



Formative Assessments

Formative Item Sets Overview

Language Usage

Grades 3–8

COGNIA ASSESSMENTS

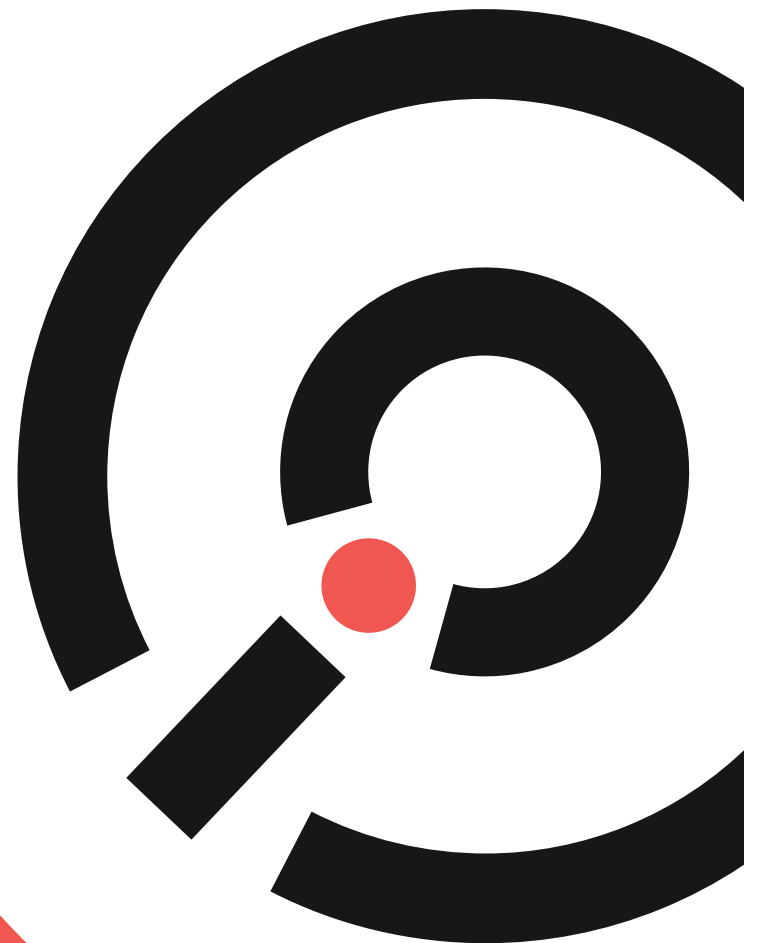


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Formative Item Sets—Language Usage

Purpose

Cognia formative item sets are designed to help teachers quickly gauge students' understanding of key concepts and skills that are emphasized by college and career readiness standards. The item sets support formative assessment practices and provide evidence of student understanding. Educators may administer the items as frequently as they like to engage students in the learning and quickly generate data that can be used to inform instruction.

Number of Item Sets per Grade Level							
Grade	3	4	5	6	7	8	Total
Sets	2	2	2	2	2	2	12

Item Set Components

Each formative item set includes the following three components:

- **Blueprints**—Outline the specifications of each item set and include the following elements for each item (question):
 - College and career readiness standards
 - The domain, genre, and cluster
 - Learning targets, to clarify learning expectations for students
 - DOK (Depth of Knowledge) level for each item
 - Item type
 - Position of the item within the item set
- **Scoring Guide**—Materials for the teacher to score student responses. Elements of the scoring guide include:
 - Answer key
 - Distractor rationales
- **Student Item Set**—Printable forms that can be downloaded from the Formative Content Library for students to record their responses. Online forms are available in the Formative Assessments program within the online administration platform.

Design Specifications

Each language usage item set aligns to either a writing or a language domain. Items contained in a domain target a single standard. Targeting a single standard provides the opportunity to assess a single skill multiple times. The language usage item sets are designed to help educators integrate formative assessment into instruction while learning is still occurring.

Each language usage item set features a single passage and assesses a single target standard related to the following domains:

Writing:

- Writing Standards 1 – Arguments (A)
- Writing Standards 2 – Informational/Expository (I/E)
- Writing Standards 3 – Narrative (N)
- Writing Standards 4 – Clear and Coherent Writing

Language:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Language Usage item sets provide grade-appropriate passages that include literary, informational, or argument selections.

Language Usage item sets assess a range of cognitive complexities and encourage students to apply their understanding of key skills and concepts. The item sets are designed to have students interact and connect with a written piece. The item sets require students to edit and revise to improve the quality of the written piece and apply the rules of mechanics and conventions.

Items

Each language usage item set consists of five to eight multiple-choice and/or multiple select items. Language Usage item sets do not include constructed-response items. Educators can easily administer an item set in a single class period.

Item Details

The following table provides the approximate administration time for each item type.

Item Type	Number of Points	Administration Time (minutes)
Multiple Choice (MC)	1	1–2
Multiple Select (MS)	1	1–2

Depth of Knowledge

Each item is coded to a depth of knowledge level, from level 1 through level 4. A description of an example of the expectations at each level is provided below.

DOK	Description
Level 4	Using extended thinking to synthesize information or apply it to real-world applications.
Level 3	Employing strategic thinking through the use of reasoning or decision making.
Level 2	Conceptual knowledge, or the ability to put facts into context.
Level 1	The ability to recall facts.



Language Usage Item Set Index

The following tables provide passage type, passage names, number of items and item types, Depth of Knowledge and learning targets for each item set by grade level.

Grade 3 | Formative Item Sets

Name/Item Set	Domain	Passage Type	Passage	Item Position	Item Type	DOK	Learning Target
WR ClarifyEvt OregonTrail NAR TTP G3	Writing	Narrative	Along the Oregon Trail	1	MC	2	I can use words and phrases to organize events taking place in a story.
				2	MC	2	I can use words and phrases to clarify situations characters experience in a story.
				3	MC	2	I can use words and phrases to organize events taking place in a story.
				4	MC	2	I can use words and phrases to organize events taking place in a story.
				5	MC	2	I can use words and phrases to clarify situations characters experience in a story.
LG PunctDialog OregonTrail NAR CSE G3	Language	Narrative	Along the Oregon Trail	1	MC	1	I can punctuate dialogue correctly. I can use commas and quotation marks correctly in sentences.
				2	MC	1	I can punctuate dialogue correctly. I can use commas and quotation marks correctly in sentences.
				3	MC	2	I can punctuate dialogue correctly. I can use commas and quotation marks correctly in sentences.
				4	MC	2	I can punctuate dialogue correctly. I can use commas and quotation marks correctly in sentences.
				5	MC	1	I can punctuate dialogue correctly. I can use commas and quotation marks correctly in sentences.
				6	MC	2	I can punctuate dialogue correctly. I can use commas and quotation marks correctly in sentences.

Grade 4 | Formative Item Sets

Name/Item Set	Domain	Passage Type	Passage	Item Position	Item Type	DOK	Learning Target
WR EffectiveWord NoteJessie NAR TTP G4	Writing	Narrative	A Note from Jessie	1	MC	2	I can use description to develop experiences and events in a narrative.
				2	MC	2	I can use dialogue to show the responses of characters to situations.
				3	MC	2	I can use description to develop experiences and events in a narrative.
				4	MC	2	I can use description to develop experiences and events in a narrative.
				5	MC	3	I can use description to develop experiences and events in a narrative.
				6	MC	2	I can use description to develop experiences and events in a narrative. I can use dialogue to show the responses of characters to situations.
LG ProgVrbTense NoteJessie NAR CSE G4	Language	Narrative	A Note from Jessie	1	MC	1	I can form and use progressive verb tenses correctly. I can revise sentences to use the correct progressive verb tense.
				2	MC	1	I can form and use progressive verb tenses correctly. I can revise sentences to use the correct progressive verb tense.
				3	MC	1	I can form and use progressive verb tenses correctly. I can revise sentences to use the correct progressive verb tense.
				4	MC	2	I can form and use progressive verb tenses correctly. I can revise sentences to use the correct progressive verb tense.
				5	MC	2	I can form and use progressive verb tenses correctly. I can revise sentences to use the correct progressive verb tense.
				6	MC	2	I can form and use progressive verb tenses correctly. I can revise sentences to use the correct progressive verb tense.

Grade 5 | Formative Item Sets

Name/Item Set	Domain	Passage Type	Passage	Item Position	Item Type	DOK	Learning Target
WR GroupFocusInfo Rainbows INF TTP G5	Writing	Informational	Fire Rainbows	1	MC	2	I can use words to clearly introduce a topic.
				2	MC	2	I can organize information in a logical and meaningful order.
				3	MC	3	I can group related information under headings that are focused and precise.
				4	MC	2	I can organize information in a logical and meaningful order.
				5	MC	3	I can use multimedia to clarify information included in a text.
LG WordMeanRelate Rainbows INF VAU G5	Language	Informational	Fire Rainbows	1	MS	2	I can identify sentences where words are used in similar ways.
				2	MC	2	I can use context clues to determine the meaning of words in text.
				3	MC	2	I can identify sentences where words are used in similar ways.
				4	MS	2	I can use context clues to determine the meaning of words in text.
				5	MC	2	I can use context clues to determine the meaning of words in text.

Grade 6 | Formative Item Sets

Name/Item Set	Domain	Passage Type	Passage	Item Position	Item Type	DOK	Learning Target
WR PreciseWords HidingHeat INF TTP G6	Writing	Informational	Hiding from the Heat	1	MC	2	I can use precise language to clarify stated ideas.
				2	MC	2	I can use precise language to clarify stated ideas.
				3	MS	2	I can use precise language to clarify stated ideas.
				4	MC	2	I can use precise language to clarify stated ideas.
				5	MC	2	I can use precise language to clarify stated ideas.
LG VaguePronoun HidingHeat INF CSE G6	Language	Informational	Hiding from the Heat	1	MC	2	I can correct faulty pronoun references.
				2	MC	2	I can recognize vague pronoun references.
				3	MC	2	I can recognize vague pronoun references.
				4	MC	2	I can recognize vague pronoun references.
				5	MC	2	I can recognize vague pronoun references.

Grade 7 | Formative Item Sets

Name/Item Set	Domain	Passage Type	Passage	Item Position	Item Type	DOK	Learning Target
WR ConnectEvidence Graffiti ARG TTP G7	Writing	Argument	Graffiti: Art or Not?	1	MC	2	I understand the meaning of words and phrases that connect ideas. I can connect reasons in an argument.
				2	MC	2	I understand the meaning of words and phrases that connect ideas. I can connect reasons in an argument. I understand what phrases and clauses are.
				3	MC	2	I understand the meaning of words and phrases that connect ideas. I can connect reasons in an argument. I understand what phrases and clauses are.
				4	MC	2	I understand the meaning of words and phrases that connect ideas. I can connect reasons in an argument. I can tell the difference between a claim and evidence and what each refers to.
				5	MC	2	I can connect reasons in an argument. I understand the meaning of words and phrases that connect ideas. I can tell the difference between a claim and evidence and what each refers to.
				6	MC	2	I understand the meaning of words and phrases that connect ideas. I can connect reasons in an argument. I understand what phrases and clauses are.
LG WordsImPLYMean Graffiti ARG VAU G7	Language	Argument	Graffiti: Art or Not?	1	MC	2	I can use multi-meaning words. I can distinguish among the connotations of words with similar denotations.
				2	MC	2	I can use multi-meaning words. I can distinguish among the connotations of words with similar denotations.
				3	MC	2	I can use multi-meaning words. I can distinguish among the connotations of words with similar denotations.
				4	MC	2	I can use multi-meaning words. I can distinguish among the connotations of words with similar denotations.
				5	MS	2	I can use multi-meaning words. I can distinguish among the connotations of words with similar denotations.
				6	MC	2	I can use multi-meaning words. I can distinguish among the connotations of words with similar denotations.

Grade 8 | Formative Item Sets

Name/Item Set	Domain	Passage Type	Passage	Item Position	Item Type	DOK	Learning Target
WR ClarifyPosition Playing ARG TTP G8	Writing	Argument	Playing with Math	1	MC	2	I can use words, phrases, and clauses to connect and clarify relationships in an argument. I can use words, phrases, and clauses to present a cohesive position.
				2	MC	2	I can use words, phrases, and clauses to connect and clarify relationships in an argument. I can use words, phrases, and clauses to present a cohesive position.
				3	MC	2	I can use words, phrases, and clauses to connect and clarify relationships in an argument. I can use words, phrases, and clauses to present a cohesive position.
				4	MC	2	I can use words, phrases, and clauses to connect and clarify relationships in an argument. I can use words, phrases, and clauses to present a cohesive position.
				5	MC	2	I can use words, phrases, and clauses to connect and clarify relationships in an argument. I can use words, phrases, and clauses to present a cohesive position.
				6	MC	2	I can use words, phrases, and clauses to connect and clarify relationships in an argument. I can use words, phrases, and clauses to present a cohesive position.
LG DomainSpec Words Playing ARG VAU G8	Language	Argument	Playing with Math	1	MC	2	I can use appropriate academic terminology to aid comprehension. I can use words and phrases to aid in comprehension.
				2	MC	2	I can use appropriate academic terminology to aid comprehension. I can use words and phrases to aid in comprehension.
				3	MC	2	I can use appropriate academic terminology to aid comprehension. I can use words and phrases to aid in comprehension.
				4	MC	2	I can use appropriate academic terminology to aid comprehension. I can use words and phrases to aid in comprehension.
				5	MC	2	I can use appropriate academic terminology to aid comprehension. I can use words and phrases to aid in comprehension.
				6	MC	2	I can use appropriate academic terminology to aid comprehension. I can use words and phrases to aid in comprehension.



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