - ✓ Demonstrates skills of comprehension.
 - ✓ Vocabulary.
- There were also two areas that were weak in coverage that had no direct matches to test items:
 - ✓ Paraphrases and summarizes text including functional texts.
 - ✓ Recognizes genre features and compares works by different authors in the same genre.
- Note that the benchmarks that were not aligned with the NWEA tests were those that represented skills that cannot be assessed with a multiple choice format (e.g., paraphrasing, summarizing, and comparing).

Grade 8 Alignment with NWEA Achievement Level Tests

- Overall the three criteria of comprehensiveness, range of knowledge, and cognitive complexity were met when aligning the NWEA assessments and the AEA 13 reading curriculum.
- Stronger areas of coverage with large numbers of item matches included:
 - ✓ Draws conclusions supported by text.
 - ✓ Demonstrates skills of comprehension.
- There were also two areas that were weak in coverage that had no direct matches to test items (similar to grade 4):
 - ✓ Paraphrases and summarizes text including functional texts.
 - ✓ Recognizes genre features and compares works by different authors in the same genre.
- Note that, as with grade 4, the 8th grade benchmarks that were not aligned with the NWEA tests were those that represented skills that cannot be assessed with a multiple choice format (e.g., paraphrasing, summarizing, and comparing).

NWEA is an adaptive test with students in the same grade taking different levels. How were levels selected for the alignment study?

Each level test in the Loess Hills AEA 13 test series was built by a group of teachers from various districts. Items were selected, with the help of an NWEA facilitator, to represent each of four goal areas (Reading Strategies/Word Meaning, Literal Comprehension, Inferential/ Interpretive Comprehension, and Critical Judgment Skills) in a balanced manner. Items were chosen within a 20 point RIT span for each level as noted in the chart below. Each item in the NWEA database is calibrated to a RIT score so that test forms can be built with increasing difficulty, following an achievement continuum:

<i>Test Form</i>	<i>RIT Range</i>
Level 1	150-170
Level 2	160-180
Level 3	170-190
Level 4	180-200
Level 5	190-210
Level 6	200-220
Level 7	210-230
Level 8	220 and above

For each test level, note that there is a RIT range overlap. In many cases, there is as much as a 50% overlap of items in each level (for example, in the second half of the items, a level may be the same as the first half of the items in the next highest level).

If we want to align a reading level test to fourth grade benchmarks, which form do we choose?

The NWEA format is adaptive, and so there is no booklet specifically assigned to grade four. However, we can consider the national median RIT score for fourth grade or another grade that we want to consider. The median scores can be found on the latest "Monitoring Growth in Student Achievement" handout from NWEA (available online – <http://www.nwea.org/Support/MonitoringGrowthSept2002.pdf>). Below are the medians for reading:

<i>Grade</i>	<i>Fall Median</i>	<i>Spring Median</i>
2	179	188
3	191	199
4	200	206
5	207	212
6	212	217
7	216	221
8	220	225
9	223	226
10	225	226

To study the alignment of grade 4 reading (spring), first consider that the chart above shows that the median RIT score for a fourth grader in the nation is 206. Referring to the previous chart, we can see that a "typical" or median fourth grader would be placed in either a level 5 or a level 6 booklet. The review team considered both levels and decided to use level 5 as the median booklet. If we then also consider one booklet below and one booklet above, we might decide to use the ITAP process to align our grade 4 benchmarks with booklet levels 4, 5, and 6. A case could be made that a large percentage of fourth graders would be exposed to the test content within one of these level tests. This was the process used by the review team for both grades 4 and 8. For grade 8, the three levels reviewed were levels 6, 7, and 8 (the upper level of the achievement continuum). We did find that the balance of items matching particular benchmarks was good across forms. Thus, when a reader looks at the balance of items on levels 4, 5, and 6 compared to fourth grade skills, it appears that students, whether taking easier or more difficult levels, appear to receive items that represent similar benchmarks. We can also consider that fact that with Iowa Tests of Basic Skills, we also have "out of level testing" and so even though there is a grade 4 booklet, not all students are tested with it. Since the balance between forms appeared to be good, we completed the alignment summary forms for the median form examined.

What if we are a school using computerized NWEA assessment – Measures of Academic Progress (MAP)?

Conducting an alignment study with a computerized adaptive test presents some difficult issues. MAP users in AEA 13 have students taking varied forms, since each student is presented questions specifically adapted to their achievement level. Theoretically, each student taking a

test, even if in the same grade, could have completely different questions. While the test design does offer items balanced across the AEA 13 reading goal areas (Reading Strategies/Word Meaning, Literal Comprehension, Inferential/Interpretive Comprehension, and Critical Judgment Skills), each test would be unique, with items selected from a large pool of thousands of items from the NWEA database.

*At this time, we are suggesting that the alignment study of the AEA 13 paper-pencil tests present a **reasonable approximation** of alignment that one would find on the AEA 13 MAP version. The items from the paper-pencil version would represent a "sample" of the larger item pool that is available to students taking computerized MAP tests. There is an experimental alignment process for MAP (that has been tried by Johnston Community Schools and AEA 11), that involves producing sample MAP "scripts" so that teachers can conduct alignment studies with actual tests produced by the computer system. However, this process would be somewhat costly (would involve contracting with an NWEA facilitator) and would involve a large number of AEA and LEA staff. If a more precise alignment study is required after districts receive feedback from the Department of Education, this type of a project could be considered.*

Grade 4

Standards, Benchmarks and Grade Level Indicators Loess Hills AEA 13 Reading Consensus

	Uses the general skills and strategies of the reading process (print-sound code)	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning)	Demonstrates reading habits of proficient readers
Grade 4	<p>Word Analysis</p> <ul style="list-style-type: none"> • <i>Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead).</i> • Decodes words using phonetic and structural analysis (i.e. affixes, syllabication, vowel patterns, complex word families). • Uses knowledge of root words, word origins, derivations, synonyms, antonyms and idioms to determine meaning of words and phrases. 	<p>Accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>Fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow and meter that sounds like everyday speech. • Varies reading rate to match purpose and difficulty of text. <p>Self monitoring and self correcting strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>Comprehension</p> <ul style="list-style-type: none"> • <i>Recalls facts and details of a variety of text (functional text).</i> • <i>Reads nonfiction materials for answers to specific questions or for specific purposes.</i> • Poses possible answers to how, why and what-if questions. • Extends ideas read from nonfiction. • <i>Interprets new information by using prior knowledge and experience when reading nonfiction.</i> • <i>Draws conclusions supported by text.</i> • Make connections between text/self/world. • Previews text and establishes a purpose for reading. • Discuss or write about the themes of the book-what the messages of the book might be. • <i>Identifies main elements of text (main idea, plot, character, setting).</i> • <i>Infer cause/effect relationships that are not stated explicitly.</i> • <i>Paraphrases and summarizes text including functional text.</i> • <i>Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).</i> • <i>Recognize genre features and compare works by different authors in the same genre.</i> <p>Vocabulary</p> <ul style="list-style-type: none"> • Recognizes when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading. • <i>Understands level appropriate reading vocabulary (i.e. synonyms, antonyms, homophones, multi-meaning words).</i> • Expands general and specialized reading vocabulary (in subject area content). 	<p>Independent Reading</p> <ul style="list-style-type: none"> • Reads 25 books from a diverse collection of fiction/nonfiction (i.e., newspaper, chapter books, informational books). • Uses personal criteria to select reading material. • Reread some favorite books or parts of longer books gaining deeper comprehension and knowledge of author's craft. • Reads several books by the same author and evaluates elements of the author's craft. • Reads many types of genre (narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <p>Discussing literary and informative texts</p> <ul style="list-style-type: none"> • Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Challenges other members of the group on accuracy of facts, providing supporting information or logic of information stated. • Recognize genre features and compare works by different authors in the same genre. • Talk about the meaning of some new words encountered in reading after they have finished reading and discussing the text.

Grade 4

Alignment Evidence Summary:

NWEA Achievement Level Tests
and
AEA 13 Reading Consensus
Standards/Benchmarks

District Name:	Loess Hills AEA 13	Reviewer's Names:	R. Russell, T. Bush, K. Berke, G. Wickman, S. Huffman
Review Date:	August, 2003		

Alignment Evidence Summary:

Grade 4 NWEA Achievement Level Tests and AEA 13 Reading Consensus Standards/Benchmarks

General Instructions: This template is to be completed for each instrument being checked for “alignment.” The information provided here should be a consolidation of the findings of the team that did the alignment checking. Provide the following information for the specific instrument being reviewed. Then, complete each of the six numbered parts of this template.

Title:	NWEA Achievement Levels Tests – AEA 13 Custom Developed Paper-Pencil Assessments	Grade Level Reviewed:	Spring Forms - Levels 4, 5, 6
Author/Publisher:	NWEA/Loess Hills AEA 13	Content Area Reviewed:	Reading
Publication Date:	1999	Purposes/Uses by District:	Public Reporting, Student Progress/History

Whenever the evidence reported in this template is in the form of a reference (or citation), complete citation information needs to be provided so that those who are evaluating the quality/sufficiency of this evidence can locate the referenced material. In the space below, list the references cited within this summary of alignment evidence for this instrument.

- **Achievement Level Tests - Spring forms - Levels 4, 5, 6 (custom developed by AEA 13 teachers – NWEA in cooperation with Loess Hills AEA 13).**
- **Loess Hills AEA 13 Reading Consensus Standards/Benchmarks.**
- **Iowa Technical Adequacy Project (ITAP) Materials and Resources (process adapted for cognitive complexity and alignment).**

Summary of Alignment Evidence

(Note: This summary is based on results from the median booklet examined - level 5)

Alignment (How does the assessment align with the content standards?)

1. What process was used to check the alignment between the assessment items or tasks (including scoring criteria where relevant) and the LEA's content standards?
a. Describe the qualifications of the panel of people who participated in the alignment-checking process.
AEA staff including one reading consultant, one school improvement consultant, two assessment consultants, and the AEA 13 Supervisor of reading, math, and science.
b. Describe what was done to determine that the content standards and benchmarks (or grade-level indicators) are of sufficient quality for use in an alignment-checking process.
1) Describe (or reference) the process used to evaluate the quality of the set of content standards and benchmarks (or grade-level indicators).
<p>The AEA 13 reading team convened in March/April, 2003, to create a consensus document of reading standards and benchmarks that would be available to all AEA 13 districts. In developing the document, the team reviewed a number of nationally recognized reading standards documents, reading programs, and current research in the field, including:</p> <ul style="list-style-type: none"> • New Standards. • MCREL. • Starting Out Right. • Put Reading First. • AEA 13 Cooperative Curriculum Project (1996). • NWEA Reading Content Specifications. • ICAM Reading Content Specifications. • Iowa Tests Content Specifications. • NCTE K-12 Language Arts Standards. • Local district standards documents. • Council for Basic Education. • Effective Practices for Developing Reading Comprehension (Pearson and Duke).
2) List content standards and/or benchmarks (or grade-level indicators) that were excluded from the alignment-checking process.
<p>The complete AEA 13 Consensus Document represents the important components of a comprehensive reading program. The complete document serves as a curriculum guide for teachers that suggests the key components in a comprehensive reading program, based on national research. From this larger set of comprehensive skills, the team identified core grade level indicators that could be measured by a variety of standardized assessments that are used for state accountability. These core indicators are treated as grade level expectations and are utilized for the alignment. All of the core indicators were used in the study.</p>

<p>c. Describe (or reference) the process used to evaluate the extent to which the knowledge/skills of the collection of items/tasks matches the knowledge/skills in the content standards and benchmarks (or grade-level indicators).</p> <p>1) Describe (or reference) the classification system used to categorize the extent to which an item/task matches the content represented by the benchmarks (or grade-level indicators).</p>
<p>Step 6 of the ITAP process was used with some modification. We used the ITAP rating system for "complete," "partial," and "no fit." The category of "slight fit" was not used.</p>
<p>2) Describe the process followed (i.e., independent review vs. consensus) to check the alignment of content.</p>
<p>A group consensus format was used in the alignment checking process.</p>
<p>d. Describe (or reference) the process used to evaluate the extent to which the level of cognitive complexity of the collection of items/tasks matches the cognitive complexity of the content standard and benchmarks.</p> <p>1) Describe (or reference) the classification system used to categorize benchmarks (or grade-level indicators) and assessment items/tasks in terms of cognitive complexity.</p>
<p>For classifying our benchmarks, we modified step 4 from the ITAP process, using only the definitions of "low" and "high." The "moderate" and "unclassifiable" categories were not used. The same process was used to classify NWEA items.</p>
<p>2) Describe the process followed to check alignment in terms of cognitive complexity.</p>
<p>ITAP Step 7 was used to review for depth of knowledge/cognitive complexity. A summary table is attached for the alignment study of grade 4 skills and the level 5 test (three level tests – Levels 4, 5, 6 – were evaluated for alignment and found to be consistent and balanced. Level 5, as the median booklet, is used to create the cognitive complexity summary and summary of decisions).</p>
<p>2. Attach the completed table(s) used by each reviewer to record/summarize judgments from the alignment-checking process. How many tables are attached?</p>
<p>Three alignment-checking matrices (representing alignment of grade 4 skills and test level booklets 4, 5, 6), one depth of knowledge summary chart, one summary of decisions chart (summary charts are based on the median booklet – Level 5).</p>
<p>3. To what extent is this collection of items/tasks measuring something different than the knowledge/skills represented by the collection of content standards (extraneous content)?</p>
<p>a. Provide the total number of items/tasks that did not match at least one content standard.</p>
<p>No items were categorized as "no fit."</p>
<p>b. Specify, as a percentage, the portion of total points possible on the assessment that were <u>not</u> matched to at least one content standard.</p>
<p>Zero percent – all items matched at least partially to a benchmark.</p>

4. To what extent are all the content standards in the subject area being assessed by this assessment tool (comprehensiveness)?
a. Describe the criteria used to determine “sufficiency” of content alignment for a content standard.
A minimum of five items must align to a content standard.
b. List the content standards that align sufficiently with this assessment, and specify the total number of points associated with each content standard.
<ul style="list-style-type: none"> • Uses the general skills and strategies of the reading process (print-sound code) – six item matches. • Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning) – 56 item matches.
c. List the content standards that do <u>not</u> align sufficiently with this assessment.
None.

5. To what extent are the benchmarks (or grade-level indicators) within each content standard given proper content emphasis (range of knowledge) by this collection of items/tasks?
a. Describe the criteria used to determine “sufficiency” of range of knowledge for a content standard.
75% of the benchmarks within a content standard must have at least one item match.
b. List the content standards for which the range of knowledge is sufficient.
<ul style="list-style-type: none"> • Uses the general skills and strategies of the reading process (print-sound code). • Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).
c. List the content standards for which the range of knowledge is too narrow.
None.
d. List each of the significant benchmarks that are not assessed.
<ul style="list-style-type: none"> • Comprehension – Paraphrases and summarizes text including functional text. • Comprehension – Recognize genre features and compare works by different authors in the same genre.

6. Is the level of cognitive complexity with which each content standard is assessed (depth of knowledge) by the collection of items/tasks appropriate?
a. Describe the criteria used to determine whether benchmarks and items/tasks match well enough.
Criteria in Step 7 of the ITAP process was used – global judgment of matching.
b. List the content standards for which most benchmarks and items/tasks match well enough.
<ul style="list-style-type: none"> • Uses the general skills and strategies of the reading process (print-sound code). • Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).
c. List the content standards for which most benchmarks and items/tasks do <u>not</u> match well enough.
None.

Alignment-Checking Matrix – Grade 4 Reading (Spring Level Test 4)

		Uses the General Skills and Strategies of the Reading Process (Print-Sound Code)	Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)											
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead)	Comprehension – Recalls facts and details of a variety of text (functional text)	Comprehension – Reads nonfiction materials for answers to specific questions or for specific purposes	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Identifies main elements of text (main idea, plot, character, setting)	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words)	NO FIT	
Flag		1	2	3	4	5	6	7	8	9	10	11		
CC		L	L	L	H	H	H	H	H	H	H	L		
Level 4														
1	L	P										P		
2	L		P				P							
3	H									C				
4	L		C											
5	H									C				
6	L											C		
7	H						P			P				
8	H									C				
9	L		C											
10	L					P						P		
11	H									C				
12	H					P		P						
13	H					C								
14	L											C		
15	L		C											
16	L		C											
17	L	P										P		
18	H									C				
19	L	P										P		
20	L		C											
21	H									C				
22	H					P				P				
23	L						C							
24	L											C		
25	L											C		
26	L		C											
27	H									C				
28	H							P		P				
29	L											C		
30	H					C								
31	H		P		P									

Classification Codes:

Cognitive Complexity: L = low H = high
Item Content: C = complete P = partial

ITEM NUMBER	Item Cognitive Complexity	Uses the General Skills and Strategies of the Reading Process (Print-Sound Code)	Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)										
		Word Analysis – Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead)	Comprehension – Recalls facts and details of a variety of text (functional text)	Comprehension – Reads nonfiction materials for answers to specific questions or for specific purposes	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Identifies main elements of text (main idea, plot, character, setting)	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words)	NO FIT
32	L												C
33	L	P											P
34	L					P		P					
35	H		P				P			P			
36	H									C			
37	L									P			
38	L											C	
39	L		P							P			
40	L			C									
Sum		4	10	1	1	6	4	3	0	14	0	12	

Classification Codes:

Cognitive Complexity: L = low H = high
Item Content: C = complete P = partial

Alignment-Checking Matrix – Grade 4 Reading (Spring Level Test 5)

		Uses the General Skills and Strategies of the Reading Process (Print-Sound Code)	Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)										
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead)	Comprehension – Recalls facts and details of a variety of text (functional text)	Comprehension – Reads nonfiction materials for answers to specific questions or for specific purposes	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Identifies main elements of text (main idea, plot, character, setting)	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words)	NO FIT
Flag	CC	1	2	3	4	5	6	7	8	9	10	11	
	L		L	L	H	H	H	H	H	H	H	L	
Level 5													
1	L												C
2	H					C							
3	H					C							
4	L		C										
5	L											C	
6	H							P		P			
7	L		P		P								
8	L												
9	L												
10	H												
11	H		P		P								
12	L									P			
13	L		P							P			
14	L			C									
15	L					P						P	
16	L											C	
17	H									C			
18	L	P										P	
19	H					P		P					
20	L						C						
21	L	P										P	
22	L		C										
23	H					P	P			P			
24	H									C			
25	L	P										P	
26	H									C			
27	L		P	P									
28	H									C			
29	L									P			
30	L		C										

Classification Codes:

Cognitive Complexity:
Item Content:

L = low
 C = complete

H = high
 P = partial

		Uses the General Skills and Strategies of the Reading Process (Print-Sound Code)	Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)										
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead)	Comprehension – Recalls facts and details of a variety of text (functional text)	Comprehension – Reads nonfiction materials for answers to specific questions or for specific purposes	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Identifies main elements of text (main idea, plot, character, setting)	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words)	NO FIT
31	H			P			P						
32	H			P			P						
33	H				C								
34	L	P										P	
35	H			P						P			
36	L											C	
37	L	P										P	
38	H		P									P	
39	L	P										P	
40	L		C										
Sum		6	10	5	3	6	5	3	0	12	0	12	

Alignment-Checking Matrix – Grade 4 Reading (Spring Level Test 6)

		Uses the General Skills and Strategies of the Reading Process (Print-Sound Code)	Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)										
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead)	Comprehension – Recalls facts and details of a variety of text (functional text)	Comprehension – Reads nonfiction materials for answers to specific questions or for specific purposes	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Identifies main elements of text (main idea, plot, character, setting)	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words)	NO FIT
Flag	CC	1	2	3	4	5	6	7	8	9	10	11	
		L	L	L	H	H	H	H	H	H	H	L	
Level 6													
1	L	P										P	
2	H					P	P			P			
3	H				C								
4	L		C										
5	H		P			P							
6	H									C			
7	H									C			
8	L	P										P	
9	L	P										P	
10	L		P	P									
11	H									C			
12	H		P							P			
13	L		C										
14	H						C						
15	H		P			P							
16	L	P										P	
17	H			P			P						
18	H			P						P			
19	H									P			
20	H		P									P	
21	L	P										P	
22	H					P		P					
23	H									C			
24	L	P										P	
25	L											C	
26	L		C										
27	L	P										P	
28	H					C							
29	H									C			
30	L	P										P	

Classification Codes:

Cognitive Complexity: L = low H = high
Item Content: C = complete P = partial

		Uses the General Skills and Strategies of the Reading Process (Print-Sound Code)	Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)										
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses a variety of context clues to decode unknown words (i.e., draws on reading ahead)	Comprehension – Recalls facts and details of a variety of text (functional text)	Comprehension – Reads nonfiction materials for answers to specific questions or for specific purposes	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Identifies main elements of text (main idea, plot, character, setting)	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Understands level appropriate reading vocabulary (i.e., synonyms, antonyms, homophones, multi-meaning words)	NO FIT
31	L				P							P	
32	H		P				P						
33	L		C										
34	H	P										P	
35	H							C					
36	H						C						
37	H								C				
38	H			C									
39	H				P							P	
40	L		C										
Sum		9	11	4	3	5	5	2	0	10	0	13	

Grade 4 NWEA – Depth of Knowledge (Cognitive Complexity) Analysis with AEA 13 Reading Consensus Standards/Benchmarks*

**Levels 4, 5, and 6 were reviewed for alignment. Since forms were comparable in alignment, the summary is based on comparison with NWEA Level 5 Booklet (median booklet)*

Standard	Benchmarks	Complexity of Benchmark	Complexity of Items	Global Judgment	Summary Judgment
Print-Sound Code	Word Analysis	Low	6 low	Strong	Strong
Getting the Meaning	Recall	Low	3 high, 7 low	Strong	7S + 1M + 2W = Strong
	Reads nonfiction – specific purposes	Low	3 high, 2 low	Moderate	
	Interprets new information	High	2 high, 1 low	Strong	
	Draws conclusions	High	4 high, 2 low	Strong	
	Identifies main idea	High	4 high, 1 low	Strong	
	Infers cause and effect	High	2 high, 1 low	Strong	
	Paraphrases and Summarizes	High	0 high, 0 low	Weak	
	Demonstrates skills of comprehension	High	9 high, 3 low	Strong	
	Recognizes genre and compares authors	High	0 high, 0 low	Weak	
Vocabulary	Low	1 high, 11 low	Strong		

Grade 4 NWEA – Summary of Decisions

Content Standards	Comprehensiveness	Range of Knowledge	Cognitive Complexity
Print-Sound Code	Yes	Yes	Yes
Getting the Meaning	Yes	Yes	Yes

Grade 8

Standards, Benchmarks and Grade Level Indicators Loess Hills AEA 13 Reading Consensus

	Uses the general skills and strategies of the reading process	Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning)	Demonstrates reading habits of proficient readers
Grade 8	<p>Word Analysis</p> <ul style="list-style-type: none"> • <i>Uses structural analysis to decode words (synonyms, antonyms, homonyms, multiple meanings).</i> • <i>Recognizes denotative and connotative meanings of words (literal and nonliteral).</i> • Uses knowledge of root words, word origins, derivations, synonyms, antonyms and idioms to determine meaning of words and phrases. 	<p>Accuracy</p> <ul style="list-style-type: none"> • Reads grade level appropriate material (90 percent or better accuracy with self-corrections). <p>Fluency</p> <ul style="list-style-type: none"> • Reads with a rhythm, flow and meter that sounds like everyday speech. • Varies reading rate to match purpose and difficulty of text. <p>Self Monitoring and Self Correcting Strategies</p> <ul style="list-style-type: none"> • Monitors own reading strategies and makes modifications as needed. <p>Comprehension</p> <ul style="list-style-type: none"> • Extends ideas read from nonfiction. • <i>Interprets new information by using prior knowledge and experience when reading nonfiction.</i> • <i>Draws conclusions supported by text.</i> • Make connections between text/self/world. • Previews text and establishes a purpose for reading. • <i>Understands theme, main ideas and supporting details in literary texts.</i> • <i>Infer cause/effect relationships that are not stated explicitly.</i> • <i>Paraphrases and summarizes text including functional text.</i> • Understands author use of figurative language (idioms, similes). • Reflects on what has been learned after reading and formulates responses to text. • <i>Uses inductive and deductive reasoning to comprehend text.</i> • <i>Identifies author's point of view and purpose to comprehend text.</i> • Uses knowledge of text structures to comprehend fiction and nonfiction. • Understands complex elements of plot development (use of subplots, parallel episodes and climax). • <i>Understands elements of character development (character traits and motivation).</i> • <i>Understands the use of language in literary works to convey mood, images and meanings (dialect, dialogue, symbolism, hyperbole).</i> • Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life. • Knows the defining characteristics of a variety of informational text (textbooks, diaries, procedures, editorials, public documents). • Identify and analyze literary elements (plot, setting, theme, character development, conflict and resolution). • <i>Understands writing techniques used to influence the reader and accomplish the author's purpose (text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing).</i> • <i>Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring).</i> • <i>Recognize genre features and compare works by different authors in the same genre.</i> <p>Vocabulary</p> <ul style="list-style-type: none"> • <i>Uses a variety of strategies to extend reading vocabulary (analogies, similes, metaphors, to infer the meaning).</i> • Extends, expands general and specialized reading vocabulary (subject area). 	<p>Independent Reading</p> <ul style="list-style-type: none"> • Reads a diverse collection of fiction/nonfiction (i.e., newspaper, magazines, textbooks, on-line materials, novels, informational texts, etc.) at a rate of at least one book or book equivalent per week. • Uses personal criteria to select reading material. • Reads many types of genre (narrative accounts, responses to literature, information writing, reports, narrative procedures, memoirs, poetry, plays). <p>Discussing Literary and Informative Texts</p> <ul style="list-style-type: none"> • Recognizes that a text can elicit a variety of different responses from different readers. • Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring). • Challenges other members of the group on accuracy of facts, providing supporting information or logic of information stated. • Recognize genre features and compare works by different authors in the same genre.

Grade 8

Alignment Evidence Summary:

NWEA Achievement Level Tests
and
AEA 13 Reading Consensus
Standards/Benchmarks

District Name:	Loess Hills AEA 13	Reviewer's Names:	R. Russell, T. Bush
Review Date:	August, 2003		

Alignment Evidence Summary:

Grade 8 NWEA Achievement Level Tests and AEA 13 Reading Consensus Standards/Benchmarks

General Instructions: This template is to be completed for each instrument being checked for “alignment.” The information provided here should be a consolidation of the findings of the team that did the alignment checking. Provide the following information for the specific instrument being reviewed. Then, complete each of the six numbered parts of this template.

Title:	NWEA Achievement Levels Tests – AEA 13 Custom Developed Paper-Pencil Assessments	Grade Level Reviewed:	Spring Forms – Levels 6, 7, and 8
Author/Publisher:	NWEA/Loess Hills AEA 13	Content Area Reviewed:	Reading
Publication Date:	1999	Purposes/Uses by District:	Public Reporting, Student Progress/History

Whenever the evidence reported in this template is in the form of a reference (or citation), complete citation information needs to be provided so that those who are evaluating the quality/sufficiency of this evidence can locate the referenced material. In the space below, list the references cited within this summary of alignment evidence for this instrument.

- **Achievement Level Tests – Spring forms – Levels 6, 7, 8 (custom developed by AEA 13 teachers – NWEA in cooperation with Loess Hills AEA 13).**
- **Loess Hills AEA 13 Reading Consensus Standards/Benchmarks.**
- **Iowa Technical Adequacy Project (ITAP) Materials and Resources (process adapted for cognitive complexity and alignment).**

Summary of Alignment Evidence

(Note: This summary is based on results from the median booklet examined - level 7)

Alignment (How does the assessment align with the content standards?)

1. What process was used to check the alignment between the assessment items or tasks (including scoring criteria where relevant) and the LEA's content standards?
a. Describe the qualifications of the panel of people who participated in the alignment-checking process.
AEA Staff including one school improvement/reading consultant and one assessment consultant.
b. Describe what was done to determine that the content standards and benchmarks (or grade-level indicators) are of sufficient quality for use in an alignment-checking process.
1) Describe (or reference) the process used to evaluate the quality of the set of content standards and benchmarks (or grade-level indicators).
The AEA 13 reading team convened in March/April, 2003, to create a consensus document of reading standards and benchmarks that would be available to all AEA 13 districts. In developing the document, the team reviewed a number of nationally recognized reading standards documents, reading programs, and current research in the field, including: <ul style="list-style-type: none"> • New Standards. • MCREL. • Starting Out Right. • Put Reading First. • AEA 13 Cooperative Curriculum Project (1996). • NWEA Reading Content Specifications. • ICAM Reading Content Specifications. • Iowa Tests Content Specifications. • NCTE K-12 Language Arts Standards. • Local district standards documents. • Council for Basic Education. • Effective Practices for Developing Reading Comprehension (Pearson and Duke).
2) List content standards and/or benchmarks (or grade-level indicators) that were excluded from the alignment-checking process.
The complete AEA 13 Consensus Document represents the important components of a comprehensive reading program. The complete document serves as a curriculum guide for teachers that suggests the key components in a comprehensive reading program, based on national research. From this larger set of comprehensive skills, the team identified core grade level indicators that could be measured by a variety of standardized assessments that are used for state accountability. These core indicators are treated as grade level expectations and are utilized for the alignment. All of the core indicators were used in the study.

<p>c. Describe (or reference) the process used to evaluate the extent to which the knowledge/skills of the collection of items/tasks matches the knowledge/skills in the content standards and benchmarks (or grade-level indicators).</p> <p>1) Describe (or reference) the classification system used to categorize the extent to which an item/task matches the content represented by the benchmarks (or grade-level indicators).</p>
<p>Step 6 of the ITAP process was used with some modification. We used the ITAP rating system for "complete," "partial," and "no fit." The category of "slight fit" was not used.</p>
<p>2) Describe the process followed (i.e., independent review vs. consensus) to check the alignment of content.</p>
<p>A group consensus format was used in the alignment checking process.</p>
<p>d. Describe (or reference) the process used to evaluate the extent to which the level of cognitive complexity of the collection of items/tasks matches the cognitive complexity of the content standard and benchmarks.</p> <p>1) Describe (or reference) the classification system used to categorize benchmarks (or grade-level indicators) and assessment items/tasks in terms of cognitive complexity.</p>
<p>For classifying our benchmarks, we modified Step 4 from the ITAP process, using only the definitions of "low" and "high." The "moderate" and "unclassifiable" categories were not used. The same process was used to classify NWEA items.</p>
<p>2) Describe the process followed to check alignment in terms of cognitive complexity.</p>
<p>ITAP Step 7 was used to review for depth of knowledge/cognitive complexity. A summary table is attached for the alignment study of grade 8 skills and the Level 7 test (three level tests – Levels 6, 7, 8 – were evaluated for alignment and found to be consistent and balanced. Level 7, as the median booklet, is used to create the cognitive complexity summary and summary of decisions).</p>
<p>2. Attach the completed table(s) used by each reviewer to record/summarize judgments from the alignment-checking process. How many tables are attached?</p>
<p>Three alignment-checking matrices (representing alignment of grade 8 skills and test level booklets 6, 7, 8), one depth of knowledge summary chart, one summary of decisions chart (summary charts are based on the median booklet – Level 7).</p>
<p>3. To what extent is this collection of items/tasks measuring something different than the knowledge/skills represented by the collection of content standards (extraneous content)?</p>
<p>a. Provide the total number of items/tasks that did not match at least one content standard.</p>
<p>No items were categorized as "no fit."</p>
<p>b. Specify, as a percentage, the portion of total points possible on the assessment that were <u>not</u> matched to at least one content standard.</p>
<p>Zero percent – all items matched at least partially to a benchmark.</p>

4. To what extent are all the content standards in the subject area being assessed by this assessment tool (comprehensiveness)?
a. Describe the criteria used to determine “sufficiency” of content alignment for a content standard.
A minimum of five items must align to a content standard.
b. List the content standards that align sufficiently with this assessment, and specify the total number of points associated with each content standard.
<ul style="list-style-type: none"> • Uses the general skills and strategies of the reading process – 8 item matches. • Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning) – 50 item matches.
c. List the content standards that do <u>not</u> align sufficiently with this assessment.
None.

5. To what extent are the benchmarks (or grade-level indicators) within each content standard given proper content emphasis (range of knowledge) by this collection of items/tasks?
a. Describe the criteria used to determine “sufficiency” of range of knowledge for a content standard.
75% of the benchmarks within a content standard must have at least one item match.
b. List the content standards for which the range of knowledge is sufficient.
<ul style="list-style-type: none"> • Uses the general skills and strategies of the reading process. • Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).
c. List the content standards for which the range of knowledge is too narrow.
None.
d. List each of the significant benchmarks that is not assessed.
<ul style="list-style-type: none"> • Comprehension – Paraphrases and summarizes text including functional text. • Comprehension – Recognize genre features and compare works by different authors in the same genre.

6. Is the level of cognitive complexity with which each content standard is assessed (depth of knowledge) by the collection of items/tasks appropriate?
a. Describe the criteria used to determine whether benchmarks and items/tasks match well enough.
Criteria in Step 7 of the ITAP process was used – global judgment of matching.
b. List the content standards for which most benchmarks and items/tasks match well enough.
<ul style="list-style-type: none"> • Uses the general skills and strategies of the reading process. • Uses reading skills and strategies to understand and interpret a variety of literary and informative texts (getting the meaning).
c. List the content standards for which most benchmarks and items/tasks do <u>not</u> match well enough.
None.

Classification Codes:

Cognitive Complexity:
Item Content:

L = low
C = complete

H = high
P = partial

Alignment-Checking Matrix – Grade 8 Reading (Spring Level Test 6)

		Uses the General Skills and Strategies of the Reading Process		Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)													
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses structural analysis to decode words (synonyms, antonyms, homonyms, multiple meanings)	Word Analysis – Recognizes denotative and connotative meanings of words (literal and non-literal)	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Understands theme, main ideas, and supporting details in literary texts	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Uses inductive and deductive reasoning to comprehend text	Comprehension – Identifies author's point of view and purpose to comprehend text	Comprehension – Understands elements of character development (character traits and motivation)	Comprehension – Understands the use of language in literary works to convey mood, images, and meanings (dialect, dialogue, symbolism, hyperbole)	Comprehension – Understands writing techniques used to influence the reader and accomplish the author's purpose (text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing)	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Uses a variety of strategies to extend reading vocabulary (analogies, similes, metaphors, to infer the meaning)	NO FIT
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Flag		L	H	H	H	H	H	H	H	H	H	H	H	H	H	L	
CC		L	H	H	H	H	H	H	H	H	H	H	H	H	H	L	
Level 6																	
1	L																C
2	H				P	P								P			
3	H			C													
4	L				P												
5	H				C												
6	H								P					P			
7	H													C			
8	L		P									P				P	
9	L	P														P	
10	L				P												
11	H													C			
12	H				P									P			
13	L				P												
14	H					P				P							
15	H				P									P			
16	L		P													P	
17	H					C											
18	H									P				P			
19	H								P					P			
20	H	P										P				P	
21	L		P													P	
22	H				P		P										
23	H													C			
24	L		P													P	
25	L	C															
26	L				P												
27	L		P													P	
28	H				C												
29	H											P	P				
30	L		P													P	

Classification Codes:

Cognitive Complexity:
Item Content:

L = low
 C = complete

H = high
 P = partial

		Uses the General Skills and Strategies of the Reading Process		Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)														
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses structural analysis to decode words (synonyms, antonyms, homonyms, multiple meanings)	Word Analysis – Recognizes denotative and connotative meanings of words (literal and non-literal)	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Understands theme, main ideas, and supporting details in literary texts	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Uses inductive and deductive reasoning to comprehend text	Comprehension – Identifies author’s point of view and purpose to comprehend text	Comprehension – Understands elements of character development (character traits and motivation)	Comprehension – Understands the use of language in literary works to convey mood, images, and meanings (dialect, dialogue, symbolism, hyperbole)	Comprehension – Understands writing techniques used to influence the reader and accomplish the author’s purpose (text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing)	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Uses a variety of strategies to extend reading vocabulary (analogies, similes, metaphors, to infer the meaning)	NO FIT	
31	L			P														
32	H					C												P
33	L				P													
34	H	P																P
35	H						C											
36	H					P				P								
37	H												P	P				
38	H					P				P								
39	H	P																P
40	L				P													
Sum		5	6	2	12	6	2	0	1	4	1	2	2	11	0	12		

Classification Codes:

Cognitive Complexity:
Item Content:

L = low
C = complete

H = high
P = partial

Alignment-Checking Matrix – Grade 8 Reading (Spring Level Test 7)

ITEM NUMBER	Item Cognitive Complexity	Uses the General Skills and Strategies of the Reading Process		Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)													NO FIT
		Word Analysis – Uses structural analysis to decode words (synonyms, antonyms, homonyms, multiple meanings)	Word Analysis – Recognizes denotative and connotative meanings of words (literal and non-literal)	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Understands theme, main ideas, and supporting details in literary texts	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Uses inductive and deductive reasoning to comprehend text	Comprehension – Identifies author’s point of view and purpose to comprehend text	Comprehension – Understands elements of character development (character traits and motivation)	Comprehension – Understands the use of language in literary works to convey mood, images, and meanings (dialect, dialogue, symbolism, hyperbole)	Comprehension – Understands writing techniques used to influence the reader and accomplish the author’s purpose (text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing)	Comprehension – Demonstrates skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Uses a variety of strategies to extend reading vocabulary (analogies, similes, metaphors, to infer the meaning)	
Flag		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CC		L	H	H	H	H	H	H	H	H	H	H	H	H	H	L	
Level 7																	
1	L	P														P	
2	H					P								P			
3	L				C												
4	L	C															
5	H								C								
6	L	P														P	
7	H				P									P			
8	L		P													P	
9	L				P												
10	H						C										
11	H													C			
12	H									C							
13	L				P												
14	H													C			
15	L	C															
16	H			P										P			
17	H				C												
18	H										C						
19	H													C			
20	H				P				P								
21	L				P												
22	H									P		P					
23	H			P										P			
24	L	P														P	
25	H					C											
26	H						C										
27	H				C												
28	H											C					
29	H		P													P	
30	H				P												

Classification Codes:

Cognitive Complexity:
Item Content:

L = low
 C = complete

H = high
 P = partial

ITEM NUMBER	Item Cognitive Complexity	Uses the General Skills and Strategies of the Reading Process		Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)														
		Word Analysis – Uses structural analysis to decode words (synonyms, antonyms, homonyms, multiple meanings)	Word Analysis – Recognizes denotative and connotative meanings of words (literal and non-literal)	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Understands theme, main ideas, and supporting details in literary texts	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Uses inductive and deductive reasoning to comprehend text	Comprehension – Identifies author’s point of view and purpose to comprehend text	Comprehension – Understands elements of character development (character traits and motivation)	Comprehension – Understands the use of language in literary works to convey mood, images, and meanings (dialect, dialogue, symbolism, hyperbole)	Comprehension – Understands writing techniques used to influence the reader and accomplish the author’s purpose (text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing)	Comprehension – Demonstrates skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Uses a variety of strategies to extend reading vocabulary (analogies, similes, metaphors, to infer the meaning)	NO FIT	
31	H																	
32	H												P	C				
33	H						C											
34	H				P													
35	L		P														P	
36	L				P													
37	H					P				P			P					
38	H				P									P				
39	L				P													
40	H				P							P						
Sum		5	3	2	14	3	3	0	2	3	1	3	2	10	0	6		

Classification Codes:

Cognitive Complexity:
Item Content:

L = low
C = complete

H = high
P = partial

Alignment-Checking Matrix – Grade 8 Reading (Spring Level Test 8)

		Uses the General Skills and Strategies of the Reading Process		Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)															
ITEM NUMBER	Item Cognitive Complexity	Word Analysis – Uses structural analysis to decode words (synonyms, antonyms, homonyms, multiple meanings)	Word Analysis – Recognizes denotative and connotative meanings of words (literal and non-literal)	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Understands theme, main ideas, and supporting details in literary texts	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Uses inductive and deductive reasoning to comprehend text	Comprehension – Identifies author’s point of view and purpose to comprehend text	Comprehension – Understands elements of character development (character traits and motivation)	Comprehension – Understands the use of language in literary works to convey mood, images, and meanings (dialect, dialogue, symbolism, hyperbole)	Comprehension – Understands writing techniques used to influence the reader and accomplish the author’s purpose (text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing)	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Uses a variety of strategies to extend reading vocabulary (analogies, similes, metaphors, to infer the meaning)	NO FIT		
		Flag	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CC		L	H	H	H	H	H	H	H	H	H	H	H	H	H	H	L		
Level 8																			
1	H																	C	
2	L				P														
3	H				P			P											
4	H								P			P							
5	H		P												P				
6	H				P														
7	H			P												P			
8	H						C												
9	H											C							
10	H				P														
11	H				C														
12	H		P														P		
13	H						C												
14	H				P														
15	H					P				P				P					
16	H				P										P				
17	L	P															P		
18	L				P														
19	H											P	P						
20	H												P	P					
21	H													C					
22	L																C		
23	L				P														
24	H						C												
25	L	P															P		
26	H				P											P			
27	L		P														P		
28	H									C									
29	L																	C	

Classification Codes:

Cognitive Complexity:
Item Content:

L = low
 C = complete

H = high
 P = partial

ITEM NUMBER	Item Cognitive Complexity	Uses the General Skills and Strategies of the Reading Process															
		Uses Reading Skills and Strategies to Understand and Interpret a Variety of Literary and Informative Texts (Getting the Meaning)															
		Word Analysis – Uses structural analysis to decode words (synonyms, antonyms, homonyms, multiple meanings)	Word Analysis – Recognizes denotative and connotative meanings of words (literal and non-literal)	Comprehension – Interprets new information by using prior knowledge and experience when reading nonfiction	Comprehension – Draws conclusions supported by text	Comprehension – Understands theme, main ideas, and supporting details in literary texts	Comprehension – Infer cause/effect relationships that are not stated explicitly	Comprehension – Paraphrases and summarizes text including functional text	Comprehension – Uses inductive and deductive reasoning to comprehend text	Comprehension – Identifies author’s point of view and purpose to comprehend text	Comprehension – Understands elements of character development (character traits and motivation)	Comprehension – Understands the use of language in literary works to convey mood, images, and meanings (dialect, dialogue, symbolism, hyperbole)	Comprehension – Understands writing techniques used to influence the reader and accomplish the author’s purpose (text structure, stereotypes, bias, and literary devices such as flashback, irony, foreshadowing)	Comprehension – Demonstrate skills of comprehension (summarizing, predicting, restating, prior knowledge, asking questions of the author, understanding theme, inferring)	Comprehension – Recognize genre features and compare works by different authors in the same genre	Vocabulary – Uses a variety of strategies to extend reading vocabulary (analogies, similes, metaphors, to infer the meaning)	NO FIT
30	L				P												
31	H								C								
32	H				P									P			
33	H				P												
34	H													C			
35	H				P				P								
36	L		P													P	
37	H							C									
38	L															C	
39	L				P												
40	H								C								
Sum		2	4	1	15	1	3	0	3	6	0	3	3	7	1	9	

Grade 8 NWEA – Depth of Knowledge (Cognitive Complexity) Analysis with AEA 13 Reading Consensus Standards/Benchmarks*

**Levels 6, 7, and 8 were reviewed for alignment. Since forms were comparable in alignment, the summary is based on comparison with NWEA Level 7 Booklet (median booklet)*

Standard	Benchmarks	Complexity of Benchmark	Complexity of Items	Global Judgment	Summary Judgment
Uses General Reading Skills and Strategies	Word analysis: structural analysis	Low	0 high, 5 low	Strong	1S + 1 M = Moderate
	Word analysis: denotative-connotative meanings	High	1 high, 2 low	Moderate	
Getting the Meaning	Comprehension – Interprets new information using prior knowledge	High	2 high, 0 low	Strong	11S + 1M + 2W = Strong
	Comprehension – Draws conclusions	High	8 high, 6 low	Moderate	
	Comprehension – Understands theme, main idea	High	3 high, 0 low	Strong	
	Comprehension – Infers cause/effect	High	3 high, 0 low	Strong	
	Comprehension – Paraphrases and Summarizes	High	0 high, 0 low	Weak	
	Comprehension – Uses inductive and deductive reasoning	High	2 high, 0 low	Strong	
	Comprehension – Identifies authors point of view and purpose	High	3 high, 0 low	Strong	
	Comprehension – Elements of character development	High	1 high, 0 low	Strong	
	Comprehension – Use of language (mood, symbolism)	High	3 high, 0 low	Strong	
	Comprehension – Understands writing techniques	High	2 high, 0 low	Strong	
	Comprehension – Demonstrates skills of comprehension	High	10 high, 0 low	Strong	
	Comprehension – Recognizes genre and different authors	High	0 high, 0 low	Weak	
	Vocabulary	Low	1 high, 5 low	Strong	

Grade 8 NWEA – Summary of Decisions

Content Standards	Comprehensiveness	Range of Knowledge	Cognitive Complexity
Uses General Reading Skills and Strategies	Yes	Yes	Yes
Getting the Meaning	Yes	Yes	Yes